

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sybil Andrews Academy
Number of pupils in school	677
Percentage Pupil Premium	17.43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	14/12/22
Date on which it will be reviewed	11/11/23
Statement authorised by	Trenica King
Pupil premium lead	Adrian King
Governor / Trustee lead	Carol Bradley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,360
Recovery premium funding allocation this academic year	£27,048
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126,408

Part A: Pupil premium strategy plan

Statement of intent

Objectives

Sir Kevan Collins, former CEO of the EEF explains:

‘Literacy is fundamental for success in school and beyond. Young people who leave school without good literacy skills are held back at every stage of their lives’

Therefore, at Sybil Andrews Academy our key objectives are to raise the attainment for those in receipt of pupil premium funding and continue to diminish the difference between themselves and their peers, particularly around reading and literacy skills and knowledge.

We are committed to ensuring that children within all pupil groups achieve their full potential, regardless of their background or disadvantage.

Overarching strategy

As a school we ensure that:

- There is a clear focus on Quality First Teaching, through our approach to a consistent common pedagogy
- Staff are aware of children and their needs, including wider contextual data such as reading ages linked to targeted CPD
- Children in receipt of pupil premium are carefully tracked, with targeted intervention in place focused predominantly on reading and literacy
- Employ an ethos where we recognise the ‘whole’ child and their lived experience, recognising the importance of social and emotional support
- Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey.

Key Principles

- All Students at Sybil Andrews Academy can read and write fluently, regardless of their socio-economic background, preparing them for employment
- All Students at Sybil Andrews Academy can access the right pathway for their individual needs to be successful
- All Students at Sybil Andrews Academy, regardless of their socio-economic background, have good levels of attendance
- All Students at Sybil Andrews Academy who need support, receive effective and timely support from trained staff

- All Students at Sybil Andrews Academy receive targeted intervention when needed, which leads to successful outcomes (pastoral or academic)

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Reading fluency and low levels of literacy of disadvantaged students and subsequent progress through the curriculum</i>
2	<i>Progress of students identified as pupil premium and additional educational needs</i>
3	<i>Adapting the curriculum to support disadvantaged learners, including wider aspects</i>
4	<i>Attendance not in-line with non-disadvantaged peers</i>
5	<i>Increasing numbers of students with SEMH and/ or other barriers post-lockdown</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. <i>Improve reading fluency and levels of literacy of students below numerical age across KS3 and KS4</i></p> <ul style="list-style-type: none"> • <i>% of students below numerical reading ages becomes sig. below national in Year 7/9</i> • <i>% of students below numerical reading age becomes in-line with national Year 8</i> • <i>PP students identified as having low levels of literacy achieve in-line with non-disadvantaged peers in English and Maths at KS3</i> 	<p>Student reading ages improve (when re-tested)</p> <p>Herts for Learning leads to improved YARC outcomes</p> <p>Students transition successfully from reading intervention (peer tutoring / rapid plus)</p>
<p>2. <i>Students with pupil premium and/ or additional educational needs successfully access mainstream lessons, leading to better academic and pastoral outcomes</i></p>	<p>Data drops demonstrate an improvement throughout the academic year (mid year assessment (DD1) > End of Year Assessment (DD2)) of the progress of pupil premium students</p>

<ul style="list-style-type: none"> • <i>Data drops (KS3 and KS4) demonstrate that PP students are making improved progress in-line with their non-disadvantaged peers</i> • <i>Targeted intervention leads to improved classroom behaviours of PP students</i> • <i>Where this is not possible, students may access pathways to provide support around SMSC, wellness and academic engagement to provide appropriate support</i> 	<p>Number of students on pathways decreases Number of students accessing mainstream lessons increases Pastoral data (attitude to learning / home learning) shows improvement in progress from year (mid year assessment (DD1) > End of Year Assessment (DD2)) Targeted intervention at KS3 and Year 10 (reading and vocabulary focused) and Year 11 (GCSE exam focused) leads to higher levels of engagement (correlated by attitude to learning data / merits) and improved progression through the curriculum</p>
<p>3. <i>The Curriculum at Sybil Andrews Academy is compliant with the Equality Act 2010 and meets the needs of all students</i></p> <ul style="list-style-type: none"> • <i>Robust curriculum in place in both KS3 and KS4 across all subject areas</i> • <i>'Pathways' curriculum caters for students with a wider range of needs</i> • <i>Staff are sufficiently supported through CPD, school initiatives and effective policies to support and adapt their curriculum delivery where appropriate to meet the needs of all students</i> 	<p>Disadvantaged learners are successfully accessing the curriculum Bespoke pathways are in place for students who need additional support Targeted intervention has a tangible impact on both academic and pastoral outcomes, evidenced through data drops, surveys of stakeholders, student voice and internal QA processes Instructional Coaching, Department based CPD, Targeted whole-school CPD, school priorities and policies are effective in supporting staff to develop expertise</p>
<p>4. <i>Attendance of PP students improves in-line with national</i></p>	<p>Letters written to support return to school Arranging meetings for students to be in-school Support plan in place to assist students with getting back into school Adaptations to the curriculum considered to support concerns around mental health and or anxiety</p>
<p>5. <i>Students receiving SEMH support show demonstrable improvement in their behaviour and attitude to learning</i></p>	<p>ELSA support, with increased number of staff able to provide support (increased from 2 to 4) Senior Mental Health lead in place, training delivered through DFE funded course, to support Pastoral team accessing training on mental health to support year groups with increasing number of potential SEMH concerns Trauma informed approach rolled out through the Pastoral Curriculum to support students with their mental health in response to multiple lockdown periods</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted CPD for staff through National College/ in-house</i>	<p>Targeted CPD focused on school priorities will enable staff to develop their ability to adapt the curriculum, teach learners from a range of different socio-economic backgrounds and particularly reading comprehension strategies</p> <p>EEF evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading comprehension strategies can add +7 months progress</p>	1, 2
<i>Recruitment of graduate English and mathematics support</i>	<p>GL assessment shows that students in Year 7, 8 and 9 require further targeted support in both mathematics and English (literacy and reading fluency)</p>	1, 2
<i>Retention of Inclusion Officers to support students with SEMH</i>	<p>ELSA support assists with behaviour interventions</p> <p>EEF evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Students social, emotional, and mental health is an increased priority after the lasting impact of multiple periods of lockdown due to Covid-19 Behaviour interventions can add +4 months progress</p>	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p><i>Reading comprehension intervention</i></p>	<p><i>Herts for Learning reading intervention</i> <i>Rapid Plus reading intervention</i> <i>Tutor time guided reading package</i> <i>Structured interventions with PP students focused on literacy and numeracy</i> <i>Reading Plus reading intervention</i> EEF evidence 2022 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1</p>
<p><i>Teach and test vocabulary through tutor time and lessons</i></p>	<p>Vocabulary explicitly taught through each domain. (Tier 3 words) utilising a common pedagogy developed through instructional coaching</p> <p>EEF Improving Literacy guidance report (2019) recommends targeted vocabulary instruction in every subject</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>2</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,808

