

## 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	The Suthers School
Number of pupils in school	485
Proportion (%) of pupil premium eligible pupils	26%
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	31/12/21
Date on which it will be reviewed	09/12/22 <b>Next Review: 9/12/2023</b>
Statement authorised by	Nic Watkin (Head of School)
Pupil premium lead	James Griffiths (Deputy Head Teacher)
Governor / Trustee lead	Sue Gray

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,056
Recovery premium funding allocation this academic year	£20,700
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	£101,756

## Part A: Pupil premium strategy plan

### Statement of intent

At the Suthers School our vision is to provide 'world class learning opportunities for all'. Regardless of background or starting point, it is the mission of all staff in the school to make sure that all our students make progress that is in-line with or above national benchmarks and achieve high attainment across the curriculum. The school reviews the challenges that are specific to our school community and puts in place a wide range of mechanisms to address these challenges so that we can fulfil our vision. We consider further the specific challenges faced by our disadvantaged, SEND and LAC/PLAC students and address these to ensure their outcomes and progress are in line with national benchmarks.

The curriculum at The Suthers School is carefully sequenced with ambitious and enriching knowledge so students know and remember more about each topic or concept they are studying by their end point at KS4. Our ambitious curriculum is enacted through high-quality teaching and learning following our philosophy of fully guided instruction. Our teaching strategy is underpinned by research which is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. As a school we will address literacy barriers through our literacy strategy. Students will be provided with opportunities across all subjects, to speak, read and write like an expert allowing them to build confidence and effectively utilise subject specific vocabulary within their understanding.

We have high expectations for all our students and have included activities within our approach that complement each other so that students can experience success. To increase the effectiveness of our strategies we will:

- Create a whole school culture, with our vision at the core, to motivate and empower all staff to raise the aspirations and academic outcomes of our disadvantaged students.
- Ensure all staff have high expectations of every student through 'teaching to the top'.
- Intervene early to address the needs of all our students.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Literacy and Reading</b></p> <p>The average reading age on entry to the Suthers School in September 2022 was 9 years 7 months. The average reading age of our disadvantaged students was 9 years 5 months compared to 9 years 6 months for non-disadvantaged students. Whilst there is not a significant gap between disadvantaged and non-disadvantaged students there is an average gap of 18 months between chronological and reading ages on entry to the school.</p> <p>CAT4 assessments in September 2022 identified that Year 7 were slightly below the national average in their verbal tests with a score of 97.9.</p> <p>These gaps pose challenges for students being able to access our knowledge rich curriculum and achieve progress in line with national benchmarks.</p>
2	<p><b>Cultural Capital</b></p> <p>The school serves a lower than average socio-economic community and our disadvantaged students are less likely to have access to diverse cultural experiences. This presents challenges for disadvantaged students in engaging with the curriculum as effectively as their non-disadvantaged peers. Additionally, a lower level of social capital results in a lack of connections to networks that could offer opportunities to them, such as high quality and meaningful work experience.</p>
3	<p><b>Social Mobility</b></p> <p>There are lower levels of social mobility in the area when compared to other areas of the East Midlands. This is a barrier to students achieving higher outcomes and is particularly true for disadvantaged students. This is evident from our KS4 outcomes in 2022. The gap between disadvantaged and non-disadvantaged students for 5+ English and Maths is 33.3% compared to 60.6% a gap of 27.3%.</p>
4	<p><b>Academic Resilience</b></p> <p>The gap between disadvantaged and non-disadvantaged students for 5+ English and Maths is 33.3% compared to 60.6% a gap of 27.3%. Students from disadvantaged backgrounds at the school have been noted as having less academic resilience and independence when compared to more advantaged students at the school and this is contributing to the challenge of them achieving the Grade 5+ benchmark.</p>

5	<p><b>Attendance</b></p> <p>As a national trend, attendance rates for disadvantaged students is lower than for non-disadvantaged, and this is reflected at the school.</p> <p>For example, in the period of 5<sup>th</sup> September 2022 to 21st October 2022, the attendance percentage for non-disadvantaged students was 94.2%. The percentage for the same period for disadvantaged students was 88.1%, an attendance gap of 6.1%.</p>
6	<p><b>Well Being and Mental Health</b></p> <p>The Covid-19 pandemic and resultant lockdowns have led to an increase in anxiety especially amongst a small cohort of KS4 students. Within this group, there are a higher proportion of disadvantaged students in comparison to non-disadvantaged students which has impacted on whole school attendance figures.</p>

