Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sandwell Academy
Number of pupils in school	1402 (including sixth form)
Proportion (%) of pupil premium eligible pupils	301 students 30.1%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 – 2024/25
Date this statement was published	7 December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	James Saunders
Pupil premium lead	Debbie Walton
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288000
Recovery premium funding allocation this academic year	£74796
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	**£362796**

Part A: Pupil premium strategy plan

Statement of intent

The general aim of Sandwell Academy is **to maximise student performance in all its forms**. The aim is not limited to academic performance but extends to wider achievements in sports, the community and personal endeavour. This aim applies to all our students and is central to our intent for students from disadvantaged backgrounds.

At Sandwell Academy we are determined that every student, regardless of social and economic background is able to succeed and move on to their next destination, fulfilling ambitions and having high aspirations, including access to Higher Education. We recognise the importance of securing a set of strong academic outcomes in having options beyond Key Stage 4. Throughout their studies, students benefit from substantial high quality careers advice and guidance from a team dedicated advisors to ensure they have a clear destination upon leaving the Academy.

We strongly believe that high quality teaching and learning experiences is the best way to raise standards for all students, including those qualifying for the pupil premium grant. Therefore, integral to our Pupil Premium Strategy, are a range of approaches to ensure that high quality learning experiences are central to our student experience. In addition, the length of school day is extended beyond the norm and further interventions and enrichment opportunities take place in Session 3, after school. Sandwell also invests in a range of support staff to look after wider student needs and works with partner organisations where they are able to enhance what we can offer in house.

Challenges

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

Challenge number	Detail of challenge
1	A gap exists between the percentage of disadvantaged students achieving strong GCSE pass grades in EBacc subjects (particularly at Grade 5), compared to their non-disadvantaged peers. This results in a reduced choice of future pathways for individuals.
2	Most able students, from disadvantaged students, do not perform as well as their non-disadvantaged peers. Motivation, lower aspirations, poor study habits/environment and effort are barriers to success.
3	Attendance rates of disadvantaged students, including those Persistently Absent, are lower than that of their non-disadvantaged peers. This means that more days of education are lost, reducing likelihood of success by the end of compulsory education period.
4	Disadvantaged students are at higher risk of exclusion from school as exclusion rates for certain groups of pupils that are consistently higher than average nationally. This includes pupils eligible for free school meals and looked after Children. Exclusions result in more lost face-to-face education, social exclusion and can contribute to negative attitudes towards education. This

	can lead to lower aspirations, effort and motivation to succeed, as well as engagement in education.
5	Covid-19 has had a disproportionately high negative impact on the education of disadvantaged pupils. There is a need to help disadvantaged students catch-up.

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
A. Improve progress made by disadvantaged students achieving Grade 5+ in EBacc subjects	• The percentage of disadvantaged students securing Grade 5+ increases in the following subjects: o English Language/Literature o Maths o Science o History o Geography o Spanish • An upward trend can be seen over the three year period covered by this statement.
B. Reduce the attainment gap for more able students from disadvantaged backgrounds so that they perform broadly in line with their peers.	• The gap in Average A8 Scores between non-disadvantaged students and more able disadvantaged students reduces. This can be seen in a three year upward trend.
C. Improve attendance of disadvantaged students, post Covid school closures, to levels at/above the National Average.	• Overall absence of Pupil Premium students will remain above the National Average, as will persistent absence of PP students.
D. Reduce exclusion rates for disadvantaged students.	• Exclusion rates for disadvantaged students reduce from year to year, over a three year period. • The gap in exclusion rates between disadvantaged students and all students reduces, over a three year period.
E. Providing for those students in need of catch-up, through delivery of an effective curriculum recovery plan.	• Success will be shown in the examination results of students at the end of Key Stage 4. Results achieved at the Academy, should be <u>at least</u> equal to 2019 (pre-Covid) externally validated outcomes. Notably: o The percentage of students achieving Grade 4 and Grade 5 in GCSE English and Maths o The Average A8 Score o The Progress 8 Score

Activity in this academic year (2023-24)

