

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	The Suthers School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	21.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3-year plan from 2021
Date this statement was published	30/1/22
Date on which it will be reviewed	1/9/22
Statement authorised by	Nic Watkin (Head of School)
Pupil premium lead	Dom Lynas (School Leader)
Governor / Trustee lead	Sue Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78195
Recovery premium funding allocation this academic year	£6670
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	£84865

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Literacy and numeracy levels are lower for disadvantaged than other students and low when compared to national averages. A lower average reading age presents challenges for these students in accessing the curriculum. Disadvantaged students are less likely to be reading outside of school, resulting in a smaller and less sophisticated vocabulary for these students. A negative attitude towards reading has been noted as being a particular issue for low ability boys from disadvantaged backgrounds.
2	Students from disadvantaged backgrounds have less cultural capital when compared with their more advantaged peers nationally. The school serves a lower than average socio-economic community and students are less likely to have access to diverse cultural experiences. This presents challenges for disadvantaged students in engaging with the curriculum as effectively as their non-disadvantaged peers. Additionally, a lower level of social capital results in a lack of connections to networks that could offer opportunities to them, such as high quality and meaningful work experience.
3	There are lower levels of social mobility in the area when compared to other areas of the East Midlands. This is a barrier to students achieving higher outcomes and is particularly true for disadvantaged students. Students, and especially disadvantaged students, can have lower self esteem and less belief that they can achieve their full potential. This in turn leads to low aspirations and means a lower number of disadvantaged students historically will leave the area to go to University, study high quality degree equivalent or study high level apprenticeships. In 2019, UCAS data analysis by the Sutton Trust identified teenagers from the East Midlands as being the least likely to go onto a leading University, with disadvantaged students being the least likely within this group.
4	Students from disadvantaged backgrounds at the school have been noted as having less academic resilience and independence when compared to more advantaged students at the school. This results from their lack of self esteem and leads to these students not giving their full

	<p>efforts when work is challenging, and presents further challenges in these students engaging with the ambitious curriculum in the school. Consequently, these students are at risk of not reaching their full potential, and not achieve as well as their more advantaged peers.</p>
5	<p>As a national trend, attendance rates for disadvantaged students is lower than for non-disadvantaged, and this is reflected at the school. For example, in the period of 1st September 2021 to 22nd October 2021, the whole school attendance percentage was 92.3%. The percentage for the same period for disadvantaged students was 89.3%, an attendance gap of 3%. This means that support to families in addressing any attendance issues is provided as soon as possible. Additionally, support for disadvantaged students in school needs to be greater to maximise the impact of lessons and consequently close the progress gaps that will develop with a lower attendance, in comparison to non-disadvantaged students.</p>
6	<p>The national lockdowns of 2020 and 2021 showed a pattern of engagement with remote learning for disadvantaged students being lower than for non-disadvantaged students. In the January 2021 lockdown an analysis of engagement for Year 10 students (who are now the first Year 11 students the school has had) was undertaken on a weekly basis. This showed that whilst the engagement was significantly improved when compared with the 2020 lockdown (and also improved on a week by week basis in 2021) with measures that were implemented by the school, including the loan of ICT and other types of equipment, parental understanding about the delivery of remote learning and their subsequent engagement is not universal amongst the parents/carers of disadvantaged students and remains to be an area requiring development should any further periods of remote learning be required.</p>
7	<p>A result of the national lockdowns has been an increase in anxiety related non-attendance for young people across the country. This has been reflected in the school, which has had a large impact on attendance across all year groups, notably with a small cohort of vulnerable students at KS4 where Year groups are not at full capacity. Within this group, there are a higher proportion of disadvantaged students in comparison to non-disadvantaged students which has impacted on whole school attendance figures.</p>

