

Pupil premium strategy statement – Sawston Village College

This statement details our school's use of pupil premium (and recovery premium) funding for the 2023-24 academic year, giving an overview of how we aim to use this 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 funding had for pupils at our school.

School overview

Detail	Data
Number of pupils in school	1165
Proportion (%) of pupil premium eligible pupils	16.8%
Academic year/years that our current pupil premium strategy plan covers	2021-2, 2022-3, 2023-4
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Jonathan Russell, Principal
Pupil premium lead	Erika Wagstaff, Assistant Principal
Governor / Trustee lead	Rachel Kerr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,215
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£43,056
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£197,271

Part A: Pupil premium strategy plan

Statement of intent

Our mission at Sawston Village College is to unlock potential, create opportunity and achieve excellence in all aspects of our work. As a result, we expect all learners to leave school having: achieved to their highest academic potential; embraced all available opportunities; learned how to value, respect and care for each other; and, taken responsibility to support their school and the wider community.

Our CARE values exist to underpin a school culture that enables our pupils to achieve these expectations. This is supported by our strong pastoral structure, which allows for high quality, holistic pastoral care for all pupils according to their individual needs. We strive to be a school which is community driven, where everybody is a learner, and where equity and diversity are celebrated. It is important that all pupils, irrespective of their background or other additional needs, are part of this culture.

It is our ambition that all pupils make good or better progress across the curriculum. Our Pupil Premium strategy aims to support disadvantaged pupils to achieve this goal. This includes for Pupil Premium pupils across all levels of attainment as well as those with additional needs, such as SEND. Our aim is that the gap in performance between those who are disadvantaged and those who are not should be narrowed and eventually closed, without any reduction in performance for those who are not disadvantaged.

High quality teaching is therefore 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 continue to refine our robust curriculum, with a clear focus on improving levels of general and subject-specific knowledge, skills and understanding for all pupils. We must also ensure that our curriculum is understood by pupils, staff and parents.

Our Pupil Premium strategy is also integral to wider school plans for continued education recovery following the pandemic, and our support for pupils and families who are struggling due to the cost of living crisis. The Pupil Premium and Recovery Premium will be used in conjunction with the National Tutoring Programme to ensure that pupils who have been worst affected have access to targeted support.

In order for our disadvantaged pupils to make good progress, it is essential that they attend school regularly. National and in school data demonstrates that the attendance of Pupil Premium pupils is consistently lower than that of their peers, and that rates of persistent absence are higher for Pupil Premium pupils than for non-disadvantaged pupils. Improving attendance is therefore a core part of our Pupil Premium strategy,

aiming to bring the attendance of Pupil Premium pupils in line with their peers. It is also important to develop effective and efficient approaches for teachers to support pupils to catch up on missed work following a period of absence.

However, we recognise that disadvantage does not only manifest itself through attainment and progress. Pupil Premium pupils have an entitlement 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. We aim to increase the participation of disadvantaged pupils in these experiences that will help to broaden horizons and lead to better life chances.

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 at Sawston Village College. 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. While our most recent KS4 outcomes suggest an improvement in the progress of our disadvantaged pupils, the in-school gap between disadvantaged pupils and their peers remains.
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 during the pandemic 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 compared with 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 post-16 choices.
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 suspensions.
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.

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 gap for disadvantaged pupils reduced year-on-year. The percentage of all pupils who are persistently absent being below national rates for all pupils with the gap for disadvantaged pupils reduced year-on-year.
Improved literacy and reading comprehension among disadvantaged pupils.	<p>Reading tests will demonstrate improved comprehension among disadvantaged pupils. They will also demonstrate that disadvantaged pupils have improved reading confidence and fluency and an enhanced vocabulary.</p> <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.</p>
Improved attainment and progress for disadvantaged pupils across all subjects at KS4. Attainment and progress gaps (including those which	<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</p>

