

# Pupil premium strategy statement – Settlebeck School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	11.48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Dec 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Mrs S Campbell
Pupil premium lead	Mrs S Evans
Governor / Trustee lead	Mr P Irvine

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,324
Recovery premium funding allocation this academic year	£ 13,376
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	£ 46,700

# Part A: Pupil premium strategy plan

## Statement of intent

Settlebeck School, is an 11-16 academy in rural Cumbria, with 209 students on roll. The school is designated as a resourced provision for autism and has a significantly higher than national average number of students with SEND; ECHP 18.18% compared with 3.7% nationally, SEND Support 19.61% compared with 12.2% nationally. A vast majority of our students eligible for the Pupil Premium grant have a special educational need increasing the barriers they face.

At Settlebeck School we have high expectations for all pupils in our school, and believe that with high quality teaching, effective engagement with parents and a personalised approach to meet individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum which enables our young people to develop the knowledge, skills and understanding to become the best versions of themselves, knowing they can contribute to making the world a better place.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium but are focused on the needs of the individual. Some specific interventions and school initiatives have been made possible by allocating the pupil premium and/or recovery premium funding. Our strategies target the individualised needs of our children in receipt of pupil premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for pupil premium funding.

Pupil premium grant funding enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children. When making decisions about allocating our funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan

## Challenges

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

Challenge number	Detail of challenge
1	Reading and spelling. Disadvantaged students are working, on average, below age related expectations in reading, spelling and maths
2	A greater proportion of students have wellbeing issues
3	Persistent absence amongst disadvantaged students is above that of their peers.
4	Our inclusive ethos means we enrol students with a history of poor attendance and/or wellbeing students as in year transfers.
5	A high proportion of students live rurally and puts our disadvantaged students at a greater disadvantage in terms of access to wider opportunities, IT access which can lead to social isolation

## 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 reading and spelling amongst disadvantaged students to they develop the literacy skills needed to progress.	<p>Students will improve their reading and spelling scores so they are in line with age related expectations and the gap is narrowed. This will be assessed through;</p> <ul style="list-style-type: none"> <li>• Analysis of NGRT and NGST assessments show improvement</li> <li>• Book looks show improved application in lessons</li> <li>• Improvement in Fresh Start assessments</li> </ul>
Improve and sustain students wellbeing throughout school	<p>Higher levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• Data from student voice, surveys and staff observations</li> <li>• Written records from key worker/mentoring sessions show improved wellbeing</li> <li>• Reduction in referrals to external agencies</li> <li>• Reduction in persistent absence</li> </ul>

Develop a phonics curriculum	<ul style="list-style-type: none"> <li>• Student with gaps in phonics knowledge identified</li> <li>• Daily phonics programme implemented</li> <li>• Dedicated phonics lessons built into the English curriculum</li> <li>• All teachers trained in phonics</li> </ul>
Increase access to wider opportunities	<ul style="list-style-type: none"> <li>• PP students have access to the same opportunities as their peers</li> <li>• Support for PP students to access wider opportunities within the community</li> </ul>

## 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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff INSET sessions	<p>Consistent approaches and shared language around teaching and learning to improve the quality of education for all.</p> <p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ – EEF Pupil Premium Guidance Report.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.’ – EEF</p> <p>National Literacy Trust Building Vocabulary</p>	1,3

Recruit Fresh Start Lead	<p>Reading is essential to every subject and children who cannot read well will find it difficult to keep up with the demands of secondary school.</p> <p>Ofsted Reading Research Report – successful schools prioritise reading by investing in additional, bespoke help for struggling readers and training for staff who taught reading.</p> <p>EEF Improving Literacy in Secondary Schools</p>	1,2,3
Train staff to deliver a phonics-based intervention to target the weakest readers	<p>Reading is essential to every subject and children who cannot read well will find it difficult to keep up with the demands of secondary school.</p> <p>Ofsted Reading Research Report – successful schools prioritise reading by investing in additional, bespoke help for struggling readers and training for staff who taught reading.</p> <p>EEF Improving Literacy in Secondary Schools</p>	1,2, 3, 4

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups</p> <ul style="list-style-type: none"> <li>• One to one tuition   EEF (educationendowmentfoundation.org.uk)</li> </ul> <p>And in small groups:</p> <ul style="list-style-type: none"> <li>• Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF.</li> </ul>	1,2,3,4

	Quantitative data will be used to evidence the progress and impact of this tutoring.	
Purchase Fresh Start teaching resources and training materials	<p>Reading is essential to every subject and children who cannot read well will find it difficult to keep up with the demands of secondary school.</p> <p>Ofsted Reading Research Report – successful schools prioritise reading by investing in additional, bespoke help for struggling readers and training for staff who taught reading.</p> <p>EEF Improving Literacy in Secondary Schools</p>	1,2,3,4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced pastoral support to address issues which require specific interventions for behaviour, mental health and attendance.	<p>Ongoing bespoke pastoral support packages, and creative therapy programmes based on individual need.</p> <p>DFE 'Mental Health and Behaviour in Schools'</p> <p>EEF 'Social and emotional approaches have a positive impact on academic outcomes'</p>	2,3,4,5
Financial support for resources/trips/enrichment opportunities.	<p>Systems are in place and advertised to all staff on how they can request financial support to ensure that no child missed out on any opportunity or key resources for their learning journey.</p> <p>Access to devices for learning at home reduces the disadvantage.</p>	2,3,4,5

**Total budgeted cost: £ 47,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The DFE provisional performance data published in October 2022 shows that our Pupil Premium cohort of 8 pupils achieved a GCSE Value Added Score of +0.09 in the 2021-22 academic year.

In Year 7 pupils were assessed using the National Group Reading Tests and the average standard age score for our pupils improved by +4.0. In Year 9 pupils were assessed using the National Group Reading tests and the average standard age score for our Pupil Premium pupils improved by +2.25.