

# Pupil premium strategy statement – Sandringham School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1782
Proportion (%) of pupil premium eligible pupils	6.74%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-21 to 2023-24
Date this statement was published	Autumn term 2023
Date on which it will be reviewed	Summer 2024
Statement authorised by	<i>Alan Gray</i> , Headteacher
Pupil premium lead	<i>Andrew Cracknell</i> , Assistant Headteacher (Inclusion) <i>Gemma Lovett</i> , Pupil Premium Coordinator
Governor / Trustee lead	Mark Adams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,535
Recovery premium funding allocation this academic year	£30,636
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£135,171</b>



# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, 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 and personal development in their whole school life.

In our school we leave nothing to chance, having high aspirations for all students regardless of their disadvantaged status. We recognise the challenges faced by vulnerable students, including those who have a social worker, young carers, EAL and SEN. The challenges, such as attendance, mental health and wellbeing will be further explored in this document and contribute to the development of our Pupil Premium strategic plan. 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' 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 students' material needs (such as equipment for school, opportunities to engage in the co-curriculum, etc), awareness of future pathways and careers and strengthening parental engagement. In our school we intend to remove potential barriers to ensure all pupils have high aspirations, a strong school belonging and excellent outcomes regardless of their challenging start in life.

## Challenges

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

Challenge	In school challenge	Intended Outcome	Success Criteria
1	<b>Fluency and comprehension in reading</b> Data from (Year 7 PP intake not meeting	Improved rate of progress for disadvantaged	Improved data outcomes in Year 9 literacy tests when compared to Year 7 literacy



	<p>age-related in literacy, Year 7 literacy/CATs tests, Year 9 Literacy tests) shows that students' literacy scores are lower than their non-disadvantaged peers. Specifically this data shows that fluency and comprehension in reading is the most significant challenge. These findings have been supported by (observations/student voice/teacher voice?).</p>	<p>pupils in fluency and comprehension.</p>	<p>tests.</p> <p>A narrower gap between non-disadvantaged and disadvantaged students in their KS4 and KS5 outcomes.</p> <p>(intervention success criteria needed? Numbers increased?)</p>
2	<p><b>Resilience and motivation in challenging tasks</b></p> <p>Observations suggest that lower attaining disadvantaged students lack the metacognitive/self-regulation strategies when faced with challenging tasks. Discussions with students indicate that they lack motivation and resilience when completing class work and HBL (data shows consequences for incomplete HBL are higher than non-disadvantaged) that they deem too challenging.</p>	<p>Improved resilience and motivation for disadvantaged pupils during challenging tasks.</p>	<p>A larger percentage of disadvantaged students receive effort letters, house points and postcards home.</p> <p>Learning walks and lesson observations show improved attitudes to learning and increased lesson participation.</p> <p>Lower number of consequences issued for being off task and a lack of completion of work.</p>
3	<p><b>Lower attendance</b></p> <p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been 4.5% lower than their non-disadvantaged peers. (More specific data about persistent absenteeism etc.)</p>	<p>Improved attendance data for disadvantaged pupils.</p>	<p>Disadvantaged pupils have reached the school's attendance targets.</p> <p>Persistent absenteeism has reduced.</p>
4	<p><b>Mental wellbeing concerns</b></p> <p>Our pastoral data (counselling/mentoring with EMC, CAMHS, student wellbeing survey) indicates that some disadvantaged students struggle with social and emotional issues such as anxiety, depression and low self-esteem. This can impact their attendance to lessons.</p>	<p>Less mental wellbeing concerns impact learning.</p>	<p>Increased attendance.</p> <p>Student voice data shows disadvantaged students feel more supported and report less mental wellbeing concerns.</p>
5	<p><b>Aspirations for progression</b></p> <p>We have high expectations for our students' progress and destinations. Some of our disadvantaged students require individual support to aspire to the highest possible outcomes. Some also need additional support to access extra-curricular and super-curricular</p>	<p>Disadvantaged pupils aspire to the highest possible outcomes.</p>	<p>100% progression rates to Sandringham Sixth Form or other FE providers.</p> <p>High levels of engagement with extra curricular and super curricular activities. No difference between disadvantaged and</p>



