Pupil premium strategy statement

This statement details our school's 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.

School overview

Detail	Data
School name	Sutton Community Academy
Number of pupils in school	661
Proportion (%) of pupil premium eligible pupils	40.7% (269 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	31/12/2021
Date on which it will be reviewed	01/09/2022
Statement authorised by	Patrick Butterell
Pupil premium lead	Rich Fegan
Governor / Trustee lead	Pete Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,895
Recovery premium funding allocation this academic year	£39,295
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	**£296,190**

Part A: Pupil premium strategy plan

Statement of intent

At Sutton Community Academy we believe that all students, irrespective of their background, leave able and qualified to play their full part in an ever-changing world, through a curriculum which is broad, ambitious, and innovative, empowering them with the skills, knowledge and personal attributes that will enable them to be successful both in school and in their future lives.

The social and emotional wellbeing of our students remains a priority – particularly in the current climate – and we seek to develop resilience through an extensive and flexible PSHCE programme as well as through targeted interventions.

Through our curriculum intent, the Academy has committed to provide a curriculum that is inclusive, enriching and ambitious. Our ultimate objective is that no child is left behind socially or academically because of disadvantage. We strive to remove barriers to learning whilst raising lifelong aspirations and narrowing the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts.

To achieve our objectives, we will focus on the following:

- Provide all teachers with high quality CPD to ensure that all pupils access effective quality first teaching across the Academy.
- Provide targeted intervention and support to quickly address identified gaps in learning.
- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate social, emotional, and mental health support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	**Poor levels of literacy** The average literacy levels of students starting at Sutton Community Academy is significantly lower than national averages. Disadvantaged pupils generally have lower levels of literacy than their peers. In the absence of KS2 data, all students have taken GL Reading Assessments. Our data shows that in the current year 7 cohort, only 32.1% students' reading age meets or exceeds their chronological age. This breaks down to 40.8% of non-PP students and 22.2% of PP students, demonstrating a significant gap.
2	**Attendance of PP pupils is below that of non-PP** The impact of Covid-19 and national lockdowns has had a negative impact on attendance data. The impact on disadvantaged students has been significantly greater than that of their non-disadvantaged peers, as shown in the data below. *Attendance percentages 2019-present* Table below
3	**Underachievement at KS4** As a result of the cancellation of external exams, national progress data is not available for Summer 2020 and 2021. However, the Academy has engaged in external benchmarks (including 4Matrix and FFT analysis) alongside internal Trust analysis to look at trends and performance of subject areas, individual students and groups of students. From this data, we have identified a clear gap in the attainment and progress made by disadvantaged students compared to their non-disadvantaged peers. In 2021, the average attainment 8 score for non-PP students was 47.9, compared to a score of 35.7 for PP students. This translates to just over 1.2 grades difference in average outcome. In terms of progress made from Primary stage, the gap is slightly less at 0.6 grade gap, meaning that the gap between disadvantaged and non-disadvantaged students has closed slightly in the 5 years they have been at the Academy, though there remains work to be done. The gap between disadvantaged students and non-disadvantaged students is not confined to a single academic area.

Attendance percentages 2019-present

	All	PP	Non-PP	Gap
2019-20	92.6	89.8	94.9	5.1
2020-21	90.1	86.2	92.8	6.6
YTD	89.4	84.5	92.9	8.4

	In 2020, the progress gap was 0.3 grades. In 2019 it was 0.6 grades and in 2018 it was 0.5 grades. The national progress gap in 2019 (latest available national data) was 0.6, broadly in-line with the Academy results.
4	**High levels of Social, Emotional, and Mental Health** Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. Over the past 18 months the percentage of students who have been identified as SEMH on our SEND register has risen from 34% to 59%. Some of the above can be contributed to the impact of Covid, adding to anxieties with students who have missed significant learning time, or have had disruption in the staffing of their lessons. At Key Stage 4 and 5 students are additionally affected by increased anxiety around exams and assessments. Whilst the impact of Covid affects all students - out of the 96 students identified as SEMH, 60% are disadvantaged, so the effects are disproportionate.

