

## What is the Pupil Premium?

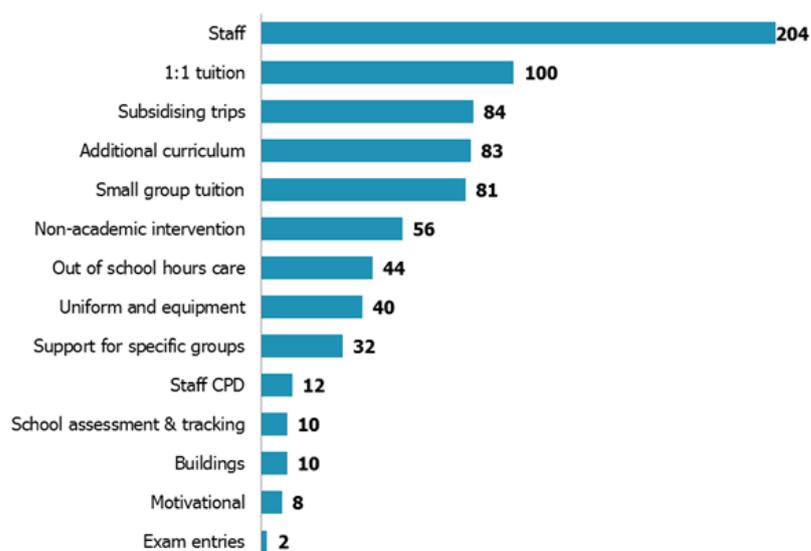
Pupil Premium funding is additional funding which is given to schools by the Government in order to give the most disadvantaged students the best start possible in education and in life. The funding is intended to directly benefit children who are eligible, raising attainment of the most disadvantaged pupils of all abilities and narrowing the gap between them and students from more advantaged backgrounds.

Nationally, there is a clear divide between these two groups of students. There is overwhelming evidence that disadvantaged students achieve and progress at a slower rate than those from more privileged backgrounds:

- Children from more disadvantaged backgrounds (17%) are less than half as likely to enter higher education as other children (35%).
- The reading skills of the highest-performing 15-year-olds from poor backgrounds are, on average, about two years behind the highest-performing pupils from privileged backgrounds.
- Only a quarter of boys from working-class backgrounds take up middle-class (professional or managerial) jobs.
- Free School Meal (FSM) students are at least 3 times more likely to be permanently excluded than their peers, twice as likely to have a Special Educational Needs statement and are more likely to change schools. They are also more likely to have literacy and numeracy problems.

Schools are able to decide how to best use the Pupil Premium in order to meet the particular needs of their disadvantaged pupils. Some common ways in schools spend their funding are listed below (Ofsted, September 2012).

**'What is the Pupil Premium funding being used for in your school?' (all responses)**



Based on multiple answers provided by 119 school leaders responding to the telephone survey and 142 school leaders responding to additional questions at inspection.

## Pupil Premium Impact Summary Academic Year 2019-20

School Lead: Jonothan Ubhi

Funding: £30,470

### Pupil Information:

Eligibility for Pupil Premium	All	Free School Meals	Looked After Children	Service Families
No of Pupils	37	22	4	2

### Identified Barriers

- Attendance
- Underachievement at KS2
- Under-developed study skills
- Low aspiration

### Strategic Aims for 2019-2020

- Narrow the gap in attainment between PP and non-PP, in English and Maths
- Develop independence, resilience and organisation skills for all PP pupils
- Raise aspiration

### Proposed Spending Plan

- Funding of 1-1 and small group tuition in Reading and Maths
- Mentoring provision for students
- Family support: trips, equipment and resources
- Contribute to rewards and incentives that build group identity
- INSET to support professional development in the area
- Funding to support equality of access and opportunity
- Funding for targeted enrichment opportunities

### Impact Summary – Pupil Premium Spending Strategy 2018-2019

The table below provides an overview of the actions taken to support PP pupils at The Suthers School during the academic year 2019-20. The cohort of 156 (37 Pupil Premium) pupils was below average based on prior attainment at Key Stage 2 at point of entry.

Our work to meet the needs of Pupil Premium pupils will always be supported by priority reviews.

