

Sexey's School Pupil premium strategy statement 21/22

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	Sexey's school
Number of pupils in school	510 (KS3/KS4) 107 (KS5)
Proportion (%) of pupil premium eligible pupils	9.2% (57 of 617)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022, 2022-2023, 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen Cullen Headteacher
Pupil premium lead	Ross Dalzell Deputy Headteacher
Governor / Trustee lead	Malcolm Broad Chair of Local Governing Committee (LGC)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 70680
Recovery premium funding allocation this academic year	£ 8410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 79090

Part A: Pupil premium strategy plan

Statement of intent

At Sexey's school we have the determination to be exceptional in all that we do, and we place students at the heart of everything. We strive for all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become resilient, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. At the heart of this is the schools unrelenting commitment to high quality teaching for all students, supported by high quality subject specialist tutoring and further supported through providing breadth of experience and opportunity so no student is disadvantaged by quality of experience or opportunity.

Objectives

- To ensure High-Quality teaching for all students is at the centre with a focus on disadvantaged students.
- To reduce the attainment gap between disadvantaged and non-disadvantaged students within the school
- For all disadvantaged students to aspire achieve their target grades which would put them at the top 5% nationally.
- To ensure that teaching and learning opportunities meet the needs of all the students.
- To support all disadvantaged students to experience success academically
- To support students to develop their social and emotional wellbeing and to further develop resilience
- Pupil premium funding will be aligned to students personalised and individual needs following a needs analysis.

Achieving the objectives

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, clubs and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.

- Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional and mental health</p> <p>Through observations, online wellbeing app and student and family discussions, we have identified that social, emotional, and mental health for many students are of concern. This is due to several factors both in school and out of school which include catching up lost learning and friendship groups. These have affected all students, but the disadvantaged have been particularly affected.</p> <p>There are currently 10% of disadvantaged who currently require additional support with social and emotional needs.</p>
2	<p>Gaps in learning in English, mathematics, and science</p> <p>The attainment in these three core subject areas is lower than those of their peers and teacher diagnostic assessments of learning and for learning suggest that students struggle with decoding questions through literacy.</p>
3	<p>Gaps in learning in other subject areas</p> <p>The attainment in other subject areas is lower than those of their peers and teacher diagnostic assessments of learning and for learning suggest that students struggle with decoding questions through literacy.</p> <p>Such as History, Geography and French subjects</p>
4	<p>Attendance and punctuality</p> <p>Attendance data for disadvantage students is lower on average compared to those who are non-disadvantaged. In the Autumn term of 2021, there is of 6% gap between the groups. This will have a negative impact on progress.</p>
5	Parental engagement

	Our observations and discussions suggest that parents of some disadvantaged students are less engaged with school and thus and mechanism of support and guidance is required.
6	<p>Access to wider opportunities and experiences</p> <p>To ensure that all disadvantaged have the same opportunities as non-disadvantaged we will continue to support and resources for extracurricular activities that students may wish to partake in such as the Duke of Edinburgh Award, sports clubs and music lessons to reduce this as a barrier to their progress and development.</p>

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. (linked to SDP)

Intended outcome	Success criteria
1. Students who are identified as Disadvantaged have strong attendance.	<ul style="list-style-type: none"> a) There is an improving trend in the reduction and overtime a closure in the Dis and NonDis attendance figure. b) Attendance of all disadvantaged is above 96% (SDP link - Personal Development and Behaviour)
2. Consistently high quality first teaching	<ul style="list-style-type: none"> a) All lessons are at least “good” b) Students experience a consistently high quality learning experience every lesson, every day. c) Consistently high expectations in quality and quantity of work students produce in all lessons (SDP link – Quality of Education)
3. Attainment 8	<ul style="list-style-type: none"> a) Attainment 8 gap reduced compared to 2019 results and shows a continual improvement over time. (SDP Link - Outcomes)
4. Progress 8	<ul style="list-style-type: none"> a) Progress 8 gap reduced compared to 2019 results and shows a continual improvement over time. (SDP Link - Outcomes)
5. High quality experiences and opportunities	<ul style="list-style-type: none"> a) Positive trend in number of students who are considered as disadvantaged engaging in extracurricular offer in school and local community. b) Students who are considered as disadvantaged play key roles as student leaders (Peer mentors, Year council, Sexey’s Parliament, Prefects) c) Disadvantaged students do not become NEET

	d) Disadvantaged students progression rates to post 16 and Further Education show a positive trend (SDP Link – Personal Development)
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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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 63 550