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
1. Improve literacy levels to ensure equality of access to all students to the whole curriculum.	Reading assessments demonstrate that the percentage of students reading below their chronological age will continue to decrease. The reading-age gap between disadvantaged and non-disadvantaged students closes year-on-year.
2. Improve attendance levels and ensure that attendance of disadvantaged students is in-line with non-disadvantaged students.	Disadvantaged students will achieve or exceed attendance percentages against national averages. The attendance gap between disadvantaged and non-disadvantaged students closes year-on-year.
3. Improved attainment among disadvantaged students across the curriculum at the end of KS4.	Targeted interventions take place, including use of additional in-school staffing and high-quality external providers. The attainment gap between disadvantaged and non-disadvantaged students closes year-on-year.
4. Provide meaningful support to pupils with SEMH problems.	Increased provision of and participation in enrichment activities, particularly among disadvantaged students. Sustained improvements in levels of wellbeing are demonstrated through qualitative data e.g., student voice, parent surveys and teacher observations.

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: £118,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.1 Raise the reading age of students below chronological reading age; and improve levels of literacy across the Academy, Achieved through whole-school and targeted strategies, including Bedrock reading programme, overseen by Literacy Coordinator.	*"Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life."* (KS3/4 Literacy Guidance, 2019, EEF)	1
1.2 Ensure students have access to quality-first teaching for all. Achieved through activities of the Education Research Group (ERG) and Lead Practitioner, and through staff CPD programme.	*"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium."* (Pupil Premium Guidance, 2019, EEF)	3
1.3 Appoint PP mentor to identify and work with targeted students and families to improve attendance and/or attainment of PP students.		2,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.4 Maths intervention tutor to work with targeted students and small groups to raise attainment in maths at KS4.	Internal data tracking and subject evaluation shows small group intervention targeted at students with specific needs or gaps in knowledge – *not ability* – enables these gaps to be closed more rapidly and for creative approaches to be taken towards content delivery, enabling a full curriculum to be delivered to all. This approach facilitates the Academy in implementing some of the EEF recommendations for KS3 maths (Improving Mathematics in Key Stages 2 and 3, 2017, EEF).	3
1.5 Increased availability of on-site careers adviser. This benefits all students, with proportionally greater benefit to disadvantaged students through the following: Tracking students' academic pathways in school as well as post-16 destinations, improving engagement with local businesses; providing bespoke guidance to all students and offering multiple one-to-one consultations and contribution to the PSHCE curriculum throughout years 7-13; raising aspirations through effective support and advice; specific NEET interventions; ensuring the Academy meets the Gatsby benchmarks.	*"Careers education works best when it is personalised and targeted to individuals… This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people's transition into education, training and employment."* (Careers Education: International Literature Review, 2016, EEF)	3,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.6 Appointment of Family Liaison Officer to work with low-attendance pupils. This benefits all students, with proportionally greater benefit to disadvantaged students.	*"Working effectively with parents can be challenging, and is likely to require sustained effort and support."* *"Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings in settings, and for building relationships."* (Working with Parents to Support Children's Learning, 2018, EEF) *"Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families."* (Improving School Attendance, 2022, DfE)	2,3,4
1.7 Behaviour resilience coaching via trained provider.	*"For pupils with more challenging behaviour, the approach should be adapted to individual needs."* (Improving Behaviour in Schools, 2019, EEF)	4
1.8 Provide access for students to quality, trained counselling services.	Students should have access to counselling services as the need arises. Internal data shows that there is a need to provide such a service to our students. Access to child mental health services through the NHS takes a long time, whereas we are able to offer this service on the same day in most cases.	2,4

