

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Sawston Village College
Number of pupils in school	1130
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2, 2022-3, 2023-4
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jonathan Russell, Principal
Pupil Premium Lead	Daniel Burgess, Assistant Principal
Governor / Trustee Lead	Rachel Kerr Link Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,253
Recovery premium funding allocation this academic year	£19,575
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	£170,828

Part A: Pupil premium strategy plan

Statement of intent

It is our ambition that all pupils, irrespective of their background or other additional needs, make good or better progress across the curriculum. This is particularly important in core and EBacc subjects, where outcomes can have a larger impact on pupils' opportunities for work, further study and training.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal. This includes for Pupil Premium pupils across all levels of attainment as well as those with additional needs, such as SEND. If our strategy is to be successful, the gap in performance between those who are disadvantaged and those who are not should be closed. In particular, we should be aiming for Pupil Premium pupils to achieve at least as well as on average for all pupils nationally.

High quality teaching is central to our approach. By focusing on strategies that benefit all, but should disproportionately benefit disadvantaged pupils, we aim to close the disadvantaged progress and attainment gaps. To achieve this, it is important that we have a robust curriculum, which is understood by pupils, staff and parents, with a clear focus on improving levels of general, cultural and subject knowledge for all pupils.

Our strategy is also integral to wider school plans for education recovery. The Pupil Premium and Recovery Premium will be used in conjunction with School Led Tutoring Funding and the National Tutoring Programme to ensure that pupils who have been worst affected have access to targeted support. This will be supported by a strong pastoral structure allowing for more tailored support for pupils.

However, disadvantage does not only manifest itself through attainment and progress. Many Pupil Premium pupils have not had access to the same level of experiences that other pupils have. It is also, therefore, a core focus of our strategy that all pupils should have the opportunity to engage with a rich and varied set of experiences, including educational trips, visits, clubs and music tuition.

The approaches we have chosen to take are evidence-based and reflect a whole school approach to disadvantage where Pupil Premium pupils are known by all staff and it is understood that it is a shared endeavour to help them succeed. Where needs are identified, it is important to act early and to put in place appropriate interventions to support.

Challenges

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

Challenge number	Detail of challenge
1	While our attendance is higher than the national average, data over the last three years indicates that attendance for many disadvantaged pupils is lower than for non-disadvantaged pupils. Disadvantaged pupils also have a higher persistent absence rate than their peers.
2	Many disadvantaged pupils have comparable reading ages with their peers but some disadvantaged pupils have a lower level of literacy and reading comprehension, requiring additional support.
3	Outcomes are high for most pupils. However, the attainment and progress of disadvantaged pupils is generally lower than their peers across most subject areas. On entry, at key stage 2, Pupil Premium attainment is already lower than that of non-Pupil Premium. Analysis, both in school and nationally, suggests that this gap widens during pupils' time at secondary school.
4	Internal assessments, supported by national studies and evidence from conversations with families suggest that the education of many disadvantaged pupils has been impacted by partial school closures to a greater extent than their peers.
5	Our observations suggest that many disadvantaged pupils have larger gaps in their disciplinary and interdisciplinary knowledge which hinders further progress.
6	National and local evidence suggest that some pupils' complex social and emotional issues, such as anxiety and low self-esteem, have been exacerbated by the pandemic. There has been a disproportionate impact on disadvantaged pupils than on other pupils.
7	Attendance at parents' evenings and parental events is high. However, parental engagement with the College is lower for disadvantaged pupils than their peers.
8	The overwhelming majority of pupils at the College secure ambitious and appropriate future pathways. However, some disadvantaged pupils have lower aspirations which limits their choices at post-16.

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
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<p>Sustained high attendance from 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> The overall attendance rate for all pupils, being consistently higher than national rates, with the attendance

