

Pupil premium strategy statement: Saracens High 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	869
Proportion (%) of pupil premium eligible pupils	449 = 52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 – 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Matthew Stevens, Principal
Pupil premium lead	Sonia Green, Vice Principal
Governor / Trustee lead	George Nnonchiri

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£505,596
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£134,826
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£640,422

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 on 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 KS4 2022/2023 results there was no Progress 8 gap between Pupil Premium and Non Pupil Premium children. 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 was 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 and put in place early support and intervention as necessary.

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>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.</p> <p>Although the gap is closing with all of our cohorts, our 2019 cohort of Year 11 still have a Reading Age 8 months below their chronological age.</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 unwavering target is to achieve 97% attendance across the school, and while we have achieved figures above the national average each year, even</p>

	<p>during the pandemic, as this is an area that has such an impact on attainment and has deteriorated nationwide, this must remain 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 • 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 factories 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 KS4 2023/24 results had no between Pupil Premium and Non Pupil Premium pupils and in some subjects Pupil Premium pupils performed better than Non-Pupil Premium.</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</p>

	<p>child, but seem to impact pupil premium children more, which often impacts attendance to school and/or lesson, and attainment.</p> <p>Since the pandemic we have increased to four counsellors and each year group has a non-teaching Assistant Year Lead. Our full time Family-School Partnership Coordinator is part of the Pastoral Team and Grow and Thrive Team and we have also increased the support from our Educational Welfare Officer. Our Grow and Thrive team has a dedicated Speech and Language Therapist and English as an Additional Language team to support some of our most vulnerable pupils that are new to the area.</p>
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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 attainment for Key Stage 4 pupils through Quality First Teaching 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.
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 achieve attendance above our whole school target of 97%
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.
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: £ 97,234

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	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Mastery +5 months • Meta cognition and self regulation +7 months • Individualised instruction + 4 months 	1, 2, 4, 5

Recruit Subject Lead Practitioners	<ul style="list-style-type: none"> 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 <p>The Key SSAT</p>	1, 2, 4, 5
Literacy	<p>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.</p> <ul style="list-style-type: none"> Literacy Coordinator 'Family Read' Literary Tools such as 'Speak Like a...' Guided Reading and Graphic Organisers Literacy events including workshops, inspirational visitors and educational visits Reading Age Tests The School Library with a full time Librarian <p>EEF literacy guidance report</p>	1, 3
Software to facilitate teaching, assessment, and tracking of progress	<p>A range of software enhances pupil access to the curriculum and their learning.</p> <p>The ability to accurately track skill and knowledge development enables staff to provide prompt feedback as well as to identify group trends:</p> <ul style="list-style-type: none"> GCSE Pod Satchel One Seneca Educake MathsWatch Sparx 	1, 4
Improving the Maths curriculum and teaching of Maths with access Maths Hub resources	<p>To teach Maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations,</p>	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: £ 350,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class and small group tuition with Learning Support Assistants	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

<p>Targeted support as part of the national tutoring programme</p> <p>Academic mentors and 1-1 tuition</p>	<p>As part of the national tutoring programme we have recruited one academic mentor and aim to recruit another, as we did last year, to work in class and with small withdrawal groups</p> <p>DfE guidance</p> <p>We use an external tutoring company to provide online 1-1 support for targeted pupils One to one tuition + 5 months</p>	2, 5
<p>Subsidise or provide revision resources and other useful learning aids (such as Art kits for GCSE pupils) for pupil premium children and families, so they are not disadvantaged by the lack of these items</p>	<p>Impact of revision</p>	1, 4