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

Budgeted cost: £152,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
2.1 Alternative Provision curriculum to support students that find mainstream education challenging. Through this we are able to provide tailored support to their specific needs to ensure their attendance to school and future outcomes.	*"For pupils with more challenging behaviour, the approach should be tailored to individual needs."* (Improving Behaviour in Schools – Recommendation 5, 2019, EEF) *"Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education."* (Alternative Provision, 2016, Ofsted)	2,3,4
2.2 Recruitment of school led tutoring academic mentors to support key students. This will be funded 75% through the Tutoring Grant + 25% through PP/Recovery Premium.	*"Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average."* *"Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition."* (One-to-one tuition, 2021, EEF)	1,3
2.3 Access to quality IT at home, addressing the digital divide and ensuring that all students can engage in home learning, including any work completed during isolation periods.	*"79% of work in schools requires a laptop for research or writing."* (Supporting Schools Planning, 2021, EEF)	3

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

Budgeted cost: £42,724

Activity	Evidence that supports this approach	Challenge number(s) addressed
3.1 Purchase of Bedrock Reading programme and resources to support whole-school literacy strategies.	(see activity 1.1 above)	1
3.2 Purchase of standardised diagnostic assessments, including GL assessments and reading assessments for PP students to support tracking and targeting of literacy strategies.	(see activity 1.1 above)	1
3.3 Additional non-staffing related resourcing for Education Research Group.	(see activity 1.2 above)	3
3.4 Breakfast club funding for PP students (supplementing external funding grants to improve access for PP students) to ensure all students can enjoy a healthy, balanced start to the day.	*"Schools… should also consider the multiple positive impacts of the approach, including improved pupil behaviour and improved attendance."* (Re-publication on the evaluation of school breakfast clubs, 2019, EEF) In addition to improving attendance and behaviour of targeted PP students, our Academy intends the Breakfast Club to also be a means for engaging in wellbeing activity with specific students, invited on an ad-hoc basis; as well as a vital provision for a small number of students.	2,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
3.5 Provide subsidies that remove the financial barrier to disadvantaged students in accessing extra-curricular opportunities related to sports, adventure and other culturally enriching opportunities. Includes contributions for PP students towards any transport and costs related to academic trips, transition trips, in-school activities related to cultural enrichment or adventure/sports participation, DofE costs, and hosting of sports day at the Institute of Sport Arena in Sheffield. For 2021-22, we have doubled our subsidy funding for pupils in receipt of free school meals and looked-after children in order to remove financial barriers to students accessing these activities; as well as to address the impact of a number of external school visits that did not take place due to Covid restrictions.	*"Overall, studies of adventure learning interventions consistently show positive benefits on academic learning… There is also evidence of an impact on non-cognitive outcomes such as self-confidence.* (Outdoor adventure learning, 2021, EEF) This also enables the Academy to meet its commitment to students of a fully inclusive curriculum.	3,4
3.6 Parent evening booking system enables pastoral leaders to take proactive measures in engaging difficult to reach parents.	*"There is an established link between the home learning environment at all ages and children's performance at school."* *"Schools and parents have a shared priority to deliver the best outcomes for their children".* (Parental Engagement, 2019, EEF)	2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
3.7 Students in need are able to access subsidised equipment and uniform through the school.	Internal data shows that low attendance and poor behaviour can sometimes be caused by pupils not having the correct uniform or equipment. Our families do not always have cash at hand to provide these items to their children when needed. In addition, by removing the stigma of ill-fitting uniform or lack of equipment we are supporting the general wellbeing of pupils.	2, 4

Total budgeted cost: £ *296,190*

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.

Due to COVID-19, elements of the Pupil Premium strategy for 2020-21 have been adapted to meet the rapidly changing needs of the Academy. Some activities did not take place due to restrictions and national lockdowns.