	opportunities.		non-disadvantaged aspirational destinations.
<b>6</b>	<b>Lower parental engagement</b>  Our internal monitoring data shows that families of disadvantaged students are less likely to attend significant events such as PTCs, options evenings, and information evenings.	Improved parental engagement from disadvantaged families in whole school events.	Improved attendance at PTCs, information evenings, options evenings.
<b>7</b>	<b>Lack of resources for learning</b>  Our behaviour data indicates that disadvantaged students are more likely to receive consequences linked to organisation. Discussions with students and families identified that some disadvantaged students lack appropriate space and resources (internet and device) at home.	Improved access for disadvantaged pupils to the key resources for learning.	Reduced consequences for lack of equipment and homework.  All disadvantaged pupils have access to a device.  Improved attendance at homework club for disadvantaged pupils.
<b>8</b>	<b>Attendance</b>  Our attendance data over the last 4 years indicates that attendance among disadvantaged students has been lower than for non disadvantaged students. In 2022-23 the attendance for students eligible for the Pupil premium was 89.7% compared to 94.2% for the whole school. This again demonstrates a difference and contributes to the attainment gap, albeit with an attendance for our PP eligible students just below the national average of 90.7%.	Students to be in school more frequently and present and focused in lessons.	Improved attendance figures for students eligible for the pupil Premium

## 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
High levels of <b><u>organisation</u></b> and	Students eligible for PP have no/minimal consequences for lack of organisation, lack of equipment or lack of home learning completion.



<p>exemplary <b><u>behaviour</u></b> for learning</p>	<p>Rewards and consequence data shows no disparity between disadvantaged students and their peers.</p> <p><i>To be monitored weekly by R&amp;C administrator, form tutors and PDs, PP Champions and PP Coordinator</i></p>
<p>Improved rates of <b><u>progress</u></b> across all key stages for students eligible for PP</p>	<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 KS2/CATS.</p> <p><i>To be monitored by PP Coordinator, PDs, DoLS and PP Champions after each reporting cycle.</i></p>
<p>High levels of motivation and <b><u>aspirations</u></b> for all PP students</p>	<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, SISRA 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, monitored through SOCS.</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>
<p>Support in place for students with mental health or <b><u>wellbeing</u></b> concerns</p>	<p>All students with wellbeing concerns are logged and appropriate support and provision is in place.</p> <p>Improved attendance, wellbeing and happiness of students with concerns.</p> <p>Regular meetings with students eligible for the Pupil Premium to take place and reports to highlight student happiness.</p>



	<i>To be monitored and administered by PP Coordinator, PP Champions, Tutors, PDs, SLA and LG</i>
All students eligible for PP have <b><u>resources</u></b> necessary for school, including a tablet device	<p>Students eligible for PP have no/minimal consequences for lack of equipment.</p> <p>PP coordinator to monitor and liaise with DoLs and PDs 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>
<b><u>Attendance</u></b> improvement for all students eligible for PP	<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 Attendance Lead. Tutors to call home in first instance for these students when absent.</i></p>
Improved attendance by <b><u>families</u></b> eligible for PP at all school events, particularly PTCs and information evenings in KS4	<p>100% attendance at all key parents and families events.</p> <p>Targeted students and families.</p> <p><i>To be monitored by PP coordinator, PDs and LG</i></p>
Any attainment gaps are swiftly <b><u>identified</u></b> with appropriate <b><u>interventions</u></b> implemented to support rapid progress	<p>Increased one-to-one and small group tuition in place to support progress for students eligible for the PP in key areas of their curriculum.</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.

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>CPD Adaptive Teaching</b> Raise profile of students and their needs amongst teaching staff. Ensure departments regularly consider any gaps between PP and non-PP students. Ensure the use of data to inform best teaching and support of PP students is prioritised across the school.	The school's teaching and learning framework, 'The Great Teaching and Learning Framework', evidences developments in education research. This framework, and thus the expectation of what comprises Quality First Teaching is as effective as possible for all students. This framework draws heavily on EBE's Great Teaching Toolkit evidence. 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 and the curriculum intent. 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 3 promising aspects of the EEF's Teaching and Learning toolkit including metacognition (+7 months), feedback (+6 months), and reading strategies (+6 months).	1,2
Teaching and Learning: Whole school focus on the Great Teaching and Learning Framework		1,2
<b>CPD Literacy</b> Literacy and numeracy support through small group interventions and 'top up' which is personalised to	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).	1,2



<p>students needs and will cover maths, vocabulary acquisition, writing support and reading fluency.</p> <p>Use of peripheral TAs and small focused group work including guided reading.</p>	<p>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</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><b>Recruitment</b></p> <p>Ensuring the recruitment of highly skilled and specialist Teaching Assistants that can support students with a range of needs and can work with a range of subjects.</p> <p>Recruiting staff with expert subject knowledge to the PLT (Professional learning team) who are motivated to improving teaching and learning across the school helping to reduce the attainment gap.</p>		1,2

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

Budgeted cost: **£95,171**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring data of PPS in relation to Non PPS within the school	Our own prior experience and evidence has seen PP students' progress increase with dedicated PP reporting at	1, 5 and 6



