



# Ralph Sadleir School

## 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	Ralph Sadleir School
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 until 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr R. Fuller (Headteacher)
Pupil premium lead	Mrs R Brown (Deputy Headteacher)
Governor / Trustee lead	Mrs S Forbes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 82370
Recovery premium funding allocation this academic year	£ 9860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 54630.31
<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	£146860.31

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face receive a broad and balanced curriculum, which allows them to achieve highly across the curriculum and progress successfully to their next level of education. We are a fully inclusive school, both academically and also in terms of personal, social, emotional and moral development. We encourage our pupils to develop independence and resilience and we work hard to provide high quality learning experiences both within and outside the classroom. The focus for our pupil premium strategy is to support all disadvantaged pupils, as well as those who are young carers or have a social worker to reach this aim.

High quality and well resourced teaching is the mainstay of our policy with strategies to support the disadvantaged based on clearly identifying their individual needs and working to provide the most support to close the disadvantage gap.

Included in this strategy is provision for the wider post covid lockdown recovery plans to assist pupils whose attainment has been worst affected, whether they are disadvantaged or not. Implicit in our outcomes is the intention that non-disadvantaged pupils' attainment and development will be sustained and improved alongside their disadvantaged peers.

Our plans are based upon both shared challenges and also the individual needs of pupils and have been identified by a thorough diagnosis of the issues. To do this, we have considered the way in which we can have the most impact on our disadvantaged pupils and this is based on the Educational Endowment Foundation's (EEF) recommended three tiered approach:

- teaching strategies
- targeted academic support
- wider strategies

### [EEF Guide to Pupil Premium](#)

Our objectives are to:

- ensure high quality teaching for all
- to recognise and address the challenges faced by disadvantaged pupils
- to use evidence based research to guide intervention choices
- to provide early intervention to meet individual need
- to regularly evaluate and review the impact of intervention programmes and change the approach if they are not working
- to ensure that all members of staff become champions for disadvantaged pupils in order to maximise their chances of success.

## Challenges

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

Challenge number	
1	To address the attainment gap, especially in reading, writing and maths. Evidence shows that there has been a disproportionate impact of the Covid-19 pandemic on disadvantaged pupils, which has increased the attainment gap and reversed some of the progress that pupils had previously made.
2	To improve the attendance of our disadvantaged pupils to figures in line with the rest of their cohort.
3	To make sure that disadvantaged pupils are effectively supported where challenging circumstances may impact on wellbeing including social, emotional and mental health.
4	To make sure that disadvantaged pupils have access to the necessary equipment and resources for learning, including technology, and to increase their cultural capital.
5	To improve parental engagement with the school in order to support progress, development and expectations for both pupils and their families.
6	To provide time and resources for staff training and professional development to ensure best practice regarding the teaching and supporting of disadvantaged pupils.

## 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. To continue to close the in-school attainment gap between the disadvantaged pupils and their peers.	<ul style="list-style-type: none"> <li>Use the data from GL assessments to monitor the progress of pupils from Year 5 through to Year 8, identifying which areas which pupils need to focus on.</li> <li>To prioritise supporting the learning of pupils who are behind their peers as they enter Year 7.</li> </ul>
2. To improve the levels of attendance for all pupils, especially the disadvantaged and, in particular, reduce the number of persistent absentees.	<ul style="list-style-type: none"> <li>Improved attendance figures for disadvantaged pupils in comparison to both historical data and also cohort data.</li> <li>A reduction in the number of persistent absentees.</li> <li>The gap in attendance between disadvantaged pupils and their peers is lessened.</li> </ul>

