



## Ralph Sadleir School - Pupil Premium Strategy Statement

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 the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	16.51% (53)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2026
Statement authorised by	K. Scripps (H/T)
Pupil premium lead	Doriano Verderame & Vicki Wilson
Governor / Trustee lead	J. Tye

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,885
Recovery premium funding allocation this academic year	£13,065
Pupil premium funding carried forward from previous years	£107,356
<b>Total budget for this academic year</b>	<b>£193,306</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Ralph Sadleir, we are committed to providing a high-quality education that prepares our students for success in the 21st century. Our curriculum is designed to meet the requirements outlined in the National Curriculum, ensuring a broad and balanced education that fosters the intellectual, social, and emotional development of all our students.

Our aims for disadvantaged and vulnerable pupils are equally as high as for other pupils, even those who are already high attainers. We aim to close progress and attainment gaps between these pupils and to overcome barriers to success, keeping pupil voice and wishes at the heart of our choices; understanding what works for who, why it works, and how long it will work for.

Ralph Sadleir School looks at the areas of difficulty presented in the local area, and that we have seen within our school and will work towards supporting these.

We will consider 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 disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit 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, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the juncture where a need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We aim to close the attendance gap between pupils in receipt of the Pupil Premium Grant and other pupils  
 We aim to improve the difference in reading age between pupils in receipt of the Pupil Premium Grant and other pupils  
 We aim to improve the range of experiences of pupils in receipt of the Pupil Premium Grant and other pupils.  
 The money received through the Pupil Premium Grant is ring fenced and used solely to support educational outcomes for these pupils.

We also recognise that regardless of school context, high quality teaching is the most important lever that schools have to improve outcomes for all pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions with pupils indicate underdeveloped reading skills among disadvantaged pupils. These are evident from when children start at Ralph Sadleir School.
2	Assessment, observations and discussions with pupils indicate underdeveloped writing skills among pupils in receipt of the pupil premium fund. These are evident from when children start at Ralph Sadleir School.
3	Assessment, observations and discussions with pupils indicate underdeveloped mathematical skills among disadvantaged pupils. These are evident from when children start at Ralph Sadleir School.
4	Analysis of absence data indicates that pupils in receipt of the pupil premium grant have a lower absence percentage of absence (2.36%) than non-disadvantaged pupils over the autumn term. .
5	Pupils in receipt of the pupil premium grant in our school are impacted by economic disadvantages, resulting in limited access to a wider range of enrichment opportunities.
6	Pupils in receipt of the pupil premium grant in our school are impacted by economic disadvantages, resulting for some in limited access to a wide range of learning resources needed to access learning during the school day.
7	Our assessments, observations and discussions with pupils and families indicate that the education and well-being of many of our disadvantaged pupils continues to be affected by increasing anxieties and poor mental health.

## 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
<p><b>Pupils in receipt of pupil premium will read at a level in line with their non-disadvantaged peers.</b></p>	<p>-End-of-key-stage-2 outcomes in July 2026 will demonstrate that the majority of disadvantaged pupils will attain as well as their non-disadvantaged peers. -Internal school tracking demonstrates that the majority of disadvantaged pupils will attain as well as their non-disadvantaged peers in years 5,6,7 and 8.</p>
<p><b>Pupils in receipt of the pupil premium fund will attain a writing level in line with their non-disadvantaged peers.</b></p>	<p>-End-of-key-stage-2 outcomes in July 2026 will demonstrate that the majority of disadvantaged pupils will attain as well as their non-disadvantaged peers. -Internal school tracking demonstrates that the majority of disadvantaged pupils will attain as well as their non-disadvantaged peers in years 5,6,7 and 8.</p>
<p><b>Pupils in receipt of the pupil premium fund will attain a mathematics level in line with their non-disadvantaged peers.</b></p>	<p>- End-of-key-stage-2 outcomes in July 2026 will demonstrate that the majority of disadvantaged pupils will attain as well as their non-disadvantaged peers. - Internal school tracking demonstrates that the majority of disadvantaged pupils will attain as well as their non-disadvantaged peers in years 5,6,7 and 8.</p>
<p><b>Pupils in receipt of the pupil premium fund will have a high overall percentage of school attendance.</b></p>	<p>Sustained high attendance by 2025/2026 demonstrated by: -the overall attendance rate for all pupils being no less than 95% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.36% -the percentage of all pupils in receipt of pupil premium funding who are persistently absent (characterised as below 90%) being no more than their non-disadvantaged peers.</p>
<p><b>Pupils experiencing economic disadvantage in receipt of the pupil premium grant will have access to enrichment and cultural experiences.</b></p>	<p>-Every child incurring economic disadvantage will be fully subsidised for all enrichment activities. -Enrichment opportunities linked to learning will contribute to positive attainment for pupils in receipt of the pupil premium fund.</p>
<p><b>The pupils in receipt of the pupil premium grant will have the necessary resources for learning in school.</b></p>	<p>Pupils will have access to equipment for school, food, and uniform to enable them to be ready for learning.</p>

<p><b>Supporting the wider emotional wellbeing of pupils in receipt of pupil premium to reduce barriers to learning.</b></p>	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>-qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>-Reduced number of recorded incidents of lesson non-attendance.</li> </ul>
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## 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: £ 96,653

