

# 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	Sir Roger Manwood's School
Number of pupils in school	Y7-Y11: 779 Y12-Y13: 231 Total:
Proportion (%) of Pupil Premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mr L Hunter
Pupil premium lead	Ms A Pujadas-Telmon
Governor / Trustee lead	Mrs J Maine

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,625
Recovery premium funding allocation this academic year	£21,528
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£99,153</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our objective is to ensure that the potential of each disadvantaged student is maximised. Irrespective of background or challenges they face, we want each young person to make good progress and achieve high attainment across the curriculum in line with their peers.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to ensure that they are able to progress to their chosen Post 16 and Post 18 pathways.

Our means of doing this is to focus on high-quality pastoral care and teaching and learning. Our Pupil Premium strategy is also integral to the wider school plans generally for recovery, both via targeted support for academic subjects through catch up sessions, and extra resources put into our pastoral support system. Our approach is to be responsive to common challenges whilst at the same time focusing on individual need.

To ensure our two-pronged approach is as effective as possible we will:

- act early to intervene as soon as a need is identified
- focus efforts on interventions that benefit as many students as possible
- adopt whole school approaches in which all staff, whether academic or pastoral, teaching or support, take responsibility for pupils' outcomes and raise expectations of the young people about what they can achieve

The key principles of our strategy are:

- a) To provide the best possible pastoral and AEN support
- b) To provide the best possible teaching and learning
- c) To provide subject specific extra tuition, where needed
- d) To subsidise costs of education resources (e.g. revision guides)
- e) To subsidise costs of extra-curricular activities (e.g. Combined Cadet Force, Duke of Edinburgh, career or university subject courses)
- f) To subsidise the cost of uniform on entry and upon request in future years

## Challenges

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

Challenge number	Detail of challenge
1 Attendance	Some Pupil Premium students have a higher rate of absence than non-PP students, which impacts negatively on their learning
2 Attainment & Progress	Some Pupil Premium students underperform in relation to their potential
3 Involvement	Some Pupil Premium students do not get as involved in out-of-school activities as their peers
4 Aspiration	Some Pupil Premium students do not have high aspirations for themselves as they lack self-belief and self-motivation

## 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
1 Wellbeing & Attendance	Attendance of every PP student to be above 95% (other than if ill) and in line with the average of non-PP students
2 Attainment & Progress	Attainment and Progress of in-school assessments are in line with that estimated by FFT or CAT scores The A8 and P8 of Year 11 PP cohort to be in line with the non-PP cohort and FFT/CAT estimates The proportion of PP students in Year 11 transitioning to Level 3 courses is the same as that for the non-PP cohort in Year 11
3 Aspiration	Each PP student to be mentored by their Head of Year, who will meet with them regularly, support them, and encourage them to aim high We would like to introduce a Sixth Form mentoring scheme for each PP student in the future
4 Involvement	Each PP student to be regularly taking part in at least one out-of-class activity

## 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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching</p> <p>This is essential if a significant impact is to be made on the attainment and progress of disadvantaged students.</p>	<p>“Attainment among the participant group improved with a mean difference score that was nearly twice that of the control group.” <i>CfBT Education Trust: Raising maths attainment through enhanced pedagogy and communication Results from a ‘teacher-level’ randomised controlled trial by Richard Churches and Fiona Allan (2013)</i></p> <p>“Attainment increased by 24.5%” <i>Social Mobility Commission: Improving attainment among disadvantaged students in the FE and adult learning sector (2020)</i></p> <p>The <i>Education Endowment Foundation Toolkits</i> provide real life data about the effectiveness of particular approaches for disadvantaged pupils. They provide high quality information about what is likely to be beneficial based on existing evidence – ‘best bets’.</p> <p>“High-quality CPD for teachers has a significant effect on pupils’ learning outcomes” <i>EPI-Wellcome CPD Review 2020: The Effects of high quality professional development on teachers and students, by Harry Fletcher-Wood and James Zuccollo</i></p>	<p>1, 2, 3</p>
<p>Software to aid student independent study</p>	<p>“Supporting pupils to work independently can improve learning outcomes...Multiple reviews identify the value of strategies that help pupils work independently with success”</p> <p>And</p> <p>“Different approaches to remote learning suit different tasks and types of content Approaches to remote learning vary widely and have different strengths and weaknesses. ...using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge” <i>Education Endowment Foundation (2020) Remote Learning, Rapid Evidence Assessment, London: Education Endowment Foundation.</i></p>	<p>2, 3</p>

