

# Pupil premium strategy statement 2023-2026

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                                                                                      | 2300                      |
| Proportion (%) of pupil premium eligible pupils                                                                 | 27.4%                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2023 - 2026               |
| Date this statement was published                                                                               | October 2025              |
| Date on which it will be reviewed                                                                               | September 2026            |
| 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                                                                                                                         | £398,250.00 |
| Recovery premium funding allocation this academic year                                                                                                                      | £0          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0          |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £398,250.00 |

## 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                | Academic Performance In 2024-2025 PP <b>A8 was 47.47</b> v 51.13(SRS all) v <b>53.3 (SRS non-PP)</b>                                                                                                                                                                                                                   |
| 2                | Low levels of literacy on entry<br>September 2025 Year 7 cohort:<br><b>56%</b> of the cohort have a reading age <b>below</b> that of a 11-year-old.<br><b>19%</b> of the cohort have a reading age <b>below</b> that of a 9-year-old.                                                                                  |
| 3                | Whole school attendance<br>PP attendance is <b>94.1%</b> v 95.46% (SRS all) v 96% (SRS non-PP)                                                                                                                                                                                                                         |
| 4                | Behaviour<br>PP suspensions 55% PP Isolations 52% PP Relocations 47%<br><b>PP are 27.4% of the school</b>                                                                                                                                                                                                              |
| 5                | Mental health and wellbeing                                                                                                                                                                                                                                                                                            |
| 6                | Low confidence to engage in school life, take up new opportunities or work beyond a familiar context                                                                                                                                                                                                                   |
| 7                | 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, |

## 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 <b>disadvantaged students</b></p> <ul style="list-style-type: none"> <li>• Maths Attainment 8 gap &lt; 1.5</li> <li>• English Attainment 8 gap &lt; 1.3</li> </ul>                                                                                                                                                                                                                                                                                                                                          |
| <p>Improve literacy through:</p> <ul style="list-style-type: none"> <li>• Whole school focus</li> <li>• LPA focus</li> </ul> | <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</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"> <li>• KS2 expected standard in reading gap &lt;5%</li> </ul> |
| Improve whole school attendance                                                                                              | <p>Whole School: 95.46%   PP: 94.1%</p> <ul style="list-style-type: none"> <li>• An attendance gap &lt; 1.3%</li> </ul> <p>Early intervention support through the newly established Inclusion menu</p> <p>Attendance monitoring allows clearly defined and timely escalation of attendance concerns</p> <p>Attendance is everyone's responsibility:</p> <p>Form tutors offer support and encourage improvement through a constructive and non-punitive conversation.</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"> <li>• Increase from 88% in 2023-24</li> </ul> <p>An increased number of eligible pupils take up positions of student leadership</p> <ul style="list-style-type: none"> <li>• At least a quarter positions held are by DA students</li> </ul> |
| Well-being / counselling support   | <p>Students who need to access support for their mental health can access this provision in school or be appropriately referred to external agencies</p>                                                                                                                                                                                                                       |

## 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: **£304,182**

| Activity                                                                                | Evidence that supports this approach                                                                                                                                                                                                 | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Department CPDL                                                                         | All teachers are subject specialists<br>Effective monitoring supports bespoke teacher practice development<br>Teacher retention rates are consistently high<br>Bespoke and targeted teacher practice development.<br><b>£286,436</b> | 4, 6, 7                       |
| Accelerated reader/reading intervention/reading record/reading reward systems/NGL tests | Low levels of literacy on entry<br><b>£10,646.00</b>                                                                                                                                                                                 | 4, 6, 7                       |
| Talk for Writing                                                                        | Improve writing outcomes particularly that of greater depth and narrow gaps in expected outcomes <b>£3,600</b>                                                                                                                       | 4,6                           |
| Food technology ingredients                                                             | Narrow the gaps in academic performance between groups <b>£3,500</b>                                                                                                                                                                 | 4,5                           |

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

Budgeted cost: **£50,368**

| Activity                                                        | Evidence that supports this approach                                                                    | Challenge number(s) addressed |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------|
| Supervised study groups<br>(Use of library and sixth form area) | <b>All students have access to a suitable study space with supervision in school</b><br><b>£13,260</b>  | 4, 5                          |
| Primary Laptops                                                 | Students are able to access learning resources including from home (see IT resources)<br><b>£37,108</b> | 4, 5, 6                       |

