

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	Saracens High School
Number of pupils in school	664
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Matthew Stevens, Principal
Pupil premium lead	Matthew Stevens, Principal
Governor / Trustee lead	George Nnochiri, Pupil Premium link governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 346,885
Recovery premium funding allocation this academic year	£ 52,780
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	£ 399,665

Part A: Pupil premium strategy plan

Statement of intent

Saracens High School's long-term aim is to develop aspirational life-long learners, who will thrive in their chosen career path. All members of the Saracens family will embrace our core values, and demonstrate a strong moral purpose and a desire to make a positive contribution to society and their local community into adulthood. The school will be a hub of the local community, creating mutually beneficial partnerships and relationships with local business, organisations, and individuals.

We believe in maximising the use of the Pupil Premium Grant by developing a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and development of our young people.

Overcoming barriers to learning is at the heart of our use of pupil premium. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil, and instead we identify the barriers to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our curriculum intent centres on preparing our pupils for successful adulthood by embedding the school's values (Discipline, Hard Work, Honesty, and Humility), improving literacy and closing the reading age gap, as well as securing excellent academic outcomes to prepare them for the next stage of their lives.

High-quality teaching and support is fundamental to our approach. In our first two years, there was a very small KS2 attainment gap evident on entry, but progress of pupil premium and non-pupil premium was similar prior to the lockdown in March 2020. Rigorous tracking identifies areas that children who are pupil premium require more support, which has been more evident since the pandemic. Consequently, our strategy is also integral to our wider plans for recovery, for pupils whose education has been worst affected by the pandemic, including non-pupil premium children.

Our approach will be responsive to common challenges and individual needs. To ensure we are effective, we will maintain our high expectations for all pupils and ensure that all are challenged in each lesson. We will put in place early support and intervention as necessary, and we will develop cultural capital opportunities to ensure that all children leaving Saracens High School will be able to successfully compete with others for employment, training, and further education opportunities, regardless of their background.

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy</p> <p>Each cohort has arrived with an average reading age deficit, and during the pandemic period, the disruption increased the size of that gap. The smallest gap started at 11 months, and the work of the staff and children had decreased that, but the lockdown periods meant that the gaps increased to over a year for each cohort. We know that pupils in primary school have also been impacted with their reading and so this is not going to be issue that is easily fixed.</p> <p>The Education Endowment Foundation (EEF) describe language and literacy as the building blocks for academic success, a fulfilling career and a rewarding life.</p> <p>The EEF toolkit identifies the positive impact of oral language interventions (+ five months), Phonics (+ four months), and reading comprehension strategies (+ five months), which are all part of our support curriculum.</p> <p>The EEF also acknowledges that ‘focus on language and literacy is especially important for pupils with English as an Additional Language’. Mobility is an ongoing issue for the community we serve and many of our new pupils are EAL.</p> <p>The EEF identified the following recommendations which form the basis of our approach to improving literacy.</p> <ol style="list-style-type: none"> 1) Prioritise ‘disciplinary literacy’ across the curriculum 2) Provide targeted vocabulary instruction in every subject 3) Develop students’ ability to read complex academic texts 4) Break down complex writing tasks 5) Combine writing instruction with reading in every subject 6) Provide opportunities for structured talk 7) Provide high-quality literacy interventions for struggling students
2	<p>Attendance</p> <p>The link between attendance and academic achievement in schools has been evident for many years. Department for Education (DfE) research in 2012 showed that of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English, while 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C. More recently, the DfE published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils who missed 15-20% of KS4 lessons <p>Our target is to achieve 97% attendance across the school, and while we have achieved figures well above the national average each year, as an area that has such impact on attainment, this must be a focus.</p> <p>The Key for School Leaders suggests that instigating a culture of attendance within the school is vital to tackling unauthorised absence. They say schools should:</p> <ul style="list-style-type: none"> • Set high expectations for attendance

