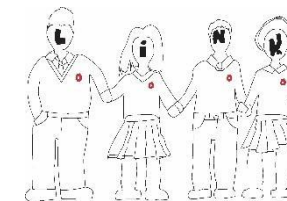




Sackville School Pupil Premium Expenditure Document 2021-2022



| Focus Area (Cost) | Intent | Implementation | Impact | Evaluation | | | | | | | | | | | | |
|--|--|--|---|--|--|-----------|------------|-------|-------|-------------------|--|-------|--|-------------------------|--|--|
| 1. Staffing £188,600 | <p>In order to narrow the attainment gap. To improve the quality of teaching for students and that we get the grant for.</p> <p>To provide additional support for the emotional wellbeing and pastoral care for students we get the grant for.</p> | <p>This could be through individual intervention, smaller teaching classes or differentiation. Some the ways are detailed below:</p> <ul style="list-style-type: none">• Additional English and maths sets in years 9-11• LSA support• Pupil Premium Steering Group• Year Leader and Year Assistant support• Inclusion manager• SENDCo & LINK PA• HLTA | <p>P8 overall Non-PP P8 = +0.292 PP grant P8 = -0.108 Gap = 0.384</p> <p>English Non-PP P8 = +0.163 PP grant P8 = -0.080 Gap = 0.243</p> <p>Maths Non-PP P8 = +0.309 PP grant P8 = +0.079 Gap = 0.23</p> | <p>Whilst we cannot tell what the gap would have been without the interventions, there is still a gap. The impact has not been as positive as we would have liked.</p> <p><i>For 2022-23 - review Quality first Teaching for students we get the PP grant for.</i></p> | | | | | | | | | | | | |
| 2. Intervention £100,300 | <p>In order to narrow the attainment gap. To provide bespoke support for students we get the grant for.</p> | <p>This is usually through individual intervention. Some the ways are detailed below:</p> <ul style="list-style-type: none">• 1:1 and small group tuition in English and maths | <table><tr><th colspan="2">English student responses for those we get the PP grant for compared to those we don't</th></tr><tr><td>Enjoyment</td><td>Confidence</td></tr><tr><td>+0.05</td><td>+0.11</td></tr><tr><td colspan="2">Reading frequency</td></tr><tr><td colspan="2">+0.36</td></tr><tr><td colspan="2">Maths student responses</td></tr></table> | English student responses for those we get the PP grant for compared to those we don't | | Enjoyment | Confidence | +0.05 | +0.11 | Reading frequency | | +0.36 | | Maths student responses | | <p>The impact on students we received the PP grant for is positive on these qualitative judgements.</p> <p><i>For 2022-23 - explore whether it would be possible to capture quantitative data before and after the intervention.</i></p> |
| English student responses for those we get the PP grant for compared to those we don't | | | | | | | | | | | | | | | | |
| Enjoyment | Confidence | | | | | | | | | | | | | | | |
| +0.05 | +0.11 | | | | | | | | | | | | | | | |
| Reading frequency | | | | | | | | | | | | | | | | |
| +0.36 | | | | | | | | | | | | | | | | |
| Maths student responses | | | | | | | | | | | | | | | | |

| | | | <table><tr><th colspan="2">for those we get the PP grant for compared to those we don't</th></tr><tr><td>Enjoyment</td><td>Confidence</td></tr><tr><td>+0.07</td><td>+0.69</td></tr></table> | for those we get the PP grant for compared to those we don't | | Enjoyment | Confidence | +0.07 | +0.69 | |
|--|------------|--|--|--|--|-----------|------------|-------|-------|--|
| for those we get the PP grant for compared to those we don't | | | | | | | | | | |
| Enjoyment | Confidence | | | | | | | | | |
| +0.07 | +0.69 | | | | | | | | | |
| | | <ul style="list-style-type: none">• Learning Mentor | <p>33% of students who had 1:1 LM sessions were those we receive the grant for.</p> | <p>There is currently no specific method of measuring the impact of The BASE's impact.</p> <p>For 2022-23 - create qualitative and quantitative methods to measure impact.</p> | | | | | | |
| | | <ul style="list-style-type: none">• BASE running costs | <p>Approximately 170 students access The BASE either through a reduced timetable or an ad hoc lesson.</p> | <p>Whilst we cannot tell what the gap would have been without the interventions, there is still a gap. The impact has not been as positive as we would have liked.</p> | | | | | | |
| | | <ul style="list-style-type: none">• Education welfare officer & Attendance officer | <p>Attendance The gap in attendance figures for 2021 - 22 is 4.5%</p> <p>Persistent absence The gap in persistent absence for 2021 - 22 was 16.9%.</p> | <p>For 2022-23 - review the monitoring of attendance for students we get the PP grant for.</p> | | | | | | |

