

# Pupil premium strategy statement

This statement details Sawtry Village Academy 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.

The text in red shows the information that was reviewed in December 2022

## School overview

Detail	Data
School name	Sawtry Village Academy
Number of pupils in school (year 7 – 11)	727 pupils 785 pupils
Proportion (%) of pupil premium eligible pupils (Yr 7-11)	140pupils 19.3% 21.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	03/12/2021 Reviewed Dec 2022
Date on which it will be reviewed	July 2021 September 2022
Statement authorised by	D Bridgeman Assistant Principal H Cutmore Assistant Principal
Pupil premium lead	Cora Davies Pupil Premium Champion
Governor / Trustee lead	Kim Graves Academy Councillor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 21/22	£ 124,460
Pupil premium funding allocation for academic year 22/23	£123,125
Recovery premium funding allocation this academic year 21/22	£ 17,980 recovery premium this year
Recovery premium funding allocation this academic year 22/23	£34,776
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 4876.84 from Pupil premium £ 12,900 covid catch up left from last year
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,612.75 from PP £18,052 from Recovery Premium
<b>Total budget for this academic year 21/22</b>	£160,216.84
<b>Total budget for this academic year 22/23</b>	£177,565.75

# Part A: Pupil premium strategy plan

## Statement of intent

Our objectives 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 give all students additional and specialised intervention so they make informed choices about the next stage of their learning.

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 Sawtry Village Academy 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 (session 6), inclusion of student in the national tutoring programme initiative, and all staff valuing every student.

### **2. All PP Pupil's attendance to 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, House, PP champion, 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. Sawtry Village Academy will ensure a memorable set of experiences which support engagement and independent growth through the PP charter 5 year programme.

**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 based on the axiom: **'If you can't see it you won't be it'** this will include personalised mentoring, work experience in year 10 and multiple dedicated careers interviews.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge																				
1	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 this year, approximately 40% of our disadvantaged pupils arrive below age-related expectations in English compared to 26.6% of their peers. This gap remains steady during pupils' time at our school.</p>																				
2	<p>PP students progress and attainment 8 scores is below that of non pp students in ks4 outcomes historically</p> <table><tr><th></th><th>Whole school P8/A8</th><th>PP student P8/A8</th></tr><tr><td>2022</td><td>+0.61 / 50.98</td><td>+0.62 / 43.92</td></tr><tr><td>2021* Estimate</td><td>+0.77 / 50.91</td><td>+0.48 / 41.00</td></tr><tr><td>2020* Estimate</td><td>+0.83 / 51.12</td><td>+0.54 / 44.71</td></tr><tr><td>2019</td><td>+0.4 / 50.54</td><td>+0.10 / 43.58</td></tr><tr><td>2018</td><td>+0.32 / 48.25</td><td>-0.17 / 34.56</td></tr></table>				Whole school P8/A8	PP student P8/A8	2022	+0.61 / 50.98	+0.62 / 43.92	2021* Estimate	+0.77 / 50.91	+0.48 / 41.00	2020* Estimate	+0.83 / 51.12	+0.54 / 44.71	2019	+0.4 / 50.54	+0.10 / 43.58	2018	+0.32 / 48.25	-0.17 / 34.56
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3	<p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 3 - 6% lower than for non-disadvantaged pupils.</p> <p>Between 10-15%% more of disadvantaged pupils have been 'persistently absent' compared to their peers during the past 3 years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Our assessments (including PASS wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, specifically more girls than boys, but both genders are impacted by lower attainment as a result.</p> <p>During the pandemic, teacher referrals for support markedly increased. 173 pupils (66 of whom are disadvantaged) currently require additional support with social and emotional needs, with 31 currently receiving interventions.</p>
5	<p>Our observations and discussions with pupils and their families suggest that the education, wellbeing and experiences of the world for many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant experience gaps, resulting in pupils falling further behind age-related expectations, gaining of outside experiences and context.</p>
6	<p>The financial deprivation of families (especially since covid) to ensure they can access school educational visits, uniform and extend their learning beyond the classroom. Students struggle to access the correct equipment and literature to read around the subject outside of school. We have also seen anxiety from students due to family financial hardship.</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															
All PP pupils will make expected or better progress in English and maths throughout KS3	<p>Historically the % of pupils making expected or better progress at ks3 in English, maths and science has been between 10% lower and 2 % higher than non disadvantaged.</p> <p>Last year at the end of ks3:</p> <table><tr><th>Progress</th><th>All</th><th>PP</th></tr><tr><td>% P+ Eng</td><td>17.10%</td><td>8.70%</td></tr><tr><td>% P/P+ Eng</td><td>70.50%</td><td>73.90%</td></tr><tr><td>%=P+ Ma</td><td>41.30%</td><td>20.00%</td></tr><tr><td>%=P/P+ Ma</td><td>83.40%</td><td>72.00%</td></tr></table> <ul style="list-style-type: none"><li>Success would be that pp students meet or exceed non ds students.</li></ul>	Progress	All	PP	% P+ Eng	17.10%	8.70%	% P/P+ Eng	70.50%	73.90%	%=P+ Ma	41.30%	20.00%	%=P/P+ Ma	83.40%	72.00%
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All PP Pupil’s attendance will be above or in line with national average attendance	<ul style="list-style-type: none"><li>Attendance data for all PP pupils will be in line with or above national data for all pupils.</li><li>We will strive to meet an average attendance of the school target 96% (covid permitting)</li></ul>															
PP students to score above 0 in their progress	<ul style="list-style-type: none"><li>Pp students to score 0 or better in their year 11 GCSE progress 8 outcome. compared to national.</li><li>Pp students to close the gap of p8 score compared to previous years.</li><li>Pp student to receive NTP tutoring at ks4</li></ul>															
PP students well being and self regard to increase over the academic year as they feel more supported and known.	<ul style="list-style-type: none"><li>The PP student PASS survey score in July 2022 to be higher than Autumn 2021 in all categories.</li></ul>															

