

Sexey's School Pupil premium strategy statement 22/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	540 (KS3/KS4) 115 (KS5)
Proportion (%) of pupil premium eligible pupils	12.78% (69 of 540)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023, 2023-2024, 2024-2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Helen Cullen Headteacher
Pupil premium lead	Charmaine O'Dell PP Champion Ross Dalzell Deputy Headteacher
Governor / Trustee lead	Matt Peirson (Pupil Premium LGC)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 68 770
Recovery premium funding allocation this academic year	£ 16 284
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	£ 85 054

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 are outwardly facing and use the latest evidence based research (EEF), seek good practice from schools where they have closed their gap, as well as seek and use advice, support and guidance from Mark Rowland (Disadvantaged students expert) to inform our strategy and practice.

We target the use of Pupil Premium Grant funding to ensure that our Pupil Premium pupils receive the highest quality of education to enable them to become resilient, socially responsible citizens of the future. We recognise that Pupil Premium children can face a wide range of barriers which may impact on their learning. At the heart of this is, is the school's unrelenting commitment to enable students to ensure that they have the same opportunities as other students, feel cared for and have the mental well-being to sustain their learning to achieve. To ensure high quality teaching for all student's, 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 Pupil Premium students.
- To reduce the attainment gap between Pupil Premium and non- Pupil Premium students within the school
- For all Pupil Premium 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 Pupil Premium 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 counselling, 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 some of the families who are in receipt of the Pupil Premium allocation have been particularly affected.</p> <p>As of end of September 2022, 27.5% of Pupil Premium students require additional support with social and emotional needs and 23% of Service Children require additional support with social and emotional needs.</p>
2	<p>Progress and Attainment at KS4.</p> <p>Externally validated data and internal assessment data shows that Pupil Premium students achieve less well than their peers at the end of KS4 especially with the core subjects of English, mathematics and science</p>
3	<p>Aspiration and motivation.</p> <p>Through observations and student voice discussions indicate that many of our Pupil Premium students are sometimes not aware of the possibilities and opportunities available to them beyond further education either at Sexey's or in a different educational setting.</p>

4	<p>Attendance, punctuality and behaviour</p> <p>Attendance data for Pupil Premium students is lower on average compared to those who are non- Pupil Premium. This will have a negative impact on progress. Through observation and staff feedback indicates that the behaviour a few of our disadvantaged students is negatively impacting on their academic progress.</p> <p>As of week ending 7th October, there is a 6.57% gap between Pupil Premium and non- Pupil Premium students.</p>
5	<p>Parental engagement</p> <p>Our observations and discussions suggest that parents of some Pupil Premium students are less engaged with school so it is important to ensure that support is available.</p>
6	<p>Access to wider opportunities and experiences</p> <p>To ensure that all disadvantaged have the same opportunities as non-Pupil Premium 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 Pupil Premium have strong attendance.	<ul style="list-style-type: none"> a) There is an improving trend in the reduction and overtime a closure in the Pupil Premium and Non- Pupil Premium attendance figure. b) Attendance of all disadvantaged is above 96% c) Improved attendance leading improved attainment <p>(SDP link – Outcomes O1)</p>
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 <p>(SDP link – Quality of Education QE1)</p>
3. Attainment 8	<ul style="list-style-type: none"> a) Attainment 8 gap reduced compared to 2022 results and shows a continual improvement over time.

	(SDP Link – Quality of Education QE2, Outcomes O1)
4. Progress 8	<p>a) Progress 8 gap reduced compared to 2022 results and shows a continual improvement over time.</p> <p>(SDP Link – Quality of Education QE2, Outcomes O1)</p>
5. High quality experiences and opportunities	<p>a) Positive trend in number of students who are considered as disadvantaged engaging in extracurricular offer in school and local community.</p> <p>b) Students who are considered as disadvantaged play key roles as student leaders (Peer mentors, Year council, Sexey’s Parliament, Prefects)</p> <p>c) Pupil Premium students do not become NEET</p> <p>d) Pupil Premium students progression rates to post 16 and Further Education show a positive trend</p> <p>(SDP Link – Personal Development & Behaviour PD1)</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: £ 19288

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mathematics Teacher. Improving mathematics throughout the school by funding a teacher to reduce class sizes and provide pre and post teaching opportunities through small group intervention. £ 19288</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition to provide support to lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills</p>	2,3

