

**TO BE REVIEWED SEPTEMBER 2019**

## Pupil Premium Strategy Statement Sydenham School

‘Disadvantaged’ students refers to a group of students who qualify for the Pupil Premium Grant. Being ‘disadvantaged’ does not equate to low ability.

We also recognise that some disadvantaged students may need more support than others e.g. those currently in receipt of free school meals, Looked After Children and those children who have been adopted.

The overarching aim is to ensure that the progress across the curriculum of these students in all year groups is at the forefront of our planning and delivery of learning activities in the classroom and outside and that it matches that of other students with similar starting points. The progress of all students, from their starting points, is monitored carefully according to their year groups but there will be particular emphasis in Faculties on the disadvantaged students and including those who are more able.

### Overriding principles:

- The profile of disadvantaged students must be high for all staff
- Some disadvantaged students need aspiration, achievement and high levels of attendance.
- Some disadvantaged students need to be making better progress than non-disadvantaged students, due to their starting point being further behind.
- What works to raise the aspirations and achievement of disadvantaged students will raise the aspiration and achievement of all students.

1. Summary information									
<b>School</b>	Sydenham School								
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>			£338K	<b>Date of most recent PP Review</b>	September 2018		
<b>Total number of pupils 7-11</b>	1155	<b>Number of pupils eligible for PP</b>				Total 311 (26.8%)	<b>Date for next internal review of this strategy</b>	Sept 2019	
		Y7	Y8	Y9	Y10				Y11
		25 (10.59%)	76 (32.62%)	71 (32.62%)	65 (28.51%)				74 (32.74%)

2. Current attainment Y11 GCSE Results 2018					
	Pupils eligible for PP	In school gap (Non-PP in brackets)	All pupils eligible for PP (National average) <b>2017</b> Gender specific date NA)	Gap with National Pupil Premium Data (2018 Sydenham; 2017 National)	All pupils not eligible for PP (National average) 2017 Gender specific date NA)
<b>% achieving 4+ (Standard Pass) including EM Threshold</b>	52.7%	-24.60% (77.3%)	44.3%	8.4%	71.2%
<b>Progress 8 score average</b>	-0.2	-0.5 (+0.3)	-0.40	0.2	0.11
<b>Attainment 8 score average</b>	42.9	-11.99 (54.89)	37.0	5.9	49.8
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
<b>A.</b>	Learning & Teaching: Ensure the progress across the curriculum of disadvantaged students in all year groups matches that of other students with similar starting points				
<b>B.</b>	Literacy skills both oral and written				
<b>C.</b>	Poor behaviour for learning masks ability/potential in some cases				
<b>D.</b>	Wider Outcomes: Restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum for disadvantaged pupils. Low aspiration means that some PP students coast or settle for 'good enough'.				
External barriers					
<b>E.</b>	PP students have poorer attendance and are more likely than Non PP students to have persistent absence				
4. Desired outcomes				Success criteria	
<b>A.</b>	Diminish the difference in subject variation. Progress 8 Score improved and the difference reduced				
<b>B.</b>	Maintain the improvements in literacy skills, ensure the barrier of Literacy and English continues to be overcome as in previous years.  Address the increased number of PP students not at 'National Standard' in Year 7			Continue to improve PP English attainment and diminish the difference in English.  Increase literacy provision in Year 7 and focus	

		upon spoken and written Literacy
<b>C.</b>	<ul style="list-style-type: none"> <li>i. Increased participation rates in accessing cultural enrichment activities for PP students</li> <li>ii. All PP students take part in one residential or overseas trip.</li> </ul>	Analysis of data for groups. Enrichment database (JEL)
<b>D.</b>	Improved attendance for PP students Reduced rates of Persistent Absence for FSM students	Ensure the difference in attendance between PP Pupils at Sydenham and All Pupils nationally is reduced Be in line with national figure for All Students
<b>E.</b>	Raising aspiration both to raise attainment and to create “road maps” and aspiration for PP Students	PP Students attending 6 <sup>th</sup> Form and further education in line with non PP Students

