# Pupil premium strategy statement (Secondary)

## School overview

|  |  |
| --- | --- |
| **Metric** | **Data** |
|  School name | Sandhill View Academy |
| Pupils in school | 742 |
| Proportion of disadvantaged pupils | 54% |
| Pupil premium allocation this academic year | £365,000 |
| Academic year or years covered by statement | 2020/21 – 2022/23 |
| Publish date | October 2020 |
| Review date | October 2021 |
| Statement authorised by | Joanne Maw |
| Pupil premium lead | Jill Dodd |
| Governor lead | Dr John Brown |

## Disadvantaged pupil performance overview for last academic year

|  |  |
| --- | --- |
| Progress 8 | -0.37 |
| Ebacc entry  | 16% |
| Attainment 8 | 41.71 |
| % Grade 5+ in English and maths | 39% |

## Strategy aims for disadvantaged pupils

|  |  |  |
| --- | --- | --- |
| **Aim** | **Target** | **Target date**  |
| Progress 8 | -0.3 | Aug 21 |
| Attainment 8 | 45 | Aug 21 |
| % Grade 5+ in English and maths | 40% | Aug 21 |
| Other | Absence in line with national figure | Aug 21 |
| Ebacc entry | 20% | Aug 21 |

# Teaching priorities for current academic year

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | Retain a team of Lead Practitioners (LP) in core subjects to consistently demonstrate outstanding T&L - The EEF recommends that good teaching is the most important lever schools have to improve the outcomes for disadvantaged students.The appointment of LP, particularly in English, have already seen an improvement in outcomes. |
| Priority 2 | Whole staff CPD time to be dedicated to sharing best practice for ‘Effective learning and feedback strategies’ - EEF identifies that when given properly, feedback improves progress by 8 months.<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>EEF identifies that effective learning strategies (mastery and collaborative) can improve progress by up to 5 months.<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/><https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/> |
| Priority 3 | Develop a whole school approach to supporting literacy development, through a focus on ‘The Power of Language’. Embed the ‘Frayer Model’ as a consistent approach to broaden the range of vocabulary used - As the focus of The Power of Language will be on improving the quality of written and spoken language across the school, this will undoubtedly have a positive impact on their extended writing in English and Ebacc subjects and also equip disadvantage students with the skills to be able to communicate effectively.Embedding of this strategy will also have a positive impact on the English P8 score. |
| Barriers to learning these priorities address | Literacy levels of disadvantaged students are significantly below national average on entry and this has been compounded by missed time in school. Low levels in literacy have an impact across the curriculum, through extended writing tasks, SPAG and their ability to communicate effectively, using subject specific vocabulary. Their vocabulary and cultural capital is also affected, due to their lack of wider reading. |
| Projected spending  | £150,000 |

## Targeted academic support for current academic year

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | Improve reading aged of disadvantaged students - Students with low reading ages cannot access the secondary curriculum and eventually GCSE questions, at KS4.EEF identifies that reading comprehension strategies focus on the learners’ understanding of written text, which can improve progress by up to 6 months:<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/>1:1 and small group reading intervention targeted at disadvantaged students, including phonics, to improve reading ages. |
| Priority 2 | Roll out of ‘5 o clock club’ from Y11 to all year groups, providing revision and targeted support to address gaps and to provide a ‘quiet environment’ with digital facilities, enabling all students to complete home learning tasks. The club will be optional for all and compulsory for some. Following Covid-19 outbreak, gaps have already been identified between disadvantaged students and their peers and these gaps are widening. These students need to attend school full time, from September and attend additional revision in order to quickly identify gaps and close them. Mock exams are being completed by Y10 at home and these will inform teacher planning, revision and home learning tasks.EEF identifies that when students are given short, focused homework tasks, connected to their learning, this can improve progress by up to 5 months.<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/> |
| Priority 3 | Intervention strategies, particularly focused on disadvantaged boys, to tackle all barriers of learning - Disadvantaged students, who are underachieving, have access to a mentor who is able to work with the student through any barriers to learning and support them in prioritising their workload, improving their attitudes to learning and offer support and guidance regarding ‘next steps’. |
| Barriers to learning these priorities address | A large proportion of students have low reading levels, which impedes their learning and confidence across many subject areas. There are also a high proportion of disadvantaged boys who are not making enough progress across subjects and need additional support to enable them to fully achieve their potential. |
| Projected spending | £170,000 |

