

# PUPIL PREMIUM STRATEGY STATEMENT: SAMUEL WHITBREAD ACADEMY



The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers. In the 2020 – 2021 financial year, schools will receive an increase in the following funding for each child registered as eligible for Pupil Premium:

Children with 'Free School Meals' (FSM 'ever 6')	(£935) Increases to <b>£955</b>
Children who are 'Looked After' (CLA) or PLAC	(£2300) Increases to <b>£2345</b>

Publicly funded academies and schools have autonomy to spend Pupil Premium funding according to their individual strategies and action plans. Funding for children who are 'looked after' is tracked and monitored by the Virtual School in the relevant Local Authority.

I. SUMMARY INFORMATION					
<b>School</b>					
<b>Academic Year</b>	2020 - 2021	<b>Total PP budget</b>	139 x £955 FSM 5 x £2,345 CLA 52 x £310 SPP <b>£145,900</b>	<b>Date of most recent PP Review</b>	February 2020
<b>Total number of pupils</b>	(9 - 11) 1242 (9 - 13) 1672	<b>Number of pupils eligible for PP</b>	196	<b>Date for next internal review of this strategy</b>	February 2021

## 2. CURRENT DATA

	<b>Significantly above National</b>		<b>Comparable to National</b>	x	<b>Significantly below National</b>
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PP outcomes	2019-2020		2018-19	
	PP	N	PP	N
	Number of students % matched	71	318	75
Attainment/Progress 8 Overall	44/-0.32	51/0.16	40.6/-0.5	49.9/-0.19
Attainment/Progress 8 English	8.9/-0.56	10.5/0.02	5.57/-0.6	10.42/-0.26
Attainment/Progress 8 Maths	8.9/-0.07	9.98/0.17	8.32/-0.23	10.2/0.02
Attainment/Progress 8 EBACC	12.7/-0.41	14.7/0.18	11.65/-0.45	14.4/-0.2

Attainment/Progress 8 Open	13.5/-0.28	15.6/0.22	12.7/-0.65	14.89/-0.24
% English & Maths (4+)	54	77	54	77.8
% English & Maths (5+)	36	51	30.7	52

### 3. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP including high ability)

**IN-SCHOOL BARRIERS** (issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)

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| <b>A.</b> | 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 previous 3 year trend. This emerging gap remains a key focus of the academy in 20-21.   |
| <b>B.</b> | From the latest available data, HAP students are a particular focus, especially boys for 20-21.  |
| <b>C.</b> | To support and prioritise disadvantaged students through the pandemic that we face. There has been lost learning time, lower than hoped for engagement with distance learning activities during Lockdown 1. The EEF have predicted that school closures will widen the gap between PP and Non PP students 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 gap growing by as much as 35% |

**EXTERNAL BARRIERS** (issues which also require action outside school, such as low attendance rates)

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| <b>D.</b> | 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%^ |
| <b>E.</b> | Meeting the demands of digital poverty during times where pupils are facing trouble to access the live, hybrid or recorded lessons.  |