Strategic Objective	Action(s)	Impact
Narrow the gap in attainment between PP and Non-PP pupils in English and Maths	<p>Funding of 1-1 and small group tuition in Maths and English</p> <p>Part-funding of Teaching Assistant to provide in-class support for targeted pupils</p> <p>Purchase and implementation of Lexia and Toe-by-Toe (literacy support programmes)</p> <p>Access to Chromebooks given to enable use of online learning tools (Mathswatch, Educake) for all students.</p> <p>Core Skills teacher employed to work with a targeted group of pupils across years 7, 8 and 9.</p>	<p>Please note that all progress data is based on in class teacher assessment due to school closure in March.</p> <p>Key for AtoL (Approach to Learning):</p> <p>1 – Outstanding</p> <p>2 – Good</p> <p>3 – Improvement needed</p> <p>4 – Cause for concern</p> <p><b>Year 7</b></p> <p><b>Maths</b></p> <p>In class assessments</p> <p>72.7% of students greater than the year group average score</p> <p>9% of students making above expected progress.</p>

		<p>73% of students making expected progress.</p> <p>AtoL</p> <p>73.3% of students equal or better than the year group average AtoL score (2).</p> <p><b>English</b></p> <p>Teacher assessment</p> <p>27% of students working towards expected progress.</p> <p>64% of students making expected progress.</p> <p>9% of students making above expected progress.</p> <p><b>Year 8</b></p> <p><b>Maths</b></p> <p>In class assessments</p> <p>63.6% of students greater than the year group average score.</p> <p>11% of students making above expected progress.</p> <p>82% of students making expected progress.</p> <p>AtoL</p>
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		<p>90.9% of students equal or better than the year group average AtoL score (2).</p> <p><b>English</b></p> <p>Teacher assessment</p> <p>27% of students working towards expected progress.</p> <p>64% of students making expected progress.</p> <p>9% of students making above expected progress.</p> <p><b>Year 9</b></p> <p><b>Maths</b></p> <p>In class assessments</p> <p>80% of students greater than the year group average score</p> <p>AtoL</p> <p>90% of students equal or better than the year group average AtoL score (2).</p> <p>40% of students making above expected progress.</p> <p>70% of students making expected progress.</p>
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		<p><b>English</b></p> <p>Teacher assessment</p> <p>20% of students working towards expected progress.</p> <p>60% of students making expected progress.</p> <p>20% of students making above expected progress.</p>
<p>Develop independence, resilience and organisation skills for all PP pupils in line with the Suthers School 5 key character strengths</p>	<p>Ongoing curriculum design by all subject leads to provide opportunities for PP students to develop independence and resilience in all lessons.</p> <p>Introduction of emotional literacy / well-being sessions for targeted pupils. Weekly sessions held with member of staff trained in the ELSA programme.</p> <p>‘Recall’ of previous learning during lessons used to improve resilience, specifically during starter tasks, using and developing specific memory techniques.</p> <p>Funding of equipment, including calculators, art equipment, whiteboards and pens and independent study folders and to aid organisation.</p>	<p>All PP pupils supported in developing independent study skills through study and learning tools (SALT) sessions</p> <p>Improvement in interpersonal skills and emotional resilience for mentored pupils.</p> <p>Students arriving for lessons equipped and not at a disadvantage to their peers.</p> <p>Year 9 students have now completed the Sports Leadership programme, with certificates of completion being issued at Achievement Evening at Newark Town hall.</p>

	<p>Organisational strategies provided to all students.</p> <p>Funding implemented towards the Healthy Minds programme.</p>	
<p>Raise aspiration</p>	<p>Mentoring</p> <p>Funding for PP pupils across all subjects, allowing students equality of opportunity.</p>	<p>Opportunities given to PP students:</p> <p>Funded art trip to the Yorkshire Sculpture Park, attended by 100% of PP students in Year 9.</p> <p>Funded provision for Year 9 students to begin the Duke of Edinburgh programme.</p> <p>WE Day, attended by 100% of PP students in Year 7, 8 and 9.</p> <p>Funded provision for students in Year 8 to attend a Ready for Work conference.</p> <p>Funded provision for all PP students in Years 7, 8 and 9 to attend a careers day at Boots Head Office.</p> <p>Funded provision for 100% of PP students in Year 9 to attend</p>

		Careers Fair at the Birmingham NEC.
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