

Pupil premium strategy statement – Sybil Andrews Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|--------------------------------|
| Number of pupils in school | 628 |
| Proportion (%) of pupil premium eligible pupils | 15.4% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024-2025 (Year 1 of 3) |
| Date this statement was published | 23 rd January 2025 |
| Date on which it will be reviewed | 1 st September 2025 |
| Statement authorised by | Joe Pointon |
| Pupil premium lead | Harrison Ruffell |
| Governor | Ang Morrison |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £103,115 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £103,115 |

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 continue to ensure that:

There is a clear focus on Quality First Teaching, through our approach to a consistent common pedagogy, embedded within our Sybil Andrews Lesson and Learning Routines.

Staff are aware of children and their needs, including wider contextual data such as reading ages linked to targeted CPD threads, which mirror the priorities of the academy.

Children in receipt of pupil premium are carefully tracked, with targeted intervention in place focused predominantly on reading and literacy, particularly through the tutor time reading programme, SEND support and targeted intervention such as additional English in the option block.

Employ an ethos where we recognise the ‘whole’ child and their lived experience, recognising the importance of social and emotional support. Developed through the warm-welcoming and friendly approach the school has adopted within its personal development/ pastoral curriculum.

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 | Attendance The attendance of our disadvantaged students is less than their non-disadvantaged peers. Our in-school evidence shows us that poor attendance directly correlates with negative outcomes. Therefore, it is a key challenge in all year groups. Our persistent absentee percentage is higher than in previous academic years so reducing this is vital. |
| 2 | Outcomes The progress 8 score in 2024, and additionally the attainment 8 score (given 2025 and 2026 will not include progress 8) was significantly below their non- disadvantaged peers. Therefore, it is a priority to address this. |
| 3 | Attainment in English and Mathematics 4+ / 5+ Attainment in English and mathematics is significantly below their non-disadvantaged peers. |
| 4 | Reading ages On entry to Sybil Andrews Academy, our disadvantaged pupils' reading ages are low, which therefore restricts their ability to successfully access the curriculum. |
| 5 | SEND It is a priority for pupils with SEND who are also identified as being disadvantaged that the right level of support is in place. This is further emphasised if the pupil has an EHCP. Therefore, a wrap around support network is required to ensure this collaboration. |

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 |
|--|--|
| Disadvantaged students will attend school regularly so that they fully access the curriculum provision on offer. | Attendance monitoring demonstrates improved attendance for disadvantaged pupils. So that it moves in-line with national average / in-line with non-disadvantaged peers. |
| Quality first teaching for all | A reduction in internal variation between disadvantaged and non-disadvantaged pupils. Drop-ins demonstrate quality work completed by disadvantaged pupils. Particularly those identified as both SEND and disadvantaged. |
| Disadvantaged pupils receive excellent teaching in English and mathematics. Therefore, leading to making good progress relative to their starting points through the basic curriculum. Their work is of high standard and compares favourably with non- disadvantaged peers. | Internal data is monitored throughout the year and interventions are put in place as required. The attainment of disadvantaged pupils will be confirmed at the end of the academic year. |
| Disadvantaged pupils are given a broad range of opportunities to develop a love of reading. In turn this should lead to a high level of reading competency, allowing them to access the curriculum successfully. | The proportion of disadvantaged pupils reading with six months of their chronological age improves. Standardised scores for disadvantaged pupils improves. The proportion of pupils reading independently increases. |
| Disadvantaged pupils who are also identified as SEND receive a challenging curriculum. In line with their peers. Adaptive teaching underpins this process. | DD1 and DD2 assessment data will demonstrate the gap between these pupils is closing, and in instances where it is not, there is a robust plan in place. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| CPD links to the SAA approach to learning routines and rubric, which in turn supports the learning of disadvantaged pupils. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://www.aft.org/sites/default/files/Rosenshine.pdf | 2 3 4 5 |
| Provide more lesson time for English support outcomes for disadvantaged pupils. | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation | 2 3 4 5 |
| Invest in technology resources to support teaching and learning | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital | 2 3 5 |
| Targeted and specific CPD on aspects of SEND to support lesson time | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send | 2 3 5 |
| Utilising new online platforms such as Century, to support disadvantaged pupils | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit | 2 3 5 |

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

Budgeted cost: £40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------|--|-------------------------------|
| Year 11 prom card | https://www.sec-ed.co.uk/content/best-practice/pupil-premium-general-and-targeted-interventions/ | 2 3 5 |
| Tutor time reading programme | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 | 4 |
| iPad provision (Year 7) | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital | 2 3 4 5 |
| Masterclasses (Year 11) | https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support | 2 3 5 |

