

# Pupil premium strategy statement – Saffron Walden County 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	1,504 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Paul Singh Assistant Headteacher
Pupil premium lead	Anna Hosking (Year 7) Louise Bailey (Year 8) Tachya Brobbey (Year 9) Alice Thacker (Year 10/11)
Governor / Trustee lead	Linda Vincent

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 187,725
Recovery premium funding allocation this academic year	£ 43,608
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£231,333</b>

# 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. 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.

SWCHS continues to have an adaptive approach to teaching and learning with a 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 we know it will sustain and improve all students' attainment. 2021-2022 provided students with a more consistent academic year. We were able to implement our new achievement and behaviour systems, which supported students getting back in school routines and regain positive working relationships with their peers and teachers. For this academic year, we will continue to embed these systems.

The pandemic created a range of issues for many young people and significantly impacted disadvantaged students the most, not just academically but also with aspects of their personal and social development. For 2022-2023, the school will continue to use the pupil premium for academic recovery and for 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 the 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 (Pupil Premium Grant) 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

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

Challenge number	Detail of challenge
1. Improving attainment and progress for disadvantaged students across English and Maths	Although we had seen an improvement in the progress of Disadvantaged students in Maths prior to the pandemic (Progress 8 was -0.9 for Disadvantaged students in Maths in 2017, improving to -0.5 in 2018 and -0.1 in 2019), poor attendance of some Disadvantaged students in year 11 resulted in a dip in 2022. We are determined to achieve positive progress for all students in both English and Maths and significantly reduce the Basics gap.
2. Improving the attendance among our disadvantaged students	Despite significant barriers in year 11 overall, at end of last academic year 2022 16% of PPG students were recorded as having persistent absence (PA) this is a three percent decrease from the 19% in 2021 we are determined to continue to make positive improvements in attendance and support those students that have been significantly impacted by the pandemic.
3. Improving behaviour for learning among our disadvantaged cohort	A higher proportion of disadvantaged students have been issued with internal isolation placements. However, since this strategy was devised in 2021, we have seen a 10% reduction in internal isolation placements for disadvantaged students. We are determined to continue to close this gap. A Higher proportion of disadvantaged students had also been issued with a fixed term suspension compared to non-disadvantaged students this represents a small number of disadvantaged students. The average learner scores for disadvantaged students in Summer 2022 was 1.75 compared to non-disadvantaged students at 1.59 a difference of 0.23. The overall average learner score is positive however, we will continue to monitor this overtime.
4. PPG/SEND Crossover	Over 40% of our disadvantaged cohort have a special educational need (SEND) and over 10% have an educational health care plan (EHCP) The SEND Cohort at Saffron Walden County High School is above the national average

## 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
1. To sustain Improvement in attainment and progress for disadvantaged students in English and Maths	A positive Progress 8 score for Disadvantaged pupils in Maths and English. A higher Attainment 8 score for Disadvantaged pupils in Maths and English.

2. Improving attendance among disadvantaged students	Despite significant barriers in year 11 overall, at end of last academic year 2022 16% of disadvantaged students were recorded as having persistent absence (PA) this is a three percent decrease from the 19% in 2021 we are determined to continue to make positive improvements in attendance and support those students that have been significantly impacted by the pandemic.
3. Improved the behaviour for learning among disadvantaged students	Improved behaviour from disadvantaged students leading to fewer suspensions, fewer periods in Isolation and fewer detentions. Suspensions 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.
4. Improved outcomes from PPG/SEND students	Disadvantaged 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

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## CPD and Teaching

Budgeted cost: £74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing metacognitive and self-regulation skills in all pupils. This	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent	1,2,3

<p>will involve ongoing teacher training and support and release time. Clear best practice guidance on how to support PPG students in lessons (meta-cognition, learner behaviours, feedback) PPG booklet 2022-23 shared with teaching staff and to be reviewed frequently as the list may change more often due to the current pandemic.</p>	<p>learners. There is particularly strong evidence that it can have a positive impact on maths attainment:  <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix</a></p>	1
<p>Year 7 Literacy programme</p> <p>Year 7 breakfast reading club</p> <p>Form time reading programme</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></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p>	1,2,3,4
<p>Timetabled PSHE lessons for years 7-11 delivered by specialist teachers</p>	<p>PSHE education helps children and young people to stay safe, healthy and prepared for life's challenges and opportunities. PSHE Association <a href="https://pshe-association.org.uk/what-we-do/why-pshe-matters">https://pshe-association.org.uk/what-we-do/why-pshe-matters</a></p> <p>Programmes to Practice identifying effective, evidence-based social and emotional learning strategies for teachers and schools.  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf</a></p>	1,2,3,4

