

## 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
School name	The Suthers School
Number of pupils in school	408 (as of 12/11/21)
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3-year plan from 2021
Date this statement was published	22 <sup>nd</sup> November 2021
Date on which it will be reviewed	15 <sup>th</sup> December 2021
Statement authorised by	Nic Watkin
Pupil premium lead	Jonothan Ubhi
Governor / Trustee lead	Sue Gray

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78195
Recovery premium funding allocation this academic year	£6670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£84865

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Underachievement at KS2
2	Lower school attendance
3	Lower aspirations
4	Lower self esteem
5	Lower resilience and independence
6	Issues relating to equipment and uniform

### 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
Attendance for disadvantaged students is at least as strong as attendance for all students in the school	Attendance data to be analysed by attendance officer on a daily basis and reports produced
All students have correct equipment and uniform	All students are able to access whole curriculum with no issues, monitored on a daily basis by form tutors
Aspirations and self-esteem of students increases	Students speak positively about school and are aware of the options open to them when they leave school and know how to get there. Approach to Learning scores for disadvantaged students to be at least 1.7 on average across the school.
Achievement of KS3 pupils falls in line with more advantaged peers	Seen in school AtoL scores and through data drops throughout academic year. Average AtoL scores for disadvantaged students to be as least as strong as all student's AtoL scores.
Resilience and Independence of Pupil Premium students increases	Seen in Supervised Study where students are able to self-regulate and organise their time. Curriculum design allows for regular

	opportunities to develop resilience in every subject and students respond well to this
--	--

## 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: £40,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing in specialist areas	To ensure all areas of school (both teaching and non-teaching) are staffed by specialists. Also ensure class sizes are maintained at a level conducive to learning. Support by subject experts provided to any non-specialists	1, 3, 4, 5
Year 11 core subject staffing	Heads of Subject teach the core subjects in Year 11 and regularly collaborate to ensure PP students are making progress in line with their GCSE target grades.	1, 3, 4, 5
Additional EMS lessons	Year 11 have an additional English, Maths and Science lesson each week in period 7, where targeted key topics to meet the needs of students are focused upon.	1, 3, 4, 5
Whole School CPL	Whole school CPL each week, ensuring that Teaching and Learning at the school is always at the forefront of minds of staff. Areas requiring development identified and future sessions targeting these put together.	1, 3, 4, 5
Department Development Time	Weekly time built into school calendar allowing collaborative planning to take place, ensuring high standards of Teaching and Learning across whole departments.	1, 3, 4, 5
Teaching and Learning	Key teaching and learning strategies have been put in place: Red and Green planners – The use of the traffic light card system in all lessons allows students to non-verbally indicate to their class teacher that they	1, 3, 4, 5

	<p>need help with any work in class. This removes the barrier of not wanting to ask a question in front of the class, and gives students confidence that they will receive support during every lesson.</p> <p>Red Pen – all students have been taught the skills of using the red pen to uplift their learning, helping students to improve their metacognition.</p> <p>Supervised Study – metacognition explicitly taught during these sessions, developing their planning, monitoring and evaluation skills that they can transfer to every subject in the school.</p> <p>Etymology – students explicitly taught the origins of words and the roots of words that they encounter in lessons. This develops students confidence in being able to understand different words in other contexts, simultaneously reducing the vocabulary gap and increasing the confidence of students.</p> <p>SHAPE – Consistent modelling of shaped language to all students is vital to students' progress. All verbal communications, contributions and conversations are shaped to ensure students develop their active listening and the ability to conduct purposeful talk. Further to this, the school 'no-hands' up policy ensures that all students in every class feel part of a lesson.</p> <p>2-1 Questioning – From November 2021, 2-1 questioning to be directed to PP students in every class. This has the aim of ensuring that all PP students are fully engaged in lessons, with deliberate and careful questioning from teachers allowing students to experience success with answering questions in lessons, thus increasing confidence and developing intrinsic motivation in students.</p>	
--	--	--

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one support – YipiYap tutoring	Targeted support to KS3 students to help build confidence and develop resilience in Maths and Science.	1, 3, 4, 5
One to one support – Maths specialist	Qualified Maths teacher working in small groups and one to one with PP students in Year 10 and Year 11.	1, 3, 4, 5
One to one support – Science specialist	Science specialist to begin working with PP students across all year groups.	1, 3, 4, 5
GCSE pod subscription	School have subscription to GCSE Pod to help students across all subjects.	5
MyTutor – one to one support	MyTutor service to be used across core subjects giving students targeted intervention and developing resilience.	4, 5
Purchase of revision guides	Revision guides purchased for Year 10 and 11 students, giving them tools to revise for exams and become more independent, resilient learners outside the classroom.	4, 5

