

# 3-year pupil premium strategy

## SUMMARY INFORMATION

Pupil premium strategy

## CURRENT PUPIL INFORMATION 2021-2022

Total number of pupils:	664	Total pupil premium budget:	£346,885
Number of pupils eligible for pupil premium:	371	Amount of pupil premium received per child:	£935

## COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Male	387	58%
Female	276	42%
SEN support	104	16%
EHC plan	22	3%
EAL	427	64%
FSM	267	40%

## Assessment data

CURRENT PROGRESS AND ATTAINMENT (SECONDARY SCHOOLS)						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average	2016-17	2017-18	2018-19
Progress 8 score average	N/A	First year of exams - summer 2023				
Attainment 8 score average	N/A					

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	96%+ 2018-2020	Impact of covid on regular attendance Small group numbers mean data can be skewed by a small number of children, but WBRI, SEND children
Behaviour data	Provides benchmarking and comparison across groups	Can be skewed by extreme information Can be undermined by a small number of colleagues not following guidelines for issuing merits
Safeguarding referrals	High number of referrals made, showing that staff are vigilant and share any concerns using CPOMS Good relationship with local authority	

## Philosophy

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 (See Appendix 1). 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 outcomes to prepare them for the next stage of their lives.

## Long-term Plan (3-year Timescale):

### 1. Literacy

Each cohort has arrived with an average reading age deficit, and during the pandemic period, the disruption increased the size of the 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 year group. We know that pupils in primary school have also been impacted with their reading and so this is not going to be an issue that is easily fixed.

The Education Endowment Foundation (EEF) describe language and literacy as the building blocks for academic success, a fulfilling career and a rewarding life.

The EEF toolkit identifies the positive impact of oral language interventions (+ five months), Phonics (+ four months), and reading comprehension strategies (+ six months), which are all part of our support curriculum.

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.

The EEF identified the following recommendations which form the basis of our approach to improving literacy.

- 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. Attendance

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:

- 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 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions

- 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

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.

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:

- Set high expectations for attendance
- 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.

### **3.Cultural Capital development/Wider experiences**

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:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils, and
- Prepares pupils for the opportunities, responsibilities, and experiences of later life

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.

<b>1) Literacy</b>	
Improve pupil literacy. Assess, analyse, and put in place strategies and interventions to improve literacy and close the reading age gap	
<b>Implementation strategies:</b>	
a	Develop systems to regularly assess pupil literacy and reading ages
b	Support the literacy lead and other members of staff to embed EEF recommendations 1-6 (see above) through the school curriculum. Support the literacy lead to embed Family Reading within Learning Group time. Introduce elements of the PiXL Reading strategy to support the development of reading
c	Develop the Drama subject area to support pupils in developing Oracy
d	Support the Grow and Thrive team to identify pupils and provide targeted interventions as necessary, including phonics, guided reading, and reading comprehension strategies
<b>Success Criteria: Impact Actions &amp; Outcomes</b>	
<ul style="list-style-type: none"> <li>• Reading age gap closes</li> <li>• Pupils become confident readers who read for enjoyment</li> <li>• Pupils are confident orators with effective communication skills</li> </ul>	
<b>Cost Implications:</b>	
<ul style="list-style-type: none"> <li>• A - Reading age test software</li> <li>• A - Accelerated reader</li> <li>• B - Training for staff to embed literacy skills across the curriculum</li> <li>• B - Cost of Learning Support Assistants to support pupils with literacy development in lessons</li> <li>• B - Family Read books</li> <li>• B - Cost of staffing for Family Read across the whole school</li> <li>• B - PiXL membership</li> <li>• C - Wider opportunities related Oracy (such as debating) and the Drama curriculum</li> <li>• D - Phonics programme and resources</li> <li>• D - Training of staff to deliver interventions</li> <li>• D - Cost of staffing for interventions sessions</li> </ul>	

<b>Tracking/Review:</b>	
•	Termly measurement and analysis of reading ages
•	Annual subject reviews to include the impact of literacy