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
Ensure disadvantaged students' outcomes are in line with the non-disadvantaged peers nationally	English and Maths 4+, 5 + and 7+ figures for disadvantaged students are equal to or greater than non-disadvantaged students nationally. Ensure overall progress for disadvantaged students is equal to or greater than that of non-disadvantaged students nationally.
Ensure high levels of literacy and numeracy for disadvantaged students	Above expected progress in English and Maths for Year 7-10 at monitoring points English P8 for disadvantaged students to be better than for non-disadvantaged students nationally in 2022.
Cultural capital to be developed in all subjects across the school with scaffolding and support provided for all students to access the ambitious curricula	Students speak positively about their learning experiences in the school. Reflected in an improvement in AtoL scores across the school at data collection points. Quality assessment provision standardisation in place to sup
Improve aspirations and expectations of students in order to increase opportunities for social mobility on leaving education.	Ensure the average AtoL score of disadvantaged cohorts is 1.7 or better. A year upon year improvement of disadvantaged students accessing A Levels, Level 3 college courses and HL Apprenticeships, beginning with the first cohort in 2022. Increasing percentage of students opting for the EBACC facilitating subjects. Career interview prioritised for disadvantaged students in November 21' & March 22'
Attendance for disadvantaged students is at least as strong as attendance for all students in the school	Increase attendance rate for disadvantaged students to the school target of 98% so that it is at least in line with non-disadvantaged students. Reduce number of disadvantaged students who are persistent absentees

	<p>(i.e. less than 90% attendance) so this is better than non-disadvantaged students nationally.</p> <p>Higher levels of parental engagement and support in place through communication from attendance officer, pastoral lead. Parents feel supported in working towards higher rates of attendance.</p> <p>Minimise number of disadvantaged students who absent through anxiety and other health related concerns.</p> <p>Persistent Absentee figures to improve for disadvantaged students.</p> <p>Student voice show that students feel confident and comfortable in school environment.</p>
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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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing in specialist areas	To ensure all areas of school (both teaching and non-teaching) are staffed by specialists. Also ensure class sizes are maintained at a level conducive to learning. Support by subject experts provided to any non-specialists	1, 2,3, 4, 6
Year 11 core subject staffing	Heads of Subject teach the core subjects in Year 11 and regularly collaborate to ensure PP students are making progress in line with their GCSE target grades.	1,2, 3, 4, 6
Additional EMS lessons	Year 11 have an additional English, Maths and Science lesson each week in	1, 2, 3, 4, 6

	period 7, where targeted key topics to meet the needs of students are focused upon.	
Whole School CPL	Whole school CPL each week, ensuring that Teaching and Learning at the school is always at the forefront of minds of staff. Areas requiring development identified and future sessions targeting these put together.	1, 2, 3, 4, 6
Department Development Time	Weekly time built into school calendar allowing collaborative planning to take place, ensuring high standards of Teaching and Learning across whole departments.	1,2, 3, 4, 6
Teaching and Learning	<p>Key teaching and learning strategies have been put in place:</p> <p>Red and Green planners – The use of the traffic light card system in all lessons allows students to non-verbally indicate to their class teacher that they need help with any work in class. This removes the barrier of not wanting to ask a question in front of the class, and gives students confidence that they will receive support during every lesson.</p> <p>Red Pen – all students have been taught the skills of using the red pen to uplift their learning, helping students to improve their metacognition.</p> <p>Supervised Study – metacognition explicitly taught during these sessions, developing their planning, monitoring and evaluation skills that they can transfer to every subject in the school.</p> <p>Etymology – students explicitly taught the origins of words and the roots of words that they encounter in lessons. This develops students confidence in being able to understand different words in other contexts, simultaneously reducing the vocabulary gap and increasing the confidence of students.</p> <p>SHAPE – Consistent modelling of shaped language to all students is vital to students’ progress. All verbal communications, contributions and conversations are shaped to ensure students develop their active listening and the ability to conduct purposeful talk. Further to this, the school ‘no-hands’ up policy ensures that all students in every class feel part of a lesson.</p>	1,2, 3, 4, 6