Activity	Rationale	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA Intervention and PP Champion</p> <p>To further support in literacy and numeracy.</p> <p>To have oversight of all disadvantaged students and interventions being implemented.</p> <p>To liaise between parents and school (subjects and pastoral)</p>	<ul style="list-style-type: none"> • Develop and share knowledge of effective strategies to support disadvantaged students • Personalisation of intervention and support for maximum engagement and impact 	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1,2,3,4,6

<p>and identify need/support required. £24 000 (new post)</p>	<ul style="list-style-type: none"> • Building strong relationships to support success 		
<p>KS 3/4 Tutoring (My Tutor) 1:1 tuition to support and enhance students with need and identified gaps in knowledge £7000</p>	<ul style="list-style-type: none"> • Data on rates of progress last year for those accessed this show strong impact. • Student needs analysis to ensure personalisation • Student feedback from last year <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both group and one-to-one:</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4</p>
<p>Recovery Intervention Assistant KS3 We will fund for students to be supported on a 1:1 and small group basis. Students who would benefit most from this have been identified using CATS and NGRT assessments</p>	<ul style="list-style-type: none"> • The need to support and ensure strong progress is made in basic literacy and numeracy skills for Year 7 students who arrived “not yet secondary ready” due to the impact of lockdown 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2,3,4</p>

<p>£5146 (LT)</p>	<p>To teach maths effectively, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p>	<p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	
<p>HLTA Intervention Key Stage 4 Functional Skills. Improving English and Mathematics for students, supporting next steps in education and adulthood. Supporting reducing NEET. £10 681 (KW)</p>	<ul style="list-style-type: none"> To ensure the curriculum is both aspirational and appropriate for the needs of all students especially those who may need additional support in developing English and Maths knowledge and skills and confidence. <p>Ensure students leave school with the knowledge and skills to be successful at post 16 level and beyond</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2,3,4</p>
<p>Mathematics support. Improving mathematics throughout the school by funding a teacher to</p>	<p>Small group tuition to provide support to lower attaining learners or those who are falling behind, but it</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	

<p>provide small group tuition £12 223</p>	<p>can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>		
<p>Literacy support. Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>A teacher will support the implementation of the whole school literacy initiative including the gathering of good practice, running CPD and modelling</p> <p>Work aligned to the Plymouth Literacy Strategy £2000</p>	<ul style="list-style-type: none"> • Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject • Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: 	<p>Improving Literacy in Secondary Schools</p> <p>word-gap.pdf (oup.com.cn)</p>	
<p>Curriculum support Providing support for students to ensure students are not</p>	<ul style="list-style-type: none"> • To ensure that disadvantaged students have the same access to the 	<p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</p>	4

disadvantaged by opportunity or experience. £2500	resources, choices and opportunities as non-disadvantaged students.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15 540

Activity	Rationale	Evidence that supports this approach	Challenge number(s) addressed
<p>Counselling Fund for an external counsellor to increase capacity to ensure students with identified needs are supported quickly. £9815</p>	<ul style="list-style-type: none"> Impact of COVID and Lockdown on students' emotional health and in particular those who are considered as Disadvantaged. Accessing Free Emotional Health support externally is becoming significantly challenging for families. <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties</p>	<ul style="list-style-type: none"> Counsellor's caseload overview <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p>	1, 4