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| | | <ul style="list-style-type: none"> The Alternative Provision Room (APR) | Still no permanent exclusions of any student since 2014. | <p>It is positive that students are able to continue their studies and complete their education at Sackville.</p> <p><i>For 2022-23 - review the provision and ensure it is still fit for purpose.</i></p> <p><i>For 2022 - 23 - create qualitative and quantitative methods to measure impact</i></p> |
| 3. Financial Support – curriculum (£5,010) | To make the whole school curriculum accessible for all students. To remove any potential barriers to learning as a result of financial deprivation and ensuring students we get the PP grant for are fully equipped and ready to learn/revise. | Miscellaneous financial support: e.g. photocopying, new overlays, replacement revision guides | Materials provided | <p>Students able to access curriculum e.g. Art</p> <p><i>For 2022-23 - review the effectiveness of this funding</i></p> |
| 4. Financial Support – extra-curricular (£41,750) | To ensure that students can access the whole curriculum in ways that their financial deprivation may not ordinarily allow them to. | <p>Some of the ways we support are:</p> <ul style="list-style-type: none"> Paid peripatetic music lessons Use of the PP grant to pay for the whole cost of an educational visit when it is £40 or under. A contribution when above. | <p>BTEC Music Results Non-PP P8 = +0.51 PP grant P8 = -0.55 Gap = -1.06</p> <p>Educational visits 100% of students we get the PP grant for attended: <ul style="list-style-type: none"> Year 10 geography field trip Year 11 geography field trip Year 10 Seaford art trip </p> | <p>The impact of this provision was not as high as anticipated.</p> <p><i>For 2022-23 - review Quality first Teaching for students we get the PP grant for.</i></p> <p>The impact of the financial support provided by the PP grant has been high.</p> <p><i>For 2022-23 - continue to expand opportunities for students we get the grant for.</i></p> |

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| | | <ul style="list-style-type: none"> • Other extra-curricular events • Payment for all food technology ingredients and KS3 D&T contribution • Art supplies at KS4 • Graduated response contributions towards school uniform, PE kit and/or /dance/PA/drama uniform | <p>90%+ of students we get the PP grant for attended:</p> <ul style="list-style-type: none"> - Year 7 CEW Seaford trip - Year 10 CEW trip to Thorpe Park <p>We have used the grant to support students to participate in a broader curriculum than they may otherwise have had access to. Some of these are; Duke of Edinburgh Award, the school show.</p> <p>All students could make the projects and cook the dishes.</p> <p>GCSE Art Results Non-PP P8 = +0.85 PP grant P8 = +0.64 Gap = 0.19</p> | <p>The impact of the financial support provided by the PP grant has been difficult to measure..</p> <p><i>For 2022-23 - create a method of tracking participation to enable review to be made.</i></p> <p>The impact of this is high as no student has a reason to not be able to participate in practical lessons and have a finished product.</p> <p><i>For 2022-23 - review Quality first Teaching for students we get the PP grant for.</i></p> <p>The impact of this is high as no student has a reason to not be able to participate in practical lessons and have a finished product.</p> |
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The impact and evaluation of strategies have been used to form the basis of the 2022/23 PP Development Plan.