

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	The Sutton Academy
Number of pupils in school	1468
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	22/9/21
Date on which it will be reviewed	Half termly
Statement authorised by	P Willerton
Pupil premium lead	K Harker
Governor / Trustee lead	P Winter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£544,838
Recovery premium funding allocation this academic year	£140,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£49,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£734,736

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium (PP) grant is additional funding allocated to publicly funded schools and academies to raise the attainment of disadvantaged students and support students with parents/carers in the armed forces. The Academy uses the grant to narrow achievement gaps between these students and other (non-PP) students nationally – “closing the advantage gap”. Not all our students eligible for PP funding have lower attainment than their peers, and in such cases the grant is used to help improve the achievement of these students so that they reach their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	Students have a low level of literacy and vocabulary on entry compared to the rest of the cohort
2	Students have a low level of numeracy on entry compared to the rest of the cohort
3	There is an absence of a family culture of learning – a lack of role models for reading, studying etc
4	Disadvantaged students are not making rapid progress in English, compared to Maths
5	Disadvantaged students do not make enough progress in Humanities, Modern Languages and Science
6.	A small group of disadvantaged students are demonstrating disengagement or behavioural issues, which is having a detrimental effect on their progress

## 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
Improvement in literacy for students eligible for PP funding	Reading ages of PP students are in line with the rest of the cohort

Lower number of disadvantaged students represented in isolation and exclusion statistics	A reduction in % to move towards national average for other student exclusions and reduction in internal isolations.
Improve attainment and progress of disadvantaged students in English	Disadvantaged progress in English to narrow the gap on national disadvantaged. Disadvantaged students to be performing in line with the rest of the cohort
Improve attainment and progress of disadvantaged students in Humanities	Subjects to be broadly in line with the national comparator
Improve attainment and progress of disadvantaged students in Science	Subjects to be broadly in line with the national comparator
Improve attainment and progress of disadvantaged students in Modern Foreign Languages	Subjects to be broadly in line with the national comparator
Improve the attendance figure for disadvantaged students	By July 2023 the % of session missed to be broadly in line with the national average
Improve the number of disadvantaged students progressing into TSA 6 <sup>th</sup> form	% of disadvantaged students in Y12 to be broadly in line with the year group %

## 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: £188,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide first quality teaching through overstaffing in Maths/English/Science to reduce class sizes  Cost: £100,000	EEF strategies: Reducing class size +3 months	4 5
HLTA staffing in English and Maths to provide personalised support both in class in bespoke sessions  Cost: £70,000	EEF strategies: Teaching assistants +1 month Individualised instruction +3 months One to one tuition +5 months Reducing class size +3 months	4 5
Implement a staff CPD programme which develops teachers who are skilled in evidence informed instructional strategies that can effectively support the implementation of the knowledge rich curriculum.  Cost: £10,000	Based on EEF Teaching and Learning Toolkit	1 2 3 4 5 6
Bespoke CPD package for early career teachers which develops and refines key strategies for improving disadvantaged achievement.  Cost: £8,000	Based on EEF Teaching and Learning Toolkit	1 2 3 4 5 6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £307,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>External Alternative Education provision for a small number of KS3 and KS4 students who have difficulty accessing mainstream education.</p> <p>Cost: £125,500</p>	<p>EEF strategies:            Behaviour interventions +3 months            Metacognition and self regulation +7 months            One to one tuition +5 months            Small group tuition +4 months</p>	<p>3 6</p>
<p>Internal Alternative Education provision (The Base) for KS4 students who have difficulty accessing mainstream education</p> <p>Cost £71,000</p>	<p>EEF strategies:            Behaviour interventions +3 months            Metacognition and self regulation +7 months            One to one tuition +5 months            Small group tuition +4 months</p>	<p>3 6</p>
<p>All students to have reading ages tested at the beginning and end of the academic year and an effective literacy intervention programme in place for all students who are below chronological reading age</p> <p>Cost: £12,000</p>	<p>EEF strategies:            Small group tuition +4 months            Reading comprehension strategies +6 months            Phonics +5 months</p>	<p>1 4 5 6</p>
<p>A well targeted intervention programme through:</p> <ul style="list-style-type: none"> <li>(i) R2L</li> <li>(ii) Boost and Secure</li> <li>(iii) Holiday sessions and Saturday sessions</li> <li>(iv) Masterclasses</li> </ul> <p>Cost: £20,000</p>	<p>EEF strategies:            Extending school time +2 months            Feedback +8 months            One to one tuition +5 months            Small group tuition +4 months</p>	<p>1 2 3 4 5</p>