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

Budgeted cost: £ 23,115

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Attendance officers, Education welfare and increased pastoral support to raise attendance | https://www.gov.uk/government/publications/working-together-to-improve-school-attendance | 1 |
| Address higher exclusion rates for pupil premium pupils/ SEND and pupil premium | https://explore-education-statistics.service.gov.uk/find-statistics/suspensions-and-permanent-exclusions-in-england https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour | 1 2 3 4 5 |

| | | |
|--|---|-----------------------|
| Utilise the careers advisor to support pupil premium | https://educationendowmentfoundation.org.uk/education- evidence/guidance-reports/implementation | 1 2 3 4 5 |
| Extracurricular activities | https://www.goodschools.com.au/insights/student-experience/the-advantages-of-extracurricular-activities | 1 |

Total budgeted cost: £103,115

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The most recent Ofsted report for Sybil Andrews Academy (October 2023) states:
“Sybil Andrews knows the importance of all pupils being able to read well. There are specific lessons on reading and there is a focus on reading in all subjects. The school identifies pupils who need to improve their reading and helps them to become fluent, confident readers.”

“Pupils enjoy studying a broad curriculum. They know it prepares them well for future study, training or work. Pupils learn well in carefully planned lessons taught by knowledgeable teachers.”

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

Current Year 9 data demonstrates a marked improvement in all students' standard age score since implementing tutor time reading programme, although slightly less rapid progress for PP.

Both Year 8 and Year 9 Standard Age Scores demonstrate that since the implementation of the Tutor Time Reading Programme and Explicit Vocabulary Instruction in lessons, PP students are now above average for all students (not just PP), being above the 100 threshold in Year 8 and 9.

The purpose of the Tutor Time Reading Programme (TTRP) is to ensure that every student receives high-quality reading instruction as a fundamental part of their tutor time offer. The rigour and structure of the programme also supports teachers in embedding the habits learnt from the Getting Every Student Reading CPD that underpins the pedagogical approaches in the TTRP.

In line with the Getting Every Student Reading CPD, explicit vocabulary instruction is a key place holder within the TTRP lessons. This includes explicit deep instruction of target vocabulary using the vocabulary scripts included in the planning.

Also, in line with the Getting Every Student Reading CPD, direct fluency instruction is a key place holder within the TTRP lessons. This is crucial for two main reasons:

1. It allows all learners to access the nourishing and ambitious texts within the programme, regardless of their decoding ability.
2. Improved fluency frees up cognitive capacity which students can direct towards thinking deeply about what they have read.

The Explicit Vocabulary instruction techniques from the programme are now cascading down into main curriculum lessons - 100% of lessons nominated to be dropped into in December demonstrated EVI being used.

Each year group has a Pastoral Officer who support all pupils, including PP, with SEMH and mental health needs. For example, Pastoral Officers conduct check-ins in the morning for

identified pupils, support in Class Removal and Internal Isolation, communicate with parents and carers, attend reintegration meetings and support attendance. Where appropriate, the Pastoral and Safeguarding teams have made referrals for PP pupils to the school nurse, school counsellor, the Suffolk Emotional Wellbeing Team and YMCA Mental Health Support. PP pupils received wellbeing and mental health support from the OM nurses as part of the PSHE curriculum.

Pupil Premium pupils attended ELSA sessions in small groups or on a one-to-one basis. These sessions help pupils to regulate their own emotions and identify the feelings of others. The pupils complete work on improving self-esteem and learned about anxiety strategies, tailored to their individual needs. The sessions cover friendships, social skills and how to manage anger. The ELSA leaders use an assessment tool to monitor the impact of the sessions after 6 weeks.

The Attendance team support Pupil Premium pupils to attend school as regularly as possible by making home visits, calling home, arranging meetings, agreeing attendance contracts and organising Part Time Timetables where appropriate. As a result, the overall attendance of PP pupils increased in the school year 2023/24 compared to 2022/23.

The whole school behaviour curriculum has been successfully introduced and is regularly refreshed with pupils. Our behaviour routines create a purposeful learning environment for all students, with clear expectations and boundaries. There is a focus on re-engagement and reintegration built around positive framing.

100% of the 2024 Year 11 cohort went on to appropriate training, education or employment after leaving Sybil Andrews, including Pupil Premium pupils. PP pupils took part in trips to colleges for post-16 options.

Pupil Premium pupils attended a number of trips and visits such as theatre trips (for example, Macbeth, Frankenstein, The Kite Runner and a pantomime), Geography fieldwork, a trip to Wembley and a residential trip to Dorset. The school covered a percentage of parental costs for PP pupils. The school also covered the cost of DT food ingredients for PP pupils and gave a 20% discount for uniform. Transport was subsidised for pupils – the percentage was variable dependent on location.

Externally provided programmes

| Programme | Provider |
|-------------|----------|
| Sparx Maths | |
| Educake | |
| Seneca | |

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 up-skill 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), 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 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.