<p>3.To ensure all eligible pupils have a positive and proactive attitude towards their learning and are supported where challenging circumstances may impact on wellbeing including social,emotional and mental health.</p>	<ul style="list-style-type: none"> <li>● Provision of counselling to those pupils who will benefit from this approach</li> <li>● Pupil voice shows that pupils understand how to access pastoral support through their form tutor, head of year/PPC, SLT and check in champions for identified vulnerable pupils. Pupil records show the support that pupils have accessed, including the use of external agencies.</li> </ul>
<p>4.To make sure that disadvantaged pupils have access to the necessary equipment and resources for learning, including technology, and to increase their cultural capital.</p>	<ul style="list-style-type: none"> <li>● Increased use of technology by disadvantaged pupils whether at home during a lockdown or by making time in the school day for equipment to be accessed.</li> <li>● Increased attendance by disadvantaged pupils at extra-curricular clubs and on school trips.</li> </ul>
<p>5.Parental engagement is strong and trust is built through supportive relationships between school and home.</p>	<ul style="list-style-type: none"> <li>● Identified staff member to be the attendance and pupil premium administrative assistant who is involved in emailing/speaking to parents/carers.</li> <li>● Parent/carer attendance at key pupil events such as parents' evenings is prioritised and increased for disadvantaged families.</li> </ul>
<p>6.Staff feel confident in delivering high quality teaching that allows teachers to identify gaps in pupils' learning and make sure that all pupils, regardless of any disadvantage, meet intended end points in the curriculum.</p>	<ul style="list-style-type: none"> <li>● Pupil and parental feedback reflects satisfaction with high quality teaching for all.</li> <li>● Self evaluation tasks within teaching faculties. Learning walks at both middle and senior leadership levels demonstrate high quality teaching across the curriculum.</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: £ 40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To retain key staff and provide time and resources for professional development in order to enable best practice when teaching and supporting disadvantaged pupils.	“The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils” <a href="#">High Quality Teaching - EEF</a>	1,6
To continue to develop and implement our feedback policy to support pupil progress towards intended outcomes.	Effective feedback policies demonstrate a high impact on pupils' learning. <a href="#">Feedback -EEF</a>	1
Continuing to develop literacy across the curriculum through a variety of teacher training opportunities, consistent implementation of strategies and provision of quality resources to allow teaching to happen.	All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects and how that applies across the key stages. <a href="#">National Literacy Trust</a> <b>KS2</b> <a href="#">Improving literacy at KS2 -EEF</a> <a href="#">Summary of recommendations at KS2 --EEF</a> <b>KS3</b> <a href="#">Improving literacy in Secondary Schools - EEF</a> <a href="#">Summary of recommendations at KS3-KS4 - EEF</a>	1,6
To review and develop the delivery of maths across the school with particular emphasis on identifying gaps in pupils' knowledge	All teachers of maths should be supported to understand how pupils gain mathematical knowledge and to track their progress accurately through various topics.	1,6

and developing sound interventions to improve outcomes. Provision of resources to help teachers to achieve these outcomes.	<a href="#">Teaching maths at KS2 and KS3 - EEF</a> <a href="#">Summary of recommendations -- EEF</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide small group and one to one provision to support progress in both English and maths at both KS2 and KS3 (Note that during 2021-2022 this may also be funded through the School-led tuition funding)	one to one tuition and small group tuition are both effective ways of improving pupil outcomes when targeted at pupil's specific needs.  <a href="#">One to One Tuition - EEF</a>  <a href="#">Small Group Tuition -- EEF</a>	1
To ensure that every disadvantaged pupil has suitable access to technology both at home and also within school. Also that staff are able to exploit ict usage to best effect.	Providing access to technology has become a major priority in school, particularly during home lockdowns and periods of isolation due to Covid -19. The school has, and is, moving towards a more blended learning policy where pupils are using chromebooks much more within lessons and also at home for home learning. Ultimately, (over the next few years) all KS3 pupils will have their own chromebook - with disadvantaged pupils having the equipment provided by school, however, there are still school infrastructure upgrades which need support before the school can move forward.  <a href="#">Using digital technology to improve outcomes --EEF</a>	1 4 6
To provide every disadvantaged pupil with a named link member of staff to champion their	To build confidence and develop resilience and character and raise aspirations in addition to academic support. Historically in school, staff	1,2,3,4,5,6

progress and wellbeing. As a mentor, they will look to help and understand the pupil's individual barriers to learning.	mentors for identified pupils have proved to be very effective in supporting them both academically and pastorally. The importance of relationships is highlighted in this book and is also inline with our 'Positive behaviour and restorative practice policy' <a href="#">Addressing Educational Disadvantage in Schools and Colleges - The Essex Way (Marc Rowland, 2021)</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 66 860.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
To expand pastoral support through the provision of counselling for specific disadvantaged pupils.	There has been an increase in need for extra support for many pupils with the continued impact of Covid-19 and in school this seems to be increasing each year. For some of our most disadvantaged pupils their mental health needs have to be addressed to help develop coping and resilience so that they are in a position to access their learning.	2,3,5,6
Development of a pupil premium and attendance administration support role and to support the principles of good practice provided by the DfE.	By recruiting a Pupil Premium and Attendance Administrative assistant we hope to improve the communication between our disadvantaged pupils and home and therefore improve parent/carer engagement. It will allow more support to be offered when Parents' evenings are arranged- (attendance at Parents' Evenings tends to be lower by disadvantaged pupils' parents/carers) and also allow far more consistent and effective monitoring of attendance. <a href="#">Parental Engagement - EEF</a>  A clear link has been made between attendance and achievement. <a href="#">Improving School Attendance - DfE</a>	2,3,4,5
To effectively monitor attendance and	Monitoring of attendance and BfL data allows form tutors and Heads of Year to	1,2,3,4

