



Pupil premium strategy statement 2021-24: Sandringham School

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 for the next 3 years (2021-24), 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

| Metric | Data |
|---|---|
| School name | Sandringham School |
| Number of pupils in school | 1717 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year or years covered by statement | 2020/21 – 2023/24 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Alan Gray, Headteacher |
| Pupil premium lead | Andrew Cracknell, Assistant Headteacher |
| Governor/Trustee lead | Judith Wickes, Link Governor |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil Premium funding allocation this academic year | £104,410 |
| Recovery Premium funding allocation this academic year | £31,740 |
| 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 | £136,150 |

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 outstanding academic progress and achieve high attainment across a broad and balanced curriculum. We are also committed to providing world class opportunities beyond the curriculum to enrich a young person's educational experience and develop their cultural capital. In our school we leave nothing to chance, having high aspirations for all pupils regardless of their disadvantaged status.

We recognise the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are financially disadvantaged or not.

High quality first teaching is at the heart of our approach. We aim to recruit, retain and train teachers who are subject experts and also have a deep understanding of how to deliver teaching and learning to support the needs of all learners, particularly those with additional needs or who are disadvantaged, often requiring the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits 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 approach will be responsive to common challenges and individual needs. As such, you will see in our strategy that we recognise the broader needs of young people. This includes the additional challenges disadvantaged students may face in relation to mental health and wellbeing, meeting pupils' material needs (such as equipment for school, opportunities to attend trips and visits, etc), awareness of future pathways and careers and strengthening parental engagement.

Challenges

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

| Challenge number | In-school Challenges |
|------------------|--|
| 1 | <p>Organisation, preparedness and behaviour for learning – a number of disadvantaged students have a lack of organisational and self-management skills</p> <p><i>Our internal data and observations shows that disadvantaged students obtain a greater number of consequences for lack of equipment and incompleteness of home learning than their non-disadvantaged peers. However, disadvantaged students were more likely to gain house points through our digital rewards platform (ePraise), achieving on average 2 more house points per half term than their peers. Data also shows that almost one quarter of exclusions come from students who are eligible for the pupil premium.</i></p> |
| 2 | <p>Prior attainment including numeracy and literacy – a significant number of disadvantaged students enter with lower numeracy and literacy skills than their non-disadvantaged peers</p> <p><i>The English and Maths attainment of disadvantaged pupils is generally lower than that of their peers. External data for our 2021 year 7 intake shows that 39% of disadvantaged pupils did not meet age related expectations in numeracy or literacy, with 22% not meeting age related expectations in both. Cognitive ability assessments on entry to year 7 also show a marginal gap with the average CAT Mean score for disadvantaged pupils being 104 and non-disadvantaged 110.</i></p> |
| 3 | <p>Aspirations and motivation – for some disadvantaged students there are issues surrounding long-term aspirations</p> <p><i>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive/self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. As aforementioned, disadvantaged students receive a higher number of consequences for not completing home learning in relation to their non-disadvantaged peers. Discussions with students has indicated that this is often down to a lack of motivation and resilience when asked to complete tasks which they deem too challenging. We also recognise that our disadvantaged students often experience less support for their future aspirations and the language used at home does not allow for a growth mindset or social mobility.</i></p> |
| 4 | <p>Wellbeing - for some disadvantages students there are issues surrounding mental health and wellbeing that can cause them to fall behind their peers</p> <p><i>Our assessments, 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. Our prior experiences have shown that children with a social worker often require dedicated emotional and wellbeing support.</i></p> |

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| 5 | <p>Resources for learning – a significant minority, lack access at home to the resources which facilitate outstanding progress</p> <p><i>Our discussions with pupils and families have identified that often disadvantaged students lack appropriate space and resources (Internet access and device) at home, in order to allow pupils to meet the demands of secondary education. This includes resources for both during curriculum time and beyond.</i></p> |
| Challenge number | External Challenges |
| 6 | <p>Attendance rates for students eligible for PP are below the school target for all children and the attendance figure for all students. This reduces their school hours and causes them to fall behind on average.</p> <p><i>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been 4.5% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absence often negatively impacts disadvantaged pupils' progress and that disadvantage grows with age.</i></p> |
| 7 | <p>In some cases, the parents of students eligible for Pupil Premium do not attend key events at school such as information events and PTCs which can have a detrimental effect</p> <p><i>Our internal monitoring data shows that parents of disadvantaged pupils are more likely to not attend significant events throughout the academic year. Most notably this includes, parents/carers evenings, options evenings (KS4/KS5) and parent/carer information evenings (KS4/KS5) that are in place to support the learning and pastoral care of our students.</i></p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2021-2024)**, and how we will measure whether they have been achieved.