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance visits and initiatives</i></p>	<p>The attendance of PP students to school is significantly below National expectations</p> <p>Many PP students have significant SEMH barriers and/ or additional needs with some being subject to external multiagency plans.</p> <p>A bespoke package of support needs to be established for some learners to engage them back into learning and give aspirations for future success educationally and in the working environment.</p>	<p>4</p>
<p><i>Student well-being support and mental</i></p>	<p>The current statistics around mental health show that 1 in 4 people in the UK</p>	<p>5</p>

<i>health support through nurse visits</i>	<p>will experience a mental health problem each year (mind.org)</p> <p>Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 200, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid-19 has also had a negative impact with 54% of children and young people with a mental health disorder stating that lockdown had made their life worse.</p>	
<i>Offer consistency through a whole school behaviour for learning policy</i>	<p>Creates a purposeful learning environment for all students.</p> <p>Clear expectations and boundaries for students.</p> <p>Clear focus on re-engagement and re-integration built around positive framing.</p>	5
<i>Use pastoral staff to positively reinforce attitude to learning across the academy</i>	<p>EEF Toolkit +3 months for behaviour interventions</p> <p>The learning environment across the academy is a priority in raising awareness around key areas of personal development such as: sexual harassment, bullying, unkind behaviour, trauma, tolerance, LGBTQ+, racism and any other relevant physical or verbal abuse.</p>	5
<i>Uniform and travel support</i>	<p>To provide students with support in getting into school and reducing anxiety around uniform</p>	5

Total budgeted cost: £126,408

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Improvement of the library infrastructure - new library is to launch January 2023. Improved stock and use of library throughout 2021 – 2022. Including the use of specific intervention to support.

Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015). Tutor time curriculum improved to support reading and promote reading for pleasure. Noted in Trust Reading review as a strength.

Wider awareness of the library

Increased use of the library including non-fiction texts

Application of the library for Key Stage 4 students

Tailored CPD sessions from National College implemented throughout the academic year. Specific strategies deployed for disciplinary reading.

Trust Reading review noted the impact of Hearts for Learning intervention and also the use of disciplinary literacy across the curriculum. 95% of students who partook in HfL improved their reading age. 65% being at or close to their reading age by the end of the 6-week programme.

Acknowledged in the reading review, “you have a really well thought out plan for whole school reading”. Including notes on CPD, “reading has been prioritised as part of the schools DIP and action plan, particularly around disciplinary literacy.”

Reading is now a prominent part of the academy, including both the academic and pastoral curriculum.

Knowledge organisers have been tweaked to include vocabulary which is tier 2/ tier 3 and is presented in every lesson across the academy as a core part of student knowledge. The use of Frayer model is widespread across the academy.

New pastoral structure implemented at the beginning of September 2022. New policy shared and collaborated on throughout 21-22 academic year, launched in September 2022. Increased staffing of pastoral officers from 3 to 6 to adequately support each cohort with SEMH and mental health needs.

New SENDCo employed to support students with SEN and to deploy specific reading strategies within SEND and wider school including SEND pilot on curriculum.

Use of external support for both pastoral and safeguarding with employment of consultants for both safeguarding and behaviour.

Use of external support for SEND, through consultant HMI inspector to support the rollout of SEND initiatives including reading, universal offer, golden thread within the curriculum and supporting students with adaptations on their curriculum.

Employment of English intervention tutor specifically focused on reading has taken place in September 2023.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around high-quality teaching. The school's model for Instructional Coaching aims to skill up staff so that all students are able to access all aspects of the curriculum.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local wellbeing hub to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- reviewing the school's pastoral curriculum and Personal Development programme to ensure that all students, and especially our disadvantaged students who are less likely to have access or exposure to Personal Development opportunities outside of the school.

Welfare and Engagement

CPD

Compulsory and optional staff CPD has been in place for staff. This included gaining an understanding of what being disadvantaged actually means beyond the financial limitations. This CPD was supported with staff pledges and practical strategies following the collection of student voice. Further guidance was shared with staff using the evidenced base EEF [Guidance report for metacognition and self-regulated learning](#), as the majority of our least successful and least resilient learners are eligible for the Pupil Premium.