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	Sandhill View Academy
Number of pupils in school	716
Proportion (%) of pupil premium eligible pupils	50.84% (364)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2020-2023
Date this statement was published	Dec 22
Date on which it will be reviewed	April 22
Statement authorised by	J. Castling
Pupil premium lead	S. Barnes
Governor / Trustee lead	H. Akien

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£364,952
Recovery premium funding allocation this academic year	£56,659
Pupil premium funding carried forward from previous years (enter £0 if not applicable) Universal Catch Up	£ 59,520
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	£ 528,790

Part A: Pupil premium strategy plan

Statement of intent

The purpose of Pupil Premium funding is to ensure that schools offer additional support to students from disadvantaged backgrounds in realising their potential. The school spends this money to ensure that disadvantaged students benefit from high quality teaching, curriculum and pastoral support, and more opportunities for cultural capital. Our aim is to eliminate imbalances in academic outcomes, attendance and behaviour, cultural capital and wider school experience-between pupil premium students and our whole school cohort.

High-quality teaching is integral to raising the achievement of all pupils, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our curriculum intent covers knowledge and understanding; skills and characteristics; and careers and aspirations. All three are only possible if centred on a culture of positive relationships, where students know that school works in their interests-even when holding them to account for their behaviour.

Knowledge and understanding covers the subject specific content across the curriculum and is defined and sequenced with the help of the national curriculum and exam syllabi. Skills and characteristics includes both subject specific skills, and also the wider personal characteristics referenced in Skills Builder that we have embedded throughout the curriculum. Careers and Aspirations reflects the thread of careers guidance, extra-curricular activities and academic enrichment that provides signposts towards what students might choose to do in the future.

Key Objectives

1. Improve outcomes for all pupils through high-quality teaching and targeted academic support. Specifically, to increase the % 4+ basics (English and maths)
2. Improve attendance, behaviour, engagement, and well-being
3. Developing a whole school approach to tackle the literacy deficit
4. Broadening the curriculum to meet the needs of the pupils so they can acquire the knowledge and cultural capital they need to succeed in life and are successful in their next steps to education, employment or training.

Challenges

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

Challenge number	Detail of challenge
1. Progress and achievement	Pupil premium students historically and nationally have lower progress scores than other pupils at GCSE. SHV P8 -0.53 18/19, -0.37 19/20 -0.36 20/21. Since the beginning of Covid, many pupils arrive significantly below national average and we have an increrase in the proportion of low attainers and a decrease in the proportion of high attainers. Some students with high prior attainment need additional help to enable them to fully achieve their potential.
2. Attendance	Pupil premium students have higher rates of absence and persistent absence compared to other pupils. Gap = 4%
3. Pastoral	Evidence suggests that the education and wellbeing of many of our disadvantaged pupils have been disproportionally impacted by partial school closures to a greater extent than for other pupils. Pupil premium students are less likely to engage with independent study due to home circumstances, lack of educational resources, access to technology and support from home.
4. Basics (Literacy & numeracy) catch up	Many Pupils arrive to SHV with a low level of literacy and numeracy (Sep 21 incomers) which impedes their learning and their confidence across many subject areas
5. Raising aspirations	Families are less likely to be able to afford classroom resources, uniform and costs associated with extra-curricular / offsite activities limiting students' capability to engage effectively with day-to-day schooling and access to cultural capital.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	20/21 P8 score of -0.3 which negates the internal gap. 21/22 P8 of -0.2 to be in line with non-pp within the local authority 22/23 P8 of 0.0 which will all but eradicate the gap to national non-PP.

Improved outcomes for pupil premium pupils in the core subject areas. Improved matching, of pupils achieving Grade 4+ and Grade 5+ in maths and English	Quality of teaching in maths and English lessons is at least secure in observations Basics5+>=30% Basics4+>=50%
Reading and Oracy Pupils read widely and often, with fluency and comprehension appropriate to their age. Pupils increase their academic vocabulary, and can talk with purpose using tier 2 and 3 vocabulary	Overall NGRT Standard Age Scores are above national in KS3including SEND and disadvantaged pupils Year 7(end of)-overallSAS above 100 Year 8–overall SAS above 100 Year 9–overall SAS above 100
Numeracy Pupils with significant gaps catch up to their peers by increasing the % of KS3 pupils attending maths whiz and widening the tutor offer	Improve number of pupils on target in maths at KS3 >/= 80% Basics5+>=30% Basics4+>=50%
Attitudes to Learning PP pupils' attitudes to their education are positive and they take pride in their achievements.	Behaviour ratios reflect at least a good statement for 90% of PP pupils
Attendance There is demonstrable improvement in the attendance of PP pupils. Pupils have good attendance, within the context of the pandemic. They come to school on time and are punctual to lessons.	Sustained improved attendance measured by Overall absence rate is in-line with national (+/- 1%) Persistent absence rate is in-line national (+/- 1%) Term on term reduction of recorded late to lesson
Widening Opportunities Pupil premium pupils receive opportunities to learn off site and develop cultural capital alongside their peers. Pupils engage with a wide range of opportunities to nurture, develop and stretch talents and interests.	Pupil premium pupils have at least one opportunity to learn off site during the current academic year. Proportion of PP student uptake for extra-curricular and is similar to non-PP students.