| Strategic Aims and Outcomes | |
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| <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| High levels of organisation and exemplary behaviour for learning | <p>Students eligible for PP have no/minimal consequences for lack of organisation, lack of equipment or lack of home learning completion.</p> <p>Rewards and sanctions data shows no disparity between disadvantaged student and their peers.</p> <p><i>To be monitored weekly by R&C administrator, form tutors and PDs, PP Champions and PP coordinator.</i></p> |
| Improved rates of progress across all key stages for students eligible for PP | <p>Students eligible for PP to make as much progress as non disadvantaged students.</p> <p>Students eligible for PP identified with low KS2/CATS scores to make as much progress as non disadvantaged students with low KS22/CATS.</p> <p><i>To be monitored by PP coordinator, PDs, DoLS and PP Champions after each reporting cycle.</i></p> |
| High levels of motivation and aspirations for all PP students | <p>Proportion of PP students with 'effort letters' after each reporting cycle.</p> <p>Improved attainment in internal tracking and monitoring through the use of the school MIS and ePraise.</p> <p>Progression rates to the Sandringham Sixth Form or other FE provider.</p> <p>High levels of engagements from PP students in extra curricular activities and opportunities.</p> <p><i>To be monitored by PP coordinator, PP Champions, PDs, DoLs after each reporting cycle. Progressing rates to post 16 provisions to be analysed by LG.</i></p> |

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| <p>Support in place for students with mental health or wellbeing concerns</p> | <p>All students with wellbeing concerns are logged and appropriate support and provision is in place.</p> <p>Improved attendance and wellbeing of students with concerns.</p> <p>Regular meetings with students eligible for the PP to take place and reports to highlight student happiness.</p> <p><i>To be monitored and administered by PP coordinator, PP Champions, Tutors, PDs, SLA and LG.</i></p> |
| <p>All students eligible for PP have resources necessary for school, including a tablet device</p> | <p>Students eligible for PP have no/minimal consequences for lack of equipment.</p> <p>PP coordinator to monitor and liaise with DoLs to review how best to target resources.</p> <p>PP coordinator to be proactive in ordering resources prior to the need. (e.g GCSE Revision books at the start of Y10 courses).</p> <p>PP spending carefully tracked and monitored with the effectiveness of each provision evaluated.</p> <p><i>To be monitored by Tutors and PDs, PP Champions and PP coordinator.</i></p> |
| <p>Attendance improvement for all students eligible for PP</p> | <p>Students eligible for PP to have reached the school's attendance target.</p> <p><i>To be monitored weekly by attendance administrator, PP Champions, PP coordinator Tutors, PDs and AAT AIO.</i></p> |
| <p>Improved attendance by families eligible for PP at all school events, particularly PTCs and information evenings in KS4</p> | <p>100% attendance at all key parents and families events.</p> <p>Targeted.</p> <p><i>To be monitored by PP coordinator, PDs and LG.</i></p> |
| <p>Any attainment gaps are swiftly identified with appropriate interventions implemented to support rapid progress</p> | <p>Increased one-to-one and small group tuition in place to support progress for students eligible for the PP.</p> <p>Students eligible for PP to make as much progress as non disadvantaged.</p> <p><i>To be monitored by PP coordinator, PDs, DoLS and PP Champions regularly.</i></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.

| 1. Planned expenditure | | |
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| Academic year | 2022 - 23 | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | |
| i. Teaching (for example, CPD, recruitment and retention) | | |
| Budgeted cost: £30000 | | |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching and Learning: Whole school for on the Great Teaching and Learning Framework | <p>The school's teaching and learning framework has been refreshed from 'The Sandringham Six' to the 'Great Teaching and Learning' framework. This has been refreshed to account for developments in education research and to ensure that the framework we use at Sandringham, and thus the expectation of what comprises Quality First Teaching is more effective.</p> <p>This framework draws heavily on EBE's Great Teaching Toolkit evidence review here. This model is underpinned by a range of evidence (correlational, interventionist and theoretical) which gives us confidence in the security of its recommendations. Furthermore, the model has been reviewed in light of our own school context with a range of middle and senior leaders to ensure it fits the learning needs of our students.</p> <p>Our framework is divided into four sections: curriculum, relationships, opportunities and long term learning. Within these four areas, there is explicit reference to the most</p> | 3 |