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: £250k

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD specifically on Rosenshine's Principles of Effective Instruction for staff.	EEF Toolkit +7 months gains.	A, B, E
Improving overall quality of Teaching and Learning through thorough quality assurance and coaching, where needed.	*"Coaching can provide a means by which… teacher learning can be enhanced. Coaching is a form of collaborative CPD and can thus be a strong dimension of teachers' professional learning in school."* *https://assets.publishing.service.gov.uk/media/5a7ee63ce5274a2e8ab48e7a/coaching-for-teaching-and-learning.pdf*	A, B, E
Whole school focus on Assessment and Feedback, inclusive of staff CPD, development of live feedback, time invested in middle and senior leader Quality Assurance and staff time for assessment practices.	EEF Toolkit +6 months gains	A, B, E
Revision sessions including during Session 3 and Saturday provision.	EEF Toolkit +3 months gains	A, B, E
All cover for absent colleagues delivered by subject specialists already employed by the Academy.	John Hattie, Visible Learning, Effect size of teacher credibility of 0.9 (0.4 being average effect size)	A, B, C, D, E
Class sizes aim to be 26 or fewer children	EEF Toolkit +2 months gains	A, B, D, E
Ongoing and effective CPD for teachers new to the profession via the ECF Framework.	John Hattie, Visible Learning, Comprehensive instructional programs for teachers reports an effect size of 0.72. Average effect size 0.40.	A, B, D, E
Development of a school wide numeracy strategy with lead teacher and departmental representatives.	*"The importance of numeracy across the curriculum Strengthening numeracy across the curriculum will benefit students. They will develop confidence and proficiency in numerical skills as well as the wider use and*	A, B, E

	application of mathematics. It will strengthen the school's attainment at GCSE in maths, science and other subjects." SSAT.	
Development of a school wide literacy strategy with lead teacher and departmental representatives.	EEF Toolkit: Oral language interventions +6 months gains. Reading comprehension strategies +6 months gains	A, B, E
Additional Planning, Preparation and Assessment Time for all staff to support overall quality of lessons and assessment.	EEF Toolkit +6 months gains John Hattie, Visible Learning, Planning and Prediction reports an effect size of 0.75. Average effect size 0.40.	A, B, E
Development of CPD and Data Intervention Weeks, following Module Reports to ensure all teaching staff reflect on the progress made in their teaching groups. Intervention Plans put in place.	John Hattie, Visible Learning, Appropriately Challenging Goals has an effect size of 0.59. Average effect size 0.40.	A, B, E
Walking Talking exams to teach exam technique and timing for Years 11 and Year 13.	John Hattie, Visible Learning, Practice Testing has an effect size of 0.54. Average effect size 0.40.	A, B, E
Comprehensive exam strategy in place for Year 11 & 13 students to ensure they face external examinations with confidence	John Hattie, Visible Learning, Practice Testing has an effect size of 0.54. Average effect size 0.40.	E
Full CPD training for new staff on work of Jean Gross, Reaching the Unseen Children.	EEF Toolkit +7 months gains.	A, B, E
Quality Assurance focus on provision for Pupil Premium children to bring about improved classroom practices. Teachers implemented the classroom strategies promoted to build students' self-efficacy.	John Hattie, Visible Learning, Self-efficacy has an effect size of 0.92. Average effect size 0.40.	A, B, C, D

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

Budgeted cost: £90k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of more able post-16 students as peer tutors for underperforming Year 11 male students – Academic Peer Mentoring programme.	EEF Toolkit +5 months gains	A, B, D, E
Small group tuition during Session 3 for those not meeting personal targets.	EEF Toolkit +4 months gains	A, B, E
Comprehensive Careers Programme including one:one and contact with employers.	John Hattie, Visible Learning, Career interventions reports an effect size of 0.38. Average effect size 0.40.	A, B, D, E
Allocation of ICT equipment and the required set up and maintenance	Pandemic Academy closure identified large need for ICT loans. Number of loans of equipment requested outstripped number of devices available, clearly showing the need is there.