### Acronyms

EEF Education Endowment Trust

PPA Planning, Preparation & Assessment - time given to teachers outside of the classroom to undertake these professional duties

PP Pupil Premium

TA Teaching Assistant

HLTA Higher Level Teaching Assistant

DfE Department for Education

5. Planned expenditure						
Academic year	2018-19					
The headings below enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
<b>1. To develop and communicate a clear vision which will raise the profile of disadvantaged and bursary students and enhance the school's inclusive ethos.</b>						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Ensure that the profile of disadvantaged/bursary students remains high in school	Use the Sutton Trust toolkit to look at key strategies to improve progress for these students (and subsequently all students)	<ul style="list-style-type: none"> <li>Sutton Trust informs strategic work such as peer tutoring</li> <li>DIRT (Dedicated Improvement and Reflection Time) as standard</li> </ul>	<ul style="list-style-type: none"> <li>All teaching staff can identify PP students and focus on them when planning, delivering and marking</li> <li>Staff use priority marking</li> <li>HPA students kept in spotlight as priority through staff Briefings and staff Bulletins</li> </ul>	DHT Inclusion  T&L Team DHT  HPA PP co-ordinator	Lead teacher appointed for HPA. Lead teacher appointed for MPA (November 2018)	£4,500 £4,500
<b>Total budgeted cost</b>						<b>£9,000</b>

## 2. Quality of teaching for all

### 2.1 Ensure the progress across the curriculum of disadvantaged students in all year groups matches that of other students with similar starting points

<p>To diminish the difference in subjects across the curriculum</p>	<p>Reduction in class sizes through additional recruitment allows for improved feedback</p> <p>Maintain PPA at above 10% to facilitate the improvements in marking required</p> <p>Curriculum Leaders for Maths and English to be available during morning registration to support intervention</p> <p>Lunchtime intervention for year 11 in Maths, English and Science.</p>	<p>EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review) EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> <p>RAISE data indicates that this is an area requiring improvement. Retention of additional experienced staff to provide informed support within the department as well as drawing on professional experience</p>	<p>Book Monitoring</p> <p>Focused Learning Walks and lesson observations</p> <p>On-call visits to lessons</p> <p>Performance Management and Line Management</p> <p>Termly analysis of data</p>	<p>SLT L &amp; T Team</p>	<p>Termly monitoring and review of Progress Point Data</p>	<p>£47,000</p>
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Diminish the difference in Mathematics	Establish 'Numeracy week' and regular numeracy initiatives to raise the profile of Maths in the school.  We have appointed a Numeracy Co-ordinator and an LLP for Maths	EEF – one to one support (+5 rating on Sutton Trust/EEF Teaching and Learning Toolkit research review)	Termly Data analysis Attendance Analysis Student Voice	DHT/CL Maths	Termly monitoring and review of Progress Point Data  Annual Review September 2017	£20,880
2.2 To improve basic literacy and reading ages and to improve the progress of all disadvantaged/bursary students in English.						
Maintain the improvements in Literacy Skills, ensure Literacy and English barriers continues to be overcome as in previous years. Maintain standards for attainment in English whilst diminishing the difference for Progress	Reduction in class sizes through retention of staff in English - this allows for improved feedback  Maintain PPA at above 10% to facilitate the improvements in marking required	EF – Reduction in Class Sizes (rated as+5 in Sutton Trust/EEF Teaching and Learning Toolkit research review) EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review	Lesson Observations to reflect impact  Book Monitoring  Termly analysis of data	L & T Team CL English  DHT Standards	Termly monitoring and review of Progress Point Data  Annual Review September 2019	£46,000

