

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	1,502 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	15%
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 leads	Alice Thacker (Year 7) Anna Hosking (Year 8) Louise Bailey (Year 9) Tachya Brobbey (Year 10) Fiona Muir (Year 11)
Governor / Trustee lead	Linda Vincent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 210,595
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£ 210,595

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 activities outlined in this strategy intend to support their needs regardless of whether a student is at a disadvantage or not.

SWCHS continues to have tiered approach to Pupil Premium spending, High quality teaching, Targeted academic support and the use of wider strategies. We 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. 2022-2023 provided students with a more consistent academic year. We were able to bring back our extracurricular and super curricular activities and experiences. Streamline our robust wellbeing support and continue to evaluate and refine our positive behaviour systems. For this academic year, we will continue to embed these systems and evaluate and refine them accordingly.

It has been over two years since the pandemic and the issues that this has brought about continue to be a priority for SWC High School. In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this and cannot be directly compared to measures from 2021/2022. 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. The cost-of-living crises has also exacerbated some of these issues. For 2023-2024, 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 assessments throughout the academic year, to ensure we address these national challenges and the individual needs of all 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 SEND/PPG approach through building positive relationships and build back pre-covid school opportunities, such as extra-curricular clubs, trips and visits, to close the experience gap the pandemic has increased. To support all students in accessing these opportunities.
- To have high expectations of all students and to celebrate their achievements.
- Deliver a thorough and reactive 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), Due to the challenges outlined in this report, we have seen a dip in 2021/22 - 2022/23. 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	SWCHS aim is to bring attendance figures back to pre-pandemic levels for 2022-23 our overall attendance was 92.05% this is a 2% increase from 2021-22 at 90.17%. For 2018/19 (pre pandemic) our overall attendance figure was 95.58% our aspirational target is 96% and we are making steady progress toward this goal.
3. Improving behaviour for learning among our disadvantaged cohort	A higher proportion of disadvantaged students have been issued with internal isolation placements compared to non-disadvantaged students. However, since this strategy was devised in 2021, we have seen a 2% reduction in internal isolation placements for disadvantaged students and a lower proportion of disadvantaged students have also been issued with a fixed term suspension compared to non-disadvantaged students. for 2022-23 7 disadvantaged students were issued with a fixed term suspension compared to 21 in the academic year of 2021-22. This is a significant reduction in fixed term suspension for our disadvantaged cohort. The average learner scores for disadvantaged students in Summer 2023 was 1.88 compared to non-disadvantaged students at 1.54 a difference of 0.34. The overall average learner score is positive however, we will continue to monitor this overtime.
4. Planning for PPG/SEND Students	A high proportion of the disadvantaged cohort also have a special educational need (SEND) The SEND Cohort at SWCHS continues to be 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	At the end of 2022/23 19% of our disadvantaged students were recorded as having persistent absence (PA) Our overall attendance figures have continued to improve since the pandemic. we are determined to continue to make positive improvements in attendance, through our wellbeing services and fulltime inclusion officer.

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 disadvantaged 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. All students are supported to manage behaviour more positively through accessing a range of pastoral support options.
4. Improved outcomes for all disadvantaged and students including those with a special educational need.	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. Joint PPG/SEND planning documents are impactful and enable high quality teaching for all.

Activity in this academic year 2023/24

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
<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)</p> <p>Trauma perceptive training for all staff commenced last academic year and continues for 2023/24</p>	<p>Metacognition and self-regulation</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	1,2,3

Teacher mentoring and coaching		
<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>Small group tuition</p> <p>Evidence of benefits of smaller groups. EEF / Sutton Trust Toolkit findings: small group tuition: +4 months progress.</p>	1
<p>Year 7 Literacy programme</p> <p>Year 7 breakfast reading club.</p> <p>Form time reading programme</p>	<p>Disadvantaged students generally have lower literacy levels than their peers on entry to Year 7. This is evident through KS2 data, our own baseline assessment and through discussion with students. This impacts their progress across the curriculum.</p> <p>Reading comprehension strategies</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
Timetabled PSHE lessons for years 7-11 delivered by specialist teachers	<p>PSHE Programme of study</p> <p>PSHE education helps children and young people to stay safe, healthy and prepared for life's challenges and opportunities. PSHE Association</p> <p>Programmes to Practice identifying effective, evidence-based social and emotional learning strategies for teachers and schools.</p>	1,2,3,4