**4. OUTCOMES** (It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)

Desired outcomes and how they will be measured		Success criteria
<b>A.</b>	Raise attainment and achievement	<ul style="list-style-type: none"> <li>• Close the progress and attainment gap of PP students</li> <li>• KS4 PP achieve P8 is increased towards and above 0</li> <li>• KS4 HAP students achieve a P8 above 0</li> <li>• Disadvantaged students are the priority through Quality first teaching</li> <li>• All staff engage fully with Academy and apply the core SWA teaching principals of: *Deliberate Practice *Clear Explanation *Modelling and Scaffolding *Questioning and Discussions *Assessment and Feedback</li> <li>• Live lessons are adapted to ensure all Disadvantaged students can access the intended learning outcomes</li> <li>• Core subject leads champion the progress and achievement of Disadvantaged students.</li> <li>• Core subject leads ensure that strategies to improve teaching and learning for disadvantaged students.</li> <li>• Core subject leads use Seneca Premium to prepare, secure or extend knowledge and exam skills.</li> <li>• Disadvantaged students in yr 11 and 10 receive tutoring through National Tutoring Programme</li> </ul>
<b>B.</b>	HAP disadvantaged students are support and challenged in learning activities	<ul style="list-style-type: none"> <li>• Create profiles for each disadvantaged pupils to share barriers and ways to support</li> <li>• Get to know me slides increase positive relationships with all staff</li> <li>• Disadvantaged pupils are supported and motivated to buy in to all aspects of school</li> </ul>
<b>C.</b>	Raise engagement of disadvantaged students with school and learning during the current pandemic	<ul style="list-style-type: none"> <li>• Attendance of disadvantaged students in lockdown 2.0 is higher than lockdown 1.0 and towards national averages</li> <li>• All disadvantaged students receive regular check ins during periods of school closures and times of isolation.</li> <li>• A bid to provide chromebooks from the local Sheriff is successful in providing 74 chromebooks for disadvantaged students</li> <li>• Assistant HoYs are full champions of all disadvantaged students, their well-being and working with families to reduce pastoral barriers</li> </ul>
<b>D.</b>	Raise attendance of disadvantaged students	<ul style="list-style-type: none"> <li>• Attendance and persistent attendance of disadvantaged students is above national average</li> <li>• Attendance and persistent attendance of disadvantaged students is within 5% of non-disadvantaged students</li> <li>• Enhanced parental engagement for through pastoral teams.</li> </ul>
<b>E.</b>	Raising aspirations of disadvantaged Students	<ul style="list-style-type: none"> <li>• Yr 9 and 10 HAP are engaged with the Oxford University Programme</li> <li>• Yr 9 and 10 LAP and MAP to be enrolled onto Be Your Best programme</li> <li>• Disadvantaged students receive biased priority career appointments to access independent career guidance and advice</li> <li>• Disadvantaged students attend career events and gain employer interactions each year.</li> </ul>

Catchment area: Samuel Whitbread Academy is located in the small market town of Shefford, Central Bedfordshire. Although the academy is situated in Shefford, the catchment area includes the local towns of Stotfold, Henlow and Arlesey along with many joining villages. The academy has recently accepted pupils from Sandy, Biggleswade, Ampthill and Bedford. Amongst these areas there significantly differing areas on the IDACI profile. Shefford has a IDACI of 0.017.

This academic year, 2020-21, the 5 aspects that we will focus the Pupil Premium Funding are:

**Strand A** Raise attainment and achievement of all disadvantaged students

**Strand B** HAP disadvantaged students are support and challenged in learning activities

**Strand C** Raise engagement of disadvantaged students with school and learning during the current pandemic

**Strand D** Raise attendance of disadvantaged students

**Strand E** Raising aspirations of disadvantaged Students

**5. PLANNED EXPENDITURE** Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NfER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.

**Academic year 2020 / 2021**

<b>Total Planned Expenditure</b>	<b>£160, 590</b>	<b>Actual Expenditure</b>	<b>£160, 300</b>	<b>Variance</b>	<b>£290</b>
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<b>A - IMPROVE OUTCOMES FOR DISADVANTAGED PUPILS</b>	<b>PLANNED COST: £</b>
• <b>Core Subject leads</b>	<b>£16,200</b>
• <b>National Tutoring Programme</b>	<b>Another budget</b>
• <b>Additional teaching in Yr 11 Maths</b>	<b>£19,000</b>
• <b>Additional teaching in Yr 11 English and Science</b>	<b>£20,400</b>
• <b>Additional teaching in Yr 10 Maths, English and Science</b>	<b>£30,000</b>
• <b>GL Baseline testing for all arriving yr 9 pupils.</b>	
• <b>Easter school</b>	<b>£4000</b>
<b>RATIONAL &amp; RESEARCH BASED EVIDENCE</b>	
<p>Primary focus is PP students in core subjects in 9,10 &amp; 11. Ensuring that QFT is effective for PP students is the number one focus for our core leads. EEF suggest that 50% of PP funding should be directed to improving quality of QFT. Academy wide CPD is focussed on teacher behaviours and practices that promote memory recall, metacognition and self-regulation. Introducing extra sets between original setting allow bespoke learning experiences for students in core subjects. The National Tutoring Programme will be used to raise performance levels by 1 grade minimum within 10 sessions which are based on 1:3 ratios. All Disadvantaged students in yr 11 and yr 10 will access this, Yr 9 students will experience in house tutoring.</p>	

