

# Pupil premium strategy statement

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	Samworth Church Academy
Number of pupils in school	1008
Proportion (%) of pupil premium eligible pupils	311 (30.9%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	November 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Carl Bennett, Head of Academy
Pupil premium lead	Chris Vallance, Strategic Director
Governor / Trustee lead	Martin O'Connell (?)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 288,630
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 8,201,750

# 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 expected and ideally accelerated progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those across the whole ability spectrum. We will consider the challenges faced by vulnerable pupils, such as those who have dedicated professional support. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 small group/one to one tuition, 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 and regular 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
- Have an approach that is rooted in representative, wide ranging and verified academic educational research

## Challenges

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

Challenge number	Detail of challenge
1	<p>The English, maths and science attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many disadvantaged pupils particularly struggle with subject specific terminology.</p> <p>In Year 7 the mean standard age score from CATS tests for disadvantaged students is 91.5 whereas for non-disadvantaged students it is 98.5.</p> <p>Subsequent assessments show that this gap widens. In Year 8 only 27.1% of disadvantaged students achieved Secure+ compared to 47.7% of non-disadvantaged students achieving Secure+. There is a similar pattern in Year 9 where we have 22.6% of disadvantaged students on Secure+ compared to 48.2% of non-disadvantaged on Secure+.</p>
2	<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 2022, 16% of disadvantaged students have achieved age related targets on their reading age test compared to 37% of their peers. On entry to year 8, 38% of disadvantaged students have achieved age related targets on their reading age test compared to 37% of their peers, suggesting high engagement with the provisions that were available to them during year 7. On entry to year 9, 23% of disadvantaged students have achieved age related targets on their reading age test compared to 27% of their peers.</p>
3	<p>Our assessments (including CAT tests and initial baseline 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 core subjects.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive strategies and the ability to understand subject specific terminology. When faced with challenging tasks, notably in their monitoring and evaluation of their answers, our disadvantaged students do not show high levels of resilience. This is indicated across the curriculum, particularly in core subjects.</p>
5	<p>Our assessments (including student surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) low self-esteem and general SEMH concerns. This is partly driven by concerns about catching up lost learning and exams/fu-</p>

	<p>ture prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils and their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased for all students. Referrals to the PLC and Reset Room saw an increase to those eligible for the pupil premium. During academic year 2021-22, the academy delivered 300 tailored interventions to support student SEMH, over 200 of these sessions directly targeted pupil premium students.</p> <p>In January 2022, disadvantaged students with identified poor behaviours receive bespoke behaviour interventions. Interventions are tracked over a period of time and regularly reviewed to track progress.</p>
6	<p>In 21-22 disadvantaged student attendance was 83.6% compared to 92.4% for non-disadvantaged students (9% gap). At the end of half-term 1 in this current academic year, the gap between disadvantaged and Non-disadvantaged student attendance was 8.8%.</p> <p>In 21-22, 29.5% of all students were 'persistently absent', with 52.8% of all disadvantaged students having attendance below 90%.</p> <p>Currently, 27.8% of students are classified as PA, with 43.6% of disadvantaged students meeting this threshold.</p>
7	<p>In 2021 – 2022, disadvantaged students received 0.25 detentions per student per week, compared to 0.11 for non-PP students. In 2019 – 20, these figures were 0.22 and 0.08 respectively. This term so far, 750 detentions have been received by Pupil Premium students and 1077 by non-pupil premium students.</p> <p>In 2021 - 2022, disadvantaged students received 61% of all suspensions compared to 39% for non-disadvantaged students. This term so far, 77% of all suspensions are for disadvantaged students, 23% for non-disadvantaged students.</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 (including in EBACC students).	<p>By the end of our current plan in 2024/25, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 3 years this figure was 20 - 24%.</p> <p>2021/22 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"><li>• A progress score of -1.10</li></ul>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>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 (seen in learning walks), student voice and work scrutiny.</p>
Improved metacognitive and subject specific terminology understanding among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects. It is also supported by decreased levels of disadvantaged students being in detention, in isolation and having being suspended.</p>

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 8%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 8%.</li> </ul> <p>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being of the same amount.</p>
<p>To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained decreased levels of pupil disruption from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall fixed term suspension rate for all pupils being no more than 1.5 suspensions per day, and the fixed term suspension gap between disadvantaged pupils and their non-disadvantaged peers being removed completely.</li> </ul>

## 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: £19,542

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund intervention, professional development and instructional coaching with a core group of staff.</p> <p>It will be rolled out first in with our literacy TA and English team, focusing on attainment of the bottom 25% reading scaled score students, followed by subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	2,4
<p>Targeted teaching assistant support for the most vulnerable students in year 11</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

Recruitment and introduction of catch-up coordinators for years 7 to 11. These members of staff are the coordinators of intervention to tackle knowledge gaps and support those with low attainment or who are below their target levels	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1

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

Budgeted cost: £2,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,4
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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3



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

Budgeted cost: £36,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions (done through our counselling service).	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	5
Recruitment of a 0.2 wellbeing sixth form mentor	The number of MASH, counselling and CAHMS referrals has risen by 120% since the return from March 2021 lockdown.	5
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £57,757**

## 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 2023 to 2024 academic year.

The data produced from the 2023/2024 exams analysis highlighted that disadvantaged students were behind their peers in terms of attainment and progress. PP students have an attainment 8 score of 29.28 compared to non-pp students that had a score of 38.35. However, this gap has reduced vastly since the previous academic year (from 17.86 to 9.07)

This is also a disparity in terms of their progress with PP students having a P8 score of -1.25 and non-pp students having a P8 score of -0.58. Both attainment and progress measures are lower compared to the 2018/2019 year and the gap between the disadvantaged students and their peers has widened.

However, attainment for current year 11 disadvantaged students is 0.62 is better than at this point in the last academic year. This is due to the rigorous intervention process that has been put in place for disadvantaged students. They are always given first priority in terms of; small intervention groups, afterschool interventions and the use of the English and Maths tutor. However, the progress of disadvantaged students is still not good enough. The maintenance of the gap between disadvantaged students and their peers is due to the impact of school closures in relation to the pandemic.

However, this disparity in student attendance has continued into both the last and current academic year (current whole school attendance is 89.51% compared to 80.82% for pupil premium students). Lack of engagement from large proportions of disadvantaged pupils resulted in them not accessing their learning compared to their peers. Although curriculums were adapted, and interventions put in place there was never enough time to catch up all the 'lost learning' that happened during lockdown. As a result, the attainment and progress gap has widened despite the highly effective online and altered curriculum put in place post lockdown. This is a similar picture nationally.

This is why a rigorous and targeted intervention programme to ensure knowledge gaps are filled out of the lesson. Furthermore, attendance of pupil premium students has been tackled through tutors becoming more heavily involved in the attendance aspects of the school. This will continue throughout the current academic year.



## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.