Targeted academic support

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School-led tutoring.</p> <p>The school will also fund Additional catch-up interventions (such as Easter and May half term booster sessions) and this will primarily be aimed at Disadvantaged students.</p>	<p>One to one tuition</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: and in small groups.</p> <p>Small group tuition</p>	1,2,3,4
<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>University equality and entry rates</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>	1,2,3,4
<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 support with trips, DofE, music lessons etc.</p> <p>Best practice guidance given to all staff.</p>	<p>EEF teaching and learning tool kit</p> <p>EEF / Sutton Trust Toolkit findings: Sports and Arts participation: +2 months progress.</p> <p>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.</p>	1,2,3,4
<p>Annual Disadvantaged/SEND deep dive reviews (Joined-up thinking around Disadvantaged/SEND)</p> <p>Collaborative planning with teachers and subject specialist teaching assistants. Planning documents accessible to all teaching staff to ensure best practice is shared across the school.</p>	<p>EEF outting evidence to work</p> <p>High proportion of PPG and SEND crossover.</p>	1,2,3,4
<p>Direct financial support</p>	<p>Arts participation</p> <p>Extending school time</p> <ul style="list-style-type: none"> - Breakfast Club - Trips/visits 	1,2,3,4

	<ul style="list-style-type: none"> - Uniform bursary vouchers - Dictionary free school meals - Subject specific resources and revision materials - Music tuition - Dance lessons - Drama lessons - Additional activities in or out of school - Financial support for year group activities 	
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Wider strategies Attendance, behaviour and wellbeing)

Budgeted cost: £89,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Deputy Year Achievement coordinators for years 7-11 (DYACs) with oversight of disadvantaged students in each year group.</p> <p>Students Support Officers attached to each year group.</p>	<p>EEF parental engagement</p> <p>To build positive working relationships with students and parents. Parental engagement +4 months progress.</p>	1,2,3,4,
<p>Inclusion/Attendance Officer.</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>DFE Improving school attendance</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>	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>Cognitive Behavioural Therapy</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support</p>	1,2,3,4

	<p>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</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>Cognitive Behavioural Therapy</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</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</p>	1,2,3,4
<p>Designated mental health and wellbeing lead delivering well-being and coaching sessions for students across years 7-13.</p> <p>Continued staff training on trauma perceptive training.</p>	<p>How to improve your mental health (Mind)</p> <p>DFE Senior mental health lead training</p>	1,2,3,4
<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>Collaborative work with KS3 subject coordinators and primary school colleagues.</p>	<p>EEF School Transitions Tool</p> <p>Successful school transitions</p> <ul style="list-style-type: none"> - Curricular continuity - School routines and expectations - Healthy peer networks 	1,2,3,4

Total budgeted cost: £212,000 (This is £1,405 over budget. This

'overspend' will be covered by wider school funding.)

Outcomes for disadvantaged pupils

Improvement in attainment and progress for disadvantaged students in English and Maths: Of the 23 disadvantaged students in Year 7-9 who were part of the 2022-23 Reading Intervention Programme, 57% of students made progress in their reading skill. In last year's Year 7 cohort, 70% of our key weak readers across the year group improved their reading ages between the start of Year 7 and when they were re-tested at the end of the year, or beginning of Year 8. In last year's Year 8 cohort, 65% of the students retested at the end of the year had made the progress expected and improved their reading age. Most impactful have been the strategies designed to support students categorised as Tier 2 at the start of Year 7: those with a reading age below 9, but above 5. Of this group, 24% made at least a year's progress, 18% made two year's progress, and 35% made over two year's progress. One intervention which was particularly successful for last year's Year 7 and 8 students in Tier 2 was Lexia: an online programme addressing word and sentence level skills. The data generated from Lexia is also positive: of the 47 students using Lexia last year, 49% made expected progress, and 34% made higher or much higher progress.

As a result of the above activities outlined in this report, the Disadvantaged Progress 8 measure in Maths significantly improved from 2022 (-1.1) to 2023 (-0.79). More Disadvantaged students made positive overall progress than negative progress from 2020 (-0.87) 2023 (-0.41) Factors, such as low attendance and poor mental health continued to have an impact on progress for some disadvantaged students. We are confident that above activities will continue to improve the outcomes for all our students and enable a positive disadvantaged figure.

Attendance: Since the pandemic we have seen an increase of disadvantaged students having persistent absence (PA) however, since 2021/22 we have seen a decrease within our PA figure and our overall attendance figure has improved. The gaps are still larger than pre-pandemic 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 struggling with poor mental health and social and emotional needs.

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 2% reduction in internal isolation placements for disadvantaged students and a significant reduction in suspensions for our disadvantaged students. We are determined to continue to close this gap. The average learner scores for disadvantaged students in Summer 2023 was 1.88 compared to non-disadvantaged students at 1.54 a difference of 0.34. The overall average learner score 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 still primarily point to the 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. National data and research suggest that pupil behaviour, wellbeing, and mental health were significantly impacted due to COVID-19-related issues. Although we have seen significant improvements at SWCHS we still acknowledge that the impact was particularly acute for disadvantaged pupils. We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We will continue to build on our approach until we are back to pre-pandemic levels.

Externally provided programmes

Programme	Provider
School-led tutoring	Saffron Walden Academy Trust
The Scholars Programme 17 students across years 8, 9 and 10 will complete the Scholars Programme in 2023	Brilliant Club