

# Pupil premium strategy statement – Samuel Whitbread Academy

This statement details our school's use of pupil premium (and recovery 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	Samuel Whitbread Academy
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years (2022-2025)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nick Martin, Principal
Pupil premium lead	Robert Graves, Assistant Principal
Governor / Trustee lead	Alison Wilshaw, Director of Education

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,080
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£195,080

# Part A: Pupil premium strategy plan

## Statement of intent

The primary focus is PP student progress in their core subjects in year 9, 10 and 11. Ensuring that Quality First Teaching (QFT) is effective for PP students is the number one focus for our Core subject PP leads. The Education Endowment Fund suggests that 50% of PP funding should be directed to improving QFT. CPD at the academy is focussed on teacher practice that improves students' recall, metacognition, and self-regulation. Particular focus is made to create positive PP student engagement towards any curricula intervention, extra-curricular clubs, trips and enhanced support to raise aspirations.

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. PP students are supported by the Senior Leadership Team (SLT) and guided regardless of prior attainment or current performance with raising their aspirations in mind.

Key Stage 4 – Our KS4 curriculum starts in September of year 10, with all students completing core GCSE's in English language, English literature, Mathematics, Combined or Separate Science. During the options process, students will choose four further qualifications from a range of 27 options. All students are free to choose any subjects, with one of the four choices being a humanities subject.

Additional support – All PP students

- Core PP leads to ensure that any subject related barriers are identified and removed so that finance is not a barrier to options choices
- Students are surveyed to identify digital poverty and are supported by being provided with a Google Chromebook and a Wi-Fi dongle where needed
- Students have access to Maths support packages – SumDog in KS3 and Maths Kitchen in KS4
- Students have access to Seneca Premium to support across all subjects
- Offered School Led Tutoring to raise attainment
- Offered specific subject support through invitation to Period 6 Additional Learning Opportunities (ALO)
- Have priority career guidance from external agency to raise aspirations before making option choices

EEF research establishes that developing positive relationships with disadvantaged students allows barriers to learning to be identified and solutions put in place to mitigate these. This is offered through pastoral support from Assistant Heads of Year (AHoY), who monitor attendance, achievement and behaviour. This is in addition to the SMSC program 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	<u>Raising achievement and engagement in lessons of all PP students.</u> The Education policy institute (EPI) has shown that the attainment gap has increased due to Covid19. The loss of learning time and access to education has impacted disadvantaged students more than their peers. Our disadvantaged students on average achieve lower within their subject areas, receive fewer achievement points and receive more behaviour points than their non-disadvantaged peers. Due the current financial challenges some students lack the access to IT facilities at home and are living in digital poverty and families are struggling to provide them with required equipment for courses and school uniform.
2	<u>High Prior Attaining disadvantaged students</u> make less progress than their peers, in particular boys.
3	<u>Raising attendance</u> - Disadvantaged students have a lower attendance than non-disadvantaged peers. As an academy we are raising the expectations of school attendance creating incentives and celebrating attendance over 97% and challenging attendance below 95%.
4	<u>Raising Aspirations</u> – Aspirations for some of our students can often be limited due to personal circumstances and/or background.

## 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
Raise achievement and engagement in lessons of all PP students	<ul style="list-style-type: none"> <li>• Close the achievement gap of PP students in all areas, especially in English, Maths &amp; Science.</li> <li>• KS4 PP students P8 is increased towards and above 0</li> <li>• PP students achieve in line or better than non-PP for achievement points and less than non-PP for behaviour points</li> <li>• All PP students are provided with the appropriate resources to overcome digital poverty</li> </ul>
High Prior Attaining PP students are supported and challenged in learning activities	<ul style="list-style-type: none"> <li>• KS4 High Prior Attaining PP students P8 is increased and above 0</li> <li>• All High Prior Attaining PP students are engaged proportionally with the Oxford University Programme or similar internal model i.e. SWA Society</li> <li>• High PA are invited onto Wadham project</li> </ul>
Raise attendance of PP students	<ul style="list-style-type: none"> <li>• % Attendance and % persistent absence of PP students is better than the national average</li> </ul>
Raise aspirations of PP students	<ul style="list-style-type: none"> <li>• PP students to secure positive destinations with zero NEETs</li> <li>• All PP students receive priority career appointments, attend career events and gain employer interactions each year.</li> </ul>

## 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: £96,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment and retention of additional core teaching staff and PP Core Subject Leads</i>	Improving literacy in secondary schools: Education Endowment Foundation Improving secondary science: Education Endowment Foundation Improving maths in KS3: Education Endowment Foundation Reading comprehension strategies	1, 2, 4
<i>Tailored CPD support to departments based upon their own analysis of subject need. The five strands are; Deliberate practice, clear explanation, modelling and scaffolding</i>	Improving literacy in Secondary Schools: Education Endowment Foundation Teacher feedback to improve pupil learning: Education Endowment Foundation Effective professional development: Education Endowment Foundation Technology can be used to improve the quality of explanations and modelling: Education Endowment Foundation Effective Professional Development: Education Endowment Foundation	1, 2, 4