	<ul style="list-style-type: none"> • Communicate these expectations to pupils, parents, governors and all staff constantly and consistently • Ensure governors and staff are communicating the same expectations around absence frequently to parents and pupils • Take a 'zero tolerance' approach to unauthorised absence in all cases, ensuring that all absences are followed up rigorously through first-day calling • Ensure staff absence and lateness is tackled, to set a good example to pupils and show that the same rules apply to everyone in school • Take a personalised approach in tackling persistent absenteeism. <p>Attendance has been impacted nationally by the pandemic, and not just through direct absences, but it has also created a culture of 'acceptable absence' in contradiction to the messages above.</p>
3	<p>Cultural Capital development/Wider experiences</p> <p>Ofsted define cultural capital as 'the essential knowledge that children need to be educated citizens', to prepare them for their future success. Schools are not simply examination factors tasked with helping pupils to get the best results possible in their public exams. The Department for Education states that all schools must offer a curriculum which:</p> <ul style="list-style-type: none"> • Promotes the spiritual, moral, cultural, mental, and physical development of pupils, and • Prepares pupils for the opportunities, responsibilities, and experiences of later life <p>We are aware that many of our pupils do not have the experiences and activities that other children in more affluent areas might access, and possibly take for granted. We aim to take every opportunity to develop pupils' character, to provide information and experiences related to careers through a comprehensive Futures Programme, and to provide memorable activities that will help prepare pupils for their adult life.</p>
4	<p>Key Stage 4 attainment</p> <p>It has been widely acknowledged that children who are pupil premium have been impacted by partial school closures to a greater extent than for other children. Our internal assessments have identified that in many subjects pupil premium children have made progress in line with, or above other groups, but some gaps have started to open for current Year 10 pupils in Computer Science, Maths, Religious Studies, and Sociology.</p>
5	<p>Mental Health</p> <p>Many pupils and their families have identified an increase in social and emotional issues for such as anxiety. These challenges can impact any child, but seem to impact pupil premium children more, which often impacts attendance to school and/or lesson, and attainment.</p> <p>During the pandemic we increased the number of counsellors and learning mentors, as well as recruited a home-school liaison.</p>

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
Improved literacy and reading ages	<ul style="list-style-type: none"> Literacy strategies to be embedded within all subject areas and every member of staff will be a teacher of literacy Literacy will not be a barrier to examination success Reading ages to be in line with chronological age Pupils to develop a love of reading and read for enjoyment
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> For all groups to return to achieving attendance above 96%, moving towards our whole school target of 97%
Return to a full cultural capital and futures programme	<ul style="list-style-type: none"> All pupils to take part in at least five cultural capital visits and experiences in each year The majority of pupils to have experienced a residential and/or international trip in their 7 years at Saracens High School All pupils to experience a range of Futures events, supporting them to develop a career aspiration, and provide opportunities for them to learn more about it
Improved attainment for Key Stage 4 pupils in identified subjects to close the gaps	<ul style="list-style-type: none"> Examination outcomes in line with Fischer Family Trust 5 (FFT5) estimates for PP and non PP groups each year
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	<ul style="list-style-type: none"> High levels of well-being due to personnel and systems being in place to support pupils Pupil and parent voice demonstrating that support is effective Pupils having good attendance, achieving well, and taking part in enrichment activities

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: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to develop their knowledge and skills through high quality CPD to ensure quality first teaching for every class	Supporting high quality teaching is pivotal in improving children's outcomes EEF Examples of the impact of CPD include: <ul style="list-style-type: none"> • Feedback +6 months Links to the value of humility – seeking feedback as a way of improving. • Mastery +5 months • Meta cognition and self-regulation +7 months • Individualised instruction + 4 months 	1, 2, 4, 5
Recruit lead practitioners for core subjects	To best support pupils in preparation for KS4 and KS5 examinations we will recruit experienced teaching staff as Lead Practitioners. These colleagues will have the primary purpose of modelling and leading improvement of teaching in their subject areas The Key SSAT	1, 2, 4, 5
Literacy	Training staff in every subject to teach pupils how to read, write and communicate effectively is the most effective way of improving children's literacy EEF literacy guidance report	1
Software to facilitate teaching, assessment, and tracking of progress	A range of software enhances pupil access to the curriculum and their learning The ability to accurately track skill and knowledge development enables staff to provide prompt feedback as well as to identify group trends	4
Improving the maths curriculum and teaching of maths with access Maths Hub resources	To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations,	2, 4