may have arisen as a result of school closures) will have been closed.	disadvantaged and non-disadvantaged pupils will have been reduced whilst maintaining the high level of progress for all pupils.
To continue to improve support for pupils with complex social, emotional and behavioural needs.	By the end of 2023-24, 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 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 an 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: £73,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to invest in training, resources and support to further strengthen the quality of teaching and to continue to improve our broad and balanced curriculum.</p> <p>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.</p> <p>A particular focus area for staff training and development in this academic year will be through the implementation of a coaching programme. This will utilise WalkThrus, an instructional coaching model based on a series of step-by-step guides to evidence-based</p>	<p>EEF Cognitive Science Approaches in the Classroom</p> <p>Ofsted Curriculum Research Reviews.</p> <p>National Institute of Teaching research (July 2023) suggests that mentoring and coaching of teachers can have a positive impact, including improved teaching practice, confidence and self-belief, enhanced teacher-student interactions, and an improved classroom environment.</p> <p>The WalkThrus instructional coaching structure has been recognised as providing all of the EEF mechanisms for effective professional development.</p>	2, 3, 4 and 5

teaching strategies collated by Tom Sherrington and Oliver Caviglioli. The coaching programme will operate on a number of levels, all involving less experienced members of staff receiving expert feedback, support and guidance from a more experienced colleague.		
Continue to invest in professional learning, staff and resources to improve literacy and reading fluency and comprehension across all subject areas. The focus of training this year will be on reciprocal reading strategies and incorporating greater use of narrative in lessons to support pupil comprehension.	<p>Acquiring disciplinary and interdisciplinary literacy is key for pupils as they learn new, more complex concepts.</p> <p>EEF reading comprehension strategies have a very high impact for very low cost based on extensive research.</p> <p>EEF Improving Literacy in Secondary Schools</p> <p>Whole Education Words for All programme.</p>	2
Continue to invest 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: £60,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted literacy interventions for Key Stage 3 pupils. The key focus of these interventions is to improve pupils' reading fluency and comprehension,	<p>Acquiring disciplinary and interdisciplinary literacy is key for pupils as they learn new, more complex concepts.</p> <p>EEF reading comprehension strategies have a very high</p>	2

<p>and to address vocabulary gaps.</p> <p>The interventions will include:</p> <ul style="list-style-type: none"> • Core Literacy groups in Years 7, 8 and 9; • Sounds training, a 6-week course designed to rapidly improve students' reading, spelling and vocabulary, through short interactive tasks; • Direct Instruction reading intervention for Year 7 pupils whose reading age is significantly below their chronological age; • Paired Reading scheme in which Year 7 pupils are supported by a Key Stage 4 reading mentor to develop their reading fluency and comprehension; • An online literacy intervention programme (IDL). 	<p>impact for very low cost based on extensive research</p>	
<p>Engaging with the School Led tutoring programme, the National Tutoring Programme and other opportunities to provide academic tutoring. 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. This year we will expand our use of the National Tutoring Programme to include small-group tuition in Science as well as English and Maths.</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>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.</p> <p>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 on-site alternative provision. This allows some pupils, who may not otherwise be able to, to</p>	<p>EEF behaviour interventions have moderate impact for low cost.</p> <p>EEF one-to-one tuition has a high impact for moderate cost</p>	<p>1, 2, 3, 4 and 6</p>

engage in a tailored curriculum and make progress.	based on moderate evidence. Small group tuition has moderate impact for low cost based on moderate evidence	
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, 8 and 10

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

Budgeted cost: £63,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embedding principles of good practice set out in DfE's Working Together to Improve School Attendance document. 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, 7 and 9
Commissioning external services to work in school to support pupils with their mental health and wellbeing. These services will include: <ul style="list-style-type: none"> • Counselling through Centre33 (x2 days per week) 	DfE: Promoting children and young people's mental health and wellbeing- a whole school or college approach	6 and 9

<ul style="list-style-type: none"> • 1-to-1 youth work through Sawston and Stapleford Youth Initiative • Individual behavioural support through Inclusive Development (x2 days per week) • Additional time allocated to a member of teaching staff to work with the pastoral team and provide individual mentoring for identified pupils 		
<p>Continuing to subsidise music tuition, trips, uniform, equipment to enable pupils to fully participate in College life and activities.</p> <p>Ongoing development and evaluation of the Sawston Pledges initiative, designed to encourage and reward pupils who play an active role in the College.</p>	<p>EEF lists Arts participation as having moderate impact for very low cost based on moderate evidence.</p> <p>In addition to the benefits for mental and physical health, the EEF recognises that participation in physical activity can have some benefit on pupils' academic progress for very low cost based on moderate evidence.</p>	10

Total budgeted cost: £197,271

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 across both key stages.