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for reading, writing, mathematics.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a> Develop strategies to hone in on specific areas of need for KS3 readers, including passage comprehension, reading fluency</p>	<p>1,2,3</p>
<p>Consultation support will be provided for curriculum development to support attainment and experiences of wider curriculum.</p>	<p>Curriculum is the underpinning of positive learning journeys supporting the attainment and progress of pupils across their time at Ralph Sadleir.</p>	<p>1,2,3</p>
<p>External and internal training to support development of teaching and learning analysis of data</p>	<p><a href="#">Diagnostic assessment   EEF</a> Research demonstrates that effective diagnostic assessment can be effectively used to identify gaps in the academic development of pupils experiencing economic disadvantage to support and monitor targeted intervention.</p>	<p>1,2,3</p>

<p>Purchase and creation of directed time to complete maths-specific training to support the deployment of the curriculum to raise attainment for pupils in receipt of the pupil premium fund.</p>	<p>The effect of CPD for teaching staff is clear and is linked to a range of subjects. Maths-specific framework advice is outlined by the <a href="#">EEF</a></p>	<p>3</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: <a href="#">word-gap (Oxford University Press)</a></p>	<p>1,2</p>
<p>Development of pupil study skills of pupils to support access to wider curriculum learning.</p>	<p><a href="#">Research</a> indicates that the regression/limited development of key study skills of pupils across the covid period was a significant impact, which had a particular impact on children incurring economic disadvantage within the covid period.</p>	<p>1,2,3</p>
<p>Directed time allocation for subject leads to assess impact of curriculum and develop it over time.</p>	<p>Curriculum is the underpinning of positive learning journeys supporting the attainment and progress of pupils across their time at Ralph Sadleir.</p>	<p>1,2,3</p>

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

Budgeted cost: £48,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Delivering well-evidenced literacy teaching assistant interventions for pupils that require additional support.</p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p> <p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2, 3</p>
<p>Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions.</p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p> <p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1,2,3</p>
<p>Targeted interventions to support language development, literacy and numeracy Targeted interventions and resources to meet the specific needs of disadvantaged pupils with multiple vulnerabilities.</p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p> <p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1,2,3</p>
<p>Introduce and use targeted 1:1 tutoring for pupils in receipt of the pupil premium fund.</p>	<p><a href="#">EEF</a> research indicates that “ tutoring in schools is one of the best evidenced interventions we have to support disadvantaged pupils’ attainment”. This intervention will support the ‘closing of the gap’ that can</p>	<p>1-5</p>



	develop over time due to economic disadvantage.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 48,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding good practice set out in DfE's guidance on <a href="#">working together to improve school attendance</a> .	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6,7
Creation of Mental Health Champion Role providing soft starts, drop in chats and support when needed to support the monitoring, wellbeing and attendance of pupils in receipt of the pupil premium grant.	DfE research (2021) indicates that "taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn".	7
Allocated development time for mental health lead and mental health champion	Research demonstrates that all interventions are primarily effective when they are appropriately planned.	7
Attendance/support officers will be released appropriately to work closely with families to support pupils' increased attendance.	Research demonstrates that all interventions are primarily effective when they are appropriately planned.	4
Electronic monitoring systems to monitor the rising of attendance figures among economically disadvantaged pupils.	Effective monitoring of attendance supports a global and analytical view of the	4



<p>Provision of pre-school clubs for pupils experiencing economic disadvantage</p>	<p>Research indicates that pupils who start the school day with activities before school are more ready to learn, thus heightening engagement and therefore outcomes over time.</p>	<p>4,5,7</p>
<p>Contingency fund for acute /unexpected issues arising from the experience of economic disadvantage over time.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p>Pupils in receipt of pupil premium funding experiencing economic disadvantage are nourished for the day.</p>	<p><a href="#">Research demonstrates</a> that pupils who are provided with effective nourishment leads to higher levels of attainment, thus contributing to ‘closing the gap’ when applied to pupils experiencing economic disadvantage.</p>	<p>6, 7</p>
<p>Pupils in receipt of pupil premium funding will be provided with economic support to widen academic and pastoral experiences over the course of their time at Ralph Sadleir school (extra-curricular clubs, off-site visits, residential visits etc).</p>	<p><a href="#">Research demonstrates</a> that participation in extracurricular activities will support the wider SMC, cultural capital and general wellbeing of pupils over time, thus closing the gap between pupils experiencing economic disadvantage and their peers.</p>	<p>6</p>
<p>Internal recruitment and training of a designated wellbeing check in adult on staff.</p>	<p>There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. <a href="#">A recent meta-analysis</a> suggested that programmes aimed at promoting pupils’ resilience and wellbeing could have a significant impact on academic achievement. This programme was funded as it represented a promising solution. This trial has two impact</p>	<p>7,1,2,3</p>

	<p>reports: one that explored whether the programme has an impact on health related outcomes (results published in 2019) and one exploring impact on academic attainment, whilst also assessing effects on absence and exclusions.</p>	
<p>Creation of new attendance procedures followed by the school - a bigger push on ensuring all pupils are in school and more timely interactions with parents</p>		

**Total budgeted cost: £193,306**