	<p>gap for disadvantaged pupils eliminated.</p> <ul style="list-style-type: none"> • The percentage of all pupils who are persistently absent being below national rates for all pupils with the gap for disadvantaged pupils eliminated.
Improved literacy and reading comprehension among disadvantaged pupils.	<p>By the end of 2023-24, internal quality assurance processes, such as learning walks and work samples, along with evidence from reading assessments, will demonstrate that lessons contain greater usage of disciplinary literacy and provide more opportunities for pupils to read and understand more sophisticated texts. They will also demonstrate that disadvantaged pupils have improved reading fluency and an enhanced vocabulary.</p> <p>Reading tests will also demonstrate improved comprehension among disadvantaged pupils.</p>
Improved attainment and progress for disadvantaged pupils across all subjects at KS4. Any attainment and progress gaps as a result of school closures will have been closed.	<p>By the end of our current plan in 2023-24, disadvantaged pupils will receive a positive Progress 8 score, demonstrating that they are achieving at least as well as on average for all pupils nationally. The in-school gap between the progress of disadvantaged and non-disadvantaged pupils will have been closed whilst maintaining the high level of progress for all pupils.</p>
To continue to improve support for pupils with complex social and emotional needs.	<p>By 2023-24 or sooner, qualitative data from pupils and teachers, including wellbeing surveys, will demonstrate that pupils feel safe and well supported. There will also be a significant increase in disadvantaged pupils' participation in enrichment activities such as clubs, school trips, visits and music tuition.</p>

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: £58,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in training, resources and support to further strengthen the quality of teaching and to continue to improve our broad and balanced curriculum. Training, professional learning and resources based on Rosenshine's Principles of Effective Instruction, will continue to increase teacher knowledge and expertise in the science of learning, enabling them to plan and deliver an inspiring, enriching and ambitious curriculum.	EEF Metacognition and Self-Regulation suggest it has a high impact for a low cost, based on extensive research. EEF Cognitive Science Approaches in the Classroom Ofsted Curriculum Research Reviews.	2, 3, 4 and 5
Invest in professional learning, staff and resources to improve literacy and reading fluency and comprehension across all subject areas.	Acquiring disciplinary and interdisciplinary literacy is key for pupils as they learn new, more complex concepts. EEF reading comprehension strategies have a very high impact for very low cost based on extensive research. EEF Improving Literacy in Secondary Schools Whole Education Words for All programme.	2
Investment in training, development and resources to support a stronger assessment model that is better able to identify gaps, provide effective feedback to pupils and parents, and identify support, such as targeted intervention.	EEF feedback identified as very high impact for very low cost based on extensive knowledge.	3, 4 and 7

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

Budgeted cost: £55,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Core Literacy Groups for year 7 and 8. The key focus of this is to improve reading fluency and to help to comprehend texts and address vocabulary gaps.</p>	<p>Acquiring disciplinary and interdisciplinary literacy is key for pupils as they learn new, more complex concepts. EEF reading comprehension strategies have a very high impact for very low cost based on extensive research</p>	<p>2</p>
<p>Engaging with the National Tutoring Programme, the School Led tutoring programme and other opportunities to provide academic tutoring in core subjects. This is targeted at those pupils who have been most disadvantaged by the pandemic. The majority of pupils selected to take part in these programmes will be disadvantaged pupils for whom misconceptions and misunderstanding have been identified.</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. EEF one to one tuition has high impact for moderate cost based on moderate evidence. Small group tuition has moderate impact for low cost based on moderate evidence.</p>	<p>2, 3, 4 and 5</p>
<p>Mentoring structures to support academic progress through a cycle of report review, learning conversations, parental meeting and target setting.</p>	<p>EEF feedback identified as very high impact for very low cost based on extensive knowledge. EEF Metacognition and self-regulation identified as very high impact for very low cost based on extensive evidence.</p>	<p>1, 3, 4 and 5</p>
<p>Support for pupils with acute social, emotional and behavioural needs through an on-site inclusion unit. This allows some pupils, who may not otherwise be able to, to engage in</p>	<p>EEF behaviour interventions have moderate impact for low cost. EEF one-to-one tuition has a high impact for moderate cost based on moderate evidence. Small group tuition has moderate impact for low cost based on moderate evidence</p>	<p>1, 2, 3, 4 and 6</p>

a tailored curriculum and make progress.		
Supporting disadvantaged pupils through ensuring they have more than one opportunity to access high quality careers guidance from a level 6 qualified careers adviser. This can involve parents as required.	The Gatsby Benchmarks, which identify the aspects of an effective Careers programme, have benchmark 8 as effective personal guidance. Giving disadvantaged pupils greater access to guidance meetings will help to reduce any aspirational gaps.	7 and 8

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

Budgeted cost: £57,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1
Mentoring structures to support with breaking down non-academic barriers to progress. This is supported by a pastoral structure with full time Year Leads and two mentors for each mentor group. This disproportionately supports disadvantaged pupils and those with the most acute needs.	DfE: Promoting children and young people's mental health and wellbeing- a whole school or college approach EEF evidence suggests that parental engagement can have a moderate impact for very low cost. The structure we have in place allows for a much higher level of parental engagement and also allows for a greater degree of social and emotional support and learning.	1 ,6 and 7
Financial support for disadvantaged pupils for school trips, visits, music tuition, arts awards and uniform.	EEF evidence suggests that Arts participation has a moderate impact for very low cost.	1 and 8

Total budgeted cost: £170,828

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 2020 to 2021 academic year.

