

## 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	678
1	18.29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	22/09/21
Date on which it will be reviewed	11/11/21
Statement authorised by	Trenica King
Pupil premium lead	Harrison Ruffell
Governor / Trustee lead	Carol Bradley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,372
Recovery premium funding allocation this academic year	£13,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£32,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£142,567

# 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"> <li>• <i>% of students below numerical reading ages becomes sig. below national in Year 7/ 9</i></li> <li>• <i>% of students below numerical reading age becomes in-line with national Year 8</i></li> <li>• <i>PP students identified as having low levels of literacy achieve in-line with non-disadvantaged peers in English and Maths at KS3</i></li> </ul>	<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 (DD1 &gt; DD2 &gt; DD3) of the progress of pupil premium students</p>

<ul style="list-style-type: none"> <li>• <i>Data drops (KS3 and KS4) demonstrate that PP students are making improved progress in-line with their non-disadvantaged peers</i></li> <li>• <i>Targeted intervention leads to improved classroom behaviours of PP students</i></li> <li>• <i>Where this is not possible, students may access pathways to provide support around SMSC, wellness and academic engagement to provide appropriate support</i></li> </ul>	<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 DD1 &gt; DD2 &gt; DD3  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"> <li>• <i>Robust curriculum in place in both KS3 and KS4 across all subject areas</i></li> <li>• <i>'Pathways' curriculum caters for students with a wider range of needs</i></li> <li>• <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></li> </ul>	<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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>                      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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>                      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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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 2021  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>2</p>

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

Budgeted cost: £ 42,567

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Improvement of the library infrastructure</i></p>	<p>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).</p> <p>Wider awareness of the library            Increased use of the library including non-fiction texts            Application of the library for Key Stage 4 students</p>	<p>3</p>



<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 health support through nurse visits</i></p>	<p>The current statistics around mental health show that 1 in 4 people in the UK 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>	<p>5</p>
<p><i>Offer consistency through a whole school behaviour for learning policy</i></p>	<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>	<p>5</p>
<p><i>Use pastoral staff to positively reinforce attitude to learning across the academy</i></p>	<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>	<p>5</p>

<i>Uniform and travel support</i>	To provide students with support in getting into school and reducing anxiety around uniform	5
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**Total budgeted cost: £ £142,567**

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the overall attainment of disadvantaged students was lower than in 2019/20 (4.1 compared to 4.6) but still considerably higher than those of 2018/19 (2.9). However, the overall progress measure of disadvantaged pupils was lower than in the 2019/20 but in line with the performance in 2018/19.

Despite being on track pre-school closures the overall outcomes we aimed to achieve by the end of 2020/21 were therefore not fully realised

However, EBacc entry pattern of both PP and non-PP students is higher than the national average. The EBacc attainment and progress scores for PP are also above national average (4.2 and 0.09 respectively). Even though these are lower scores than we would aim for, we are delighted that the students have been able to overcome the not insignificant adversity resulting from the school closures.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was partly mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by live remote teaching and also offering school places to a disproportionate number of Pupil Premium students.

Although overall attendance in 2020/21 was lower than in the preceding years at 94.6%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 6.6% higher than their peers and persistent absence 14.8% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our return to school surveys and internal data demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to increase our ELSA provision and

provide wellbeing support for all pupils, and targeted interventions where required. This remains a fundamental aspect of our new plan.

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have designated nurture clubs for students with an open invitation to service children. The pastoral team was increased to include dedicated KS3/4 Inclusion Officers who supported with the individual needs of service children, especially when a parent was deployed.
What was the impact of that spending on service pupil premium eligible pupils?	All service children were able to access the same opportunities as their non-service children peers. However, due to the Covid-19 school closures, the number of opportunities for clubs, enrichment and trips was significantly impeded.

## 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 – School Closures**

Ahead of the first Covid-19 school closure, we sought the advice, guidance and assistance from an external Pupil Premium reviewer regarding supporting our vulnerable students whilst not in school. A set of KIT (Keeping In Touch) protocols was developed and a list of students identified for inviting into school and for close contact through emails, phone calls and video calls. As the school closure continued, almost 20% of the school had at least weekly contact to support their personal wellbeing as well as their remote learning in addition to the whole school form tutor KIT contact. These students were disproportionately representative of the Academy's Pupil Premium population. During the second Covid-19 school closure, this was also extended to a significant in-school provision, with a disproportionate representative of PP students benefiting from this provision.

### **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.