	2-1 Questioning – From November 2021, 2-1 questioning to be directed to PP students in every class. This has the aim of ensuring that all PP students are fully engaged in lessons, with deliberate and careful questioning from teachers allowing students to experience success with answering questions in lessons, thus increasing confidence and developing intrinsic motivation in students.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one support – YipiYap tutoring	Targeted support to disadvantaged KS3 and KS4 students to help build confidence and develop resilience in Maths and Science. Online and In school provision	1, 3, 4, 6
One to one support – from Teaching Assistant and Maths specialist	Qualified Maths teacher working in small groups and one to one with PP students in Year 10 and Year 11. From January 2022, a TA deployed to support in Maths, working 1-1 with identified disadvantaged students across all year groups, using Period 7 time on Tuesdays to consolidate learning from lessons.	1, 3, 4, 6
One to one support – Science specialist	Science specialist working with PP students across all year groups to build confidence and resilience.	1, 3, 4, 6
Impress Education Tutoring	An online learning strategy introduced in February 2022 for Year 11 students, offering targeted support in English, Maths and Science. Topics to be covered are in line with any gaps in knowledge students have based on baseline assessments that were carried out in January 2022.	1, 3, 4, 6
GCSE pod subscription	School have subscription to GCSE Pod to help students across all subjects. Used to develop independent study	4, 5

	skills, an area identified as a barrier currently to disadvantaged students.	
MyTutor – one to one support	MyTutor service used core subjects giving students targeted intervention and developing resilience. Currently all Year 11 students are undertaking 1-1 science provision	4, 5
Purchase of revision guides	Revision guides purchased for Year 10 and 11 students, giving them tools to revise for exams and become more independent, resilient learners outside the classroom.	4, 5

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers guidance	Year 10 and 11 PP students have had one to one interviews with careers specialist to guide on next steps after GCSE. Years 10 and 11 have both attended Newark careers fair, creating links with local colleges and Universities and developing aspiration in students. Follow up reflection held with all students in these year groups and support with applications for Next Steps provided.	3,4
School counsellors	Students have access to school counselling service (Active Listening Therapies), as deemed necessary by pastoral lead, to support with mental health and wellbeing. Two members of staff from this organisation do one day per week each at the school, seeing 6 students per day. The sessions last for half term, or 6 week blocks. Since the global pandemic, the mental health and wellbeing of young people, especially those from disadvantaged backgrounds has been affected and this strategy aims to help students overcome this barrier. CASY counselling service to be considered as an additional support strategy.	5, 7
Review of the school attendance policy, detailing a stepped	Increase attendance rate for disadvantaged students to the school target of 98% so that it is in line with	5,7

approach to improving attendance.	<p>non-disadvantaged students. Reduce number of disadvantaged students who are persistent absentees (i.e. less than 90% attendance) so this is better than non-disadvantaged students nationally. Attendance policy reviewed in October 2021 to coincide with appointment of designated Attendance officer.</p> <p>Clear stepped approach to non-attendance mapped out to support disadvantaged students.</p>	
Duke of Edinburgh Scheme	<p>Year 10 and 11 PP students fully funded to take part in Duke of Edinburgh scheme, developing team working and interpersonal skills and developing character in line with school ethos. Disadvantaged students provided with an opportunity that they may not have been able to experience otherwise.</p>	2,3, 5, 7
Uniform and equipment provision	<p>Families of PP students supported through the purchase of any school equipment and uniform that is required to ensure students do not miss out on any opportunities within school. This ensures equality of access for all students.</p>	1, 2, 3
Enrichment for Years 7-10	<p>From November, the enrichment programme was reintroduced (after being postponed due to Covid 19 restrictions). Students have the choice of a range of activities that they may not get the chance to partake in outside of school. Students take part with students across different year groups, helping to develop their interpersonal skills.</p>	2, 3, 5, 7
Access to school trips	<p>PP students funded for any school trip that takes place to include sporting activities, giving them enriched opportunities that they otherwise may not experience and increasing aspiration and self-esteem for students. This has included a virtual tour of Auschwitz to learn about the impact of Holocaust and a Year 7 and 8 trip to the Theatre Royale in Nottingham.</p>	2, 3, 5, 7

Total budgeted cost: £92,000

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.