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| | <p>promising aspects of the EEF's Teaching and Learning toolkit including metacognition (+7 months), feedback (+6 months), and reading strategies (+6 months).</p> | |
| <p>Literacy and numeracy support through small group interventions and 'top up' which is personalised to students needs and will cover maths, vocabulary acquisition, writing support and reading fluency.</p> <p>Use of peripheral TAs and small group work including guided reading.</p> | <p>The EEF T&L Toolkit states that small group tuition can have 4 months impact on progress with promising literacy interventions including reading (6 months progress), oracy (5 months) and phonics (4 months). Students will be assessed and complete programs of intervention based on their needs.</p> <p>The reading fluency programme has an effect size of 0.38 for comprehension and 0.64 for reading accuracy (https://the-ief.org.uk/what-we-do/innovation-evaluation-grants/reading-fluency/)</p> <p>Despite the current report of only 1 month's additional progress on the EEF's toolkit, the research from MITA and the TA Guidance from the EEF identifies effective deployment of TAs can improve outcomes.</p> | <p>2</p> |

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

Budgeted cost: £96650

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Monitoring data of PPS in relation to Non PPS within the school</p> <ul style="list-style-type: none"> ● attainment ● effort ● rewards ● consequence ● attendance ● suspensions | <p>Our own prior experience and evidence has seen PP students' progress increase with dedicated PP reporting at all levels incl. attainment, effort, R&C and attendance.</p> <p>This has been led by all pastoral and data teams and overseen by LG.</p> <p>Previous years exclusion data shows some over representation of PP students. This is something we are fully committed to addressing.</p> | <p>1, 5 and 6</p> |
| <p>Provision mapping of all PPS to ensure that funding is applied appropriately and fairly.</p> | <p>Our own prior experience and evidence has seen PP students increase the rates of their progress with dedicated PP mapping and a dedicated PP Coordinator.</p> <p>Individual provisions and PP spending will be recorded and evaluated.</p> | <p>All</p> |
| <p>1-2-1 academic tutoring from adults and sixth formers as tutors.</p> | <p>One to one tuition can be effective, on average accelerating learning by 5 additional months' progress (EEF Toolkit) with a very secure evidence base.</p> | <p>2 and 3</p> |
| <p>Social and academic mentoring from the pupil premium coordinator and Pupil Premium Champions.</p> <p>Introduction of further PP Champion to act on parental engagement with hard to reach families.</p> | <p>According to the EEF's T&L Toolkit, mentoring can lead to 1 additional month's additional progress. Introduction of a 5th PP Champion to support 4 more students totalling 20 across Y7-11.</p> | <p>1 and 4</p> |

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| | Academic mentoring can also support students to build self-regulation/metacognition skills, established in EEF toolkit as having highest gain in learning progress with a strong supporting evidence base (+8 months) . | |
| Funding provided to parents to ensure attendance at extended learning days and E-Week activities with opportunities such as visiting universities, colleges, museums, the theatre and other places. | Arts and sports involvement lead to positive impact (+2 months) in EEF toolkit and broader qualitative impacts on cultural capital and feeling part of the family of the school. | 3 |
| Priority for school counselling service and behaviour support from LINKS outreach. Where needs are identified, provide families access to a family support worker through the St Albans Plus Partnership. | Interventions which target social and emotional learning are reported by the EEF to improve progress by 4 additional months. | 1 and 4 |
| Social and resource needs funding (incl. BYOD). | Experience demonstrates that students require all resources necessary for learning to feel secure, part of the community and able to access learning at Sandringham. | 5 |
| iii. Wider strategies (for example, related to attendance, behaviour, wellbeing) | | |
| Budgeted cost: £10000 | | |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance for all students and key groups monitored regularly and relevant intervention put in place. | Our own prior experience and evidence has seen PP students' progress increase with dedicated PP reporting at all levels incl. attendance. This has been led by an attendance officer, supported by a dedicated attendance improvement officer (AIO). | 6 |