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

Budgeted cost: £ 35 500

Activity	Rationale	Evidence that supports this approach	Challenge number(s) addressed
<p>PP Champion To have oversight of all Pupil Premium students</p>	<ul style="list-style-type: none"> Develop and share knowledge of effective strategies to support 	<p>guidance-for-teachers/using-pupil-premium</p>	1,2,3,4,5,6

<p>and interventions being implemented.</p> <p>To liaise between parents and school (subjects and pastoral) and identify need/support required.</p> <p>£11000 (COD)</p>	<p>disadvantaged students</p> <ul style="list-style-type: none"> • Personalisation of intervention and support for maximum engagement and impact • Building strong relationships to support success 		
<p>HLTA Intervention Key Stage 4 Functional Skills.</p> <p>Improving English and Mathematics for KS4 students, supporting next steps in education and adulthood. Supporting reducing NEET.</p> <p>£17500 (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. • Ensure students leave school with the knowledge and skills to be successful at post 16 level and beyond 	<p>teaching-assistant-interventions</p>	<p>1,2,3,4</p>
<p>Literacy support.</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving</p>	<ul style="list-style-type: none"> • Acquiring disciplinary literacy is key for students as they learn new, more complex 	<p>Improving Literacy in Secondary Schools</p>	<p>2</p>

<p>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</p> <p>£2000 (AJH)</p>	<p>concepts in each subject</p> <ul style="list-style-type: none"> • Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: 	<p>word-gap.pdf (oup.com.cn)</p>	
<p>Curriculum support</p> <p>Providing support for students to ensure students are not Pupil Premium by opportunity or experience.</p> <p>£5000</p>	<ul style="list-style-type: none"> • To ensure that Pupil Premium students have the same access to the resources, choices and opportunities as non-Pupil Premium students. 	<p>supporting the most academically able disadvantaged pupils.pdf</p>	6

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

Budgeted cost: £ 30,266

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. £8000</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. • To continue to support the recovery of students and aid the transition to access the curriculum and succeed. • Accessing Free Emotional Health support externally is becoming significantly challenging for families. • There is evidence to 	<p><u>Cognitive Behavioural Therapy - Youth Endowment Fund</u></p> <p>Autumn Term 2022 – School Counsellor case load includes 5 Pupil Premium students and 2 Service Children. There are currently 2 Pupil Premium and 1 Service Child on the waiting list.</p>	

	<p>suggest that CBT can have a high impact on risk behaviours and behavioural difficulties</p>		
<p>Careers support for disadvantaged. To fund for external career support ensuring that all disadvantaged have access to it with moving to adulthood. £2000 (WW)</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 • Additional appointments for those students who are considered disadvantaged and may need extra help with future planning 	<p>Careers statutory guidance.pdf</p>	<p>3,6</p>

<p>Social and Emotional well being and Attendance support</p> <p>To support funding for pastoral support team which will focus on the attendance of students who are Pupil Premium who need additional 1:1 or small group interventions alongside the daily on call triage system to help ensure they are successful in school and as part of this their attendance exceeds 95%.</p> <p>£7,766</p>	<ul style="list-style-type: none"> • Supporting attendance team and Pupil Premium Coordinator to ensure all stake holders are engaging with improving attendance • Supporting personal development and support for students, building self-belief, aspiration and provide encouragement. • To be able to support students and their families with the recovery process due to the impact from the pandemic. 	<p>supporting the most academically able disadvantaged pupils.pdf</p> <p>https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/school-attendance/toolkit/key-elements-of-effective-attendance-practice</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance</p>	<p>1,2,3,4,5</p>
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<p>Parental Engagement Support</p> <p>Through the use of external agencies including REACHOut Provide High Quality personalised Parent and Family support</p> <p>£3,000</p>	<ul style="list-style-type: none"> • To ensure families who need help and support in order to engage with school and seek external help to address barriers to attendance and education are able to access it at the point of need • To be able to support students and their families with the recovery process due to the impact from the pandemic. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3,4,5</p>
<p>Chaplaincy</p> <p>To provide additional capacity within</p>	<ul style="list-style-type: none"> • Supporting the pastoral team with students who need help 	<p>https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/</p> <p>https://youthendowmentfund.org.uk/toolkit/social-skills-training/</p>	<p>3,4</p>