<b>2) Attendance</b>	
Support pupils achievement by ensuring exceptional attendance	
<b>Implementation strategies:</b>	
a	Develop systems to identify concerns. Internal and external staff to effectively analyse data, and coordinate their efforts in raising concerns with families and supporting them to have the highest possible attendance. Include first day calling, EWO meetings, etc.
b	Hold weekly intervention meetings to communicate effectively across the whole team to ensure that there is a consistent and support approach for pupils who are (or at risk of becoming) persistently absent
c	Develop a safe and welcoming culture and school environment
d	Recognise the impact that covid enforced-disruption had on attendance and re-establish good habits by reinforcing positive attendance. Weekly recognition in Year Groups, Learning Groups, assemblies, Hot Chocolate, etc.
<b>Success Criteria: Impact Actions &amp; Outcomes</b>	
•	Improved attendance to meet the school target of 97%
<b>Cost Implications:</b>	
•	A – Staffing costs (Home-School attendance; Attendance and admissions coordinator; Learning Mentors)
•	A – Educational Welfare Officer (Barnet traded services)
•	B – Time for 8+ colleagues to meet weekly (KS3 and KS4 meetings)
•	C – Library resources, positive play resources, prayer room resources
•	D – Rewards budget
<b>Tracking/Review:</b>	
•	Attendance data – monitoring through line management (CMA, LKU, SGR, Year Leads, Pastoral Support)
•	Reporting to the local governing body

<b>3) Cultural Capital Development</b>	
Provide opportunities for Character and Cultural Capital Development to prepare pupils for their next stage and for life in modern Britain	
<b>Implementation strategies:</b>	
a	Embed The Edge awards, ensuring that all KS3 pupils complete the Apprentice award, with many also completing the Pioneer award. KS4 pupils to engage with the Graduate, with most completing, and selected KS5 pupils to engage with the Masters award. Learning coaches and teachers will support pupils with opportunities to compete tasks.
b	Offer a comprehensive programme of educational visits within school time, and introduce residential visits in the UK and internationally, offering subsidised costs to make them more accessible to pupil premium children. Visits have included cinema, trips to London to visit landmarks such as galleries, the Aquarium and the London Eye, visit to the beach, and subject specific visits (theatre, Cathedral, etc)
c	Develop a comprehensive futures programme to broaden pupils' exposure to different careers through the annual My Future, My Choice event, as well as targeted speakers and visits to work places.
d	Promotion of the Arts throughout each year (including for pupils not following Arts subjects in KS4) through supporting the annual Arts festival as part of the Art, Drama, DT, Food, and Music curricula, and regular drama productions
<b>Success Criteria: Impact Actions &amp; Outcomes</b>	
<ul style="list-style-type: none"> <li>● Percentage of pupils completing The Edge Awards</li> <li>●</li> </ul>	
<b>Cost Implications:</b>	
<ul style="list-style-type: none"> <li>● A – Cost of PiXL membership, staff training</li> <li>● B – Educational visit subsidies</li> <li>● C – Speakers for schools</li> <li>● C – Expenses for My Future, My Choice event</li> <li>● C – Expense of visits to work places</li> <li>● D – Visiting professionals</li> <li>● D – Consumable resources for the Arts festival</li> <li>● D – Re-usable resources (costumes, etc)</li> </ul>	
<b>Tracking/Review:</b>	
<ul style="list-style-type: none"> <li>● Monitoring engagement and completion of Edge awards</li> <li>● Track attendance to educational visits</li> </ul>	

- Track engagement in the futures programme visits
- Track engagement with the Arts festival
- Track engagement with drama productions (performers, back stage, audience)

### **Our review process**

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly, ineffective, and not strategic. A three-year approach is strategic and is aligned with the whole school strategy for development. Such alignment is crucial considering that over half of our pupils are eligible for the pupil premium grant. Each year a review of strategy will evaluate success of each intervention based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required. The Pupil Premium Link Governor will review the strategy annually, and reference to the Pupil Premium Grant will be reported to the Full Governing Body and the Quality of Education committees. The progress of pupils in receipt of the PPG is regularly discussed with school staff, Governors, and the Trust CEO.

### **Accountability**

The school is held to account for the effective spend of the grant by the Local Governing Body and Saracens Multi-Academy Trust board. Ofsted inspections will report on the attainment and progress of pupil premium and non-pupil premium groups and will judge the effectiveness of the school's strategy.