Quality first teaching led by Lead Practitioner for English included implementation of whole-school strategies such as the Accelerated Reader programme, a written accuracy campaign, literacy codes, reading club and specific activities linked to literacy. Impact of these activities cumulatively was limited, and the Accelerated Reader programme did not see significant impact. This has been replaced for 2021+ with the Bedrock programme, which has had successful outcomes in partner schools in the Trust. Individual targeted activities have had positive effects on smaller groups of students, with observations from the English department, whole-school work scrutiny and student voice. Access to the library was restricted during 2020-21 due to Covid 'bubbles', limiting specific events and clubs from taking place. In place, the school launched a 'Sutton Reads' campaign, which aims to expose all students to a range of carefully selected texts, expertly read to them by their teachers. This was able to take place in-school as well as remotely and is being developed further through 2021-22.

Heads of department from various subject areas worked together to coordinate the teaching of key mathematical concepts – promoting the development of transferable skills. Money week (part of the Global Money Week initiative) was introduced by the maths department, providing financial awareness lessons to KS3 students. These lessons were well received by students and parents and met an identified need of students in our local context. This is being developed further for 2021-22. Some planned whole-school maths strategies were not carried through due to absence of the Lead Practitioner for maths.

In year 7 and 8, students who were below 100 scaled score accessed additional English curriculum time. In order to achieve the additional curriculum time for English, these students had reduced exposure to foreign languages. This strategy was dropped in the Summer Term 2021 due to limited evidence of impact and the detrimental effect on language learning.

As a PiXL member, the Academy had benefitted from high-quality CPD, resources and networking opportunities for a number of years. Due to Covid, most of the arranged events have been cancelled or moved online. Department leaders have advised that

this has limited their benefit from the membership. As a result of this, the Academy will not be renewing membership for 2022-23, and instead focusing on closer collaboration with our Trust partners and the ATT Institute, which offer better value opportunities.

Behaviour tracking systems have been set up within the Academy's 'ClassCharts' system, complementing a new behaviour and rewards strategy. Internal data shows a trend of improving behaviour and reduced student removals from class.

Due to Covid restrictions, breakfast club did not happen throughout the year and breakfast provision was only made for specific vulnerable students.

A new parents' evening booking system has been implemented successfully, which has allowed the school to identify and take proactive measures to improve the engagement levels of disadvantaged students whose parents/carers previously have had low engagement. The system was extended and enhanced during national lockdown and other Covid measures to facilitate remote parent evenings, which has led to further improvements in engagement and in satisfaction rates (from parent surveys).

A number of planned school trips were not able to go ahead due to the pandemic. Where possible, these have been re-scheduled or replaced by in-school activities – for example, a cancelled geography fieldwork residential was replaced by a local day visit to 'Sutton Lawns' to carry out alternative fieldwork. Those events that were able to go ahead, including the Sports Day hosted at the Institute of Sports Arena in Sheffield were able to go ahead in the summer and had a significant impact on student wellbeing following a difficult year.

The planned 'OwnIT' campaign did not take place due to Covid pressures in the autumn term and a change in school leadership from January.

Disadvantaged students continue to be well-supported by an extensive careers curriculum at the Academy, coordinated by our Careers Adviser (partially funded from the Pupil Premium). The Academy has achieved all of the Gatsby benchmarks this year despite the challenges presented by the pandemic.

The school diverted some of the unused Pupil Premium funding to support Covid interventions. This included the rapid rollout of IT equipment (in addition to that provided by the DfE) to ensure all students were able to engage in remote learning within a week of the spring-term lockdown; purchasing of additional resources to support home-learning (including MyTutor, Seneca and GCSE Pod); CPD for staff to ensure high-quality remote provision; the early appointment of a Pupil Premium mentor; and food parcels provided in addition to those funded by the DfE. The impact of these activities has enabled the school to maintain the provision of a high-quality and full curriculum to all students throughout the pandemic, confirmed in the Ofsted monitoring inspection March 2021.

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
National Tutoring (English and Maths)	Tutor2u