

Saffron Walden County High School Pupil Premium Strategy 2021-2022



Pupil Premium Grant (PPG) strategy statement

School overview

Detail	Data
School name	Saffron Walden County High School
Number of pupils in school	1,479 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Paul Singh Assistant Headteacher
Pupil premium lead(s)	Lauren Cotes (Year 7/8) Alice Thacker (Year 9/10) Bronwen Fox (Year 11)
Governor / Trustee lead	Linda Vincent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,525
Recovery premium funding allocation this academic year	£21,170
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	£207,695

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure all students, irrespective of their socio-economic backgrounds or the challenges they may face, continue to achieve high attainment across the curriculum. This includes building on the positive progress made in English and Maths last academic year. The Saffron Walden County High School (SWCHS) Pupil Premium strategy looks to support vulnerable students to achieve their goals in line with all students at SWCHS, including the progress for those who are already high attainers. We understand the challenges to learning faced by our disadvantaged students, such as students adopted from care, looked after, young carers and those who have a social worker. We also acknowledge the barriers to learning for some of our students from low-income families. The activity outlined in this strategy intends to support their needs regardless of whether a student is at disadvantage or not.

Over the past two years, SWCHS has had a teaching and learning focus on metacognition and self-regulation. Research has proven that this has the most positive impact on closing the disadvantaged attainment gap. Quality first teaching will continue to be at the forefront of our approach, as it will sustain and improve all students' attainment. This has been amplified due to the fragmented education students have had over the past two years. Building back positive relationships with students has been a whole-school focus to the start of this academic year. This has been supported with implementing a new achievement and behaviour tracking system.

The pandemic has created a plethora of issues for many young people and has significantly impacted disadvantaged students the most, not just academically but also with aspects of their personal and social development. The school will continue to use the premium for academic recovery and students' social and emotional recovery. Our activities for this academic year have been responsive to the diagnostic assessment of GCSE results over time, attendance, KS3/4 progress, achievement and behaviour data. We will continue to review and refine our strategy using diagnostic assessment throughout the academic year to ensure we address these common challenges and individual needs of our students. The planned approaches will work in tandem with each other to support students in adopting a love for learning and achieving high attainment. To ensure they are effective we will:

- Act early to intervene at the point when an academic or personal need is identified.
- Continue to build on our whole school PPG approach through building positive relationships and re-establishing pre-covid school opportunities such as extra-curricular clubs, trips and visits, to close the experience gap the pandemic has increased.
- To have high expectations of all students and to celebrate their achievements.
- Deliver a thorough and robust PSHE programme.
- Ensure students have access to a range of pastoral support mechanisms.

Challenges

Challenge number	Detail of challenge
1. Improving attainment and progress for disadvantaged students across English/Maths	<p>In 2019, although the Disadvantaged Progress 8 figure for English was positive (+0.36), it was still negative in Maths (-0.19). Similarly, while the Attainment 8 score in English was high for disadvantaged pupils (10.58), it was lower in Maths (8.42). The percentage of disadvantaged pupils achieving a grade 5 or above in English and maths (20.83) was much lower than the percentage of other students achieving this measure (64%).</p> <p>While we have seen an improvement in these figures compared with the preceding two years (Progress 8 was -0.9 for Disadvantaged Students in Maths in 2017 and -0.5 in 2018), we are determined to achieve positive progress for all students in both English and Maths and significantly reduce the Basics gap.</p>
2. Improving the attendance among our disadvantaged students	High levels of absence among some pupil premium students and a higher proportion of pupil premium students have been identified as persistent absence (PA) at the end of academic year 2020/21: 19% of PPG students were recorded PA.
3. Improving behaviour the for learning among our disadvantaged cohort	Last academic year, there was some challenging behaviour from some PPG students. 39% of the total SWCHS Fixed Term Exclusions (FTEs) were PPG pupils. 61% of FTEs were non-PPG. However, the PPG percentage of total FTEs represents 7% of the SWCHS PPG cohort. This is a one percent increase from last academic year and a 19% increase on pre-lockdown trends.
4. PPG/SEND Crossover	39% of the PPG cohort are SEND and 9% of the PPG cohort have an EHCP. SWCHS Special educational needs (SEND) cohort is above the national average.