John Hattie, Visible Learning, ICT reports an effect size of 0.47. Average effect size 0.40. | A, B, E |
| Provision of reading software to support development of improved reading skills for those below age related expectations | EEF Toolkit +4 months gains

John Hattie, Visible Learning, Repeated reading programs report an effect size of 0.75. Average effect size 0.40. | A, D, E |
Provision of Flash Academy software to support development of English language skills for those with weak English.	The Bell Foundation recommedations state that EAL students will *"require targeted language support to catch up lost language learning"*.	A, B, E
Provision of numeracy software to support development of improved numeracy skills for those struggling with numeracy	John Hattie, Visible Learning, Interventions for students with learning needs reports an effect size of 0.77. Average effect size 0.40.	E
The Brilliant Club programme for High Ability	John Hattie, Visible Learning, Enrichment programs reports an effect size of 0.53. Average effect size 0.40.	A, B
Subsidised revision materials	John Hattie, Visible Learning, Study skills reports an effect size of 0.46. Average effect size 0.40.	A, B, E
Mentoring/early interventions in place for students from groups with disproportionately high rates of exclusion who exhibit behaviour issues.	John Hattie, Visible Learning, Behavioural Interventions reports an effect size of 0.62. Average effect size 0.40.	C, D

Alternatives to exclusion are used where possible I.e., Willetts Centre/IEC/alternative provision	Research for Teachers, Positive Alternatives to Exclusion, GTC.	C, D
Revamped Module Reporting system used to identify low progress and/or low effort.	Using Data to Raise Achievement – Good Practice in Schools 2013, Lambeth	A, B, E

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

Budgeted cost: £72k

Activity	Evidence that supports this approach	Challenge number(s) addressed
One:One parent meetings with Personal Tutors	EEF Toolkit +4 months gains	A, B, C and D.
Enrichment programme provision utilising a wide range of activities to engage students, across all year groups and full school year	EEF Toolkit +3-4 months gains	C, D
Behaviour Mentor. Interventions for small groups/one to one	EEF Toolkit +4 months gains	A, B, D, E
PiXL (Partners in Excellence) membership for Years 7-11 and PiXL Post-16 to provide a range of strategies to draw upon and resources to support teaching and learning across academic and vocational subjects	Previous year's performance data has shown that PiXL member schools attainment/outcomes are higher than non-member schools (based on averages).	A, B, E
Attendance Officer to raise attendance concerns at earliest opportunity	Research by Attendance Works organisation. www.attendanceworks.org	C
Employment of full-time School Nurse to support students' well-being needs	ASCL Blue Print for a Fairer Education System suggests this as a component of a best practice model	C, E

Total budgeted cost: £412k

Part B: Review of outcomes in the previous academic year (2022-23)

Detail	Amount
Actual Pupil premium funding received	£295003
Actual recovery premium funding allocation this academic year	£75003
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total received 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	**£370006**

Pupil Premium Strategy Outcomes

Source of national figures: https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised

Measure	Sandwell	National	Notes
Percentage of pupils achieving grades 5 and above in English and maths – gap between disadvantaged and non-disadvantaged.	27.2%	27.2%	Equal to national performance
Average Attainment 8 gap between disadvantaged and non-disadvantaged.	13.9	15.3	Above national performance
EBacc APS gap between disadvantaged and non-disadvantaged.	1.46	1.46	Equal to national performance
Rate of entry to the full EBacc.	19.0%	15.7%	Above national performance
Progress 8 score of disadvantaged students.	-0.41	-0.57	Above national performance
Progress 8 gap between disadvantaged and non-disadvantaged students.	0.60	0.74	Above national performance

	1. Desired outcomes	Success criteria	Impact/Evaluation

A.	Improve progress made by disadvantaged students achieving Grade 5+ in EBacc subjects	• The percentage of disadvantaged students securing Grade 5+ increases in the following subjects:
		    ○ English Language/Literature
		    ○ Maths
		    ○ Science
		    ○ History
		    ○ Geography
		    ○ Spanish
		
		• An upward trend can be seen over the three year period covered by this statement.
			Basics at Grade 5+ (GCSE English and Maths):
			2019 – 22%
			2022 – 43%
			2023 - 26.5% (Return to normal grading)
			Two year average(2022 + 2023) = 34.75%
			
			See table below.

