

Pupil Premium Strategy Statement 2022/23

Pupil Premium Summary	
School name	Southborough High School
Pupils in school	717 (7 to 11)
Proportion of disadvantaged pupils	21%
Pupil premium allocation for 2022/23	£143,250.00
Academic years covered by statement	2022/23
Publish date	September 2022
Review date	June 2023
Statement authorised by	N Smith
Pupil premium lead	D Edwards
Governor lead	M Gregory

Disadvantaged students' performance 21/22		Non-dis	Gap
Progress 8	-0.90	0.15	-1.05
Ebacc entry (% of cohort)	20	42.7	22.7
Attainment 8	3.85	5.31	-1.46
% of Grade 5+ in En and Ma (%)	38.3	54.9	16.6

Disadvantaged students' performance 20/21		Non-dis	Gap
Progress 8 (validated)	-0.43	0.01	-0.44
Ebacc entry (% of cohort)	24	50	26
Attainment 8	4.30	4.80	-0.5
% of Grade 5+ in En and Ma (%)	24	62	38

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Progress towards achieving the national average for all learners of 0.00 for those in receipt of PP	Summer 23
Attainment 8	Progress towards achieving the same national average of non-dis. pupils attainment score of 50.3	Summer 23
% of Grade 5+ in En & Ma	Achieve the same national average for % of non-dis. pupils with grades 5+ in En % Ma of 50%	Summer 23
Ebacc entry	Achieve the same national average for Ebacc entry as non-dis. pupils with 45% entering the Ebacc	Summer 23
Other	Enrich student's education and aspirations through greater extra-curricular engagement	Summer 23

1. Learning & teaching priorities

Measure	Activity
Priority 1	Continuous staff CPD, Professional Learning Days and Teachmeet training on ensuring the identified Education Endowment Foundation (EEF) feedback strategies are fully embedded into every lesson and rooted into our school's ethos and culture.
Priority 2	A whole school Priority and therefore a collective focus on our key groups of students. A weekly whole school Focus Of The Week (FOTW) on a particular key group is implemented for this academic year. Resulting in one full week each month where all staff must ensure that all pupil premium students must receive direct and robust feedback on their learning as per the EEF feedback strategy.
Barriers to learning these priorities address	Marking and feedback is an area of the school we wish to develop and although many outstanding practices take place in the school, more staff support and professional development is needed. By fully implementing identified EEF toolkit procedures and practices into our School Improvement Plan and priorities, we will be delivering one of the most effective teaching strategies and techniques to maximise the quality of teaching and therefore the learning for our disadvantaged students.
Projected spending	Curriculum support materials = £1,500 Online learning resources = £1,250 Staff external CPD on Learning & Teaching = £2,500 SIP Priority 1 - Quality of Learning and Teaching projected spending = £5,250.00

2. Targeted academic support

Measure	Activity
Priority 1	<p>Identified underachieving students will receive targeted academic support in English and Maths through two new specifically employed Learning Facilitators. This targeted support will take place in many forms such as certain lesson withdrawals, after-school catch-up sessions, summer and Saturday school</p>
Priority 2	<p>All Heads of Faculty will facilitate Faculty Provision Plans which include their provision plans for intervention and support the faculty has in place to support all underachieving students within their faculty. All faculty Provision Plans are reviewed by SLT each assessment cycle each term to monitor, the cost, effectiveness and impact of the faculty provision.</p> <p>All Heads of Year will also lead on individual students Raising Achievement Plans which are bespoke support plans with targets and strategies for a wrapped round support system for those disadvantaged students of most concern and need. All RAPs are reviewed termly by the HOY student and parents and then by SLT to measure their impact.</p>
Barriers to learning these priorities address	<p>A lack of consistency and effective academic intervention can cause barriers to students' learning. Being efficient in how and when we implement academic support and by having approved and effective Learning Facilitators can make student progress more achievable.</p> <p>A lack of monitoring and accountability for the effectiveness of previous interventions and support strategies was a potential barrier to students' progress over the years. Monitoring the impact of previous academic support interventions, has perhaps not been robust enough and resulting in low or moderately effective interventions and support to continue over long periods of time. But now and for our Pupil Premium Strategy this academic year, we will be implementing a provision mapping system for Targeted Academic Support, Faculty Provision Plans and student Raising Achievement Plans, thus enabling the support leads and school leadership team to monitor and review the effectiveness and impact and take action promptly where needed.</p>

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Projected spending	<p>2 x Learning Facilitators = £44,800 EAL coordinator = £21,085 Part funding for Restart Centre Learning Mentor = £8,000 Targeted alternative provision = £11,750 Part funding for after school catch Up sessions (LF's) = £5,275 Faculty Provision Plans support/rewards budget = £1,200 Laptops, wifi and digital technology = £6,000 Parental support workshops (SEN EP sessions) = £600 Peer tutoring support/rewards budget = £2,600 Residential resilience trip = £12,000 SIP Priority 2 - Targeted Academic Support projected spending = £116,810.00</p>
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3. Wider school strategies

Measure	Activity
Priority 1	Promoting personal development for all our students whilst endorsing various EEF toolkit strategies to support those, not just vulnerable, disadvantaged and in need but also the whole year group. Support being one of our core values, it's vital we deliver on our commitment to our students and our student support services include both internal and external support provisions and agencies such as ELSA, counsellor, careers advisor, health practitioner, education welfare officer and educational psychologist. All this intervention and support will be monitored and reviewed termly through Year Group Provision Plans.
Priority 2	Promoting parental engagement and student participation in extra-curricular activities to support learning and enrich their education and raise aspirations. Parental support workshops for key groups of students and their parents will help with this priority.
Barriers to learning these priorities address	Lack of parental support, influence and guidance can undoubtedly have a negative impact on disadvantaged students' learning and behaviours both in and out of school. The school has a wide-ranging extra-curricular programme with many activities and events enriching students' personal development and aspirations.
Projected spending	<p>One day a week counselling support = £3,985</p> <p>One day a week careers advisor = £11,000</p> <p>Extra-curricular engagement budget = £2,200</p> <p>Lunchtime and homework club provision = £8,500</p> <p>Annual ELSA training = £500</p> <p>Cognitive Behaviour Theory training (CBT) = £400</p> <p>Mental Health First Aid Leads training = £650</p> <p>Attendance lead training = £1,250</p> <p>SIP Priority 3 - Wider School Strategies projected spending = £28,485.00</p>

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Total projected spending = £147,045.00

Monitoring and implementation

Area	Challenge	Mitigating action
1. Quality of teaching	Ensure a robust training and support programme for staff professional development on the school's new SIP priorities.	Use of Professional Learning Days and teachmeets along with support through weekly staff bulletin and briefings.
2. Targeted academic support	Ensuring all targeted academic support is carefully planned and mapped out to ensure termly reviews by SLT can monitor their impact and make necessary adjustments where needed.	Use of new Provision Maps software to be the centralised platform for all targeted support, faculty provision plans and raising achievement plans.
3. Wider school strategies	Consistency in the standards of the delivery of the Personal Development curriculum by all tutors. Hard to engage parents.	Heads of Year ROTT reviews over half a term. Internal monitoring of schools' key systems logs which identifies who our disengaging parents are.

Review: last year's aims and outcomes

Aim	Outcome
Pupil premium students to make the same progress as their non-dis. peers	Not achieved - 2022 progress gap of -1.05, however, a much larger PP cohort than normal (+12%)
Attendance and engagement	Achieved - <25% of student participation of school's prestigious projects (CCF, Young Enterprise, DofE and/or Wimbledon) were disadvantaged students