## Targeted academic support

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme, including using National Tuition Partners for Maths (Pearson and White Rose) and putting in place 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 this will primarily aimed at PPG students.</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:  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            and in small groups:  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4</p>
<p>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.</p>	<p>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</p> <p><a href="https://www.ucas.com/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-analysis-reports/equality-and-entry-rates-data-explorers">https://www.ucas.com/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-analysis-reports/equality-and-entry-rates-data-explorers</a></p>	<p>1,2,3,4</p>
<p>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</p>	<p>EEF / Sutton Trust Toolkit findings: Sports and Arts participation: +2 months progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/toolkit-a-z/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/toolkit-a-z/arts-participation</a>            Experience shows that individual conversations with students is the best way to</p>	<p>1,2,3,4</p>

support with trips, DofE, music lessons etc.  Best practice guidance given to all staff.	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.	
Disadvantage/SEND deep dive reviews implemented October 2022 (Joined-up thinking around Disadvantaged/SEND PPG coordinators/YACs to meet SENCO (Special Educational Needs Co Ordinator) on a fortnightly basis.	High proportion of PPG and SEND crossover. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>	1,2,3,4

## Wider strategies Attendance, behaviour and wellbeing)

Budgeted cost: £109,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Deputy Year Achievement coordinators for years 7-11 (DYACs) with oversight of disadvantaged students in each year group.  Students Support Officers attached to each year group.	To build positive working relationships with students and parents. Parental engagement +4 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  One to one tuition +5 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1,2,3,4,
Inclusion/Attendance Officers  Deputy Headteacher and Assistant headteacher to hold fortnightly meetings with Inclusion Officer to monitor attendance/discuss individual attendance concerns.  Attendance Officer to share attendance data at the start of each week	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. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>  EEF Impact of school closures on the attainment gap: Rapid Evidence Assessment	1,2,3,4

<p>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><a href="https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-Impact_of_School_Closures_on_the_Attainment_Gap.pdf">https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-Impact_of_School_Closures_on_the_Attainment_Gap.pdf</a></p>	
<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><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></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><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	<p>1,2,3,4</p>
<p>The Pastoral Hub in B16 is part of Crocus Wellbeing at SWCHS. The Pastoral Hub's core function is to support the academic 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>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><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	<p>1,2,3,4</p>
<p>Mental health Lead delivering wellbeing and coaching sessions for students across years 7-13</p>	<p>How to improve your mental health (Mind) <a href="https://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/wellbeing/">https://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/wellbeing/</a></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</p>	<p>EEF Wider strategies <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	<p>1,2,3,4</p>



<p>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>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>	
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**Total budgeted cost: £232,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Reading intervention:** of the 45 students who were part of the 2021-22 Reading Intervention Programme, 69% made expected progress (or better than expected progress) between the start and end points and the proportion of students achieving a Standard Age Score above 97 nearly doubled from the start to the end of the programme.

**Tutoring Intervention:** of those who attended 5 or more school-led tutoring sessions, 52% improved their grade to the extent that they met or exceeded their FFT estimated grades.

**Attendance:** At end of last academic year 2022 16% of disadvantaged students were recorded as having persistent absence (PA) this is a 3% decrease from the 19% in 2021. These gaps are still larger compared to previous years, which is why attendance continues to be a focus in our current plan. We are determined to continue to make positive improvements in attendance and support those students that are still recovering from the impacts of the pandemic.

**Behaviour:** As mentioned previously in the statement a higher proportion of disadvantaged students have been issued with internal isolation placements. However, since this strategy was devised in 2021, we have seen a 10% reduction in internal isolation placements for disadvantaged students. We are determined to continue to close this gap. A higher proportion of disadvantaged students had also been issued with a fixed term suspension compared to non-disadvantaged students this represents a small number of disadvantaged students. The average learner scores for disadvantaged students in Summer 2022 was 1.75 compared to non-disadvantaged students at 1.59 a difference of 0.23. The overall average learner score for disadvantaged students is positive however, we will continue to monitor this overtime. Our behaviour interventions are having a positive impact and we are determined to continue to build on this positive progress. Our continued assessment of the reasons for many of these issues points primarily to Covid-19 impact, which disrupted all 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

<b>Programme</b>	<b>Provider</b>
One-one tuition/group tuition 36 students were enrolled in small-group tuition during 2020-21	National Tutoring Programme (NTP)
National Tuition Partner: 12 year 9 students will be enrolled in White Rose Maths tuition from January 2023	White Rose
National Tuition Partner: 12 year 10 students will be enrolled in the Pearson Maths tuition from November 2022	Pearson
The Scholars Programme 20 students across years 8, 9 and 10 will complete the Scholars Programme in 2023	Brilliant Club