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

Budgeted cost: £ 60,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding for School Led Tutoring</i>	Small group tuition: Education Endowment Foundation	1, 2, 4
<i>Provide transport – to ensure access to after school provision – Additional Learning Opportunities, Catch-up and Support sessions, extra-curricular opportunities</i>	Extending school time. Small group tuition: Education Endowment Foundation	1, 2, 3, 4,
<i>SLT mentoring</i>	Small group tuition: Education Endowment Foundation	1, 2, 3, 4
<i>1-1 and small group tutoring</i>	Small group tuition: Education Endowment Foundation	1, 2, 3, 4

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

Budgeted cost: £37,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding for employing Assistant Heads of Year (AHoYs) as PP Pastoral Champions</i>	Attendance and well-being: Education Endowment Foundation	1, 2, 3, 4
<i>Supporting the mental health of disadvantaged students</i>	Offer professional support for those in need to support mental health	1, 2, 3, 4
<i>Supply IT and learning resources for disadvantaged students to access all of the curriculum</i>	Pupils can access the curriculum at home and in school Technology offers ways to improve the impact of pupil practice: Education Endowment Foundation	1, 2, 3, 4
<i>Supply uniform and learning materials for disadvantaged students</i>	Pupils feel part of the school community and can access the curriculum	1, 2, 3, 4

<i>Additional reward system to increase engagement inc. book vouchers for ATL</i>	Pupils are rewarded for their behaviours and efforts linked to improved learning and attitude towards school and learning.	1, 2, 3, 4,
<i>Breakfast for Disadvantaged students.</i>	Enable disadvantaged pupils to access additional nutrition during exam periods	1, 2, 3
<i>Discount school trips for Disadvantaged students</i>	Enable disadvantaged students to gain the breadth and depth of cultural capital through extra-curricular opportunities. Remove financial disadvantages.	1, 2, 4

**Total budgeted cost: £195,080**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Outcomes for disadvantaged students year 11

PP OUTCOMES	2020 / 2021 - TAG		2021 / 2022 - EXAMS			2022-2023 EXAMS			2023-24 EXAMS		
	DisAd / PP	NonPP	DisAd	PP	NonPP	DisAd	PP	NonPP	DisAd	PP	NonPP
Number of students	43 / 67	348	33	49	341	47	59	334	36	54	347
Average KS2 grade	4.6 / 4.6	4.9	103	104	106	101.5	103	106	101	102	105.5
Attainment/Progress 8	38 / 41	54	39 / -0.79	44 / -0.52	53 / 0.00	31.61/-0.95	34.88 /-0.81	48.89/-0.06	40.56 / -1.07	35.49/-0.77	48.93/-0.02
Attainment/Progress 8 English	7.7 / 8.2	10.9	8.5 / -0.76	9.4 / -0.57	10.9 / -0.15	7.26 /-0.87	7.71/-0.79	10.27/-0.15	6.67/-1.16	7.41/-1.00	10.02/-0.24
Attainment/Progress 8 Maths	7.7 / 7.8	10.2	7.9 / -0.49	8.7 / -0.40	10.4 / 0.02	6.51/-0.73	7.12/-0.62	9.92 /0.05	6.39/-0.76	7.48/-0.47	10.05/+0.14
Attainment/Progress 8 Ebacc	11.1 / 11.8	15.7	11.8 / -0.70	12.7 / -0.52	15.3 / -0.07	8.02/-1.18	9.19/-1.01	13.89/-0.17	8.90 /-0.95	10.58/-0.64	14.14/-0.09
Attainment/Progress 8 Open	11.8 / 12.6	17.0	11.7 / -0.76	13.1 / -0.56	16.4 / 0.13	9.82 /-0.92	10.86/-0.73	14.81/-0.03	8.28 / -1.32	10.01/-0.95	14.72/+0.07
% English & Maths (4+)	44 / 48	76	58	65	82	36	44	72	28	41	74
% English & Maths (5+)	23 / 25	52	27	41	58	19	25	53	17	30	54

Year 9 (2023-24) most students arrived with a base line assessment (GL PT assessment) in September for English, Maths. The data provided by these assessments showed that the attainment gap between non-PP and PP students, especially the non-disadvantaged and disadvantaged students gap, had continued to grow wider in Year 7 & Year 8 from the attainment gap that was evident from their KS2 average points scores. Students who were identified and supported in year 9 with their literacy and lexia learning and in house literacy programs such as paired reading was implemented.

Students whose attainment in English and/or Maths that could be a barrier to their learning, were offered additional English, Maths or English/Maths option moving into Year 10.

PP students in year 10 & 11(2023-24) were supported through the strategies outlined in Teaching, Targeted Academic support and Wider strategies section, with School-Led tutoring being the most successful strategy in terms of improved progress.

### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	n/a