<p>Careers support for disadvantaged.</p> <p>To fund for external career support ensuring that all disadvantaged have access to it with moving to adulthood.</p> <p>£2225</p>	<ul style="list-style-type: none"> • High aspirations to ensure no student gets left behind or becomes NEET. • Support to challenge students to consider high quality Post 16 provision and Further Education <p>Additional appointments for those students who are considered disadvantaged and may need extra help with future planning</p>	<p>Careers guidance and access for education and training providers (publishing.service.gov.uk)</p>	<p>4, 6</p>
<p>Pastoral Support Team</p> <p>Increase in hours within the pastoral support team to ensure there are always 2 staff available; one for oncall triage support for those students struggling with their emotional health and wellbeing due to lockdown and one to provide undisturbed planned personalised intervention.</p> <p>Launch of Parent Support Group and Tuning into Teens Programme for Parents</p> <p>£500</p>	<ul style="list-style-type: none"> • Supporting personal development and support for students, building self-belief, aspiration and provide encouragement. • Support for Families and Parenting through Wellbeing Twitter, Parent Drop support group and running Tuning into Teens. <p>Regular Emotional Health and wellbeing support for those who are struggling but are unable to access help externally due to cost of private emotional health support.</p>	<p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</p>	<p>1, 4, 6, 5</p>

<p>Extra-Curricular support Providing support for students to ensure students are not disadvantaged by opportunity or experience e.g. trips, music and singing lessons) £2500</p>	<ul style="list-style-type: none"> To ensure that disadvantaged students have the same access to the resources, choices and opportunities as non-disadvantaged students. 	<p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</p>	<p>6</p>
<p>Uniform Ensuring that disadvantaged students are supported with being education ready and not affected by not having uniform due to affordability. £500</p>	<ul style="list-style-type: none"> To ensure students attendance is not affected by not having uniform due to affordability 	<p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>

Total budgeted cost: £ 79 090

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower in 2019/2020 than in the previous years in key areas of the curriculum, with progress increasing in 2020/2021.

EBacc entry was 87% in 2021, which is higher than in the previous two years.

Free School Meal Vouchers

100% of students eligible for Pupil Premium received free school meal vouchers during the school holidays from Easter 2020 to September 2021. The grant was used to fund cover the extra school holiday weeks not funded by local council.

1:1 Tutoring

From September 2020 we had 40 PP students involved with 1:1 Tutoring in either mathematics, English or science. The feedback from students and parents was positive, with 65% of students saying that their education had been supported by the tutoring

“The interaction between the school and the tutors seemed to be good, so you were covering things that you're teacher had requested which was useful and made sure you weren't wasting time.”

“It has helped me be more confident in the subjects”

“They help me understand it clearly and instead of just explaining everything they check with me as well if i can explain.”

Attendance

For the academic year of 2020 to 2021 the attendance for PP students was below the whole school attendance. For 2021/22 we will improve the tracking of disadvantaged students, ensure that individual conversations are taking place to understand the barriers students may be experiencing either/both with social and emotional needs and curriculum.

Laptops for students

All students eligible for PP funding was given with a laptop that was provided by the DfE. Students who have continued their studies at Sexey's have kept the laptop.

Teaching and Well Being Priorities

SEND training was given to all staff to inform and guide them through how to support students especially on their return to school.

New Assistant Headteacher for teaching and learning appointed in January 2021 to ensure quality first teaching. This has supported the improvement in teaching and engagement in the 5 part lesson with a focus on clear and explicit teaching of the key vocabulary.

Year 7 students reintegrated with their peers as tutor groups were mixed to also accommodate the school curriculum structure.

Pastoral support was increased to include counselling sessions for students who were referred.

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
1:1 Tuition	MyTutor
Emotional Health and re-engagement in education support	Reach

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	REACH Intervention / mentoring Tutoring
What was the impact of that spending on service pupil premium eligible pupils?	More positive peer relationships – less behaviour incidents Improved confidence in core subjects and progress made.

Further information (optional)