All PP pupils will take part in a childhood set of activities which broaden pupil outlook and perspectives.	<ul style="list-style-type: none"> <li>All PP students will complete the 44 things to do before you are 14.</li> <li>Full access and encouragement, including financial support, to attend residential, trips and access all extracurricular opportunities, guided by the PP charter</li> <li>All PP pupils to attain the CMAT Bronze PLEDGE by the end of year 9</li> <li>All PP Pupils to go on at least three off site visits during KS3</li> </ul>
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.	<ul style="list-style-type: none"> <li>Fully participating in school's career's programme.</li> <li>Having at least two independent careers interviews at KS4.</li> <li>Completing an aspirational work experience programme at KS4.</li> </ul>
Acknowledge and embrace the financial depreciation of families, through communication with school and a better understanding of families in the community.	<ul style="list-style-type: none"> <li>All students will be fully equipped for school</li> <li>All students will have all revision, literature and resources required for schooling</li> <li>All students will have access to educational visits and trips despite their financial situation</li> <li>All pp families will receive good communication from the PP champion throughout the year.</li> </ul>

## Activity in this academic year 2021/22 & 2022/23

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: £ 118,960 & £ 151,565.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strand 1 of the CPD focus for the year for all teachers on effective	EEF Teaching and Learning tool kit: <a href="#">Feedback</a>	1,2,

<b>'Feedback and curriculum intent and implementation'</b>		
Strand 2 of the CPD focus for the year for all teachers: <b>Meta cognition, self-regulation</b> and retrieval practice	EEF Teaching and Learning tool kit: <a href="#">Meta cognition and self-regulation</a>	1,2,4
Strand 3 of the CPD focus for the year for all teachers is: <b>Mastery at ks3 English and maths curriculum</b>	EEF Teaching and Learning tool kit: <a href="#">Mastery Learning</a>	1,2
Strand 4: Reading comprehension : to be embedded into refreshed curriculum stories	EEF Teaching and Learning tool kit: <a href="#">Reading Comprehension</a>	2,1,4,5