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

Budgeted cost: £ 223,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance strategies, including staffing Family School Partnership Coordinator, learning mentors, Breakfast club, and rewards for good attendance</p>	<ul style="list-style-type: none"> There is an 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • Midday supervisors support with positive play and relationships. • Using Teach Like a Champion and When The Adults Change for staff CPD to provide staff with strategies to set a positive culture. 	1, 2, 3, 4, 5
To deliver a Cultural Capital programme to supplement the normal school curriculum to ensure that all pupils are prepared for life in modern Britain	<ul style="list-style-type: none"> • 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 • International Ski Trip • Volunteering • All educational visits subsidised in line with government guidance 	2, 3, 5

To implement a full futures programme that has the Gatsby Benchmarks as its minimum standard	<ul style="list-style-type: none"> From Year 7 – My Future, My Choice event to introduce pupils to different careers – Speakers for schools and other speakers through the Saracens organisation or connections of staff. Tailored speakers and visits as pupils get older (for example, Shawbrook Bank, CME, a Marine Biologist, Local Construction, Medicine, Engineering, Architecture) 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) 	2, 3, 4, 5
Activities to increase parental engagement and support families with parenting techniques	<ul style="list-style-type: none"> Dr Kathy Weston and other organisations EEF toolkit states that improving parental engagement improve progress by + 4 months 	2, 3, 4, 5
Annual Arts festival to ensure that all pupils from Year 7 participate in art-based activities	<ul style="list-style-type: none"> 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 increased well-being have also consistently been reported Arts participation + 3 months 	1-5
Financial subsidies	<ul style="list-style-type: none"> Educational visits and costs associated with access to some subjects (Food Preparation and Nutrition, Music, Drama, etc) are subsidised by at least 50%. This includes international trips. 	1-5
Software to aid home-learning	GCSE Pod, Educake, Seneca, Satchel One, Google Classroom, MathsWatch, Sparx	1, 4

Subject Lead Projects	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	All
Contingency Fund	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.	All

Total budgeted cost: £ 670,234

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the pandemic our internal data showed that small gaps 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.

Children are all aware of the values and they are referred to daily. Literacy levels are improving, and for our first examination cohort, the initial literacy gaps were closed sufficiently to not impact outcomes for the vast majority.

Teachers have high expectations and pupils make rapid progress. Teachers plan to build on what has gone before by using accurate assessment for learning, low stakes testing, and summative assessments to ensure that inconsistencies in understanding have been identified and addressed, and that when pupils are secure in their knowledge they are moved on as soon as possible.

We adopt a forensic approach to tracking and acting on assessment data, with challenging and supportive conversations with middle leaders. We make effective use of software (Pupil Progress, SISRA) to facilitate analysis, which feeds into a strategic plan for examination groups.

Our first GCSE cohort has a Progress 8 (P8) score 0.46 (the reported 0.41 does not include the early entries from 2022), which is significantly above the national average. There was no pupil premium gap in progress, which contrasts with the national gap for PP children of -0.7.

Pupils who completed all five years at Saracens did better than those who joined later in their education (0.79 and 0.47 respectively) and the difference is greater for PP children (1.09 and 0.43 respectively).

With 50% of our pupils being eligible for Free School Meals (FSM) and 60% of the 2018 cohort eligible for Pupil Premium (PP) the Contextual Value Added (CVA) score is significant for us. Fischer Family Trust calculated the CVA P8 at +1.03, ranking us in the top 2% in the country.

9-5 in English and Maths was 17% above the national average, with 9-4 in English and Maths being 11% above the average (77%).

All demographics with more than 2 in the group have a P8 score above zero, except SEND, which at -0.02 is still above the national average for that group. The FFT CVA report shows the attainment of notable groups that are traditionally lower achieving are significantly above the national average: Black Caribbean (P8=1.36); Black African (P8=1.14); SEND (P8=0.72); EAL (P8=1.11); and Boys (P8=0.95). Our most able pupils also made good progress (P8=0.97), despite having an average KS2 score of 113.

Subjects that performed particularly well included Languages, Science, Food, Religious Education, Maths, and English.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
National Tutoring Programme	My Tutor
National School Breakfast Programme	NSBP

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
- Other 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.