

THE SYDNEY RUSSELL SCHOOL



Pupil Premium Strategy Statement



Pupil premium strategy statement 2022-23

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 Sydney Russell School
Number of pupils in school	2594
Proportion (%) of pupil premium eligible pupils	24.13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Clare Cross
Pupil premium lead	Fiona Abankwah
Governor / Trustee lead	Jeff Porter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£644,794.00
Recovery premium funding allocation this academic year	£133,490.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£778,284.25

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At the heart of our vision at SRS we look to levelling the playing field for each of our students. We aim to achieve this through the three Cs – **Currency** (academic achievements), **Character** (dispositions of a well-rounded, engaged and informed young person) and **Cultural Capital** (being exposed to a rich variety of cultural opportunities which they wouldn't otherwise be able to access).

The Sydney Russell School is in the highest quintile (0.3) of the deprivation indicator and is higher than the national average for the percentage of students who are eligible for Pupil Premium. Our mission is to ensure that what a young person's family does to earn a living or where a young person is born should not determine their life chances. As such, we have a relentless focus on improvement and measure our success by the achievement of all our students; our expectation is that no student is left behind.

Research has shown that children who have been or are currently in receipt of Free School Meals (FSM) do not attain as highly as other children. At SRS we use the Pupil Premium funding to commission additional support and resources to ensure that these children achieve their very best and that there isn't a difference in outcomes for them compared to any other child – we level the playing field.

Our current strategy is underpinned by our knowledge and understanding of the needs of our students, their families and the challenges they face which can pose barriers to their personal and academic success. The key principles of our strategy centre on delivering the highest quality **curriculum, teaching, learning** and **assessment**, targeted **support** and extensive opportunities to **raise aspirations**.

We believe that good **teaching** benefits disadvantaged students most, as a result we invest heavily in recruiting experienced and effective classroom practitioners. Our broad and rich **curriculum** offers all students the knowledge, skills and understanding required to foster deep understanding and a love of lifelong **learning**, particularly important for our most disadvantaged students. Therefore, we invest substantially in high quality curriculum development with rigorous review of its impact to inform and drive further improvement planning. We know too that robust, timely **assessment** and tracking of student progress enables swift, targeted intervention and **support** before

gaps in attainment widen which ensures disadvantaged students of all abilities make accelerated progress.

Our students are sometimes reluctant or unable to see beyond their immediate context – they don't see their own potential; they can be oblivious to the possibilities that await them. A core principle of our school vision is to enable students to build their cultural capital. We believe that life experiences and cultural literacy **raise aspirations** so we invest in an extensive personal development provision which offers the highest quality of experiences including programmes for student leadership, sports, arts & culture, global citizenship, adventures and expeditions and careers.

In line with the 3-tiered approach in EEF's pupil premium guide, the activities facilitated by this funding will:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring, and mentoring
- tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

Challenges

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

Challenge number	Detail of challenge
1	Whole school attendance
2	Mental health and wellbeing
3	Behaviour
4	Academic Performance
5	High deprivation indicator, high level of unemployment compare to NA, low-level of adult education, access to technology and educational materials at home, crowded homes without dedicated a space to study, not having breakfast, uniform costs, access to enrichment activities outside of school, low aspirations,
6	Low levels of literacy on entry
7	Low confidence to engage in school life, take up new opportunities or work beyond a familiar context

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
Improve outcomes	Narrow the gaps in academic performance between groups Deliver a targeted intervention strategy to maximise outcomes for students
Improve literacy through: <ul style="list-style-type: none"> • Whole school focus • LPA focus 	Whole school strategies contribute to developing a culture of reading at the school and increase opportunities for student engagement in reading High quality teaching of reading from EYFS onwards results in improved outcomes in reading and writing Teaching strategies are tailored to the bespoke needs of lower prior attainers to improve their outcomes in reading and writing Targeted and timely interventions enable students who are underperforming in reading and writing to make improved progress
Improve whole school attendance	Whole School: 94.4% FSM: 92.2% Pro-active strategies provide early intervention support Attendance monitoring allows clearly defined and timely escalation of attendance concerns
Access to IT resources	All students have access to a suitable remote learning device Suitable remote learning resources are available to all students Improved student engagement in home learning
All students are in correct uniform	All students wear correct uniform Uniform cost is not a barrier to student compliance with school rules or attendance to school Eligible parents have access to pre-loved / subsidised uniform
Teacher employment and retention	All teachers are subject specialists Effective monitoring supports bespoke teacher practice development Teacher retention rates are consistently high
Intervention/study space	All students have access to a suitable study space with supervision in school after school hours Students are able to access learning resources including from home (see IT resources) Students are supported to create a suitable home learning space where appropriate
Personal development opportunities	An increased number of students engage with at least one personal development programme An increased number of eligible pupils take up positions of student leadership
Well-being / counselling support	Students who need to access support for their mental health can access this provision in school or be appropriately referred to external agencies

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: £ 428,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Middle band groups (Low prior attainers) – KS3/KS4	Teaching strategies are tailored to the bespoke needs of lower prior attainers to improve their outcomes in reading and writing Targeted and timely interventions enable students who are underperforming in reading and writing to make improved progress	6, 4, 7
Core subjects intervention	Narrow the gaps in academic performance between groups Deliver a targeted intervention strategy to maximise outcomes for students including English and Maths crossover.	6, 4
Accelerated reader/reading intervention/reading record/reading reward systems/NGL tests	Low levels of literacy on entry	6, 4, 7
Curriculum support	Narrow the gaps in academic performance between groups	4
CPD – OLEVI	All teachers are subject specialists Effective monitoring supports bespoke teacher practice development Teacher retention rates are consistently high	4
Quality first teaching	All teachers are subject specialists Effective monitoring supports bespoke teacher practice development Teacher retention rates are consistently high	4, 5
Food technology ingredients	Narrow the gaps in academic performance between groups	5, 4
Maths/English mastery programme	Narrow the gaps in academic performance between groups	4, 6
Champion reader	Low levels of literacy on entry	6, 4