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

Budgeted cost: £ £ 17,980 recovery premium this year **£0**  
(complemented with a potential £ 14,958 of school led tutoring programme, **£5000** )

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Use of the National Tutoring programme	EEF Teaching and Learning tool kit: <a href="#">Small group tuition</a>	1,2,3,4
Ensure each PP pupil receives <i>at least</i> three 1 to 1 targeted tutor interviews each year and these are always in the first week of each new term.	EEF Teaching and Learning tool kit: <a href="#">Aspiration Interventions</a> EEF Teaching and Learning tool kit: <a href="#">Behaviour interventions</a> EEF Teaching and Learning tool kit: <a href="#">Oral Language</a> EEF Teaching and Learning tool kit: <a href="#">Mentoring</a>	1,2,3,4,5
Every student across year groups 7 to 9 completes a PASS survey each year to ensure targeted interventions/attitudes to learning and trends in attitudes can be monitored and addressed where necessary	EEF Teaching and Learning tool kit: <a href="#">behaviour interventions</a> EEF Teaching and Learning tool kit: <a href="#">Peer tutoring</a> EEF Teaching and Learning tool kit: <a href="#">social and emotional learning</a>	3,4,5



Ensure every PP student has access to relevant online revision and learning platforms for KS3 and GCSE study	EEF Teaching and Learning tool kit: <a href="#">Digital technology</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a>	1,2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18400, 4876.84, **£21,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that every PP student's parent/s attend at least 1 face to face parent evening each year	EEF Teaching and Learning tool kit: <a href="#">Parental Engagement</a>	3,4,5,6
Each student to complete the CMAT Bronze PLEDGE between year 7 and 9 and strive for their silver PLEDGES at KS4.  Combined with all PP students to complete the PP charter, accessing social and extracurricular experiences.	EEF Teaching and Learning tool kit: <a href="#">Arts Participation</a>  EEF Teaching and Learning tool kit: <a href="#">Outdoor Adventure Learning</a>  EEF Teaching and Learning tool kit: <a href="#">Sports Participation</a>	5,6

**Total budgeted cost: £ 160,216.84 **£157,901****

## 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 and 2021-22

*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.*

*The academy uses internal assessment data, Keystage 4 and 5 outcomes, externally assessed Keystage 3 testing and our own Life after levels system. Teacher assessments of pupils mental health, well being and safety also contribute to the evaluation of effectiveness.*

*Year 11 P8 score for PP students was +0.62 inline with school's +0.61*

*EBacc completion rate has increased to 21% of students obtaining the EBacc suite of qualifications.*

*4+ in Eng/Maths basic measure from 60% in 2019 to 63% in 2022.*

### 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*

Programme	Provider
English and Maths Tutoring	Pearson & teachingpersonnel.com
Music Tuition	External local teachers
Echalk science intervention	echalk
Science catch up	Doodle science website
Philosophy for children Oracy	Philosophy for children
In school counselling	School counselling service
Career advice and guidance	Career advisor

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Each 'service' pupil received additional support via mentoring from the PP champion. To ensure students were confident and happily settled into school.
What was the impact of that spending on service pupil premium eligible pupils?	Each pupil in the Academy normally receives at least one academic mentoring session each term. This is enhanced for the children of service children to include an additional meeting by the PP champion. The impact was no NEETs, all pupils in training employment or apprenticeships.

## Further information (optional)

As a member of CMAT, Sawtry Village Academy closely follows the '[CMAT Statement of Principals](#)' and subscribe to the '[CMAT Pupil Premium Charter](#)'. Many of the strategies within this charter are outlined in the strategies for improvement above.

The CMAT PP Charter sets out a series of minimum expectations and actions required to ensure the academic, cultural and experiences gap between pupils who are disadvantaged and their peers narrows in all its schools.

The [CMAT PP Charter](#) is the minimum guarantee to all pupils in receipt of Pupil Premium funding who attended a CMAT school.