

## 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
St Andrew's CE High School	
Number of pupils in school	596
Proportion (%) of pupil premium eligible pupils	21.81%
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mia Lowney
Pupil premium lead	Paul Guyan
Governor / Trustee lead	Peter Woodman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,385
Recovery premium funding allocation this academic year	£23,019
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£109,404</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Through aspiration for all, from all, we intend to support students of all background and specifically those disadvantaged students, to achieve in all areas of their education. Currently disadvantaged students national progress less than peers, our intention is to ensure all students at St Andrew's, regardless of their context can access Oxbridge, if that is the path they choose. We will support Students to have the belief in themselves to be more than they believed they could. Our entitlement curriculum will allow our students to become global citizens, allowing them experiences to help them see opportunities beyond Worthing and their "past" should they wish.

Our current pupil premium strategy works towards improving the educational experience our students receive, by offering quality teaching, a broad curriculum and wide-ranging accessible enrichment opportunities. Key to this is to ensure students attendance in good, we will work with students, families and outside agencies to break down the barriers to regular attendance and ensure all our students have the opportunity to regularly access high quality teaching.

### Challenges

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

Challenge number	Detail of challenge
1	Aspiration of some of our disadvantaged students in low and some staff accept this
2	Some of our disadvantaged students arrived at St Andrew's with below expected standard for literacy.
3	The attendance of some PP students is significantly below that of the other students in the school
4	High percentage of PP students received suspensions and expulsion

## 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
<i>Attendance of PP group improves</i>	The gap between PP and non is reduced year on year over the three years until there is no gap.
Progress gap between PP and non is reduced	The gap between PP and non is reduced year on year over the three years until there is no gap.
Reduction in the number of suspensions and expulsions of students eligible for PP	Suspensions and expulsions of PP students reduced by 50%
Literacy levels of PP students who enter below expected standard	By the beginning of KS4 students entering below expected standard have caught up

## 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: £ £50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Focus on high aspiration in classroom</b>	Internal data shows significant areas of in school variation	1,2,4
<i>CPD provision</i>	Targeted and bespoke high quality CPD supported by EEF research provides staff with skills to support all students.	1,2

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

Budgeted cost: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lexia Provision</i>	Lexia is a proven literacy strategy, which has an EEF report supporting its ability to improve literacy levels	2
<i>Extra Time Provision</i>	Target alternative provision used to re-engage student with school attendance and behaviour	3,4
<i>Targeted Mentoring/support</i>	EEF evidences the impact of mentoring in supporting student's outcomes/attendance	1,3,4

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

Budgeted cost: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve school attendance of PP cohort	National and in school data shows students who regularly attend school progress more than their peers who don't	3
<i>Financial support - allow all students to access offered elements of wider school life</i>	All students will have access to a range wider educational experiences through our entitlement curriculum.	1,3,4



**Total budgeted cost: £ 100,000**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations undertaken during the 2020 to 2021 academic year, were used to measure impact.

- The TAG process - this indicates a decrease in the gap between ability groups.
- Engagement scores throughout lockdown and within progress reports – these indicate the use of visualisers enabled more access to education and met the needs of more students.
- Attendance - although attendance was not used as a national measure last year, the attendance of our PP students was above local and national averages.
- Observations, learning walks and booklooks – indicate the equity in access to education for all students

1. Review of expenditure				
Academic year	2020-21			
i. Whole school initiatives – including teaching and learning				
Action	Intended outcome	Estimated impact:	Lessons learned	Budget allocation
<b>Provision of Visualizers to support teaching and learning</b>	Improve the quality of first teach, ensure that any remote learning has	Quality of student response will improve resulting in better outcomes and	Good up take from staff, visualizers are a common feature of lessons with staff modelling responses	£5000

	aspects of teacher delivery	improved student understanding of	as part of lesson across all key stages	
<b>Support student literacy</b>	Improve reading ages and understanding of students to allow greater access to the curriculum	Increase in reading ages will better support students to access higher level content at GCSE.	New packages to be explored as AR not providing the customised support packages other literacy programmes offer.	£5000
<b>HELP 20</b>	Target support for the identified High Effort Low Progress students (PP included)	Provision of time in the ARC with key staff to support students on return to school.	Popular with students in the run up to exams as provided a resource area for them to work. Uptake out of school hours was low however.	£5000
<b>English Support</b>	Early intervention in Years 7-8 to improve basic levels of literacy	Limited to the number of sessions that could take place in term one prior to the second lockdown	Significantly hindered due to Covid and the ability of tutor to attend face to face sessions, alternative support to be explored moving forward.	15000
<b>Total budget allocation</b>				<b>50%</b>
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Budget allocation</b>
<b>HELP 20</b>	Target support for the identified High Effort Low Progress students (PP included)	Correct student identified requiring support - staffing allocated to support students in the ARC. % students to achieve or exceed FFT5 target	Popular with students in the run up to exams as provided a resource area for them to work. Uptake out of school hours was low however.	£5000
<b>English Support</b>	Early intervention in Years 7-8 to improve basic levels of literacy	Limited to the number of sessions that could take place in term one prior to the second lockdown	Significantly hindered due to Covid and the ability of tutor to attend face to face sessions, alternative support to be explored moving forward.	£15000
<b>Total budget allocation</b>				<b>25%</b>
<b>iii. Individual support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Budget allocation</b>

<b>Pupil Passports</b>	Staff have a greater understanding of vulnerable students; they can support and plan appropriately providing a better quality first teach	Staff can support students and are fully aware of their personal needs. Student make or exceed FFT5 targets.	Need an easier to access platform for the passports to be held for staff	£1000
<b>ARC (academic recovery centre)</b>	Provide in school time to support students to catching up missed work. Allow student without access to a suitable working environment at home a safe place work.	High intake during the school day however this dropped afterschool. Student could make up on missed work while the referral system allowed for the correct students to be targeted	The space in school has been remodelled for STEM, faculties offering timetable intervention will replace this in 2021-22	£3000
<b>Total budget allocation</b>				<b>25%</b>

## Externally provided programmes

*These were not used this year.*



## 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.*