

Pupil premium strategy statement – Sponne School

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	1431
Proportion (%) of pupil premium eligible pupils	10.48%
Academic year/years that our current pupil premium strategy plan covers	23-24
Date this statement was published	October 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Catherine Underwood
Pupil premium lead	Kelly Notley
Governor / Trustee lead	Emily Holcombe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106545
Recovery premium funding allocation this academic year	£25392
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>	£4500
Total budget for this academic year <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>	£136437

Part A: Pupil premium strategy plan

Statement of intent

At Sponne we are committed to closing the gap between students deemed disadvantaged and their peers. We recognise that there is no such thing as a typical disadvantaged child.

Through our strong ethos of Dream, Believe, Achieve we aim to inspire achievement and ensure our students have a wide range of opportunities open to them to become the best version of themselves, reaching their full potential. Understanding students, their families and their key barriers to learning is at the heart of our strategy to support disadvantaged pupils.

Key principles include:

- Our universal offer is underpinned by a focus on high quality teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap. At Sponne we have developed a shared set of Teaching and Learning principles to focus on, informed by a range of evidence.
- Targeted Interventions are a key part of the work we do. We use a consistent approach to identifying barriers and level of need to identify appropriate interventions. For disadvantaged pupils whose learning progress is a concern, we have implemented access to small groups and 1:1 support.
- A comprehensive network of key colleagues address pastoral and academic areas for support and development that are identified on an individual basis and recorded in the digest pages. These colleagues are solution focussed, identifying and removing (as far as possible) any barriers to learning and progress for this group of students.

Challenges

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

Challenge number	Detail of challenge
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1	Progress of our disadvantaged students is below the progress of our non-pupil premium students.
2	The attendance of our PP students is below our school target of 96%. Attendance rates for some pupil premium students are lower than non - pupil premium students, with too many pupil premium students with persistent absence. We want to support parents in improving the attendance of their young person.
3	Student reading ages in Year 7 are significantly lower than in previous years. We have 54 students with Below 100 KS2 reading scores and a 50% increase in students with no KS2 data. CAT testing shows an increase in the number of students below average (score of 100) in verbal reasoning and we have seen a pattern in reading ages drop since Covid.
4	Support parents so that we provide opportunities and access to cultural experiences, such as instrumental lessons, theatre trips and visits outside of school which would enrich their experience at school and help them engage more positively with learning.
5	Support students to have resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with education so that when faced with challenging tasks students exhibit the resilience needed for extended independent practice.

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 school and specifically at the end of KS4.	<p>Progress 8 figure is above 0.</p> <p>High Quality teaching across lessons that implement the school's Teaching & Learning Focus consistently including: high expectations, feedback, questioning, retrieval, practice, personal development and communication.</p> <p>Staff CPD embeds quality-first teaching for all students, utilising effective strategies.</p> <p>APLLs and FPCs (specially designated staff) ensure the right support gets to the right students and barriers are removed.</p> <p>KS4 will examine progress through termly identified assessments. The assessment data will also be used to identify the areas of learning that these students have knowledge gaps and to devise catch up plans.</p> <p>Faculty Leaders and SLT will scrutinise data and trends internally and when available against historic and external examples. Assessment points reflect current progress of our students to allow early intervention.</p> <p>Provide revision guides, programmes, resources and core texts for KS4 Disadvantaged Students to support independent learning.</p>

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>The attendance of Disadvantaged Students improves from last year and is in line with the school target of 96%.</p> <p>The attendance of Disadvantaged Students is monitored carefully and regularly using a tiered response and parents/carers are supported and informed of our subsequent concerns and actions. Students are autonomous and review their attendance every two weeks as part of a whole school drive on attendance.</p> <p>APLLs will liaise with families to identify and address attendance barriers where needed. PSA will support families identified by the school.</p>
Improved reading comprehension among disadvantaged pupils across KS3.	Accelerated Reader data shows high levels of engagement and improvement in non-disadvantaged students reading ages.
Increased aspiration and ambition for PP students when looking at Careers and next steps.	<p>Career and aspirational opportunities are mapped and delivered throughout the year.</p> <p>All Year 11 PP learners access and engage with post-16 transition support, using Unifrog as a tool to communicate aspirations and progress in order to inform purposeful discussions and appropriate applications to be made.</p> <p>Additional careers guidance opportunities for Disadvantaged Students. - 100% attend additional careers interviews.</p> <p>All Year 11 and 13 PP learners have secured a post-16/post-18 place in education, training or apprenticeship.</p> <p>No NEET students.</p>
A range of opportunities for personal development and growth, greater exposure to cultural capital for DS students is enhanced.	<p>Provision of peripatetic music lessons.</p> <p>Financial support for educational visits - APLL to ensure DS students have full access to these.</p> <p>DS students who engage in enrichment provided by staff are tracked and DS students are particularly encouraged to take up the opportunities offered to them across the school.</p>

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: £5945

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching	<p>The DfE and EEF's guidance suggests that focussing a greater proportion of activities in this area could lead to greater gains for disadvantaged students in school.</p> <p>The EEF's Tiered Approach guidance states, <i>'Many strategies will overlap categories, and the balance between categories will vary throughout the school year as priorities change.'</i> (EEF, 2021).</p>	1,2, 3
Staff CPD	Education Policy Institute 2020 report (evidence review) on Supply and Quality of Teachers concluded that the impact of high quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years experience. High quality CPD improves teacher retention, particularly for ECT's.	1,2