## 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 increase outcomes for disadvantaged students', especially at Grade 5+, so that they are in line with non-disadvantaged peers nationally.	<ul style="list-style-type: none"> <li>English and Maths 4+, 5+ and 7+ figures for disadvantaged students are equal to or greater than non-disadvantaged students nationally.</li> <li>Overall progress for disadvantaged students is equal to or greater than that of non-disadvantaged students nationally.</li> </ul>
To increase levels of literacy and numeracy for disadvantaged students	<ul style="list-style-type: none"> <li>Above expected progress in English and Maths for Year 7-10 at monitoring points.</li> <li>English P8 for disadvantaged students to be better than non-disadvantaged students nationally in 2023.</li> <li>Average AtoL scores are in line with non-disadvantaged peers.</li> </ul>
To consistently apply Fully Guided Instruction so that all students are supported to access the ambitious curricula and widen cultural experiences.	<ul style="list-style-type: none"> <li>Student Voice provides evidence of positive learning experiences.</li> <li>Improvement in AtoL scores across the school at data collection points.</li> <li>Increased outcomes at Grade 5+ in English and Maths.</li> </ul>

<p>To improve aspirations and expectations of students in order to increase opportunities for social mobility on leaving education.</p>	<ul style="list-style-type: none"> <li>• Average AtoL score for disadvantaged cohorts is 1.7 or better.</li> <li>• A year upon year improvement of disadvantaged students accessing A Levels, Level 3 college courses and HL Apprenticeships, beginning with the first cohort in 2022.</li> <li>• Increasing percentage of students opting to study the EBACC at KS4.</li> <li>• All students participate in the Year 10 Work Experience Week.</li> <li>• All students in Years 10 and 11 have a careers interview.</li> </ul>
<p>To increase attendance for disadvantaged students so that it is in line with attendance for non-disadvantaged students.</p>	<ul style="list-style-type: none"> <li>• Attendance rate for disadvantaged students reaches at least 95%.</li> <li>• A reduction in the number of disadvantaged students who are persistent absentees (i.e. less than 90% attendance) so this is better than non-disadvantaged students nationally.</li> <li>• Higher levels of parental engagement and support in place through communication from attendance officer, pastoral lead.</li> <li>• A reduction in the number of disadvantaged students who are absent through anxiety and other health related concerns.</li> <li>• Student voice show that students feel confident and comfortable in school environment.</li> </ul>

## 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing in specialist areas	<ul style="list-style-type: none"> <li>To ensure all areas of school (both teaching and non-teaching) are staffed by specialists.</li> <li>To ensure class sizes are maintained at a level conducive to learning.</li> <li>Support by subject experts provided to any non-specialists.</li> </ul>	1, 2,3, 4, 6
Year 11 core subject staffing	<ul style="list-style-type: none"> <li>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.</li> </ul>	1,2, 3, 4, 6
Additional EMS lessons	<ul style="list-style-type: none"> <li>Year 11 have an additional English, Maths and Science lesson each week, where targeted key topics, to meet the needs of students are focused upon.</li> </ul>	1, 2, 3, 4, 6
Whole School CPL	<ul style="list-style-type: none"> <li>Whole school CPL each week, ensuring that Teaching and Learning at the school is always at the forefront of minds of staff. The focus for this academic year is on the consistent application of our teaching and learning philosophy which is Fully Guided Instruction.</li> </ul>	1, 2, 3, 4, 6
Department Development Time	<ul style="list-style-type: none"> <li>Time is built into school calendar allowing Curriculum Leaders to develop the ideas introduced during CPL to the specific requirements of their subject area. This dedicated development time aims to ensure a consistent approach to teaching and learning across the school.</li> </ul>	1,2, 3, 4, 6