Strategy	Actions taken	Impact
Narrowing the attainment gap between PP and non-PP students across the school	CPL session on effective use of seating plans given, to identify PP students and how these could be used to help target questioning and keep PP students involved in lessons. A one to one tutor worked with PP students throughout the year in English and Maths, with the aim of improving resilience, independence confidence.	<p>Approach to Learning scores were taken for all students in October 2021. The average AtoL score for all students in the school was 2.45/4. The average score for PP students in the school was 2.49/4. 2021-2022 strategies will aim to close this gap further.</p> <p>In Maths, a PP student who achieved a grade 2 during the October 2020 internal assessments rose to a grade 5 in the June 2021 mock exams. This student will now be taking the Higher Maths GCSE paper and is on course for achieving a grade 6 or higher. The average score for non-PP students in Maths in the June 2021 exams in teaching group 10b (Foundation Paper) was 30.2/80. The average score for PP students in the same group was 31/80. In teaching group 10a (Higher Paper), the non-PP average and PP average was both 30.7/80.</p>
Improving student self-esteem and aspirations.	All PP students completed a Student Survey in March 2021. This detailed their current perceptions of themselves in school in relation to the school character strengths. Students also shared their own perceived areas of strength and weakness, as well as information about how they learn best. All staff were given a folder of this information and strategies of how to use this in lessons to increase engagement for PP pupils and in turn help to raise their attainment. A follow up survey was completed by PP	Students average score out of 5, based on their own personal perception, rose by 0.4 between March and October. The character strength that students believed to be their weakest character strength in March 2021 was Optimism. In the October survey, this value had increased to become in line with the other four school character strengths.

	students in October 2021, so that impact could be measured. PP students in Year 10 and 11 attended a careers fair in November 2021 raise awareness of future pathways and help raise aspiration.	
Improving attendance to become in line or better than the national average	Attendance regularly monitored and action plans put in place by previous pastoral lead to support with getting these students into school. New Senior Pastoral lead in place from Sept 21' Advert placed for a school attendance officer, the role was filled in September 2021. Additional Pastoral leader appointed in Oct 21'	Whole school attendance term 3 2020/21(12/04/21-20/07/21): 91.8%. Attendance for PP students: 87.7%. Gap whole school vs PP: -4.1% Whole school attendance half term 1 2021/22 (01/09/21-22/10/2021): 92.3%. Attendance for PP students: 89.3%. Gap whole school vs PP: -3%
Developing a research informed curriculum to allow for all students to experience a wide breadth of opportunities in and out of lessons	All Heads of Subject worked extensively with Executive Heads of the Trust to ensure that every subject has an ambitious curriculum in place. Curriculum Intents, Long Term plans and Medium Term plans were all review and adapted and continually improved as curricula implemented in the classroom. Strategies for scaffolding, questioning and teaching to the top were focussed upon during whole school CPL. Breakfast club for staff also introduced where staff could share research they have undertaken in their subject fields, including from the PTI where staff partook in seminars and shared good practice with colleagues. Shape, a new framework for helping students with purposeful talk in lessons, was introduced in the Summer term 2021.	Students are exposed to a broad curriculum which exceeds the demands of the National Curriculum. PP students are exposed to, and use, expert vocabulary in every subject and expert teaching allows them to speak like experts. Students learn about the etymology of words and their origins, enabling cross curricular links to be made. Collaboration with peers has developed the team working skills of students who value the contributions of their peers. Through skilful teaching, using the Shape strategy ensures that PP students contribute orally in class on a regular basis. The whole school use of the red pen for uplifting learning has developed the metacognitive skills in students and will continue to be focussed upon during academic year 2021-2022.

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
Enrichment providers used by the school from November 2021:	
Table Tennis	Activity Camps UK
Basketball	Activity Camps UK
Dance	Inspire Culture
First Aid	Notts Save a Life
Kung-Fu	Activity Camps UK
Duke of Edinburgh award	Karos Adventure
Rugby	Newark Rugby Club