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

Budgeted cost: **£ 43,700**

| 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<br><b>£10,000</b>                                                               | 1, 2, 3, 4, 5, 7              |
| Wider Curriculum and Enrichment visits | An increased number of students attend a visit<br><b>£5000</b>                                                                                                          | 2,5,7                         |
| Uniform                                | Uniform cost is not a barrier to student compliance with school rules or attendance to school<br>Narrow the gaps in academic performance between groups<br><b>£1000</b> | 1, 2, 3, 4, 5                 |
| Mentoring                              | Students have access to high quality mentoring that enables them to attend and improve their outcomes<br><b>£27,700.00</b>                                              | 1,2,3,4,5,7                   |

**Total budgeted cost: £398,250**

## 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 2023 to 2024 academic year.

Some National data not available at time of this report.

| KS2 2023-2024 Provisional | Expected Standard or above DA | Expected Standard or above Non-DA | Difference between SRS DA & national all Expected Standard | Higher Standard SRS DA | Difference between SRS DA & national all Higher Standard |
|---------------------------|-------------------------------|-----------------------------------|------------------------------------------------------------|------------------------|----------------------------------------------------------|
| Reading                   | 85%                           | 95%                               | +10%                                                       | 50%                    | +17%                                                     |
| Writing                   | 77%                           | 89%                               | +5%                                                        | 8%                     | -5%                                                      |
| Maths                     | 89%                           | 93%                               | +15%                                                       | 24%                    | 0%                                                       |

In KS2 21/90 students were DA. Outcomes are significantly above National.

| GCSE Performance Measures 2024 | SRS DA | SRS Non-DA | National (all) | National (non-DA) | National DA |
|--------------------------------|--------|------------|----------------|-------------------|-------------|
| Progress 8                     |        |            |                |                   |             |
| Attainment 8                   | 44.46  | 53.3       | 45.9           | 50.3              | 34.9        |
| % of students entering EBacc   | 58     | 77.43      | 40.5           | 45                | 29          |
| % Basics %4+ E&M               | 51.19  | 74.71      |                |                   |             |
| %5+ E&M                        | 35.71  | 57.98      | 45.2           | 52.8              | 25.6        |

In KS4 84/341 students were DA.

Their A8 is broadly in line with National with a strong uptake in the EBACC.



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.

The overall impact of Student Premium Funding is evidenced in:

**Improved outcomes**

- Maths Attainment 8 gap of 1.9 below the target set of 2.2
- Low Neets
- Reading, Writing and Mathematics outcomes in the primary phase
- Multiplication Times table check in Year 4 scoring 25/25 is 95%

**Improve literacy through: Whole school focus and LPA focus**

- Significant increases in Reading and Writing at the primary phase

KS2 Expected in reading from 81% to 85% - 10% above National

KS2 Greater depth in reading from 19% to 50% - 17% above National

KS2 Expected in writing from 38% to 77% - 5% above National

KS2 Greater depth in writing from 0% to 8%

**Improve whole school attendance**

- Strong PP student attendance which is above national.

Whole school figure of 95.46% and 94.1% for PP

Gap has narrowed from 1.6% to 1.36%

National figure of 93.3%.

**Personal development opportunities**

- Increased participation in extracurricular events. 94% of PP pupils accessing at least one opportunity up from 88% in 2023-24.
- 30% of PP students are House captains
- 15% of PP students gained the SRS Bronze leadership award
- 26% of PP students are part of the Global Citizenship Pillar

The aspects of the Strategic School Improvement Plan (2024-2025) that have been supported by Student Premium funding are:

- To improve application opportunities within lessons and resourcing to enable students to develop and embed knowledge and skills.
- To implement school-wide literacy strategies to effectively address literacy gaps and enhance students' ability in reading and writing
- To ensure attendance and punctuality returns to pre-pandemic levels, with improvements seen in key groups.

## 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                  |
| Inclusion Strategies | Thrive, ELSA, Counselling |