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**Student Premium Strategy Statement 2021/22**



# Student Premium Strategy Statement

## This statement details our school’s use of student premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

## It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of student premium had within our school.

## School Overview

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| Detail | Data |
| School name | Sandy Secondary School |
| Number of students in school | 1017 |
| Proportion (%) of student premium eligible students | 25% |
| Academic year/years that our current student premium strategy plan covers **(3-year plans are recommended)** | 2021-2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Karen Hayward |
| Student Premium Lead | Gary Preston |
| Governor/Trustee Lead | Gill Deans |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Student premium funding allocation this academic year | £203,840 |
| Recovery premium funding allocation this academic year | £69390 |
| Student 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 | £273,230 |

# Part A: Student Premium Strategy Plan

## Statement of Intent

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| All members of staff and the governing body accept responsibility for ‘socially disadvantaged’ students and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.  *“It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure that they are given every chance to succeed”.*  *Quote from Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Student Premium Spending.* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1. | 36% of PP students are SEND compared to 18% for non-PP. |
| 2. | On average PP students have KS2 data that is lower than non-PP students, in Year 9; 4.5 points, in Year 10; 2.5 points and in Year 11; 6.5 points. There is no KS2 data for the Year 7 & 8 students due to lockdown. |
| 3. | Parental support for after school activities and support. |
| 4. |  |
| 5. |  |

## 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.

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| Intended outcome | Success criteria |
| PP students with SEND perform in line with all students nationally for maths and English at level 4 or better. | PP with SEND perform above national for this group of learners. |
| PP students close the gap by the end of Year 11, with PP students performing at least as well as all students nationally, in English and maths at Level 4 or better. | Gap between PP and non-PP in English and maths is less than the national figure. |
| All PP students have at least a neutral or positive Progress 8 score. | PP Progress 8 score above non-PP score. |
| To increase PP student’s participation in out of school activities to improve progress and attainment. |  |

**Activity in this Academic Year**

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £63,530

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional specialist teaching in maths, English, MFL, humanities and science during form time. | Additional curriculum time to be allocated for the teaching of maths, English, MFL, humanities and science. Form time intervention groups specifically to help catch up Year 11, to start from September. To build up students’ knowledge and understanding and increase progress and attainment rates in these core subject areas. Subject Leads to develop schemes of work and resources, which are shared. Regular lesson observations and learning walks to monitor the quality of delivery and materials being used. | 1, 2 |
| Training for staff on the specific barriers faced by PP students (along with other disadvantaged groups), with strategies for ensuring a fully inclusive learning environment. | To ensure that staff are fully cognisant of the needs of disadvantaged students and the reasons for the underperformance of this group. To give them the expertise and support to address this. | 1, 2 |

**Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ *145,800*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve literacy across Years 7 and 8. | Introduce accelerated reader and buddy scheme for all PP students. Along with support during ERIS (Everyone reading in school). To widen and increase PP students use and range of language. To access different levels of texts. To build their confidence and social skills with reading and literacy. To support them accessing the curriculum and increasing their attainment and progress. One to one monitoring, assessment data and regular literacy checks via accelerated reader. Learning walks/lesson observations will also take place to ensure consistency of delivery. Student surveys and progress data will also be monitored. | 1, 2 |
| Increase numeracy skills of PP students in Years 7 to 8. | Introduce Timetable Rock Stars, one to one tutoring in maths and numeracy. Numeracy buddies to be used during form time. Homework club with a numeracy focus. To build numeracy skills and the confidence needed to apply these to differing situations. To improve progress and attainment in maths. One to one monitoring assessment data. Regular numeracy checks, via ongoing assessments. Learning walks/lesson observations. Student surveys and progress data. | 1, 2 |
| Improve numeracy across Years 9 to 11. | Small group intervention and one to one tuition. To build upon students’ confidence and skill with numbers, to allow them to access the GCSE curriculum and make rapid progress. | 1, 2 |
| Provide revision and practical materials for students to access the curriculum in Years 9 to 11. | Ensure students have access to effective revision materials in all subject areas, especially PP students, as well as additional materials needed for practical courses such as food and DT. To allow all students equal access to the curriculum and not to be hindered in their choice of projects, or materials to be used. Curriculum Leaders to apply for funding for resources for their subject, based on the projects being undertaken and outcomes to be reviewed and monitored. | 1, 2, 3 |
| Additional one to one support and learning opportunities for PP students to help improve progress and attainment across identified subjects for Years 7 upwards. | Home Learning Club, key workers to mentor and support students. Targeted intervention for students following half termly assessment reviews. To improve students’ progress and attainment across their curriculum and support the development of their skills and understanding. Observations of mentoring sessions and key worker sessions. Learning walks. | 1, 2 |

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| --- | --- | --- |
| Targeted intervention in holidays for maths and English for all year groups. | Holiday Clubs based around maths and English. Continued application of skills and a chance for students to catch up and develop. This will also help reduce the lack of retention lost over the holidays. Curriculum Leaders will deliver and plan the sessions and SLT will oversee and monitor them throughout the year. | 1, 2, 3 |

**Wider Strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £*64,500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve social skills for PP students in Years 7 to 11. | Continue with the social skills course to improve communication skills and build PP students confidence and self-esteem. To support student’s communication and personal development skills, to help them attend school and participate in school activities. | 1, 2, 3 |
| Extra-Curricular activities to be accessed by all. | School visits are not to exclude any child on grounds of insufficient funds and are essential in enhancing students’ knowledge and understanding in many areas to raise aspirations. Students will able to access field studies/residential in order to support their learning and build their confidence, as well as give them access to cultural capital and expand their horizons. | 3 |
| Support with uniform and equipment. | Discount given to families for school uniform and equipment. Supports the inclusive agenda across the school. No student looks different or is not equipped. Prevents non-attendance. | 3 |

**Total budgeted cost: £** *273,230*

# Part B: Review of outcomes in the previous academic year

## Student premium strategy outcomes

This details the impact that our student premium activity had on students in the 2020 to 2021 academic year.

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| The students, who used the numeracy tools inside and outside the school, found it improved their understanding and numeracy skills, allowing them to access the GCSE maths requirements for a Level 4 or better.  Providing revision materials allowed PP students to fully access all courses and be fully engaged in all practical sessions.  PP students showed an increased confidence in the use of number and numeracy skills, improving their attainment and progress.  PP students showed an increased confidence in science.  PP students showed an increased confidence in English, increasing their confidence and progress measures.  PP students showed an increased confidence in humanities.  PP students showed an increased confidence in MFL.  The appointment of a REACH coordinator gave the students someone and somewhere to come for support and to help boost their confidence and self-esteem, as well as help them plan and organise their time and subjects.  A social skills course to be used to improve communication skills and build PP students confidence and self-esteem. For some students this has boosted their self-esteem and allowed them to open up, in order to accept help. For others more support and sessions are needed.  Students have been able to access field studies/residential in order to support their learning and build their confidence. |

## 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*

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| Programme | Provider |
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## Service student premium funding (optional)

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

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| --- | --- |
| Measure | Details |
| How did you spend your service student premium allocation last academic year? |  |
| What was the impact of that spending on service student premium eligible students? |  |