For 2023, the Attainment 8 score (which is a measure of GCSE attainment across 8 subjects) for disadvantaged pupils at Sawston Village College was 39.4. 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 -0.03. This represents the highest Progress 8 score for disadvantaged pupils at the College in the last 5 years.

To put these results into context and better understand the performance of our disadvantaged pupils, we have compared them with national data. The national Attainment 8 score for disadvantaged pupils in 2022-23 was 34.9 compared to 39.4 for the College, meaning that disadvantaged pupils at Sawston Village College achieved just over half a grade higher than on average nationally, across a broad range of subjects. The Progress 8 score for disadvantaged pupils nationally was -0.57 compared to -0.03 at the College, suggesting that disadvantaged pupils at Sawston Village College made just over half a grade better progress than on average for disadvantaged pupils nationally, across a broad range of subjects.

There remains a gap in performance between disadvantaged and non-disadvantaged pupils, both within Sawston Village College and nationally. The overall Progress 8 score for pupils at Sawston was +0.74, giving an in-school gap of 0.77 between disadvantaged pupils and their peers. Nationally, the Progress 8 score for non-disadvantaged pupils was +0.17, meaning that disadvantaged pupils at Sawston Village College made on average one-fifth of a grade less progress than non-disadvantaged pupils nationally. The national gap was wider at 0.74, nearly three-quarters of a grade.

Although this data demonstrates that progress is being made towards achieving our aims, the overall performance of disadvantaged pupils in 2022-23 fell short of our expectations. Closing the gap in progress and attainment between disadvantaged and non-disadvantaged pupils at Key Stage 4, without any reduction in performance for those who are not disadvantaged, remains a key strategic priority for the College.

One of the main barriers to achievement for some of our disadvantaged pupils, particularly at Key Stage 3, is a lack of reading fluency. In 2022-23 we implemented a new reading intervention programme for pupils in Years 7 and 8 whose reading ages at the start of the academic year were significantly below their chronological age. 21% of the pupils who participated in this programme were Pupil Premium pupils (a higher proportion than the overall Pupil Premium proportion for the College). The results from the first round of this intervention were extremely positive, with pupils' reading ages

increasing by an average of approximately 2.5 years by the end of the academic year. This brought many pupils' reading ages in line with or even above their chronological ages, improving their chances of achieving success across the curriculum. We intend to continue this intervention programme in 2023-24, as outlined in our plan above, alongside continuing to invest in small group tuition through School-led Tutoring and the National Tutoring Programme.

Our attendance data for 2022-23 indicates that Pupil Premium pupils continue to have higher levels of absence than non-disadvantaged pupils. The overall attendance figure for all pupils at Sawston Village College in 2022-23 was 89.99%, while for Pupil Premium pupils it was 84.27%. Levels of persistent absence are also higher for disadvantaged pupils than for their peers. Developing our understanding of the underlying issues and taking steps to improve the attendance of our Pupil Premium pupils are key elements of the plan for this year.

We recognise that there has also been a sharp increase in the number of pupils experiencing difficulties relating to their mental health and wellbeing since the pandemic. Our internal records demonstrate that these challenges disproportionately affect our disadvantaged pupils, including Pupil Premium. As part of our strategic approach to improving attendance, we continue to review our provision for the pupils whose poor mental health is a barrier to attendance, providing additional support where possible to enable these pupils to attend school.

Overall, the results we have seen so far suggest that we are partially on course to achieve the outcomes of our current Pupil Premium strategy by the end of 2023-24. We have reviewed and updated our plan for the final year of the current strategy to reflect this – full details of this can be found 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 used your pupil premium (or recovery premium) to fund in the previous academic year.

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

Small-group tuition (NTP)	Tutor Doctor
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Further information (optional)

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 pupil progress, such as software subscriptions, textbooks 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's 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.