

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | Sir Harry Smith CC |
| Number of pupils in school | |
| Proportion (%) of pupil premium eligible pupils | |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 2022-2023 2023-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Ms Dawn White |
| Pupil premium lead | Thomas Holland |
| Governor / Trustee lead | Mr Jack Langley |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £222,431 |
| Recovery premium funding allocation this academic year | £60,929 |
| 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 | £ 283,360 |

Part A: Pupil premium strategy plan

Statement of intent

Our objectives are for pupils who are in receipt of PP funding are threefold:

1. To ensure all PP students make progress in line with their peers in all subjects
2. To ensure a childhood set of experiences at least in line with their peers.
3. To ensure all students receive additional and specialised intervention so they make informed choices about the next stage of their learning

We expect **all** our children to achieve well and make good progress. Pupil Premium will be used to provide additional educational support to improve progress and attainment amongst those groups who are socially disadvantaged. The funding will be used to narrow the gap between the achievement of these students and that of their peers. Students are entitled to a broad and rich curriculum and Sir Harry Smith Community College will provide opportunities for children to participate in activities to develop wider skills beyond the classroom. Pupil Premium funding will be allocated according to need and teachers will identify which individuals and groups of students are a priority for additional support or intervention. The SLT will monitor the impact of the provision funded by Pupil Premium and ensure that the money is used to have a positive impact on the educational outcomes of disadvantaged students.

Sir Harry Smith Community College uses Pupil Premium funding to ensure that students make progress, learn to the best of their ability and are given the tools to reach their aspirations. Limited funding and resources may mean that not all children receiving free school meals will be in receipt of interventions at one time. Children who are in the care of the Local Authority are provided with additional funding and this will be used to support the needs of these individual students.

In order to achieve the objectives above the school will focus on the following key principals:

1. All PP pupils will make academic progress in line with their peers

Exceptional teaching is at the heart of ensuring PP students make progress in line with their peers. At Sir Harry Smith we will ensure all PP pupils receive the very best teaching in every subject. The pandemic has also meant that many PP pupils have fallen further behind in some subjects. We will ensure recovery in line with their peers through: dedicated and personalised intervention strategies, extending school day with intervention classes, inclusion in the national tutoring programme initiative, Saturday school opportunities and opportunities for holiday learning.

2. All PP Pupil's attendance will be above or in line with national average attendance

Attendance will be assured through a rigorous attendance strategy partnered with supportive home school dialogue. Every effort will be made at all levels including tutor, year leader, attendance officer and other agencies, to ensure sustained attendance is achieved.

3. All pupils will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities and supportive personalised pastoral care.

All PP students will have access to a tutor who will ensure the conditions for learning in school and at home do not hinder academic progress or attainment. Teaching strategies and whole school initiatives will strive for PP pupils gaining greater autonomy, resilience and being able to self-direct their learning.

4. All PP pupils will take part in a childhood set of activities which broaden pupil outlook and perspectives.

There is much evidence to suggest that those in receipt of pupil premium funding do not always experience a rich set of activities and opportunities which broaden their outlook and perspective. This has been further compounded by the national lockdowns and the pandemic. Sir Harry Smith will ensure a memorable set of experiences which support engagement and independent growth through the development and deployment of the ASPIRE awards scheme.

5. All PP pupils will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from year 7.

- The school will ensure an enhanced CEIAG package of activities this will include personalised mentoring, work experience and dedicated careers interviews. The pandemic has reduced the opportunities for face to face discussions on career opportunities and detailed discussion on next steps in learning, career development and progression routes.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Low aspirations in some families. |
| 2 | No space, or time, in some households, for students to work independently on home study, reading or other school projects. |
| 3 | Parental support for school initiatives in some families is hard to foster. |
| 4 | Many but not all PP pupils start year 7 with a fixed mindset of their ability and prospects. |
| 5 | Many but not all PP students lack the resilience necessary to make progress in line with their peers. |
| 6 | Some PP students lack positive role models. |
| 7 | Some PP students and their families struggle to ensure sustained attendance at school. |

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 |
|--|---|
| All PP pupils will make academic progress in line with their peers | <ul style="list-style-type: none"> Work towards reduced gap from 0.66 (non-disadvantaged) vs. -0.06 (disadvantaged) (gap of 0.6) to gap of 0.2 (to be in line with progress made up to 2019 (0.02 (non-disadvantaged) vs. -0.22 (disadvantaged)) Increase average A8 grade for disadvantaged students from 4.11 to 4.6 (in line with pupil targets) |
| All PP Pupil's attendance will be above or in line with national average attendance | <ul style="list-style-type: none"> Improve attendance of disadvantaged students, particularly in year 11 (last year's attendance 77%). National average was 90.8%. Target for PP attendance in line with 2019 at 92.6% |
| All pupils will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities and supportive personalised pastoral care | <ul style="list-style-type: none"> Staff successfully employing teaching strategies which foster independent learning. PP pupil's participation in extracurricular opportunities, including access to residential trips. PP participation in whole school initiatives such as wider reading schemes and dedicated home school projects. YLS to liaise with parents of PP students and carry out mentoring (Impact Reports) of PP students following data drops with a focus on FSM students below target. Review the way homework is logged and create a pro-active homework referral service for class teachers |
| All PP pupils will take part in a childhood set of activities which broaden pupil outlook and perspectives. | <ul style="list-style-type: none"> Full access and encouragement, including financial, to attend residential, trips and access all extracurricular opportunities. All PP pupils to attain the ASPIRE award All PP Pupils to attend at least three off site visits during KS3 |
| All PP pupils will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure | <ul style="list-style-type: none"> Skills for life sessions and tutor time sessions on careers. |