Behaviour for Learning data (BfL).	quickly identify where pupil interventions are needed to support progress either academically or on a SEMH level.	
To pay the cost for disadvantaged pupils so they can attend all appropriate school trips and residential trips or have access to equipment, books or uniform so they are able to fit in with their peers.	This strategy provides an equitable approach for our more disadvantaged pupils - allowing them to attend and access the same range of activities as their more affluent peers and provides them with cultural capital.	3,4,5
To expand the provision of pastoral support through the development of a Well-being coordinator role.	Improve the support offered by staff to pupils throughout the school and champion positive mental health for all. Training of Mental Health lead.	1,2,3,4,5,6
Early intervention with CEIAG support for identified pupils.	Many of our disadvantaged pupils and their families have low aspirations for themselves or their children. Often the pupils have no understanding about the link between specific subjects and future jobs. More career support should help to provide pupils with greater motivation, focus and a clear route forwards. <a href="#">Good Carreer Guidance - Gatsby</a>	
Contingency fund for any acute issues, which may arise	Every year new situations arise whereby we need to respond quickly to meet the needs of individual pupils.	1,2,3,4,5,6

**Total budgeted cost: £ 146 860.31**

## Pupil premium strategy outcomes

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

Covid-19 had a detrimental effect on our ability to spend a lot of our Pupil Premium money last year and the year before, however, there are still some areas of success. Prior to lockdown our results were showing a slow and steady increase in the attainment of our disadvantaged pupils, however, this gain has been eradicated by the subsequent periods of lockdown and the disproportionate effect it has had on our disadvantaged families.

The overall outcomes for our disadvantaged pupils and their peers widened during lockdown as school closure meant that disadvantaged pupils were not able to benefit as intended with various interventions and support for some of the priority areas that had been identified.

However, a key success during the period of lockdown was to ensure that every disadvantaged pupil had access to the relevant technology (a device and the internet), in order to benefit fully from our remote education provision. This was managed by either providing equipment to home or by having pupils in school within our Key worker bubbles. However, even with this offer, several of our families did not make use of our provision.

We have spent some of the last year's provision on improving our wifi access and, therefore, our ability to provide interventions outside classrooms. Lockdown and bubbles meant that all areas of the school had to be functional for pupils to be supported. We developed and continue to develop our use of Google classroom and chromebooks and intend, in the next few years, to provide blended learning, particularly in KS3, for our pupils using their own equipment. The use of chromebooks has enhanced learning and is also important in building life skills and in the event of any further lockdowns more money will be invested in providing more equipment for families and also in developing live lessons.

Increasing the available pastoral support through the allocated funding has meant that we have been able to respond more effectively to the increased needs of pupils in terms of wellbeing and mental health needs. Our observations show that issues have often been Covid-19 related, especially for our disadvantaged families. Targeted interventions using external agencies have also been put in place, where required. Further development of our pastoral team is a priority for this academic year.

Attendance during the pandemic has been lower overall compared to 2018-2019 but the in-school gap between disadvantaged pupils and their peers has increased. The decision to fund pupil premium and attendance support this coming year should prove invaluable, not only in terms of monitoring and supporting attendance but also to increase parental engagement and encourage more regular communication. Securing improved attendance for disadvantaged pupils is a focus area over the coming year.

CPD for staff to help with the implementation of our new behaviour approach, which is restorative in approach and is intended to support those from disadvantaged backgrounds as opposed to punishing them. This strategy was outlined as an example of good practice in the Herts for Learning 'Great Expectations'(Volume 2) which showcases initiatives implemented by Hertfordshire Schools to close the attainment gap between disadvantaged learners and their more advantaged peers.

[HfL - Great Expectations Programme](#)

As a school we started this approach two years ago but the intervention of Covid -19 essentially led to a relaunch of the approach and we continue to embed the practice today.

## 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*

Programme	Provider
N/A	N/A

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A