Intended outcomes

Intended outcome	Success criteria
To sustain Improvement in attainment and progress for disadvantaged	<p>A positive Progress 8 score for Disadvantaged pupils in Maths.</p> <p>A higher Attainment 8 score for Disadvantaged pupils in Maths.</p>

students in English and Maths	A higher proportion of Disadvantaged pupils achieve a grade 5 in English and Maths.
Improving attendance among disadvantaged students	PPG students achieve improved levels of attendance and there are fewer PPG students who are PA. Close intervention and monitoring from Inclusion Officer with lower thresholds for intervention for PPG students. Fundamentally, PPG students are in school more regularly and therefore engaging more effectively with lessons and activities. PPG students are actively encouraged to take part in a wide range of trips, clubs and school responsibilities. PPG students contribute to the school community and engage more with the prevailing ethos.
Improved the behaviour for learning among disadvantaged students	Improved behaviour from PPG students leading to fewer FTEs, fewer periods in Isolation and fewer detentions. FTE and Isolation data to be analysed to track gaps. Wellbeing provision for PPG students ensures that student access to appropriate support, referrals to external agencies, alternative curriculum provision and home liaison/intervention is timely and conducive to improving the educational experience of those in need. PPG students are supported to manage behaviour more positively through accessing a range of pastoral support options.
Improved outcomes from PPG/SEND students	PPG and SEND students receive the support they need to engage and progress positively. Ongoing liaison between Year achievement coordinators (YACs) and Special educational needs coordinator (SENDCO) to ensure correct support is in place. Subject specialist TAs working in subject areas can support individuals with subject specific knowledge and skills. PPG/SEND students engage and progress positively.

Activity in this academic year

Teaching

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.</p> <p>Clear best practice guidance on how to support PPG students in lessons (meta-cognition, learner behaviours, feedback) PPG booklet 2021-22 shared with teaching staff and to be reviewed frequently as the list may change more often due to the current pandemic.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>Extra Maths and English group in all years with TA support (an additional 68 periods in total). This allows for smaller group sizes, especially for lower prior attainers.</p> <p>Additional study support groups for years 9-11 with English/Maths specialist teachers supporting sessions on a fortnightly basis.</p>	<p>Evidence of benefits of smaller groups. EEF / Sutton Trust Toolkit findings: Small group tuition: +4 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix</p>	1
<p>Year 7 Literacy programme Year 7 breakfast reading club</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p>	1,2,3,4

	All Year 7 students undertake a Reading assessment and Reading Interventions are put in place to support those who need them.	
Timetabled PSHE lessons for years 7-9 delivered by specialist teachers and bespoke PSHE sessions for years 10-11 including form time activities.	<p>PSHE education helps children and young people to stay safe, healthy and prepared for life's challenges and opportunities. PSHE Association https://pshe-association.org.uk/what-we-do/why-pshe-matters</p> <p>Programmes to Practice identifying effective, evidence-based social and emotional learning strategies for teachers and schools. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf</p>	1,2,3,4

Targeted academic support

Budgeted cost: £ 47,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>The school will also fund Additional catch-up interventions (such as Easter and May half term booster sessions) and additional school-led tuition this will primarily aimed at PPG students.</p>	<p>Of the 89 school-led afterschool tutoring sessions being offered to year 11 students, 31 are being accessed by Disadvantaged students (35%).</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4