<b>B – PASTORAL SUPPORT FOR DISADVANTAGED PUPILS</b>	<b>PLANNED COST: £</b>
• <b>Assistant Head of Years</b>	<b>£27,000</b>
• <b>Increased tutor time for mentoring from tutors</b>	<b>-</b>
• <b>Develop Disadvantaged student profiles that collates and shares barriers to learning for individual students</b>	<b>£400</b>
• <b>Analysis of barriers to ensure that interventions match the needs of disadvantaged students</b>	<b>-</b>
<b>RATIONAL &amp; RESEARCH BASED EVIDENCE</b>	

EEF research establishes that developing positive relationships with Disadvantaged students allows barriers to learning to be identified and solutions to mitigate these. Disadvantaged students can demonstrate fixed mindset behaviours and beliefs

<b>C- RAISE ENGAGEMENT OF DISADVANTAGED STUDENTS WITH SCHOOL AND LEARNING DURING PANDEMIC</b>	<b>PLANNED COST: £</b>
• Late Bus costs Tuesday and Thursday late buses that leave at 4:30.	£20,000
• Seneca Premium	£1,800
• Supply equipment for Disadvantaged students to take full part in all of the curriculum (Covid permitting)	£6,500
• Supply uniform for Disadvantaged students (Covid permitting)	£3,000
• Teaching and Learning CPD support QFT through strategies that engage Disadvantaged Students in live and Hybrid lessons	£1,200
• Supply revision material for Disadvantaged students	£1,500
<b>RATIONAL &amp; RESEARCH BASED EVIDENCE</b>	
Results of suggest that using a software platform that incorporates a blended approach of spacing, interleaving, retrieval and the use of visual cues to learn material is more effective than a spaced learning approach 3.Sutton trust 4.	

<b>D- RAISE ATTENDANCE OF DISADVANTAGED STUDENTS</b>	<b>PLANNED COST: £</b>
• Cross Phase SLT to secure smooth transition from Middle to Upper school	Another budget
• Seneca Premium	£1,800
• Pastoral Support officer	-
• Revision breakfast sessions for Disadvantaged during mock and exam periods (10 weeks)	-
<b>RATIONAL &amp; RESEARCH BASED EVIDENCE</b>	
Results of Seneca learning trial suggest that using a software platform that incorporates a blended approach of spacing, interleaving, retrieval and the use of visual cues to learn material is more effective than a spaced learning approach	

E RAISE ASPIRATIONS OF DISADVANTAGED STUDENTS	PLANNED COST: £
• Career interviews School	-
• Attendance officer to support and track Disadvantaged students	-
• Counselling for the most vulnerable Disadvantaged students	£4,000
• Parental Engagement events (COVID permitting)	-
• Guidance for parents' videos as their children progress through different transitions in school (Covid permitting)	£2,000
• Online Pupil Review Events	£500
• Discount school trips for Disadvantaged students (Covid permitting)	£1,000
<b>RATIONAL &amp; RESEARCH BASED EVIDENCE</b>	
<p>Allowing students to realise what careers away from their family's chosen pathways, encourage wider thinking about how to develop a route to such a career. Students are unable to be what they can't see. Speaking with people from industry and receiving guidance will enable students to grow application awareness for core subjects being studied in school. Feedback from student surveys suggest that the opportunities to talk to independent careers advisers are appreciated, as they are not just the ideas that family members suggest. Disadvantaged students demonstrate fixed mindset thoughts towards school and specific subjects. Such learned behaviours frequently are initiated and reinforced during childhood and reinforced by parental actions.</p>	

## 6. Multi -year & in year strategic plan

From September 2019 schools are encouraged to consider a multi-year strategy. **Following feedback, we at Samuel Whitbread have to share our aims and intent for the following years.** We are adopting a range of long-term pupil premium strategies to tackle the challenges that are growing through the impact of the Pandemic and the impact it is having on our community. As we move from an Upper School to a Secondary School, we are looking forward to support our pupil premium cohort from an earlier age to strive towards these ambitious, yet achievable aims:

Aim	Target	Target Date
Progress 8	Achieve in line with National Average for Disadvantaged students Achieve above National Average for Disadvantaged students	2022 2024
Attainment 8	Reduce the attainment gap between Disadvantaged students and non-Disadvantaged below 5% Reduce the attainment gap between Disadvantaged students and non-Disadvantaged below 3%	2021 2023
% 9-5 and 9-4 in Maths + English	% English & Maths (5+) gap is below 15% % English & Maths (4+) gap is below 20%	2022
Attendance	The attendance rate of Disadvantaged students is online with other students The attendance of disadvantaged students is over 95%	2022 2023