<p>Teaching and Learning</p>	<ul style="list-style-type: none"> <li>• Key teaching and learning strategies have been put in place: <ul style="list-style-type: none"> <li>□ <b>Fully Guided Instruction</b> – this strategy consists of retrieval at the start of every lesson and reflection at the end of every lesson. Learning sequences are then embedded through the ‘I Do, We Do, You Do’ process.</li> <li>□ <b>Connects</b> – all lessons start with a ‘connect’ retrieval activity which supports pupils to activate prior knowledge that supports the learning of new content within the lesson. Retrieval of prior knowledge reduces a pupil’s cognitive load which frees up their working memory to learn new content within the lesson. Furthermore, the retrieval of prior knowledge helps to address the forgetting curve and embeds core knowledge into the long-term memory.</li> <li>□ <b>Responsive Teaching</b> – effective use of questioning helps subject teachers to identify and address misconceptions to reduce the impact of faulty schemas being developed. CPL will focus on the development of hinge questions to ensure the majority of the class understand the learning before the subject teacher moves the lesson on.</li> <li>□ <b>Cold Calling</b> - the school ‘no hands up’ policy ensures that all students in every class feel part of a lesson.</li> <li>□ <b>Red and Green planners</b> – The use of the traffic light card system in all lessons allows</li> </ul> </li> </ul>	<p>1,2, 3, 4, 6</p>
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	<p>students to non-verbally indicate to their class teacher that they 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> <ul style="list-style-type: none"> <li>□ <b>Red Pen</b> – all students have been taught the skills of using the red pen to uplift their learning, helping students to improve their metacognition.</li> <li>□ <b>Etymology</b> – students explicitly taught the origins of words and the roots of words that they encounter in lessons. This develops student’s confidence in being able to understand different words in other contexts, simultaneously reducing the vocabulary gap and increasing the confidence of students.</li> <li>□ <b>SHAPE</b> – 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.</li> </ul>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one support – YipiYap tutoring	<ul style="list-style-type: none"> <li>Targeted support to disadvantaged KS4 students to help build confidence and develop resilience in English, Maths and Science. Online and In school provision.</li> </ul>	1,3,4,6
GCSE pod subscription	<ul style="list-style-type: none"> <li>School have subscription to GCSE Pod to help students across all subjects. Used to develop independent study skills, an area identified as a barrier currently to disadvantaged students.</li> </ul>	4,5
MyTutor – one to one support	<ul style="list-style-type: none"> <li>MyTutor being utilised with 10 Year 11 students in English and Maths. Tutors provide targeted intervention and develop resilience.</li> </ul>	4,5
Purchase of revision guides	<ul style="list-style-type: none"> <li>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.</li> </ul>	4,5

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers guidance	<ul style="list-style-type: none"> <li>Year 10 and 11 PP students have had an interview with a careers specialist to guide them on next steps after GCSE. Years 10 and 11 have both attended Newark careers fair, creating links with local colleges and Universities and developing aspiration in students. Follow up reflection held with all students in these year groups and support with applications for Next Steps provided.</li> </ul>	3,4
School counsellors	<ul style="list-style-type: none"> <li>Students have access to school counselling service (Active Listening Therapies), as deemed necessary by pastoral lead, to support with mental 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 a half term, or 6-week block. Since the global pandemic, the mental health and wellbeing of young people, especially those from disadvantaged backgrounds has been affected and this strategy aims to help students overcome this barrier. CASY counselling service to be considered as an additional support strategy.</li> </ul>	5,7
Review of the school attendance policy, detailing a stepped approach to improving attendance.	<ul style="list-style-type: none"> <li>Increase attendance rate for disadvantaged students to the school target of 95% so that it is in line with non-disadvantaged students. Reduce number of disadvantaged students who are persistent absentees (i.e. less than 90% attendance) so this is</li> </ul>	5,7