and CPD offers (including Teaching for Mastery training).	teach problem solving strategies, and help pupils to develop more complex mental models: KS2_KS3_Maths_Guidance_2017.pdf	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class and small group tuition with Learning Support Assistants	Learning Support Assistants to provide in class support to raise attainment across the curriculum EEF Toolkit indicates +4 month impact for in class support Leading phonics intervention + 5 months Reading comprehension strategies +5 months impact Small group tuition + 4 months	1, 2, 4, 5
SEND specialist teaching and resources	Withdrawal work for English, Maths, and Science with a specialist SEND teacher Small group intervention for phonics and inference Leading phonics intervention + 5 months Reading comprehension strategies +5 months impact Small group tuition + 4 months	1, 2, 4, 5
Targeted support as part of the national tutoring programme Academic mentors and 1-1 tuition	As part of the national tutoring programme we aim to recruit two academic mentors, as we did last year, to work in class and with small withdrawal groups DfE guidance We use an external tutoring company to provide online 1-1 support for targeted pupils One to one tuition + 5 months	2, 5
Subsidise or provide revision resources and other useful learning aids (such as Art kits for GCSE pupils) for pupil premium children, so they are not	Impact of revision	4

disadvantaged by the lack of these items		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategies, including staffing home-school liaison, learning mentors, Breakfast club, and rewards for good attendance	There is a national link between attendance and attainment evident in results each year Evidence demonstrates that a breakfast club can improve performance in school in a variety of ways, including attendance and social relationships	2
Regular impact from a psychologist working on improving memory	EEF research shows how improving working memory improves performance by 3 months. Targeted pupils work with an educational psychologist to maximise their memory techniques	2, 4, 5
To set a positive learning culture, staffed strategically, where all colleagues provide consistent reinforcement for our high expectations	Behaviour guidance – family ethos, relationships, teaching learning behaviours (humility), consistent routines (non-negotiables) Learning Mentors for each year group to work with targeted pupils EEF toolkit social and emotional learning indicates +4 months impact	2, 3, 4, 5
To return to a full cultural capital programme to supplement the normal school curriculum to ensure that all pupils are prepared for life in modern Britain	Guidance on life skills and enrichment Character education develops soft skills, desired in industry. This is recognised by the Dept for Education and Ofsted in the latest framework, stating that schools cannot achieve good or outstanding grades without an element of character education. Character Education – Jubilee Centre and PiXL Edge awards Duke of Edinburgh awards support pupils to help others through volunteering All educational visits subsidised in line with government guidance	2, 3, 5
To implement a full futures programme that has the Gatsby	From Year 7 – My Future, My Choice event to introduce pupils to different careers – Speakers for schools and	2, 3, 4, 5

Benchmarks as its minimum standard	<p>other speakers through the Saracens organisation or connections of staff.</p> <p>Tailored speakers and visits as pupils get older (for example, Marine Biologist, Construction, Medicine, Engineering, Architecture)</p> <p>EEF suggest evidence is unclear. Our experience shows there is no lack of aspiration from children and families, only a lack of exposure and guidance to achieve the aspiration (Gatsby benchmarks)</p>	
Activities to increase parental engagement and support families with parenting techniques	<p>Relationships with Dr Kathy Weston and other organisations</p> <p>EEF toolkit states that improving parental engagement improve progress by + 4 months</p>	2, 3, 4, 5
Annual Arts festival to ensure that all pupils from Yr 7-13 participate in art-based activities	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</p> <p>Arts participation + 3 months</p>	All
Financial subsidies	<p>Educational visits and costs associated with access to some subjects (Food preparation and nutrition, Music, Drama, etc) are subsidised by at least 50%</p>	All
Subject Lead projects	<p>Each year members of staff can bid for small amounts of money to run a pupil premium project in their curriculum area. These are primarily focused on engagement, exposure, or increasing attainment</p>	All
Contingency fund	<p>Based on our experiences 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>	All

Total budgeted cost: £ 400,000

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 2020 to 2021 academic year.