<ul style="list-style-type: none"> <li>• attainment</li> <li>• effort</li> <li>• rewards</li> <li>• consequence</li> <li>• attendance</li> <li>• suspensions</li> </ul>	<p>all levels incl. attainment, effort, R&amp;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>	
Provision mapping of all PPS to ensure that funding is applied appropriately and fairly.	<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>	All
1-2-1 academic tutoring from adults and sixth formers as tutors.	One to one tuition can be effective, on average accelerating learning by 5 additional months' progress (EEF Toolkit) with a very secure evidence base.	2 and 3
<p>Social and academic mentoring from the Pupil Premium Coordinator and Pupil Premium Champions.</p> <p>Introduction of further PP Champions.</p>	<p>According to the EEF's T&amp;L Toolkit, mentoring can lead to 1 additional month's additional progress. Introduction of a 5th and 6th PP Champions to support 8 more students eligible totalling 24 across Y7-11.</p> <p>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) .</p>	1 and 4
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



	<i>To be monitored by PP Coordinator, PDs, DoLS, PP Champions and Director of Arts/ Sport regularly.</i>	
<p>Priority for school counselling service and behaviour support from LINKS outreach.</p> <p>Where needs are identified, provide families access to a family support worker through the St Albans Plus Partnership.</p>	<p>Interventions which target social and emotional learning are reported by the EEF to improve progress by 4 additional months.</p> <p><i>To be monitored by PP Coordinator and PP Champions regularly.</i></p>	1 and 4
Social and resource needs funding (incl. BYOD).	<p>Experience demonstrates that students require all resources necessary for learning to feel secure, part of the community and able to access learning at Sandringham. PP coordinator to be proactive and prepare these prior to starting (new Y7) and new courses (Y10).</p> <p><i>To be monitored by PP Coordinator and PP Champions regularly.</i></p>	5

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

Budgeted cost: **£10,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Attendance for all students and key groups monitored regularly and relevant intervention put in place.	<p>Our own prior experience and evidence has seen PP students' progress increase with dedicated PP reporting at all levels including attendance. This has been led by an attendance officer, supported by a dedicated attendance improvement officer (AAT <i>Attendance Lead</i>).</p> <p><i>To be monitored weekly by attendance administrator, PP Champions, PP Coordinator, Tutors, PDs and AAT Attendance Lead.</i></p>	6



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. Clubs open to students to support learning and pastoral care.  <i>To be monitored weekly by PP Champions and PP Coordinator.</i>	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 and had access to apprenticeship opportunities.	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 are 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, sports and D of E 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	3



	<p>associated projects to highlight opportunities for their future self.</p> <p>Hattie reports that students' self-expectations and self-reported grades are strongly related to outcomes (Hattie, 2012).</p>	
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**Total budgeted cost:** £135,171



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2022-23 the attainment for students eligible for the Pupil Premium demonstrated significant progress for our Y11 leavers with an average grade of 4.32. There is still a gap that remains between these students and their non Pupil Premium eligible peers who achieved an average grade of 6.36. 63% of this cohort achieved a grade 4 in English and Maths, whilst 25.9% achieved a 5 in English and Maths. The attendance for this group was 89.7%, which was below their non-disadvantaged peers.

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 for those eligible. The purchasing of resources on an individual basis when requested by staff, mentors and at times families continued but was once predominantly for Y11 students, however our Pupil Premium Coordinator now monitors progress, attendance and behaviour across students eligible for the Pupil Premium in all years. 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 and self efficacy. 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 targeted 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 and belonging for students. Our KS5 destination data highlights 89% of our disadvantaged students went on to university (79%) or apprenticeships (10%). The proportion of PP students transferring to Sandringham Sixth Form is identical to 2021 and is significantly lower than the whole cohort proportion; this is in direct correlation to their comparative GCSE results. 6 out of 21 Pupil Premium eligible students are coming to Sandringham Sixth Form (29%). This is lower than the last two years which have been almost exactly 50%. However, some qualified for the 6th form but decided upon college having undertaken extensive advice and guidance since September 2022. All Pupil Premium eligible students were closely tracked and advised from the middle of Year 10 to support them with their next steps, all have an appropriate destination and were



supported with their applications where needed. This included one or more guidance meetings with an external careers specialist.

Attendance continues to be a focus with our disadvantaged students. The deficit exists between them and their non-disadvantaged peers with a large focus from our PP Coordinator and PP Champions to act quickly when absence occurs and work to support families in developing attendance. 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 to focus on as a team.

## Externally provided programmes

Programme	Provider
Scholars Programme	Brilliant Club