

## 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	Samuel Whitbread Academy
Number of pupils in school	1242 (9-11) 1674 (9-13)
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	December 2021
Date on which it will be reviewed	July - September 2022
Statement authorised by	Nick Martin, Principal
Pupil premium lead	Richard Candlin, Associate Principal
Governor / Trustee lead	Alison Wilshaw, Director of Education

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,149
Recovery premium funding allocation this academic year	£20,839
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£171,988

# Part A: Pupil premium strategy plan

## Statement of intent

Key Stage 3 - All students have a broad and balanced curriculum offer when commencing their studies at Samuel Whitbread Academy in Year 9. The curriculum is a blend of knowledge and skills to ensure academic progress and enable opportunities to experience option subjects that will be available from Year 10 onwards. Disadvantaged pupils are supported by SLT and guided regardless of prior attainment or current performance with raising aspirations in mind. Particular focus is made to create positive discrimination toward any curricular intervention, extra-curricular opportunities, cultural experiences and enhanced support to raise aspirations.

Key Stage 4 -Our Key Stage 4 curriculum starts at the beginning of Year 10, with all students completing core GCSE's in English Language, English Literature, Mathematics, and Combined or Separate Sciences. During the Options process, they will choose to complete 4 more qualifications from a range of 27 options, in 2019-20 there were 20 different GCSE options and 7 BTEC options. All students are free to choose any subjects but must choose a humanities subject, either GCSE Geography or GCSE History as one of their options.

The primary focus is PP students in core subjects in Year 9, 10 & 11. Ensuring that Quality First Teaching is effective for PP students is the number one focus for our core subject PP leads. EEF suggest that 50% of PP funding should be directed to improving the quality of QFT. Academy wide CPD is focussed on teacher behaviours and practices that promote memory recall, metacognition and self-regulation. Introducing additional classes in core subjects enables bespoke learning experiences for students.

Additional support - All disadvantaged pupils:

- Have priority career guidance from external agency to raise aspirations before making option choices.
- Experience mentoring, through Core PP leads, and support ensure to remove barriers linked to costs and develop clear pathways for their learning futures.
- Are surveyed to identify digital poverty and supported to help source hardware and Wi-Fi dongles.
- Allocated school Chromebooks during COVID 19 Self-Isolation and lockdown periodisation.
- Offered access SENECA Premium to support learning through online activities.
- Offered the National Tutoring Programme to raise performance levels - at least ten sessions in Core Subjects, based on a 1:3 staffing ratio.
- Offered subject specific additional learning opportunities after school for additional support.
- In Year 9 and 10 will also experience in class tutoring combined with academic support from our two graduate mentors.

EEF research establishes that developing positive relationships with disadvantaged students allows barriers to learning to be identified and solutions to mitigate these. This is offered through pastoral support from the Assistant Head of Year, who monitor and support PP Attendance and behaviour as well as the SMSC programme delivered by tutors during form time activities.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students at KS4 have improved their attainment over previous years. However, the gap between the non-disadvantaged students has seen a one-year increase, which bucks the last 3-year trend. This emerging gap remains a key focus of the Academy in 2021 - 2022.
2	From the latest available data, HPA students are a particular focus, especially boys for 2021- 2022.
3	To support and prioritise disadvantaged students through the pandemic. There has been lost learning time, lower than hoped for engagement with distance learning activities during Lockdown 1. The EEF has predicted that school closures will widen the gap between PP and Non-PP student's attainment. The EEF also state that the positive impact of all the strategies and energy previously exerted to decrease the gap since 2011 has been lost, with the gap growing by as much as 35%
4	Raising the expectations of school attendance for disadvantaged students to support growth through highly effective teaching and learning. Challenging, creating incentives and celebrating attendance that is over 97%.
5	Meeting the demands of digital poverty during times where pupils are facing trouble to access the live, hybrid or recorded lessons.

## 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
1. Raise attainment and achievement	<ul style="list-style-type: none"> <li>Close the <b>progress and attainment gap</b> of PP students</li> <li>KS4 PP achieve P8 is <b>increased towards and above 0</b></li> <li>KS4 HPA students <b>achieve a P8 above 0</b></li> <li>Core subject leads champion the progress and achievement of disadvantaged students, focussed on strategies to improve teaching and learning – Measured through <b>progress in Core subjects</b>.</li> <li>PP students receive additional tutoring through the National Tutoring Programme – <b>attendance of NTP and improvement in attainment</b></li> </ul>
2. HPA disadvantaged students are supported and challenged in learning activities	<ul style="list-style-type: none"> <li>Create <b>profiles</b> for each disadvantaged student to share barriers and ways to support</li> <li>'Get to know me' slides <b>increase positive relationships with all staff</b></li> <li>Disadvantaged pupils are supported and motivated to engage in all aspects of school including <b>extracurricular opportunities</b>.</li> </ul>
3. Raise engagement of disadvantaged students with school and learning during the current Pandemic	<ul style="list-style-type: none"> <li><b>Attendance</b> of disadvantaged students is at least as good as non-disadvantaged.</li> <li>Assistant HoYs are full champions of all disadvantaged students, their well-being and working with families to <b>reduce pastoral barriers</b>.</li> </ul>
4. Raising aspirations of disadvantaged Students	<ul style="list-style-type: none"> <li>Year 11 key PP pupils to be enrolled onto Be Your Best programme</li> <li>Disadvantaged students receive <b>priority career appointments</b> to access independent career guidance and advice               <ul style="list-style-type: none"> <li>Disadvantaged students <b>attend career events</b> and gain <b>employer interactions</b> each year.</li> </ul> </li> </ul>

