

Pupil premium strategy statement

This statement details our school's use of the pupil premium and recovery premium funding for the 2022 to 2023 academic year and how we aim to use that funding to help improve the attainment of our disadvantaged pupils, as well as to improve their life chances and widen their experiences.

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	1169
Proportion (%) of pupil premium eligible pupils	15%
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 2022
Date on which it will be reviewed	December 2023
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	£148,205
Recovery premium funding allocation this academic year	£39,192
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	£187,397

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. It is also our ambition to increase the participation of disadvantaged pupils in experiences that will help to broaden horizons and lead to better life chances.

Our CARE values at Sawston Village College are central to promoting a culture that is community driven, where everybody is a learner and equity and diversity are celebrated. It is important that all pupils feel part of this culture.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve these goals. 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, without any reduction in performance for those who are not disadvantaged.

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. Our approaches to teaching and learning are underpinned by Rosenshine's Principles of Instruction, as well as by the findings from cognitive science and aim to foster an inclusive approach to teaching and learning where all pupils can achieve. In order for these approaches to be successful, 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.

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

Below are detailed the key challenges to raising achievement and unlocking potential 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.
9	A higher proportion of disadvantaged pupils engage in complex behaviours that hinder their progress at the College. In more extreme cases, this can lead to a higher level of exclusions.

10	Disadvantaged pupils at the College tend to participate less in enriching experiences such as school trips, visits, music tuition, the Duke of Edinburgh award and clubs.
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Intended outcomes

This section 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 gap for disadvantaged pupils eliminated. • 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 significantly closed whilst maintaining the high level of progress for all pupils.</p>
To continue to improve support for pupils with complex social, emotional and behavioural 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. Behaviour logging will demonstrate that behavioural issues</p>

	amongst disadvantaged pupils will have decreased.
To continue to increase the level of engagement of disadvantaged pupils with life enhancing experiences and opportunities and to raise aspirations.	There will be a significant increase in disadvantaged pupils' participation in enrichment activities such as the Duke of Edinburgh, clubs, school trips, visits and music tuition. Careers Guidance meetings will also support pupils to make choices that are suitably aspirational for post-16 study and beyond.

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: £69,442

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.	2

	EEF Improving Literacy in Secondary Schools Whole Education Words for All programme.	
Investment in training, development and resources to support a stronger approach to assessment that is better able to identify gaps, provide effective feedback and identify support, such as targeted interventions. Training and development will ensure that assessments support inclusivity, test the knowledge and skills identified as important in the curriculum and lead to ongoing improvements in curriculum design and first teaching.	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: £57,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Intervention including Core Literacy Groups for year 7 and 9. The key focus of this is to improve reading fluency and to help to comprehend texts and address vocabulary gaps. This will also include Sounds training. This is a 6 week course designed to rapidly improve students' reading, spelling and vocabulary, through short interactive tasks.	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	2
Engaging with the School Led tutoring programme, the	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	2, 3, 4 and 5

<p>National 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, particularly those with SEND, for whom misconceptions and misunderstanding have been identified.</p>	<p>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>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 a tailored curriculum and make progress.</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>
<p>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.</p>	<p>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.</p>	<p>7, 8 and 10</p>

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

Budgeted cost: £60,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Working Together to Improve School Attendance document.</p> <p>Staff will get training and release time to develop and implement procedures.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1</p>
<p>Mentoring structures to support with breaking down non-academic barriers to progress.</p> <p>This is supported by a pastoral structure with full time Year Leads and two mentors for each mentor group.</p> <p>This disproportionately supports disadvantaged pupils and those with the most acute needs.</p>	<p>DfE: Promoting children and young people's mental health and wellbeing- a whole school or college approach</p> <p>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.</p>	<p>1 ,6, 7 and 9</p>
<p>Financial support for disadvantaged pupils for school trips, visits, music tuition, arts awards, equipment and uniform.</p>	<p>EEF evidence suggests that Arts participation has a moderate impact for very low cost.</p>	<p>1, 8 and 10</p>
<p>Trial a breakfast club provision that gives disadvantaged pupils access to food in the morning, as well as an opportunity to start the day with positive conversations and interactions.</p>	<p>The EEF have said that there is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. The findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club.</p>	<p>1, 6 and 9</p>

Total budgeted cost: £187,397

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments across both key stages.

For 2022, 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 -0.27. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 41.4. See [DfE guidance](#) for more information about KS4 performance measures.

The DfE has strongly discouraged comparison of a school's 2022 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, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils. The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 compared to 41.4 for the College, meaning that disadvantaged pupils at Sawston Village College achieved just under half a grade higher than on average nationally, across a broad range of subjects. The progress 8 score for disadvantaged pupils nationally was -0.55 compared to -0.27 at the College, suggesting that disadvantaged pupils at Sawston Village College made just over a quarter of a grade better progress than on average for disadvantaged pupils nationally, across a broad range of subjects. However, there still remains a significant gap in performance between disadvantaged pupils at Sawston Village College and non-disadvantaged pupils nationally and in the College. The progress 8 score for non-disadvantaged pupils nationally was +0.15 meaning the gap between non-disadvantaged pupils nationally and disadvantaged pupils at the College was -0.42. This compares to a national gap of -0.7. Closing the gap in performance between disadvantaged pupils and non-disadvantaged pupils remains the core focus of our strategy going forward.

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 2021/22 was below our expectations.

This has at least in part been as a result of the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used

to boost outcomes for disadvantaged pupils had less impact than anticipated. As a result of the pandemic, the National Tutoring Programme was conducted largely virtually in small groups. This was less effective than face to face tutoring and maintaining the link between curriculum teaching and tutoring proved more challenging. In contrast, school led tutoring, where we employed tutors in English and Maths, proved more effective and allowed for ongoing dialogue between the class teacher, the child and the tutor.

The percentage of disadvantaged pupils entering the EBacc in 2022 at the College was 29% compared to 43% for non-disadvantaged pupils nationally.

Absence among disadvantaged pupils remains higher than their peers in 2021/22, as does persistent absence. This has been exacerbated during the pandemic. We recognise that gaps remain too large which is why raising the attendance of our disadvantaged pupils is a key focus of our current plan.

Challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are at present only partially on course to achieve the outcomes that we set out to achieve by 2023/24, as stated in the Intended Outcomes section above. There were national concerns that the pandemic would lead to a significant widening of the gap between progress of disadvantaged and non-disadvantaged pupils and, although this has been the case nationally, at Sawston Village College the gap and progress 8 figures have remained largely stable. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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

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 or partly 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 guidance and the DfE's pupil premium guidance 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.