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers guidance	Year 11 PP students have had one to one interviews with careers specialist to guide on next steps after GCSE. Years 10 and 11 have both attended Newark careers fair, creating links with local colleges and Universities. Follow up reflection held with all students in these year groups.	3
School counsellors	Students have access to school counselling service (Active Listening Therapies), as deemed necessary by pastoral lead, to support with mental	2, 3

	health and wellbeing. Two members of staff from this organisation do one day per week each at the school, seeing 6 students per day. The sessions last for half term, or 6 week blocks.	
Review of the school attendance policy, detailing a stepped approach to improving attendance.	Pastoral lead developing a school wide strategy to monitor attendance and working with stakeholders to improve attendance across the school	2
Duke of Edinburgh scheme	Year 10 and 11 PP students fully funded to take part in Duke of Edinburgh scheme, developing team working and interpersonal skills and developing character in line with school ethos.	3, 4, 5, 6
Uniform and equipment provision	Families of PP students supported through the purchase of any school equipment and uniform that is required to ensure students do not miss out on any opportunities within school.	2, 6
Enrichment for Years 7-10	From November, the enrichment programme reintroduced (after being postponed due to Covid19 restrictions). Students have the choice of a range of activities that they may not get the chance to partake in outside of school. Students take part with students across different year groups, helping to develop their interpersonal skills.	2, 3, 4, 5
Access to school trips	PP students funded for any school trip that takes place, giving them enriched opportunities that they otherwise may not experience and increasing aspiration and self-esteem for students.	2, 3, 4, 5, 6

**Total budgeted cost: £84,865**

## 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.

Strategy	Actions taken	Impact
Narrowing the attainment gap between PP and non-PP students across the school	CPL session on effective use of seating plans given, to identify PP students and how these could be used to help target questioning and keep PP students involved in lessons. A one to one tutor worked with PP students throughout the year in English and Maths, with the aim of improving resilience, independence confidence.	<p>Approach to Learning scores were taken for all students in October 2021. The average AtoL score for all students in the school was 2.45/4. The average score for PP students in the school was 2.49/4. 2021-2022 strategies will aim to close this gap further.</p> <p>In Maths, a PP student who achieved a grade 2 during the October 2020 internal assessments rose to a grade 5 in the June 2021 mock exams. This student will now be taking the Higher Maths GCSE paper and is on course for achieving a grade 6 or higher. The average score for non-PP students in Maths in the June 2021 exams in teaching group 10b (Foundation Paper) was 30.2/80. The average score for PP students in the same group was 31/80. In teaching group 10a (Higher Paper), the non-PP average and PP average was both 30.7/80.</p>
Improving student self-esteem and aspirations.	All PP students completed a Student Survey in March 2021. This detailed their current perceptions of themselves in school in relation to the school character strengths. Students also shared their own perceived areas of strength and weakness, as well as information about how they learn best. All staff were given a folder of this information and strategies of how to use this in lessons to increase engagement for PP pupils and in turn help to raise their attainment. A follow up survey was completed by PP	Students average score out of 5, based on their own personal perception, rose by 0.4 between March and October. The character strength that students believed to be their weakest character strength in March 2021 was Optimism. In the October survey, this value had increased to become in line with the other four school character strengths.

	<p>students in October 2021, so that impact could be measured. PP students in Year 10 and 11 attended a careers fair in November 2021 raise awareness of future pathways and help raise aspiration.</p>	
<p>Improving attendance to become in line or better than the national average</p>	<p>Attendance regularly monitored and action plans put in place by previous pastoral lead to support with getting these students into school. Advert placed for a school attendance officer, the role was filled in September 2021.</p>	<p>Whole school attendance term 3 2020/21(12/04/21-20/07/21): 91.8%. Attendance for PP students: 87.7%. Gap whole school vs PP: -4.1%</p> <p>Whole school attendance half term 1 2021/22 (01/09/21-22/10/2021): 92.3%. Attendance for PP students: 89.3%. Gap whole school vs PP: -3%</p>
<p>Developing a research informed curriculum to allow for all students to experience a wide breadth of opportunities in and out of lessons</p>	<p>All Heads of Subject worked extensively with Executive Heads of the Trust to ensure that every subject has an ambitious curriculum in place. Curriculum Intents, Long Term plans and Medium Term plans were all review and adapted and continually improved as curricula implemented in the classroom. Strategies for scaffolding, questioning and teaching to the top were focussed upon during whole school CPL. Breakfast club for staff also introduced where staff could share research they have undertaken in their subject fields, including from the PTI where staff partook in seminars and shared good practice with colleagues. Shape, a new framework for helping students with purposeful talk in lessons, was introduced in the Summer term 2021.</p>	<p>Students are exposed to a broad curriculum which exceeds the demands of the National Curriculum. PP students are exposed to, and use, expert vocabulary in every subject and expert teaching allows them to speak like experts. Students learn about the etymology of words and their origins, enabling cross curricular links to be made. Collaboration with peers has developed the team working skills of students who value the contributions of their peers. Through skilful teaching, using the Shape strategy ensures that PP students contribute orally in class on a regular basis. The whole school use of the red pen for uplifting learning has developed the metacognitive skills in students and will continue to be focussed upon during academic year 2021-2022.</p>

## 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*

<b>Programme</b>	<b>Provider</b>
Enrichment providers used by the school from November 2021:	
Table Tennis	Activity Camps UK
Basketball	Activity Camps UK
Dance	Inspire Culture
First Aid	Notts Save a Life
Kung-Fu	Activity Camps UK