## Appendix 1 School development plan objectives

**Objective 1 – Culture for learning:** To foster an aspirational culture for learning and a belief that pupils will achieve their goals. This will be evidenced by the achievement of objectives 2-6, most pupils achieving the Edge Apprentice award, and 50% achieving the Edge Graduate award by the end of Year 10, and all Sixth Form engaging with the Masters award. Attendance will be above 97% and pupils will adopt positive learning behaviours in all areas of school life, demonstrated by a merit to incident ratio greater than 12:1

- 1.1 Embed the values of Discipline, Hard Work, Honesty, and Humility
- 1.2 Adults will create a positive, calm and welcoming environment that consistently reinforces the expectation that pupil's behaviour is Ready, Respectful and Safe.
- 1.3 Embed Character Education curriculum based on The Edge to develop Leadership, Organisation, Resilience, Initiative, and Communication skills, to reinforce a learning culture in all areas of curricula and extracurricular.
- 1.4 Systems of rewards will promote positive behaviours that make pupils feel valued and any negative incidents will be monitored and tracked, with early intervention put in place as necessary
- 1.5 Ensure that systems are in place to explain the importance of good attendance, to reward the highest attenders, and challenge those below 97%

**Objective 2 – Teaching for learning:** Internal and external monitoring to find teaching and learning as outstanding, characterised by pupils enjoying their learning and all groups making exceptional progress

- 2.1 All schemes of learning promote stretch and challenge, develop character skills, and are backwards planned to ensure fluency of knowledge, regular recall, mastery of skills, and cross curricular links (where possible) to embed key concepts in the long-term memory
- 2.2 All teaching securely and consistently evidences the descriptors for good and outstanding curriculum implementation from the Ofsted framework
- 2.3 All feedback is formative to support pupil progress and mastery of skills
- 2.4 Dedicated independent learning opportunities effectively supports and accelerates progress, stretching and stimulating the most able
- 2.5 All staff are supported to have exceptional subject knowledge and pedagogy, underpinned/enhanced by regular professional development

**Objective 3 – Curriculum for learning:** The curriculum effectively ensures pupils live the values, are fluent readers and become successful adults, actively engaged in life in modern Britain

- 3.1. Ensure the curriculum is coherently planned and sequenced to develop sufficient knowledge and skills for future learning, employment and training
- 3.2. Identify and address gaps in reading so all can read in line with their chronological ages; develop a rigorous approach to the reading fluency, confidence and enjoyment
- 3.3. Continue to develop a seven-year sequenced curriculum to reflect the ethos and the high aspirations of the school, and meets the needs of all pupils
- 3.4. Continue to develop a Futures Programme that meets the Gatsby benchmarks as a minimum standard
- 3.5. Develop and implement RSHE and PSHCE curricula to acquire knowledge and prepare pupils with a strong moral purpose for adult life

**Objective 4 – Leading for learning:** To ensure that high expectations and the ambition of the school are communicated clearly and delivered effectively throughout, measured by exceptional academic progress, positive feedback from pupil, staff, and parents, and competitive high-quality fields for all advertised roles

- 4.1 Create professional development opportunities, both internally and through external partnerships to enable all members of staff to improve in areas identified through evaluation
- 4.2 Create a positive climate for all staff that facilitates staff well-being with high levels of discretionary effort and performance
- 4.3 Develop or recruit effective aspirational leaders with the skills to lead teams and build capacity
- 4.4 Effectively support Early Career Teachers to meet the teacher standards, and successfully work in partnership to train new teachers to achieve QTS
- 4.5 Plan and develop a Key Stage 5 provision to attract and recruit 130 students in 2023

**Objective 5 – Achievement:** Achieve progress and attainment from external assessments that are significantly above the national average (top 5% nationally), with all vulnerable groups above the national average for all pupils, and no children all leavers engaged in further education, employment, or training.

- 5.1 Ensure that all pupils make progress in line with estimated attainment pathways generated from Key Stage 2, FFT, and internal baseline data
- 5.2 Develop and refine clear systems for monitoring and tracking progress and the impact of teaching and interventions
- 5.3 Ensure that all staff can use assessment procedures as evidence to identify and intervene where pupils are not making sufficient progress, including the analysis of vulnerable groups
- 5.4 Demonstrate impact through progress of all pupils, regardless of starting point especially boys and those in vulnerable groups, including Pupil Premium, SEND, and Most Able

**Objective 6 – Finance and resources:** Deliver our strategic objectives efficiently, applying sound value for money in our purchasing decisions, robust controls and ensuring a safe and compliant learning environment

- 6.1 Ensure the budget facilitates the ongoing delivery of our strategic objectives
- 6.2 Adhere to sound financial management policies and procedures and ensure successful audits
- 6.3 Engage in effective school resource management to provide best value in our expenditure and delivery of educational outcomes
- 6.4 Ensure the Pupil Premium grant is maximised and spent effectively on those outcomes having the greatest impact on recipients
- 6.5 Establish building maintenance processes and procedures across the school site to ensure that risks are adequately managed and appropriate Health & Safety requirements met