

Pupil premium strategy statement

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	SAA
Number of pupils in school	784
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	10/10/21
Date on which it will be reviewed	01/09/22
Statement authorised by	JAS
Pupil premium lead	TJR
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,220
Recovery premium funding allocation this academic year	£41,180
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	£312,400

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including those who are already high attainers and following research St Aldhelms Academy has opted to employ the Education Endowment Foundation's "Pupil Premium Guide" (June 2019) and its three tier approach:

- Focusing most of the grant on developing high quality teaching
- Dividing the rest between targeted academic programmes and
- Wider "readiness to learn" initiatives.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of literacy in catchment area especially reading</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 3 years, between 18 - 20% of our disadvantaged pupils arrive below age-related expectations compared to similar numbers of their peers.</p>
2	<p>High proportion of SEND especially SEMH and deprivation in local area</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 17%+ of pupils (9% of whom are disadvantaged) currently require additional support with social and emotional needs, with 73% of these (100% of whom are disadvantaged) currently receiving small group interventions.</p>
3	<p>Low priority placed on attendance by parents</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 – 10% lower than for non-disadvantaged pupils.</p> <p>4 - 6% of disadvantaged pupils have been 'persistently absent' compared to similar numbers of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Some weaker feeder schools</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of prior attainment. This impacts their progress in all subjects.</p>

	On entry to year 7 in the last 3 years, between 18 - 20% of our disadvantaged pupils arrive below age-related expectations compared to similar numbers of their peers.
5	<p>Inability to access education during Covid pandemic Cost of printed resources (eg. Knowledge Organisers)</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</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.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, 12-18% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 3 years this figure was 3 - 7%.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. <p>the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 3% lower than their peers.</p>
Improved behaviour of all PP students	Reduction in amount of behaviour incidents for PP students and reduction in suspensions
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by:

Improved reading comprehension/ages among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
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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: £209,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of new Inclusion Assistant, non-teaching pastoral staff x2, AVP behaviour and attendance, Pastoral manager and Alternative curriculum teacher.	<i>EEF study</i> - Evidence suggests that TAs can have a positive impact on academic achievement	1,2,3,4,5
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,4,
Proportion of pastoral staffing time for PP, ELSA x2 and pastoral manager.	<i>DFE Improving school attendance report</i> – use skilled pastoral staff to support with attendance	2,3,5

<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We are funding professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, 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>	3,4,5
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on reading programs</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1,3,4,5
<p>Reduced class sizes for lower sets</p>	<p><i>EEF study</i> – smaller class sizes have larger effects for lower achievers and disadvantaged children</p>	1,4,5

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

Budgeted cost: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school intervention programme	<i>EEF study</i> - Overall, evidence shows that small group	1,2,3,4,6

	intervention is effective and, as a rule of thumb, the smaller the group the better	
EMS tutor time sessions Included is Yr11 target groups	<i>EEF study</i> - Overall, evidence shows that small group intervention is effective and, as a rule of thumb, the smaller the group the better	1,2,3,4,5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,5
Coaching careers and confidence	<i>EEF report</i> – feedback information is effective in improving outcomes for PP students	1,3,4,5
Revision guides	EEF study - The evidence shows that the impact of homework, on average, is five months' additional progress	1,3,4,5
Study zone	OECD study identified globally that many disadvantaged students who have access to the internet are only able to use gaming and streaming devices which do not support learning	1,3,4,5
Printed resources (eg. Knowledge Organisers)	EEF study - The evidence shows that the impact of homework, on average, is five months' additional progress	1,3,4,5

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Snow Way SEMH anxiety mentoring and support Mini-bus costs and mini bus driver training	EEF research into benefits of OAA on positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes	2
Subsidised trips and events	EEF research into benefits of OAA on positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes	1,2,3,4,5
ELSA support	<i>EEF report</i> – metacognition and self-regulation (learning to learn) should be taught explicitly	2,3
Rewards and attendance incentives	<i>DfE Improving school attendance report</i> – attendance amongst disadvantaged students is lower than their peers <i>EEF study</i> – improves outcomes by reducing challenging behaviour and increasing engagement	1,2,3,4,5
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,2,3,4,5
Parent Voice	<i>EEF study</i> – involving parents in education benefits academic outcomes for PP students	

Total budgeted cost: £312,400

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.

See strategy and impact statement in old format.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 4 years although still above national. EBacc entry was 16%, which was lower than in the previous years, and the outcomes were low too.

Despite being on track in previous years and well above national average (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by dedicated staff delivering high quality online learning.

Although overall attendance in 2020/21 was lower than in the preceding years at 90.2%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 10% lower than their peers and persistent absence 7% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	