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

Budgeted cost: £119492

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support 1:1 and small group from the FPC in Maths/English and Science	<p>See Appendix - EEF toolkit</p> <p>Approaches:</p> <p>EEF toolkit 9 Feedback (additional tailored feedback from from FPC)</p> <p>EEF toolkit 17 : 1:1 tuition from FPC</p> <p>EEF toolkit 26: Reducing class size due to presence of FPC</p> <p>EEF toolkit 30 Small group tuition</p> <p>EEF 35 Within-class attainment grouping</p>	1, 2, 3

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

Budgeted cost: £11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
New tiered response to tracking and monitoring student attendance with students taking greater responsibility for their tracking changes.	Attendance was a key focus for the schools White Paper, Opportunity for all, published in March (DfE, 2022b) EEF Toolkit	1, 2, 3, 4

Total budgeted cost: £136437

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Sponne School our disadvantaged learners continue to make good progress. The funding was spent on a range of academic, pastoral, wider curriculum and enhancement focus areas.

1. Disadvantaged students, particularly some of our MPAs make less progress than other pupils.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 4 performance data and our own internal assessments.

Despite narrowing the gap last year for 2023 the Progress 8 score for our disadvantaged pupils was - 0.3. For Attainment 8 it was 3.8. Comparison of a school's performance data with results in previous years is difficult given that exams returned to pre-pandemic status and there was no advance information for students as well as greater content.

Key Stage 4 data and our internal assessment process suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 did not meet our expectations.

Our analysis suggests that the reason for this is down to the individual performance of a small number of students, many of whom joined the school late in their academic career and had significant personal challenges which despite a range of intervention in school acted as notable barriers to their learning.

EBacc entry for disadvantaged pupils was 16.7%, (2022 - 10.5%, 2021 - 20.0%, 2020 - 14.8%, 2019 - 10.5%) and 12.6% below that for non-disadvantaged pupils.

In KS3 there is a focus on the literacy skills of students in Year 7 - specialised small groups are created to ensure that students make accelerated progress to support their learning. A small group of Low Prior Attaining students all made progress with their reading ages. 6 out of 8 students made 5 or more months progress in their reading ages with 2 students making 25+ months progress in reading.

2. Improved attendance

Whilst we recognise there has been an improvement in DS attendance for Year 22-23: 89.38% (Year 21-22 86.78%) we would want this to be higher in the next academic year. Again our persistent absenteeism was improved on the year before but still not where we would like it to be:

DS PA for Year 22-23 37.11%
DS PA Year 21-22 45.45%

A higher number of DS students were classed as PA or severely PA. Absence among disadvantaged pupils was 2.08% higher than their peers in 2022/23 and persistent absence 3.44% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a key focus of our current plan.

3. Improved Behaviour & Well Being

Our data demonstrated that student behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic placing additional strain on parents, pastoral staff and wider support. The impact on disadvantaged pupils has been particularly acute. 10 students were suspended last academic year accounting for 33 suspensions. This is in line with the previous year where 10 students were suspended across 22 suspensions. 15 of the 22-23 suspensions were for verbal abuse against an adult compared to a lower figure of 9 the previous year.

Low level sanctions decrease over time and in line with other patterns rise towards the end of each term. DS students receive sparks (positive points) in line and sometimes above our non-ds students.

Access to outside agencies post-Covid continues to be difficult with many outside agencies having long waiting lists for support. This has been combated by a new pastoral referral system and tiered approaches to ensure students can be triaged to get the support they need however, this is still relatively new to students and staff. Communication of support is on Go4schools and the Digest pages so all staff can access effectively. The school is also looking to engage either agencies to support these students.

As part of our ongoing CPD there has been the introduction of "Spotlight on the Child" which often focuses on DS students to ensure staff have relevant, up to date information and practical strategies on how they can be supported in and out of the classroom. This will be embedded more fully next year.

The cost of living crisis has meant an increase in families accessing food vouchers, access to uniform, trips & visits and revision guides.

4. Increased aspiration and ambition for DS students including improved destination data.

There is a cohesive careers programme that exposes students to a wide range of opportunities seen in signposting careers linked to faculty areas, PSHE, the tutor prog and assemblies. Unifrog is used as a tool to communicate aspirations and progress in order to inform purposeful discussions around careers and appropriate applications to be made. There is a clear recording of destination information. The preparation for life after Sponne continues to have a positive impact. We are pleased that 33% of students have moved on to high quality Level 3 courses studying at Advanced Level and 6 of the 21 students in Year 11 have continued into the 6th form at Sponne. Courses at local colleges range from Public Services to Animal Management & Biology.

5. Opportunities for personal development and exposure to cultural capital from DS students are enhanced.

Students have access to a number of enrichment activities across the school in music, arts, sport and others such as chess and reading however, the tracking of DS students and how we ensure a greater take up for them needs to be improved.

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

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Sponne currently has 6 students for whom we receive the Service Premium. These students are offered pastoral support and have the same access to a designated member of staff who meets with them and monitors their wellbeing and any additional support they may need. We have used the online Parent's Evening facility to ensure where possible the parent in the services can still join us online.
The impact of that spending on service pupil premium eligible pupils
These students have good attendance and gain a high number of sparks, wellbeing questionnaires suggest that students feel supported and have access to support when they need it.