	<p>better than non-disadvantaged students nationally. Attendance policy reviewed in October 2021 to coincide with appointment of designated Attendance officer. Further reviewed in September 2022. Clear stepped approach to nonattendance mapped out to support disadvantaged students.</p>	
Duke of Edinburgh Scheme	<ul style="list-style-type: none"> <li>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. Disadvantaged students provided with an opportunity that they may not have been able to experience otherwise.</li> </ul>	2,3,5,7
Uniform and equipment provision	<ul style="list-style-type: none"> <li>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. This ensures equality of access for all students.</li> </ul>	1,2,3
Enrichment	<ul style="list-style-type: none"> <li>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.</li> </ul>	2,3,5,7
Access to school trips	<ul style="list-style-type: none"> <li>PP students funded for any school trip that takes place to include sporting activities, giving them enriched opportunities that they otherwise may not experience and increasing aspiration and self-esteem for students. This has included a virtual tour of Auschwitz to learn about the impact of Holocaust and a Year 7 and 8 trip to the Theatre Royale in Nottingham. It has also included a rewards trip to Alton Towers and Meadowhall. Furthermore, opportunities have been provided to attend visits to France with the MFL team.</li> </ul>	2,3,5,7

Think for the Future	<ul style="list-style-type: none"> <li>• Enterprise organisation that delivers structured Behaviour and Resilience Mentoring Provision which is proven to have a positive measurable impact on engagement in learning'. <ul style="list-style-type: none"> <li>□ Reduces disruption to learning.</li> <li>□ Increases students' outcomes.</li> <li>□ Builds emotional resilience and character in students.</li> <li>□ Prevents and reduces exclusions.</li> </ul> </li>   <li>• Five focus groups (maximum of 15 students per group) across the year groups: <ul style="list-style-type: none"> <li>□ Group 1 – Low level disruption</li> <li>□ Group 2 – Low self-esteem</li> <li>□ Group 3 – At risk of exclusion</li> <li>□ Group 4 – Low aspiration</li> <li>□ Group 5 – Low attendance</li> </ul> </li> </ul>	4,5,6
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**Total budgeted cost: £112,000**

## 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 2021/22 academic year.

KS4 outcomes for the 2021/22 academic year were very positive with 73% of students achieving Grade 4+ in English and Maths. This figure was 75.6% for non-disadvantaged students and 67% for disadvantaged students. 53% of students achieved English and Maths at Grade 5+. This figure was 63.4% for non-disadvantaged students and 27% for disadvantaged students. A key area of focus in 2022/23 will be on ensuring that our strategies support with closing the gap so that disadvantaged students achieve grades 5+ in line with their more affluent peers.

P8 for the whole cohort was 0.17. This compared to 0.23 for non-disadvantaged students and 0.02 for disadvantaged students. This represented a gap of -0.21. In English these figures were 0.34, 0.34 and 0.32 respectively. In Maths these figures were 0.53, 0.61 and 0.33 respectively. There was a progress gap in Maths of -0.28 which will be identified as a focus for improvement in the next academic cycle.

In Year 11, 33.9% of students studied the Ebacc. This figure increased to 41.5% for non-disadvantaged students and decreased to 13.3% for disadvantaged students. In our current Year 11 (2022/23 academic year) this figure represents 48.5% for non-disadvantaged students and 27.8% for disadvantaged students

Attendance in the 2021/22 academic year was 91.9% for the whole school. This increased to 92.5% for non-disadvantaged students but decreased to 87% for disadvantaged students. Persistent absenteeism was 22.4% for the whole school, 21.4% for non-disadvantaged students and 27.6% for disadvantaged students. New strategies have been included in our plan for the 2022/23 academic year to reduce persistent absenteeism overall and reduce the gap between disadvantaged and non-disadvantaged students.

As a school we have very high expectations and focus on our TORCH values which underpin the work we do on attitudes to learning. Our average AtoL score for all students was 2.21 (1 being the highest score). This increased to 2.19 for non-disadvantaged students and decreased slightly to 2.28 for disadvantaged students.

The school ran a successful careers programme with Year 10 and Year 11. All students participated in Year 10 work experience and Y11 students had the opportunity to engage with a mock interview with local employers. 100% of the Year 11 cohort moved on successfully to their next destination and Post 16 pathways.

The 'Winning Leader Programme' was launched with all Year 10 students (current Year 11) in the Summer term of 2022. The programme continued in September 2022 and was completed by 18 Year 11 students in December 2022. The programme focused on self-esteem, resilience and raising aspirations. Each student received an individualised report and attended a celebration event.

## 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
Duke of Edinburgh award	Karos Adventure
Rugby	Newark Rugby Club
Boxing	Suggy's Gym, Newark
Cooking	Cook Stars
Sign Language	Nottinghamshire Deaf Association