<p>A well targeted intervention programme through external and internal tutoring</p> <p>Cost: £25,000</p>	<p>EEF strategies:</p> <p>Extending school time +2 months</p> <p>Feedback +8 months</p> <p>One to one tuition +5 months</p> <p>Small group tuition +4 months</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>6<sup>th</sup> form students tutoring KS3 and KS4 students in Maths, English, Science, Humanities, Languages</p> <p>Cost: £2000</p>	<p>EEF strategies:</p> <p>One to one tuition +5 months</p> <p>Small group tuition +4 months</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Improve the quality and quantity of homework completed by disadvantaged students through:</p> <p>(i) Allocation of laptops/routers to all disadvantaged students who are unable to provide their own</p> <p>(ii) Homework clubs (including Nightclub)</p> <p>Cost: £2,000</p>	<p>EEF strategies:</p> <p>Digital technologies +4 months</p> <p>Homework +5 months</p> <p>Collaborative learning +5 months</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Bidding pot available for faculty areas, year teams or individual staff to bid for any projects or initiatives they feel will have a positive impact on disadvantaged achievement</p> <p>Cost: £50,000</p>	<p>Based on a range of research strategies and/or previous proven internal strategies</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
<p>To continue with curriculum developments in line with the ADP</p> <p>Cost £0</p>	<p>Pupil Premium external review recommendations:</p> <ul style="list-style-type: none"> <li>To complete the whole academy overhaul of the curriculum. Ensure this is shared and understood.</li> </ul>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
<p>To review the Pupil Premium plan half termly with relevant stakeholders</p>	<p>Pupil premium external review recommendations</p>	

(eg Faculty Leaders, Year Teams, ALT, Trustees)  Cost £0	<ul style="list-style-type: none"> <li>To prioritise key improvement areas and ensure there is a clarity of roles, responsibility and purpose that impact student outcomes ensuring clear accountability and whole academy alignment</li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £235,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance staffing to have a key focus on disadvantaged students  Cost: £40,000	Nationally disadvantaged student attendance is lower than their peers	1 2 3 4 5 6
Pastoral and safeguarding staff to have a key focus on disadvantaged students  Cost: £100,000	EEF strategies: Behaviour interventions +3 months Parental engagement +3 months Social and emotional learning +4 months	1 2 3 4 5 6
Development of the Personal Development Curriculum  Cost £15,000	EEF Strategies: Behaviour interventions +4 months Extending school time +3 months Metacognition and self regulation +7 months Social and emotional learning +4 months	1 2 3 4 5 6
Counselling service  Cost: £45,000	EEF Strategies: Social and emotional learning +4 months Mentoring +2 months Feedback +6 months	1 2 3 4 5 6

Disadvantaged students to have priority access to Connexions service  Cost: £15,000	EEF strategies: Aspirations interventions +3 months Feedback +8 months One to one tuition +5 months	3 6
Hardship fund available for clothing, utility bills, transport, equipment  Cost £10,000	Ensuring family expenses are not a barrier to attendance	1 2 3 4 5 6
Y11 Health Hub  Cost: £2000	To provide social and emotional support as well as “downtime” for students in Y11. Y11 student voice feedback has previously stated the need for wellbeing support  EEF strategies: Physical activity +1 month	1 2 3 4 5 6
Improving the quality and consistency of meaningful rewards  Cost: £8000	EEF Strategies: Behaviour interventions +4 months Feedback +6 months Parental engagement +4 months	1 2 3 4 5 6

**Total budgeted cost: £730,500 (£4,236 contingency)**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### Pupil Premium Strategy Outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.49. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 35.22. See DfE guidance for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2023 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022 including the inclusion of formula sheets.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2022/23 was 46.2 and for non-disadvantaged pupils it was 50.2. For Progress 8, the national average score for disadvantaged pupils was -0.60 and for non-disadvantaged pupils it was 0.17.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was in line with our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has been significantly reduced over the two years. The Progress 8 score of our disadvantaged pupils was -0.49 compared to -0.08 for the cohort as a whole, and the Attainment 8 score was 35.72 compared with Non disadvantaged at 50.81. Our analysis suggests that the increased support and intervention provided by teachers and support staff had a positive impact on disadvantaged students. These results are a contrast to the national figures demonstrating impact the strategies we

have put in place have achieved. We identified that some of the approaches we used to boost outcomes for disadvantaged students had a positive impact.

EBacc entry for disadvantaged pupils was 32.7%, which is lower than previous years due to the impact of the pandemic and 7.6% below that for non-disadvantaged pupils.