<p>the Pastoral Team to ensure students have access to a Chaplain that can support their emotional and spiritual wellbeing and work across school and the community of St Mary's Bruton to support families needs.</p> <p>£4,000</p>	<p>with their well-being and ensure that they feel listened to.</p> <ul style="list-style-type: none"> • To be able to support students and their families with the recovery process due to the impact from the pandemic. 	<p>https://www.churchofengland.org/resources/mental-health-resources</p>	
<p>Extra-Curricular support Providing support for students to ensure students are not disadvantaged by opportunity or experience e.g. trips, music and</p>	<ul style="list-style-type: none"> • To ensure that Pupil Premium students have the same access to the resources, choices and opportunities as non-disadvantaged students. 	<p>supporting the most academically able disadvantaged pupils.pdf</p>	<p>3,6</p>

singing lessons) £5000			
Uniform Ensuring that disadvantaged students are supported with being education ready and not affected by not having uniform due to affordability. £500	<ul style="list-style-type: none"> To ensure students attendance is not affected by not having uniform due to affordability 	school-uniform	1

Total budgeted cost: £85,054

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.

Marc Rowland PP National advisor

Marc Rowland completed a review of the provision at Sexey's School on 23rd May 2-22.

Below are some of the key strengths

- The Sexey's leadership team is one that believes in its community. There are high expectations for all, and clarity over aims and ambitions.
- The published disadvantage strategy has a clear intent statement that reflects the leadership teams' ambitions. It centres on pupils being well educated, socially responsible citizens. The focus on teachers developing an expertise to be the best they can be to support pupils' learning.
- There was some very good use of visualisers and metacognitive talk in English and maths.
- The governance of Pupil Premium at the school is strong. Discussions showed that the governing board is well informed and knowledgeable, having contributed to system wide improvement.
- There was a strong focus on coherence – from the governing body to the classroom. Disadvantage is best addressed in the classroom, underpinned by a strong foundation of pastoral care.
- Pupils were overwhelmingly positive about school life and spoke clearly about the positive changes that had been made. They feel that staff have high expectations of them, and they have high expectations of themselves. They feel well supported.
- A really important reflection from pupils was that maths teachers leave 'as soon as we start to get to know them'. Relationships are vitally important for all pupils, but particularly those that may sometimes lack secure relationships out of school.

Areas for Development

- The focus on literacy should sit in the teaching and learning section of the plan, rather than academic intervention. Addressing literacy difficulties for disadvantaged pupils across the curriculum should be at the heart of the plan. This will need careful implementation over time.
- Continuation of external / peer review of practice will support good implementation, within QET and from Marc Rowland.
- The challenges in the plan should continue to centre on Social, Emotional, Mental Health, disciplinary literacy, gaps in learning, experiences beyond school, attendance and family engagement.

Attainment and Progress

There were eight Year 11 students who were Pupil Premium in the 2021-2022 cohort. Of these six had a Key Stage 2 points score. Comparing the external examinations the performance of disadvantaged pupils; Attainment 8 for PP was 37.81 and non-PP was 56.42. EBacc entry was 63% in 2022 with 25% achieving a standard pass and 25% achieving a strong pass. From the PP cohort, two students achieved success in the Functional Skills examinations, with the detail below.

1:1 Tutoring

From September 2021 we had 21, 38% of Pupil Premium students involved with 1:1 Tutoring in either Mathematics, English or Science. The feedback from students and parents was positive, with all students saying that their education had been supported by the tutoring.

Attendance

For the academic year of 2021 to 2022 the attendance for PP students was below the whole school attendance. For 2022/23 we will continue to track the attendance of Pupil Premium students with a weekly check being taken. We will ensure that individual conversations are taking place to understand social and emotional and or curriculum barriers students may be experiencing.

2021/2022 Whole school attendance – 90.05%

2021/2022 Pupil Premium attendance – 87.94%

2021/2022 Non-Pupil Premium attendance – 90.46%

Recovery Intervention Assistant KS3

The person responsible identified students using SAT, CAT and NGRT tests. The focus was on improving students English and Mathematics. English sessions for each student occurred once a week for one hour. The lessons consisted of three different parts focusing on spelling and grammar, comprehension and learning different literary devices and how to use them. Assessments used the Wide Range Achievement Test (WRAT) and used the following;

- Word Reading: measures untimed letter identification and word recognition.
- Sentence Comprehension: measures the ability to identify the meaning of words and to comprehend the ideas and information in a sentence using an untimed modified cloze procedure.
- Spelling: measures an individual's ability to write letters and words from dictation without a time limit.
- Math Computation: measures an individual's ability to count, identify numbers, solve simple oral math problems, and calculate written math problems with a time limit.