## 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: £81,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. RADY support for Core Subject leads	<ul style="list-style-type: none"> <li>Improving literacy in Secondary Schools: Education Endowment Foundation</li> <li>Improving Secondary Science: Education Endowment Foundation</li> <li>Improving Maths in KS3: Education Endowment Foundation</li> <li>Reading comprehension Strategies</li> </ul>	1,2,3,4
1. RADY golden thread interwoven in all aspects of DP. 2. New RADY SEF form and golden thread interwoven in School Development Plan 3. Tailored CPD targeting gaps noted through in year external testing, mainly around reading and literacy.  The above will be addressed through the following teaching priorities. <ul style="list-style-type: none"> <li>Deliberate Practice, Clear explanation, Modelling and Scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>Improving literacy in Secondary Schools: Education Endowment Foundation</li> <li>Teacher feedback to improve pupil learning: Education Endowment Foundation</li> <li>Effective professional development: Education Endowment Foundation</li> <li>Technology can be used to improve the quality of explanations and modelling: Education Endowment Foundation</li> <li>Effective Professional Development: Education Endowment Foundation</li> </ul>	1,2,3,4

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

Budgeted cost: £49,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. National Tutoring Programme	<ul style="list-style-type: none"> <li>Small group tuition: Education Endowment Foundation</li> </ul>	1,2,3
2. Additional teaching in Yr 11 Maths, English and Science	<ul style="list-style-type: none"> <li>Small group tuition Education Endowment Foundation</li> <li>Improving Maths in KS3: Education Endowment Foundation</li> </ul>	1,2,3

	<ul style="list-style-type: none"> <li>Improving Secondary Science: Education Endowment Foundation</li> </ul>	
3. Additional teaching in Yr 10 Maths, English and Science	<ul style="list-style-type: none"> <li>Small group tuition: Education Endowment Foundation</li> <li>Improving Maths in KS3: Education Endowment Foundation</li> <li>Improving literacy in Secondary Schools: Education Endowment Foundation</li> <li>Improving Secondary Science: Education Endowment Foundation</li> </ul>	1,2,3
4. Graduate Mentors	<ul style="list-style-type: none"> <li>Feedback: Education Endowment Foundation</li> <li>One to one tuition: Education Endowment Foundation</li> <li>Oral Language Interventions: Education Endowment Foundation</li> </ul>	1,2,3
5. Seneca Premium	<ul style="list-style-type: none"> <li>Technology offers ways to improve the impact of pupil practice: Education Endowment Foundation</li> </ul>	1,2,3

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

Budgeted cost: £ 41,388

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Assistant Head of Years	<ul style="list-style-type: none"> <li>Attendance and well-being: Education Endowment Foundation</li> </ul>	1,2,3,4
2. SLT mentoring	<ul style="list-style-type: none"> <li>Small group tuition: Education Endowment Foundation</li> </ul>	1,2,3,4
3. Late Bus costs Tuesday and Thursday late buses that leave at 4:30.	<ul style="list-style-type: none"> <li>Extending school time. Small group tuition: Education Endowment Foundation</li> </ul>	1,2,3,4
4. Supply IT and learning resources for Disadvantaged students to take a full part in all of the curriculum	<ul style="list-style-type: none"> <li>Pupils can access the curriculum from home and in school.</li> </ul>	1,2,3,4
5. Supply uniform for Disadvantaged students	<ul style="list-style-type: none"> <li>Pupils feel part of the school community and can access all the curriculum.</li> </ul>	1,2,3,4
6. Reshaped Praise system for Disadvantaged students	<ul style="list-style-type: none"> <li>Pupils are rewarded for their behaviours and efforts linked to improved learning and attitude towards school and learning.</li> </ul>	1,2,3,4

**Total budgeted cost: £171,988**

## 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.

Within a very complex year, 2020-21, we were able to use internal assessments in the autumn term to identify the initial gaps in learning in all year groups, especially in Year 9, where pupils join us from several middle schools. Such findings informed subjects and the appropriate adjustments were made to SOL and lesson sequencing. After Lockdown 2, we re-assessed pupils and used findings to identify which disadvantaged pupils needed priority intervention to increase performance in core subjects. This pattern was found in both Year 10 and 11, actions that followed led to improved outcomes for disadvantaged pupils. This followed our 3 year upward trend, however the progress gap did not reach our intended goal.

During lockdown 2, the partial closure of school was most detrimental to our disadvantaged pupils and they were unable to benefit fully from our pupil premium funded improvements to teaching and targeted interventions. We focussed the efforts of our support staff to build supportive and positive relations with these families. Support staff made regular check ins and identified possible challenges that they had been facing. We were then able to offer solutions to increase engagement with their home and online learning experiences. When possible, all lessons to Year 10 & 11, and at least 50% to Year 9, were delivered live and recorded. These were then shared to offer pupils the chance to revisit or play at their own pace. We distributed chrome books, WiFi dongles, FSM vouchers and food bundles across the community to reduce digital poverty and ensure all were able to access FSM whilst at home. Transport was made available for vulnerable pupils to join us in school, where pastoral and well-being support was offered to support their needs. Bespoke and targeted interventions were delivered to support outside agencies and family needs

### 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
SENECA Learning	SENECA
National Tutoring Programme	MyTutor