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| informed choices as to the next steps of their learning from year 7. | <ul style="list-style-type: none"> • All Year 10s to participate in the career's day • All PP students to have next step guidance meetings in Year 11. |
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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: £131,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Curriculum managers of English and Mathematics to provide analysis of progress and achievement and to coordinate interventions</p> <p>A range of additional reading strategies (Accelerated Reader, Carnegie, Lexonik) to close reading gap between PP and non-PP students. Improved delivery of literacy and numeracy across the curriculum by tutors.</p> | <p>Feedback Toolkit Strand Education Endowment Foundation EEF</p> <p>Individualised instruction Toolkit Strand Education Endowment Foundation EEF</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Pupil Premium Primer – Education Observatory</p> | 1, 3 |

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

Budgeted cost: £ 115,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| To support LAC PP students to ensure that students settle, receive targeted intervention and support to improve their life chances irrespective of their starting point at SHSCC. | 2. Targeted academic support EEF (educationendowmentfoundation.org.uk) | 3, 6 |
| Data and tracking systems across the whole school. Analysis and reporting of progress of PP students withing English, Maths and Science with a focus on HA PP students. Review and evaluate quality and impact of interventions. | Teaching and Learning Toolkit (educationendowmentfoundation.org.uk) Mastery learning Toolkit Strand Education Endowment Foundation EEF Pupil Premium Primer – Education Observatory | 1, 2 |
| Targeted literacy intervention coordinator. | Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) | 1, 3 |

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|--|---|------|
| Targeted numeracy coordinator. | Small group tuition EEF (educationendowmentfoundation.org.uk) | 1, 3 |
| Targeted humanities intervention tutor. | Small group tuition EEF (educationendowmentfoundation.org.uk) | 1, 3 |
| CEIAG officer to give advice on future careers and pathways for students. | Mentoring EEF (educationendowmentfoundation.org.uk) | 1-7 |
| Intervention and tuition for students before and after school and in the holidays. | Small group tuition EEF (educationendowmentfoundation.org.uk) | 1, 3 |

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

Budgeted cost: £ 50,686

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Dedicated member of staff to track to the attendance of students and make regular contact with parents of students who's attendance falls below expected targets. | Social and emotional learning EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 1, 3, 7 |

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|--|---|------------|
| | Life skills and enrichment EEF (educationendowmentfoundation.org.uk) | 4, 6 |
| Homework Club. After school hours to support PP students with homework | Extending school time Toolkit Strand Education Endowment Foundation EEF Homework (Secondary) Toolkit Strand Education Endowment Foundation EEF | 2, 4, 7 |
| Additional counselling support to guide PP students through daily problems they face. | Social and emotional learning Toolkit Strand Education Endowment Foundation EEF | 6, 7 |
| Enrichment activities and rewards to help support cultural capital. | Social and emotional learning Toolkit Strand Education Endowment Foundation EEF Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 4, 5, 6, 7 |
| Breakfast Club to encourage punctuality and attendance. Food and drink to improve focus and concentration of students throughout the school day. | Social and emotional learning Toolkit Strand Education Endowment Foundation EEF Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 6, 7 |

Total budgeted cost: £ 283,360

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.

We are delighted to report that the Progress 8 scores of our pupil premium students have shown significant improvement, successfully narrowing the gap with their non-pupil premium counterparts. While we celebrate this progress, we acknowledge that there is still work to be done to fully close this gap. Our commitment to addressing and overcoming these challenges remains steadfast as we strive to ensure equal opportunities and academic success for all students.

We are disheartened to observe a decline in the attendance of our pupil premium students, a trend that unfortunately mirrors the national scenario. Recognizing the critical importance of regular attendance for academic success, we are determined to address this issue head-on. In the upcoming year, our pupil premium strategy will place significant emphasis on improving attendance, and we are committed to working closely with the government's attendance hub to catalyse positive change. Our goal is to create a supportive and engaging environment that encourages consistent attendance, ensuring that every student, regardless of their background, has the opportunity to thrive academically.

This academic year, our ability to monitor student participation has significantly improved with the implementation of Edulink. Through this platform, we've gained valuable insights, revealing that a higher proportion of our pupil premium students actively participate in extracurricular activities during Years 7 and 8. However, there is a noticeable decline in participation as students progress into Key Stage 4.

As we move forward, we are committed to understanding the factors contributing to this decline and exploring ways to enhance extracurricular engagement during the crucial KS4 years. We will assess the range of activities offered, considering adjustments and additions to better meet the interests and needs of our students. Our aim is to create an inclusive and dynamic extracurricular program that fosters continued participation and enriches the overall educational experience for all students, including those from pupil premium backgrounds.

The Careers Information, Education, and Guidance (CIEAG) program offered in our school is well planned and executed, providing students with multiple opportunities throughout the year to engage with our dedicated careers advisor. The program is designed to offer a comprehensive platform for students to explore various pathways and make informed decisions about their future.

Our students benefit from regular interactions with alumni, representatives from further and higher education institutions, as well as professionals from various industries. These engagements are invaluable in providing insights into different career paths, fostering networking opportunities, and offering guidance on educational pursuits beyond our school walls.

We take pride in the thoughtfulness and detail embedded in our CIEAG program, aiming to equip students with the knowledge, skills, and connections necessary to make informed decisions about their future endeavors. This commitment reflects our dedication to supporting each student's journey towards a successful and fulfilling career