Maths sessions for each student occurred once a week for one hour. The lessons were focused around more of a coaching approach and allowed the students to receive some input and assist each other in their learning. The subjects to study in Maths were selected due to the areas that were highlighted as the weakest in their baseline assessments. There was a period from Middle of January to Middle of February where students missed out on sessions due to Covid. Attendance at the sessions averaged 91%.

English Intervention: 71% improved on their Word Reading, Spelling and Sentence Comprehension

Maths Intervention: 86% improved

Laptops for students

All students eligible for Pupil Premium funding will be given a laptop that was provided by the DfE. Students who have continued their studies at Sexey's school will keep the laptop for the duration of their time with us.

Literacy support

An implementation plan was written which looked at a 2-year plan. This plan has four strands; Disciplinary literacy, literacy marking, Curriculum glossary, Engagement in Literacy. This was designed using the Education Endowment Foundation framework for literacy.

As part of the collective effort to improve disciplinary literacy across the school, Years 7 and 8 now have one afternoon tutor time dedicated to an aspect of literacy. This also forms part of our Literacy Implementation Plan. To support tutors in delivering each session (and to minimise workload), PowerPoint presentations were created for the first half term which are all in the same format for consistency. Each half term has a focus, for example Autumn term is spelling, then move onto punctuation and grammar. Each presentation consists of two slides. The first gives simple instructions, and the second contains the answers for pupils to self-check (answers are also at the back of the booklet, differentiation and teacher use). To support staff, definitions of key terms are in the notes section.

Literacy support teacher is part of whole school quality assurance of literacy within classrooms which is conducted via book scrutinises and learning walks. They will monitor the use discreet teaching of tier 2 and tier 3 vocabulary throughout the lesson and support teachers with this.

Teaching Priorities

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

HLTA Intervention Key Stage 4 Functional Skills

Functional skills is run by the HLTA. Students have 5 dedicated lessons per fortnight for Functional Skills. Below are the results the students obtained. This supported all students to be able to progress onto their chosen next steps in education or training.

Year 11 2022

Level 1: (some elements brought forward from Y10)

Element	Number entered	Pass rate
Speaking and Listening	5	100%
Reading	5	100%
Writing	5	80%
Maths	5	80%

80% of students have left with a L1 qualification in both English and Maths

Due to extenuating circumstances, 20% of students (1) do not have any full L1 qualification but can take the passed English elements over to Post-16 to complete the qualification

Level 2:

Element	Number entered	Pass rate
Speaking and Listening	4	100%
Reading	4	100%
Writing	4	100%

Maths	4	100%
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100% of students entered have left with a L2 qualification in both English and Mathematics

Year 10 2022

Level 1:

Element	Number entered	Pass rate
Speaking and Listening	6	100%
Reading	6	100%
Writing	6	100%
Maths	6	50%*

Curriculum support, Extra-Curricular support and Uniform

Pupil Premium students have access to a full range of resources, in school and at home, which removes the barrier to attendance and to fully access the curriculum. Uniform, PE kit, essential text and revision guides, ingredients for Food Technology, full range of stationery and art kits and laptops were provided.

Pupil Premium students had access to fully or highly subsidised Music, Singing, Acting and Speaking lessons to encourage participation and increase experiences.

Extra-curricular clubs and trips were fully or highly subsidised to remove the barrier of students not being able to attend and experience activities outside of school. Widening Experiences Day was set up and offered a range of experiences that provided students with new opportunities that were designed to inspire and motivate them while allowing them to experience new things.

Duke of Edinburgh Award costs met for Pupil Premium students to encourage participation.

Counselling and Pastoral Support Team

All Pupil Premium students have access to the Pastoral Team daily and extra support was increased for students who required it, whether that was being assigned a Key Worker, targeted 1-1 or group work support or counselling.

Careers support

All Pupil Premium students have at least one appointment each academic year with our careers advisor. This is organised by the PP Champion. All students in 2021-2022 cohort have progressed onto further education or apprenticeship.

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)