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

Budgeted cost: £ 192,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	Narrow the gaps in academic performance between groups Deliver a targeted intervention strategy to maximise outcomes for students	4, 5
Homework club	All students have access to a suitable study space with supervision in school after school hours Students are able to access learning resources including from home (see IT resources) Students are supported to create a suitable home learning space where appropriate	4, 5, 6
Supervised study groups (Use of library)	Deliver a targeted intervention strategy to maximise outcomes for students All students have access to a suitable study space with supervision in school	4, 5
Academic Support	Narrow the gaps in academic performance between groups Deliver a targeted intervention strategy to maximise outcomes for students	4, 5, 6
Academic Conferences Residentials	Narrow the gaps in academic performance between groups Deliver a targeted intervention strategy to maximise outcomes for students outside of school	4,5
Online Learning Resources: <ul style="list-style-type: none"> • Hegarty Maths • Maths watch • TTRS • Purple Mash • Lexia 	Narrow the gaps in academic performance between groups Deliver a targeted intervention strategy to maximise outcomes for students Students are able to access learning resources including from home (see IT resources) Improved student engagement in home learning	4, 5, 7
Handwriting support	Low levels of literacy on entry Narrow the gaps in academic performance between groups	4, 6
Primary and Secondary laptops	Students are able to access learning resources including from home (see IT resources)	4, 5, 6

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

Budgeted cost: £ 158,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellors	Students who need to access support for their mental health can access this provision in school or be appropriately referred to external agencies	1, 2, 4, 7
Breakfast club	Pro-active strategies provide early intervention support Narrow the gaps in academic performance between groups	1, 2, 4, 5
Free student breakfast	Pro-active strategies provide early intervention support Narrow the gaps in academic performance between groups	1, 2, 4, 5
Additional first day calling and student support	Pro-active strategies provide early intervention support Attendance monitoring allows clearly defined and timely escalation of attendance concerns	1, 5
Restorative justice	Narrow the gaps in academic performance between groups	1, 2, 4, 5
Motivational speakers	Narrow the gaps in academic performance between groups	1, 2, 3, 4, 5, 7
THRIVE	Narrow the gaps in academic performance between groups	1, 2, 3, 4, 5, 7
ELSA	Narrow the gaps in academic performance between groups	1, 2, 3, 4, 5, 7
Team Inspire	Narrow the gaps in academic performance between groups	1, 2, 3, 4, 5, 7
Redcoats	Narrow the gaps in academic performance between groups	3, 5
Additional music lessons	An increased number of students engage with at least one personal development programme	2, 3, 4, 5, 7
Educational visits	An increased number of students engage with at least one personal development programme	1, 2, 3, 4, 5, 7
Wider Curriculum and Enrichment visits	An increased number of students attend a visit	2,5,7
Future pathways	An increased number of students engage with at least one personal development programme	4, 5, 7
Uniform	Uniform cost is not a barrier to student compliance with school rules or attendance to school Narrow the gaps in academic performance between groups	1, 2, 3, 4, 5

Total budgeted cost: £778,240

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 to 2022 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, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

KS1 2021- 2022	<i>Expected Standard or above - SRS Disadvantaged</i>	<i>Difference between SRS disadvantaged & national all Expected Standard</i>	<i>Greater Depth SRS Disadvantaged</i>	<i>Difference between SRS disadvantaged & national all Greater Dep</i>
Reading	54%	-13%	15%	-3%
Writing	31%	-27%	0%	-8%
Maths	46%	-22%	15%	0%

KS2 2021- 2022 Provisional	<i>Expected Standard or above SRS Disadvantaged</i>	<i>Difference between SRS disadvantaged & national all Expected Standard</i>	<i>Higher Standard SRS Disadvantaged</i>	<i>Difference between disadvantaged & national all Higher Standard</i>
Reading	71%	3%	12%	16%
Writing	47%	22%	0%	13%
Maths	53%	18%	18%	4%

GCSE Performance Measures 2022	SRS disadvantaged	National (all)	National (non-disadvantaged)
Progress 8	-0.29	-0.03	0.15
Attainment 8	44.4	48.7	52.6
% of students entering EBacc	66%	26.9%	43%
% Basics %+ E&M Grade 5	45%	29.5%	57%

It is our belief that the rich and diverse nature of our curriculum offers every student the opportunity to achieve genuine success. Sydney Russell School challenges expectations and all students are pushed to achieve their maximum irrespective of their backgrounds.

Outcomes for 2022 are not in line with the trajectory to date despite the good or better teaching and high-quality tailored interventions by teachers both inside and outside of lessons.

Internal progress data is more favourable for our pupil premium pupils in Years 9 and 10

The overall impact of Student Premium Funding is evidenced in:

- A large number of FSM students are entered for the Ebacc. Engagement and success at the Ebacc is greater than the national average for these students. This trend in the achievement of our disadvantaged students is largely a result of good teaching and high-quality tailored interventions by teachers both inside and outside of normal school lessons. Internal data shows that the gap is narrowing.
- Strong FSM student attendance including PA data
- Increase in achievement of FSM students achieving rewards
- Low NEETs

The aspects of the Strategic School Improvement Plan that have been supported by Student Premium funding are:

- To ensure the curriculum is effectively delivered through high quality teaching and learning.
- To raise standards of student achievement and close attainment gaps further
- To increase the cultural Capital of our students.

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
Accelerated reader	Accelerated Reader Scheme

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a