<p>VESPA methodology</p> <p>VESPA is used in PSHCE lessons to encourage self-reflection, metacognition, and meaningful target setting.</p>	<p>Metacognition is one of the most effective strategies mentioned in the <i>Education Endowment Foundation Toolkit</i></p>	<p>1, 2, 3, 4</p>
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## Targeted academic support

Budgeted cost: £6,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of PP funding to support 40% of the costs of School Led Tutoring</p>	<p>“Attainment among the participant group improved with a mean difference score that was nearly twice that of the control group.” <i>CfBT Education Trust: Raising maths attainment through enhanced pedagogy and communication Results from a ‘teacher-level’ randomised controlled trial by Richard Churches and Fiona Allan, (2013)</i></p> <p>“Attainment increased by 24.5%” <i>Social Mobility Commission: Improving attainment among disadvantaged students in the FE and adult learning sector (2020)</i></p>	<p>2</p>

## Wider strategies

Budgeted cost: £77,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Proportion of salaries of: Assistant Headteacher (Pastoral and Wellbeing), Assistant Headteacher (Student Progress), AEND Manager, Learning Support Assistants, Specialist Literacy Teacher, Attendance Admin, Curriculum Access Admin, Data Admin, School Counsellor, Safeguarding Project TLR, Sixth Form E3 Project TLR, Head of Year TLRs</p>	<p>“For academic progression, better emotional wellbeing is a key factor.” “School enjoyment plays a significant role in encouraging engagement in both primary and secondary school.” <i>The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes Leslie Morrison Gutman &amp; John Vorhaus Institute of Education, University of London (2012)</i></p> <p>School data analysis and processes highlight PP students. This is then followed up by Heads of Department and Heads of Year</p>	<p>1, 2, 3</p>

<p>Grants to individual PP students</p>	<p>“Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education.”  <a href="https://nces.ed.gov/pubs95/web/95741.asp">https://nces.ed.gov/pubs95/web/95741.asp</a></p> <p>“Recent research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out” <i>Finn, J.D. (1993). School engagement and students at risk. Washington, DC: National Center for Education Statistics.</i></p> <p>And  <i>Lamborn, S.D., Brown, B.B., Mounts, N.S., &amp; Steinberg, L. (1992). Putting School in perspective: The influence of family, peers, extracurricular participation, and part-time work on academic engagement. Chapter 6 in Student engagement and achievement in American secondary schools.</i></p> <p>“Poorer students do badly at school ‘down to the quality of their equipment’.” <i>Child Poverty Action Group: The Costs of Going to School, by Rys Farthing Published April 2014</i></p> <p>“The main way that transport and inequality is linked is through providing affordable access to a range of opportunities.”  <i>Transport and inequality: An evidence review for the Department for Transport, Dr Shivonne Gates, Fiona Gogescu, Dr Chris Grollman, Emily Cooper, Dr Priya Khambhaita. NatCen Social Research, (2019)</i></p>	<p>1, 2, 3, 4</p>
<p>Prompt action taken to target disadvantaged students absent from school</p>	<p><i>DfE's Improving School Attendance advice</i></p>	

**Total budgeted cost: £91,153**

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

### Pupil premium strategy outcomes

The figures in brackets in the table below are those for non-Pupil Premium students, nationally i.e. the comparison shows how disadvantaged students at SRMS compare to **non-disadvantaged** students nationally.

	<b>2022-3</b>	<b>2021-2</b>
Total funding	£81,965	£81,545
Number of disadvantaged students in Year 11	9	15
% of year group	6	10
<b>Attainment measures</b>		
A8 score	50.4 (50.2)	60.7 (52.8)
% achieving a strong pass in both English and Maths (5+ in both)	55.6 (52)	67 (57)
Exam entries per pupil	7.8 (7.6)	8.3 (7.6)
<b>Progress measure</b>		
P8 score	-1.04 (+0.17)	-0.13 (+0.15)
<b>E Bacc measures</b>		
% achieving EBacc at grade 5 or above	22 (20)	27 (24)
% entering EBacc	22 (43)	40 (43)
EBacc APS	4.4 (4.4)	5.4 (4.7)

### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
None	