Accelerated Reader Year 7	To enable students to make additional progress within their literacy skills.  KS3 PP students to actively engage with the programme and perform in line with their peers.	Strategy based on findings from the "Pupil Premium Next Steps" published by The Sutton Trust, emphasising early intervention	Termly analysis of data		Termly monitoring and review of Progress Point Data  Annual Review September 2019	£3,800
Phonographix Programme	To enable students to make additional progress in literacy skills.  Specialist TA allocated	Strategy based on findings from the "Pupil Premium Next Steps" published by The Sutton Trust, emphasising early intervention	Termly analysis of data	CL Inclusion	Termly monitoring and review of Progress Point Data  Annual Review September 2019	£24,500
<b>Total budgeted cost</b>						<b>£146,180</b>

### 3. To improve Attendance and Aspiration for Disadvantaged/bursary students and reduce the gap between DA and non-DA PA

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Attendance is closely monitored and students are rewarded for good attendance/identified for low attendance i.e. letters home/parental meetings/report cards.	Continue with the Attendance Programme' This includes phone calls & letters home, changes to the website, texts home, follow up with	The DfE Research Report of November 2015 indicates: 'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics'	Monitor Weekly Attendance figures by Focus group and Year Group Individual students monitored and followed up where needed as quickly as possible.	Attendance lead  YLCs	Termly monitoring and review of Progress Point Data  January 2018 1% difference in attendance between PP and non-PP. This is above national Average.  Annual Review September 2019	

	<p>support from Lewisham Attendance Team, whole school priority. Buy into support from Lewisham Attendance Team. Early Gate and late gate duties for senior staff to engage daily with students</p> <p>Build positive relationships with parents/carers to support good attendance wherever possible</p>		<p>If there is an additional welfare need, PP students will be prioritised e.g. uniform, travel etc.</p> <p>Half termly focus on PP students with regard to individualised support.</p>	<p>HPA PP co-ordinator</p> <p>MPA PP post-holder</p> <p>DHT Inclusion</p>		£7,000
Improved Attendance for PP Students	Allocated time from Attendance Team	EEF – one to one support (+5 rating on Sutton Trust/EEF Teaching and Learning Toolkit research review)	Individual students monitored and attendance progressed over time to see if any significant improvements	YLCs Attendance Lead	Termly monitoring and review of Progress Point Data  Annual Review September 2019	£17,420
Increased participation rates in accessing cultural enrichment activities for PP students	All school trips and visits subsidised for PP students. All revision materials provided for PP students	Council for Learning Outside the Classroom Report 2015 – supports evidence to show that learning outside the classroom has a positive impact upon PP students			Termly monitoring and review of Progress Point Data  Annual Review September 2019	£100,200
	No Music Tuition costs for PP	OFSTED advise – evidence				£6,700  £20,000

	<p>students</p> <p><b>All PP students take part in at least one extra-curricular activity</b></p> <p><b>£300 allowance for staff to bid for projects to raise participation for a targeted PP group. e.g seasonal activities such as pumpkin carving, cookery workshops</b></p>	to support Music provision to develop other learning skills.				<p>£10,000</p> <p>£6,500</p>
Raising aspiration both to raise attainment and to create “road maps” and raise aspiration for PP students	Brilliant Club for Year 7 & 8	Ofsted advise ‘The most able students’ mentions The Brilliant Club as an effective use of pupil premium funds March 2015	Outcomes reviewed at KS4/5 transition and Year 12	HPA PP co-ordinator MPA PP co-ordinator	Termly monitoring and review of Progress Point Data  Annual Review September 2019	£4,000
<b>Total budgeted cost</b>						<b>£171,820</b>
<b>4. To plan for successful transitions for disadvantaged students</b>						
Ensure all PP/bursary students have a clear supported plan to make the transition into the next stage of work/education/training		All PP students have a plan in place for future progression to involve parents Year 8 have individual guidance to ensure		SFH6 Lead DHT AHT		£15,000

		aspirational and appropriate KS4 pathways.				
Individual careers and transition guidance is offered post Foundation, post 16 and post-18.			PP students are allocated careers appointments as a priority Year 10 PP students are interviewed as a priority for work experience interviews	Careers Advisor		
<b>Total budgeted cost</b>						<b>£15,000</b>
<b>Overall Total Budgeted Cost</b>						<b>£338,000</b>