Years 9-10 Brilliant club mobilises PhD Researchers to support students who are less advantaged to access the most competitive universities and succeed when they get there.	To challenge high attaining PPG students in years 9-10. Only 1 in 50 of the most disadvantaged pupils progress to higher education, compared to 1 in 4 of the most advantaged https://www.ucas.com/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-analysis-reports/equality-and-entry-rates-data-explorers	1,2,3,4
To promote involvement in extra-curricular activities and the wider life of the school and ensure that PPG students are at least proportionately represented in all activities, trips and roles. (Including Student Voice, Prefects). Funds made available to support with trips, DofE, music lessons etc. Best practice guidance given to all staff.	EEF / Sutton Trust Toolkit findings: Sports and Arts participation: +2 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/toolkit-a-z/arts-participation Experience shows that individual conversations with students is the best way to overcome a 'it's not for the likes of us' attitude which prevails amongst some students. These conversations take place during form tutor mentoring sessions and PPG coordinator mentoring sessions with selected PPG students with higher needs.	1,2,3,4
Disadvantage/SEND deep dive reviews implemented October 2021 (Joined-up thinking around Disadvantaged/SEND PPG coordinators/YACs to meet SENCO on a fortnightly basis.	39% of the PPG cohort are SEND and 9% of the PPG cohort have an EHCP. EFF Putting evidence to work https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1,2,3,4

Wider strategies (Attendance, Behaviour and wellbeing)

Budgeted cost: £ 100,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional PPG coordinators Deputy Year Achievement coordinators (DYACs) with PPG oversight. Students Support Officers	To build positive working relationships with students and parents. Parental engagement +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4,5

	<p>One to one tuition +5 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<p>Inclusion/Attendance Officers</p> <p>Deputy Headteacher and Assistant headteacher to hold fortnightly meetings with Inclusion Officer to monitor attendance/discuss individual attendance concerns.</p> <p>Attendance Officer to share attendance data at the start of each week and to meet with YACs on a fortnightly basis.</p> <p>Fortnightly line management meetings with YACs for specific year groups including PPG attendance update.</p>	<p>To offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>EEF Impact of school closures on the attainment gap: Rapid Evidence Assessment</p> <p>https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-Impact_of_School_Closures_on_the_Attainment_Gap.pdf</p>	1,2,3,4
<p>School councillors (both therapeutic and CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	1,2,3,4
<p>The Pastoral Hub in B16 is part of Crocus Wellbeing at SWCHS. The Pastoral Hub's core function is to support the aca-</p>	<p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p>	1,2,3,4

<p>demographic reintegration of pupils back into the school whilst offering a calm environment for them to work. A Learning Recovery Lead and Deputy Learning Recovery Lead are employed.</p>	<p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	
<p>Wellbeing Lead delivering wellbeing coaching sessions for students across years 7-13</p>	<p>How to improve your mental health (Mind) https://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/wellbeing/</p>	<p>1,2,3,4</p>
<p>Primary Transition activities, in person primary school visits, bridging day for smaller feeder schools and a taster day for all new prospective year 7 students.</p> <p>SWCHS summer school To help PPG students make successful transition from primary schools to SWCHS.</p>	<p>EEF Wider strategies https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>Experience shows that PPG students have benefited from PPG Summer Schools in terms of confidence and familiarity with school / staff.</p> <p>EEF / Sutton Trust Toolkit findings: Summer School: +2 months progress.</p>	<p>1,2,3,4</p>

Total budgeted cost: £207, 695

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The 2021 Disadvantaged Basics 5+ figure of 37% is much better than the 21% achieved in 2019 and demonstrates the impact of our work focusing on this group in Maths in particular. The 2021 Maths Attainment 8 figure of 8.53 is also better than the 8.42 figure of 2019. There was not, however, official progress 8 data in 2021 and so the attainment and progress of disadvantaged students in maths in particular remains a key focus.

During 2020/21, on average, 19% of PPG students were recorded as having persistent absence. Attendance data from September 2021 suggests a continued pattern: 18% of PA students are PPG. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

39% of all fixed term exclusions were PPG students: 13 out of a total of 33. 23% of the PPG cohort had been issued with an internal isolation. This is 13% higher than non-PPG students and 10% higher than the SEND cohort.

Our assessment of the reasons for many of these issues points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The school delivered a robust remote learning package and SWCHS invited all our disadvantaged students into school. Vulnerable students who were unable to attend school were kept in touch with on a weekly basis.

Data suggests that pupil behaviour, wellbeing, and mental health were significantly impacted last year, primarily due to COVID-19-related issues.

The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Externally provided programmes

Programme	Provider
One-one tuition/group tuition: 36 students were enrolled in small-group tuition during 2020-21	The Brilliant Club (NTP)