## Wider strategies for current academic year

| **Measure** | **Activity** |
| --- | --- |
| Priority 1 | Improve attendance and punctuality of disadvantaged students, through a number of strategies - There is significant positive correlation between attendance and outcomes. Through ensuring disadvantaged students attend school, this will lead to a positive impact on outcomes. |
| Priority 2 | Disadvantaged students need to experience a wealth of enrichment experiences in order to widen their horizons and unlock future opportunities. Some disadvantaged students have little aspiration for the future and so do not understand why they need to do well in their exams and so limit their own potential. There is also a reduced ability to participate in trips, which necessitate additional costs. By providing more than the requirements of the Gatsby benchmark, fewer disadvantaged students will be at risk of NEET. Effective guidance and advice will also have a positive impact on overall P8 and A8 figures. |
| Barriers to learning these priorities address | Many students have additional pastoral needs e.g. EBD, uniform, support at home, breakfast etc and require mentoring/counselling or additional support. ‘Home learning’, due to Covid-19 has highlighted a huge gap between PP and non-PP in terms of access and completion of work. Performance in assessments also highlights lack of independent study and revision. |
| Projected spending | £45,000 |

## Monitoring and implementation

| **Area** | **Challenge** | **Mitigating action** |
| --- | --- | --- |
| Teaching | The progress of our disadvantaged students is above their peers nationally. | P8 score |
| Targeted support | The progress of disadvantaged boys is above their peers nationally. | P8 score |
| Wider strategies | Disadvantaged students attend the Academy, complete homework and revision and achieve in-line with their peers. | PP Attendance and punctuality figures lower than their peers nationally.Academy gap between PP and others is reduced. |

## Review: last year’s aims and outcomes

| **Aim** | **Outcome** |
| --- | --- |
| Reduce inconsistencies in T&L within and across subject areas in order to improve levels of progress in all subject areas. | Achieved. Systematic approach to curriculum and lesson planning is now in place and embedded. This has been further enhanced through the introduction of Microsoft Teams and online learning opportunities.  |
| Improve the reading age of students  | Systems were put in place in Autumn 2019 but delayed due to lockdown. Enhanced provision and a recovery curriculum has been carefully planned from Autumn 2020. |
| Improve confidence and fluency in maths | Updated schemes of work in KS3 maths, written by Lead Practitioners, have improved confidence. Parental feedback from home learning survey illustrated that maths was the subject parents felt they received the most support with (and the subject they needed the most support with). |
| Improve the confidence levels of more able students so that they can reach their potential. | Progress mentors were assigned to y11 students in the Autumn and Spring term. Targeted interventions were run. These had a positive impact on progress as identified by data collected in the two terms. Outcomes improved for the students who were part of the groups.  |
| Improve the basic skill levels of SEN students so that they can make good rates of progress | Targeted support through the use of SEN mentors had a positive impact until lockdown. Mentors continued to support the wellbeing and academic development of students by making weekly phone calls to offer guidance and support with home learning. Lexia impact data indicates that students who are using this are making better progress.  |
| Improve the attendance of students so that they are able to make good progress | At the point of lockdown, attendance was in line with national figures for similar students.  |
| Students get access to external support they need as quickly as possible | Achieved. Pastoral staff received mental health first aid training, school achieved Bronze award in the Mental Health Charter mark as a result of the measures. BSU referrals decreased.  |
| Improve the attendance of students so that they are able to make good progress | Appointed full time PP attendance mentor who makes regular contact with pupils who are at risk of poor attendance.At the point of lockdown, the gap between PP and non PP attendance closed (weekly updates communicated via SLT meetings) |
| The amount learning time lost as a result of low-level disruption is significantly reduced  | The number of on calls and requests for curriculum support had reduced at the point of lockdown. All staff attend Behaviour for Learning CPD to ensure the effective use of de-escalation approaches. |
| Ensure that school provides a safe haven for students and contact with adults who are trained to support them or refer them to the appropriate external agency.Build working relationships with feeder primary schools to ensure key information is used to aid the transition process for the most vulnerable students. | Achieved. Enhanced CPD throughout lockdown.Enhanced transiti9on took place vie online meetings rather than in face to face meetings.  |
| Establish an enhanced culture of aspiration within school. Students are taught how to become resilient and how to develop a growth mindset. | Achieved during Autumn Term 2019.Adapted during lockdown via a range of online competitions and rewards.  |
| Set up free breakfast provision.Improve the quality of school meals. Improve access to drinking water during the school day to aid concentration. | Achieved and in place by September 2019. |
| Provide funded access to uniform essentials for all PP students | Achieved and ongoing.  |
| Set up access to a resources room with a suite of PCs and library books so that students can access these for supervised study at lunchtime/breaktime and after school. | Delayed until November 2020. Now in action.  |
| Provide staff to run an after-school homework club in the Resources Room. | Delayed until November 2020. Now in action. |
| Offer a range of opportunities for educational visits, to enhance the CEIAG offer in order to raise aspirations. | Educational visits postponed due to lockdown. Alternative, online, CEIAG offers made to enhance home learning provision. NEET figure reduced significantly.  |