

Pupil premium strategy statement – Sponne School

This statement details our school's use of pupil 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	1426
Proportion (%) of pupil premium eligible pupils	12.27%
Academic year/years that our current pupil premium strategy plan covers	2024-5
Date this statement was published	December 2024
Date on which it will be reviewed	Feb 20204
Statement authorised by	Graham Forbes
Pupil premium lead	Kelly Notley
LAC & PLAC lead	Rebecca Chapman
Governor / Trustee lead	Peter Light

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1445
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>	£121455

Part A: Pupil premium strategy plan

Statement of intent

Our strategic objective is to ensure that we are closing the gap between students deemed disadvantaged and their peers as highlighted in this statement of intent. We recognise that in our setting there is no such thing as a typical disadvantaged child.

Guided by our ethos of Dream, Believe, Achieve, we strive to inspire excellence and provide our students with a wide range of opportunities to become the best version of themselves and to believe in their potential futures.

Our key principles include:

- At the heart of what we offer is high quality teaching. We recognise that it is the quality of the education that students receive that can mitigate any disadvantage and based on education research high quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap.
- Targeted intervention and support are a key part of the work we do. We use a consistent approach in identifying and assessing barriers to identify the challenges faced by disadvantaged students.
- We use a comprehensive network of key colleagues to address academic and pastoral areas for support and understand our students as individuals.

Challenges

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

Challenge number	Detail of challenge
1	Progress of our pupil premium students is not in line with non-pupil premium peers.
2	Attendance – the attendance of some of our pupil premium students is below our target of 96%. Some of our pupil premium students are persistently absent.
3	Many of our pupil premium students lack social capital and cultural capital as a result of low family income - impacting students both externally and internally.
4	Some of our pupil premium students have low aspirations about careers and next steps.

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
Improve progress of PP students in line with their non-pp peers.	<p>Reduce the progress gap between PP and non-PP students.</p> <p>Achieve progress for PP students at or above expected levels.</p> <p>Ensure PP students identified for underperformance engage in targeted interventions such as FPC support and APLL mentoring.</p> <p>Show measurable improvement for students involved in interventions.</p>
<i>Improve attendance outcomes for our disadvantaged Students</i>	<p>See an increase in the average attendance % of disadvantaged students compared to the previous academic year.</p> <p>Ensure improved attendance monitoring and follow up is implemented across the school to allow early intervention where attendance is falling.</p> <p>Decrease the percentage of disadvantaged students classified as severely absent.</p>
<i>PP students are given opportunities to extend their social and cultural capital.</i>	<p>Track and monitor extra-curricular and enhancements opportunities for PP students.</p> <p>Remove financial barriers by supporting parents with trips for curriculum related trips.</p>
<i>PP students are given support in accessing the next steps of their academic careers.</i>	<p>Reduction in students at risk of NEET.</p> <p>Tracking and monitoring of students in planning for their next steps with targeted support and guidance on careers from Career lead and APLL.</p> <p>Provide a range of opportunities that signpost careers and employment.</p>

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:£0 - school funded

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>High quality teaching</i>	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. The EEF's Tiered Approach guidance states, 'Many strategies will overlap categories, and the balance between categories will vary throughout the school year as priorities change.' (EEF, 2021).	2, 1
<i>Staff CPD</i>	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: £110445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted support 1:1 and small group from the FPC in Maths/English and Science</i>	See Appendix - EEF toolkit Approaches: EEF toolkit 9 Feedback (additional tailored feedback from FPC) EEF toolkit 17 : 1:1 tuition from FPC EEF toolkit 26: Reducing class size due to presence of FPC EEF toolkit 30 Small group tuition EEF 35 Within-class attainment grouping	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
Embedding good practice set out in DfE's guidance on working together to improve school attendance .	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1

Total budgeted cost: £121455

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have reviewed the performance of disadvantaged pupils at our school over the past academic year, using national assessment data as well as our internal summative and formative evaluations.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

Sponne Disadvantaged P8 - 0.26

West Northants Non disadvantaged P8 0.18

England Non disadvantaged P8 0.16

For attainment 8 it was 3.9 this is an improvement on last year's attainment so we have met this expectation however, we recognise that there is more work to be done on raising the progress 8 score of our disadvantaged students.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

This data demonstrated that a small number of students were classed as severely absent and despite the concerted efforts of the staff in school and external agencies their attendance was a significant barrier to their success. This is still work to do on improving the attendance of disadvantaged students so that they are in school and learning alongside their peers. We have reviewed our strategy plan and made changes to how we intend to tackle this in the coming year.

Our data shows 78% of students who received additional support with their reading improved their reading ages from the point of entry to Sponne School. 50% of these

improved their reading age by a year and 28% of these improved their reading ages by 2+years. Our data shows that levels of engagement with our reading prog in Year 7 were very high with our DS students with 574 reading quizzes being taken and 412 passed.

100% of our DS students met with a specialist careers advisor to discuss next steps. For those students at risk of NEET a considerable amount of work was implemented to support them including visits to college and a trial run on transportation. Due to the support put in place 92% of students secured a place at college or 6th form going on to do a broad range of Level 2 and 3 courses. 30% have stayed on at Sponne 6th Form to complete advanced level study - Level 3. Out of the 4 students who stayed on at 6th form last year in Year 13 - 1 has gone into employment, 3 have gone to university to study Finance, Computer Science and read music at the Royal Birmingham Conservatoire.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.