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: £ *[200000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retain a team of Lead Practitioners (LP) in core subjects to consistently demonstrate outstanding T&L and coach other staff	https://www.google.co.uk/amp/s/teacherhead.com/2021/01/28/time-to-replace-formal-observation-systems-with-instructional-coaching-for-everyone-cpd/amp/ https://my.chartered.college/impact_article/implementing-instructional-coaching-a-guide-for-school-leaders/	1
Deliver a programme of high quality CPD to all staff, to ensure that disadvantaged students experience quality first teaching.	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Quality_Assurance_of_Teachers_Continuing_Professional_Development.pdf?v=1629119317	1
Develop a whole school approach to supporting literacy development	EEF https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Literacy_Development_Evidence_Review.pdf	1,3
Provide an appropriate curriculum for those disadvantaged students at risk of exclusion	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3,4,5
Develop on line capabilities including lesson delivery and support through teams and the use of school cloud for	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2

online parents evenings		
HTLA for MFL intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1

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

Budgeted cost: £ *[150000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to deliver after school intervention club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp#impact-of-ntp-in-the-2020-to-2021-academic-year	1
Staff to deliver holiday master classes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp#impact-of-ntp-in-the-2020-to-2021-academic-year	1
Appoint 2 additional cover supervisors (4 in total) to allow key staff to deliver intervention with key pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp#impact-of-ntp-in-the-2020-to-2021-academic-year	1,4
Purchase additional licences for maths whiz and run a comprehensive programme of intervention	Proof pack https://www.whizz.com/wp-content/uploads/Proof-Pack-2020-Whizz-Education.pdf	1,4
Extend the programme of Accelerated reader and lexia to encompass a	**GL case study: Reading: Taking a rigorous approach to baselining and intervention**	1,4

wider audience at KS3		
Renew contract with Mytutor as NTP partner. With a focus on maths at KS4	Mytutor impact report 2021	1,4
Appoint up to 2 academic mentors	https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp#impact-of-ntp-in-the-2020-to-2021-academic-year	1,2,3,4
Purchase CAT4 testing to assess all pupils without KS2 data	GL assessment case studies: **Using GL Assessment data with educators and leaders to drive high achievement**	1,4
Provide residential revision weekend opportunity	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3,4,5

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

Budgeted cost: £ *[100000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assign additional pastoral member to mentor key PP year 11 pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2,3
Develop 3-year attendance strategy. Including the leasing of an attendance car	https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence	2
Provide all PP pupils with the correct equipment	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3,5

and support in costs of uniform where appropriate		
Subsidise extra-curricular activities, including trips and music lessons	https://researchschool.org.uk/norwich/news/socio-cultural-capital-what-is-it-and-why-should-we-think-about-it	5
Facilitate drama club at lunch times and after school	https://researchschool.org.uk/norwich/news/socio-cultural-capital-what-is-it-and-why-should-we-think-about-it	5
Provide counselling opportunities to negate the excessive waiting lists through CAMS	https://www.gov.uk/government/publications/covid-19-mental-health-and-wellbeing-surveillance-report	2,3,5

Total budgeted cost: £ *[450000]*

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.

Measure	Results over time		2017	2018	2019	2020	2021	2022
CURRENT PROGRESS AND ATTAINMENT OVER TIME								
Progress 8 score average	Pupils eligible for pupil premium		-0.64	-0.43	-0.53	-0.37	-0.36	
	Pupils not eligible for pupil premium	Local Authority	-0.11	-0.2	-0.2	N/A		
		National	0.11	0.13	0.13	N/A		
		SHV	-0.45	-0.28	-0.42	0.2	0.3	
Attainment 8 score average	Pupils eligible for pupil premium		36.7	36.1	35	41.7	40.4	
	Pupils not eligible for pupil premium	Local Authority	48.6	47.3	47.7	N/A		
		National	49.8	50.1	50.3	N/A		
		SHV	39	41.4	38.1	46.8	47	
Percentage of pupils achieving English and Maths 5+	Pupils eligible for pupil premium		19	21	21	38.8	29.9	
	Pupils not eligible for pupil premium	Local Authority	34	37	37	N/A	N/A	
		National	43	43	43	N/A	N/A	
		SHV	28	36	28	48.3	42.8	
Percentage of pupils achieving English and Maths 4+	Pupils eligible for pupil premium		46	46	36	57.6	49.3	
	Pupils not eligible for pupil premium	Local Authority	57	57	59	N/A	N/A	
		National	64	64	65	N/A	N/A	
		SHV	53	57	46	57.3	62.1	

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
1:3 tutoring	Mytutor
KS3 maths intervention	Maths Whizz
KS3 reading intervention	Lexia
KS3 reading intervention	Accelerated reader

Further information (optional)