

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	2541
Proportion (%) of pupil premium eligible pupils	27.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£382,508.77
Recovery premium funding allocation this academic year	£88,030.00
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	£470,538.77

Part A: Pupil premium strategy plan

Statement of intent

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
- tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support
- increase in the number of students accessing the wider opportunities and curriculum

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	<p>Narrow the gaps in academic performance between groups</p> <p>Deliver a targeted intervention strategy to maximise outcomes for students</p> <ul style="list-style-type: none"> Increased Greater Depth writing at KS2 – 5% in 22-23 Maths P8 increasing from -0.03 to at least 0 Open element P8 increasing from -0.26 to at least 0 Overall P8 score at least 0.1
<p>Improve literacy through:</p> <ul style="list-style-type: none"> Whole school focus LPA focus 	<p>Whole school strategies contribute to developing a culture of reading at the school and increase opportunities for student engagement in reading</p> <p>High quality teaching of reading from EYFS onwards results in improved outcomes in reading and writing – (See above)</p> <p>Teaching strategies are tailored to the bespoke needs of lower prior attainers to improve their outcomes in reading and writing</p> <p>Targeted and timely interventions enable students who are underperforming in reading and writing to make improved progress</p> <ul style="list-style-type: none"> Increase in the reading ages of the identified bottom 20% Increase in KS1 reading from 57% Increase in KS2 reading from 79%
Improve whole school attendance	<p>Whole School: 94.8% FSM: 92.5%</p> <ul style="list-style-type: none"> Increase in attendance from 2022-23 <p>Early intervention support through the newly established Inclusion menu</p> <p>Attendance monitoring allowing clearly defined and timely escalation of attendance concerns</p>
Access to IT resources	<p>All students have access to a suitable remote learning device</p> <p>Suitable remote learning resources are available to all students</p> <p>Improved student engagement in home learning</p>
All students are in correct uniform	<p>All students wear correct uniform</p> <p>Uniform cost is not a barrier to student compliance with school rules or attendance to school</p> <p>Eligible parents have access to pre-loved / subsidised uniform</p>
Teacher employment and retention	<p>All teachers are subject specialists</p> <p>Effective monitoring supports bespoke teacher practice development</p> <p>Teacher retention rates are consistently high</p>
Intervention/study space	<p>All students have access to a suitable study space with supervision in school after school hours</p> <p>Students are able to access learning resources including from home (see IT resources)</p> <p>Students are supported to create a suitable home learning space where appropriate</p>

Personal development opportunities	<p>An increased number of students engage with at least one personal development programme</p> <ul style="list-style-type: none"> • Increase from 81% in 2022-23 <p>An increased number of eligible pupils take up positions of student leadership</p> <ul style="list-style-type: none"> • At least a quarter of positions held are by FSM students
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: £ 408,538.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
Department CPDL	<p>All teachers are subject specialists</p> <p>Effective monitoring supports bespoke teacher practice development</p> <p>Teacher retention rates are consistently high</p> <p>Bespoke and targeted teacher practice development.</p>	6, 4, 7
Accelerated reader/reading intervention/reading record/reading reward systems/NGL tests	Low levels of literacy on entry	6, 4, 7
Food technology ingredients	Narrow the gaps in academic performance between groups	5, 4

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Supervised study groups (Use of library)	All students have access to a suitable study space with supervision in school	4, 5
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: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
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: £470,538.77

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 2022 to 2023 academic year.

Some National data not available at time of this report

KS1 2022-2023	<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 Depth</i>
Reading	57%		5%	
Writing	52%		0%	
Maths	62%		10%	

KS2 2022-2023 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 SRS disadvantaged & national all Higher Standard</i>
Reading	79%	+6%	11%	
Writing	63%	+8%	5%	
Maths	90%	+17%	11%	

GCSE Performance Measures 2023	SRS disadvantaged	National (all)	National (non-disadvantaged) 2023
Progress 8	0.11		0.17
Attainment 8	46.3%	46.2%	
% of students entering EBacc	74.23%	39.3%	
Basics %5+ E&M	42.7%	45%	52.2%

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 2023 are very strong for the primary phase and in line with expected progress for the secondary phase.

The overall impact of Student Premium Funding is evidenced in:

Improve outcomes

- Progress score of 0.11 an increase from -0.29 in 2021-22.
- Strong uptake, (74%) and success of Ebacc at KS4.
- Low Neets
- Reading, Writing and Mathematics outcomes.
- Multiplication Times table check in Year 4 79% up from 38%

Improve literacy through: Whole school focus and LPA focus

- Significant increases in Reading and Writing at the primary phase

KS1 reading from 54% to 57% and KS2 reading from 71% to 79%

KS1 writing from 31% to 52% and KS2 writing from 47% to 63%

Improve whole school attendance

Strong FSM student attendance including PA data which are above national.

Whole school figure of 94.8% and 92.2% for FSM.

National figure of 92.5%.

Personal development opportunities

- Increased participation in extracurricular events. 81% of FSM pupils accessing at least one opportunity up from 72% in 21-22. Non-FSM uptake was 62%

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
Mentoring	Lifeline, Team Inspire
Inclusion Strategies	Thrive, ELSA, Counselling