Our internal assessments and data during 2020/21 suggest that there continues to exist a gap between the attainment and progress of disadvantaged and other pupils in the school. It also suggests that there is still a gap to close between disadvantaged pupils at Sawston Village College and non-disadvantaged pupils nationally. Due to the cancellation of exams during 2020 and 2021, the true impact of our strategy, when comparing to other pupils nationally, is difficult to quantify. Covid-19 was identified as the primary reason that we made less progress with disadvantaged outcomes than we had hoped and research carried out by the Education Policy Institute, amongst others, point to the fact that pupils from disadvantaged backgrounds have been hardest hit by the pandemic. For those Pupil Premium pupils nationally who also have SEND, Ofsted's annual report has confirmed the consequences have been even greater.

Covid-19 also had a considerable impact on our ability to make the most of our cognitive science based approaches to teaching and learning. The pandemic impacted all areas of the curriculum to varying degrees and this was felt most keenly by disadvantaged pupils. As acknowledged nationally by Ofsted, 'many dynamics of classroom teaching – such as pupils' interactions, relationship-building, providing feedback, delivery of practical components of a lesson and other experiences – are not directly replicable in a remote environment. Schools [such as ours] had to make adaptations that were unlikely to be as effective for all children as face-to-face teaching. [Furthermore], it is more difficult to pick up on children's misconceptions remotely as so much relies on expressions and body language. And giving quality feedback depends on the same mechanisms: the ability of a teacher to see pupils' learning processes, understand their needs and suggest ways to improve in both daily activities as well as in summative assessments.'

Our whole-school focus on effective online learning helped to mitigate the difficulties described above by making sure that pupils continued to experience a rich and high quality curriculum, including during periods of school closure. As a result of Covid-19, the full benefit of our pastoral support structure could not be realised. However, it did mean that we were able to maintain a high level of contact with disadvantaged pupils and their parents throughout, as well as to offer more tailored support for pupils. Many disadvantaged and vulnerable pupils were invited to attend school during closure for additional pastoral and academic support. This included to take part in the National Tutoring Programme in core subjects.

Although overall attendance in 2020-21, at 93.4% was lower than in previous years, it was higher than the national average. There remained a gap in attendance between disadvantaged and non-disadvantaged pupils and this worsened incrementally during the year. For this reason, attendance remains a focus of our current plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Study Skills Programme	Elevate Education
FFT Live	Fischer Family Trust
Work Experience	The Employability Partnership (TEP)
Go4schools ARR Software	Go4Schools
Individual Counselling	Centre 33
Individual Behavioural Support	Inclusive Development
Individual Coaching	Sawston and Stapleford Youth Initiative

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Our pupil premium strategy will be supported through additional activity that is not wholly funded by either the pupil premium or recovery premium. These include:

- Supporting pupils in core subjects with the National Tutoring Programme
- Providing tailored academic support through School Led Tutoring, including employing additional members of staff to support with 1 to 1 and small group tuition in Maths and English
- Providing additional subject resources to support catch-up, such as software subscriptions, text books and additional learning resources
- Funding for additional mental health support
- Offering a diverse range of high-quality extra-curricular learning experiences, including the Arts Award, Duke of Edinburgh Award, work experience, as well as multiple opportunities for all pupils to engage in meaningful experiences with employers.

Planning, Implementation and Evaluation

In developing our pupil premium strategy we:

- Evaluated the reasons that our previous pupil premium strategy had not been as effective as we would hope
- Undertook a detailed review of all assessment evidence to best understand the specific academic and wellbeing needs of our pupils
- Used evidence from multiple other sources, including lesson observations, learning walks, work samples, wellbeing surveys and conversations with pupils and parents
- Considered the national evidence around effective use of pupil premium and the impact of the pandemic on disadvantaged pupils wellbeing and outcomes
- Shared our approaches and learned from the approaches of other schools
- Used the EEF's implementation guidance and Teaching and Learning Toolkit to formulate our strategy
- Over the course of the three year plan we will have built in regular opportunities to review the impact of our strategy and, where necessary, refine and adapt our approach.