Absence among disadvantaged pupils continued to be a focus throughout the year. Our analysis suggests again that the reason for strong attendance by many disadvantaged students is primarily due to the increased support and intervention provided by teachers and support staff. We identified that some of the approaches we used to boost attendance for disadvantaged students had a positive impact.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation process.

	PP	Non PP	All
<b>Attainment</b>	35.22	50.81	43.21
<b>Progress</b>	-0.49	0.33	-0.08
<b>9-5 including English and Maths</b>	21.8%	55.7%	39.1%
<b>9-4 including English and Maths</b>	42.6%	76.4%	59.9%
<b>English progress</b>	-0.87	0.10	-0.38
<b>Maths progress</b>	-0.44	0.36	-0.04
<b>Ebacc progress</b>	-0.78	-0.02	-0.40
<b>Open progress</b>	-0.04	0.81	0.39
<b>VA Science</b>	-0.60	-0.11	-0.35
<b>VA Humanities</b>	-0.64	0.05	-0.26
<b>VA Languages</b>	-1.49	-1.16	-1.30

<b>HAP</b>	-1.39	-0.08	-0.52
<b>MAP</b>	-0.46	0.48	0.02
<b>LAP</b>	-0.27	0.43	0.01
<b>SEN</b>	-0.51	-0.64	-0.55
<b>EHCP</b>	1.14	-3.11	-0.99
<b>EAL</b>	0.97	1.45	1.29
<b>LAC</b>	-1.48	N/A	-1.48

#### Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local Mental Health Support Teams, CAMHS and other local support networks, plus funding for CPD , to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged. Access DFE funding for A Mental Health Lead in school.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

#### **Planning, implementation, and evaluation**

We triangulated evidence from multiple sources of data including assessments, conversations with parents, students, teachers and trustee's in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database and DFE compare schools database to view the performance of disadvantaged pupils in schools similar to ours with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

PUPIL PREMIUM STRATEGY (reviewed December 2023, next November 2024) Supporting the progress of students who receive pupil premium is done effectively through: monitoring the progress of these pupils using departmental and whole school tracking systems; supporting these pupils' progress through mentoring programmes where appropriate; ensuring staff CPD and inset focuses on how best to ensure the progress of pupils in receipt of pupil premium funding; strong pastoral support; and ensuring that pupils who receive pupil premium have full access to extra-curricular and enrichment activities including educational trips.

STRATEGY IMPACT Whole school monitoring of disadvantaged pupils. We use SISRA and departmental tracking systems in the first instance to do this. Classroom teachers will be trained to monitor disadvantaged students and ensure intervention is in place. Closing any learning gaps which may occur. SISRA will enable us to monitor these gaps – termly whole academy analysis focuses on groups as well as all pupils and highlights changes in progress rates. Intervention builds confidence and impacts on attainment. Achievement leaders, Head of Years and class teachers monitor disadvantaged pupils based on academic progress but also based on their involvement in the wider life of the school including extra-curricular opportunities, trips and visits. Homework Club is made available to disadvantaged pupils. Disadvantaged pupils can also access subject intervention sessions. Students benefit by having clearly organised independent working time. Pastoral leaders are trained in tracking the work of disadvantaged students and putting in place intervention sessions where possible through the weekly panel meetings.. Head of Year monitor attendance weekly. Disadvantaged children are focused on separately during this monitoring. Home is contacted early when there is a problem and strategies put in place if home is struggling to ensure attendance and punctuality. The attendance team calls parents of pupils not in the academy by each day. Travel is funded by Pupil Premium when necessary. Wellbeing support and use of school counsellors is prioritised for disadvantaged pupils if emotional health is proving a barrier to learning. Improved emotional wellbeing will result in subsequent improvement in progress. Panel (VP/AP Behaviour/Senco/Safeguarding team) focuses discussions of weekly timetabled meetings on disadvantaged pupils resulting in early intervention when necessary. Careers Information Advice and Guidance – additional support is provided where necessary to disadvantaged pupils. All disadvantaged pupils receive 1:1 careers advice and guidance interview provided by external careers provider - Connexions. Sixth Form bursaries fund travel and accommodation for University Open Days and apprenticeship interviews. Advice ensures that pupils are aware of all possible routes and that all routes are open to them. Extra-curricular activities, visits and trips are all made available to disadvantaged pupils – financial support is offered on a case by case basis a proportion of the cost before deducted before the disadvantaged pupil is asked to pay. All pupils benefit equally regardless of financial

circumstances. Numeracy and literacy support at KS3 is given to disadvantaged pupils by subject specific staff during Ready to Learn.