Our internal data shows that small gaps have appeared between pupil premium and non-pupil premium children in some areas – these were not evident prior to the lockdown, and it has been widely recognised across the country (and globally) that the progress of children from disadvantaged families has been impacted more severely than other families.

On average, progress for pupils in Year 7 and 8 was consistent regardless of group. There is still a very small gap (<0.1 of a grade that was evident at the starting point), so the gap has not been closed, but given the challenges of the past year, the gap not widening is a significant accomplishment. Year 9 have seen a small gap open for the first time, with pupil premium children making 0.25 of a grade less progress than non-pupil premium children.

The impact was mitigated by maintaining a high quality curriculum during periods of closure and partial closure, which was aided by use of online resources, online teaching (during the second lockdown), and the commitment of staff in weekly communications with families, enabling us to provide targeted support. This would not have been possible without the Chrome-books that were donated by two charities, and those provided by the Department for Education, which allowed us to loan a device to half the pupils in the school.

Literacy was impacted more heavily by the lockdown with an average of a seven-month gap opening up (effectively progress stopped while the children aged by 7 months). Since returning to school we have put in place a new literacy strategy based on the recommendations of the EEF which has started to have an impact by developing pupils love of reading, as well as ensuring that literacy is taught through all curriculum subjects. On average, reading ages have slightly increased in Year 7 by 1 month in their first term. Current Year 8 pupils returned to making progress in line with their chronological age, and have shown some accelerated progress from their starting point in September 2020, but the impact needs to be greater to close the existing gaps. It is pleasing that there is no reading age gap between pupil premium and non-pupil premium children in KS3.

Our internal data has shown that children with the lowest reading ages are experiencing significant benefits from the targeted group work on phonics (Fresh Start), guided reading and inference, as well as English as an Additional Language. We are continuing to build on this success within the strategy.

To improve attendance, we added to the pastoral teams by appointing a member of staff to solely focus on attendance, as well as a home-school liaison. These colleagues had good impact with a number of families struggling to get pupils in to school.

Click [here](#) to read our full review of Pupil Premium expenditure from the academic year 2020-2021 (old format)

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
Academic mentoring	Teach First

Further information (optional)

In embracing our value of humility we are always looking for ways to improve, and every member of staff is committed to being better than they were last year. The majority of pupils qualify for the grant and consequently we must not accept that their 'disadvantage' will limit their opportunities in education and later life.

We regularly seek information from schools with significant strengths to learn from what has been successful for them, as well as other professionals, such as the EEF, Sutton Trust, FFT, etc. We also use research to lead our development of teaching and learning, curriculum design, culture development, etc.

As a school always striving for improvement, our strategy will always be supplemented by additional activities not funded within the restrictions of the pupil premium or recovery premium grants. These include:

- embedding best quality first teaching practices. This will raise attainment of all pupils
- catch-up strategies target all pupils with identified gaps in their knowledge. Much of this work takes place in normal lesson time, but can also take place outside of lessons or through withdrawal sessions
- an extensive range of enrichment activities to boost attendance, engagement, and well-being. All children are encouraged and supported to take part in at least one activity a week, with some taking part in five or more
- any initiatives supported by other charities and organisations that make donations (be they finance, goods, or time), which have included in the past Chromebooks, school counsellors, funding educational visits, sports equipment, ICT and Music equipment, and resources for the library.