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| Sanctuary Club at lunchtime. Homework Club. SLA support. | Interventions which target social and emotional learning are reported by the EEF to improve progress by 4 additional months. | 1, 2 and 4 |
| All students have access to relevant careers information, advice and guidance. By the end of KS4 all students have visited a university. | Our own prior experience and evidence confirms that with appropriate IAG, students select appropriate subjects, courses, opportunities and experience which is motivating and helps them in their future apprenticeship or university pathway. Hattie reports that students' self-expectations and self-reported grades are strongly related to outcomes (Hattie, 2012). | 3 |
| Family evenings – all years including KS4 'success' information evenings. | The association between parental involvement and a child's academic success is well established and according to the EEF toolkit can increase progress by 3 additional months. Our own prior experience demonstrates that good school-family relationships is invaluable in order to support student wellbeing and progress. Engage with parents/carers as soon as their child joins the school in year 7 through specific information events where parents are invited into school (e.g. welcome coffee morning). | 7 |
| Access and participation in extra curricular and enrichment opportunities through review of provision and student voice outcomes. | Arts and sports involvement lead to positive impact (+2 months) in EEF toolkit and broader qualitative impacts on cultural capital and personal development. | 3 |
| Brilliant Club - Scholars Programme. | By giving students the opportunity to raise aspirations and visit higher education institutions and complete associated projects to highlight opportunities for their future self. Hattie reports that students' self-expectations and self-reported grades are strongly related to outcomes (Hattie, 2012). | 3 |
| Total budgeted cost | | £163,464 |

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 2021-22 academic year.

In 2021-22 the P8 for students eligible for the Pupil Premium was -0.18, the lowest it has been since the measure was introduced. The A8 was 49.06, 69% of this cohort achieved a grade 4 in English and Maths, whilst 44.8% achieved a 5 in English and Maths. The attendance for this group was 90.1%, 4.5% below their non-disadvantaged peers. Our EBAC entry for disadvantaged students was 28%, which was 6% up on 2020-21

DOLs assessed progress and knowledge gaps of students through regular low- stakes knowledge testing and summative assessment. After curriculum adjustments, post lockdown knowledge gaps are still evident and this is greater in students eligible for the pupil premium, suggesting the disadvantaged gap has grown through remote learning. The purchasing of resources on an individual basis when requested by staff, mentors and at times families continued but was predominantly for Y11 students. This must be proactive and should start at the beginning of KS4 courses in Y10. Behaviour analysis clearly highlights that consequences and exclusions are high with a group of disadvantaged students and that preventative education is important with this group to support behaviour and raise expectations.

Disadvantaged students were given priority for targeted academic support with subject leaders identifying underperforming students in reporting cycles and using our one-to-one and sixth form tutors to deliver support. We continue to use a member of the school's Leadership team to lead the strategy and monitoring of this approach. We favour an in person approach over online opportunities based upon student voice and progress made from this method.

Our analysis of student destinations evidences that the majority of disadvantaged students stayed on to study at sixth form from our Y11. In total 98% of students commenced sustained education, employment or an apprenticeship. The guidance that our students receive, and opportunities including university visit and The Brilliant Club, provide aspiration for students. Our KS5 destination data highlights 89% of our disadvantaged students went on to university (79%) or apprenticeships (10%).

Attendance continues to be a focus with our disadvantaged students. A 4.5% deficit exists between them and their non-disadvantaged peers with a large focus from our PP Coordinator and PP Champions. Internal monitoring of parental engagement at school evenings (PTCs, Information evenings etc.) shows that these are our hardest to reach families and even with proactive strategies including phone calls and priority for appointments this remains an area of concern.

Through our use of SOCS, we have been able to continue to share extra-curricular opportunities available to students and families. Our tracking during 2021-22 shows that 49% of all disadvantaged students engaged in one or more school-run extra curricular activities (compared to 55%, non- disadvantaged). Impressively, in year 7, 96% of disadvantaged students took part in at least one extra-curricular activity. We will continue to monitor this data and adjust our strategy to ensure that our offer is appealing to disadvantaged students and that any challenges to attending extra-curricular activities are analysed and reduced

Externally provided programmes

| Programme | Provider |
|--------------------|----------------|
| Scholars Programme | Brilliant Club |