B.	Reduce the attainment gap for more able students from disadvantaged backgrounds so that they perform broadly in line with their peers.	The gap in Average A8 Scores between more able non-disadvantaged students and more able disadvantaged students reduces. This can be seen in a three year upward trend.	• Average A8 for most able PP students (2023) = 5.14 **GAP= 1.31** • Average A8 for most able PP students (2022) = 6.63 **GAP=0.12** • Average A8 for most able PP students (2019) = 5.59 **GAP=0.05** Improvement not realised in 2023 however different results systems have been in place for the last 5 years with 2023 a return to normal grading. Very small numbers of high ability disadvantaged students in this data set (4 – 12 students).
C.	Improve attendance of disadvantaged students, post Covid school closures, to levels at/above the National Average.	Overall absence of Pupil Premium students will remain above the National Average, as will persistent absence of PP students.	**2020-21:** See table below. Gap: 2.9% NB Attendance to March 2020 as normal, then pandemic struck. **2021-22:** See table below. Gap: 6.6% Overall national FSM eligible absence rate for Autumn/Spring Terms = 10.4%

Table (within cell A – Impact/Evaluation):

PP ONLY	2019	2022	2023	2-yr average
English Language/Literature	40.0%	47.7%	40.8%	44.3%
Maths	22.2%	50.0%	34.7%	42.4%
Science x 2	22.2%	33.3%	27.1%	30.2%
Humanities	23.7%	37.5%	19.0%	28.3%
Languages	20.8%	77.8%	15.8%	46.8%

Table (within cell C – Impact/Evaluation, 2020-21):

Pupil Premium	91.6%
Non Pupil Premium	94.7%

Table (within cell C – Impact/Evaluation, 2021-22):

Pupil Premium	87.4%
Non Pupil Premium	94.0%

			2022-23: <table><tr><td>Pupil Premium</td><td>86.5%</td></tr><tr><td>Non Pupil Premium</td><td>91.6%</td></tr></table>Gap: 5.1% Overall national FSM eligible absence rate for Autumn/Spring Terms = 10.9% NB: 2021-22 attendance still severely impacted by covid. **Attendance remains a concern.** New whole school focus and strategies are underway 23-24 to address this further.
D.	Reduce exclusion rates for disadvantaged students.	Exclusion rates for disadvantaged students reduce from year to year, over a three year period. The gap in exclusion rates between disadvantaged students and all students reduces, over a three year period.	**2021-22:** • Total number of exclusions = 75 (100%) • Percentage of all exclusions by disadvantaged students 48% • Percentage of all exclusions by non-disadvantaged students 52% A small gap of 4% was present between disadvantaged and non-disadvantaged groups. **2022-23:** • Total number of exclusions = 66 (100%) • Percentage of all exclusions by disadvantaged students 68% • Percentage of all exclusions by non-disadvantaged students 32% A significant gap of 36% developed between disadvantaged and non-disadvantaged groups. This remains a priority.
E.	Providing for those students in need of catch-up, through delivery of an effective curriculum recovery plan.	Success will be shown in the examination results of students at the end of Key Stage 4. Results achieved at the Academy, should be <u>at least</u> equal to 2019 (pre-Covid) externally validated outcomes. Notably: • The percentage of students achieving Grade 4 and Grade 5 in GCSE English and Maths • The Average A8 Score • The Progress 8 Score	**2022-23:** • Progress 8 score 0.01 • 47% achieved Maths and English at Grade 5+ • 69.4% achieved Maths and English at Grade 4+ • Attainment 8 score 47.8 All measures sustained above 2019 figures which is evidence of success, achieving better outcomes despite suffering the effects of the pandemic.

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
Maximising Success	The Life Skills Company
PiXL Membership	PiXL
Performance Learning	My Performance Learning

Further information (optional)

Uniform support is provided to qualifying families of Year 7 students on an annual basis. This included students on Free School Meals and families on Welfare Support/Low Incomes. Value £6975.

Transport Subsidy for free school meals students - £35,500

Transport Subsidy Welfare Supported due to low income - £5775

Extra-curricular visits are sometimes subsidised - £457.15

Funding is spent in accordance with Personal Education Plan (PEP) targets for Looked After Children

Recovery Premium Strategy Outcomes – Legacy Information 2020-2022 (for reference only)

2. Desired outcomes		Success criteria	Impact/Evaluation
A.	High quality online provision reduces the amount and severity of students falling behind in their learning.	• Live teaching widely available for all students, as required • Most students make progress during 2020/21	• Online learning was in place for all lessons. This was accompanied by CPD and Microsoft Teams training. MS Teams facilitated effective differentiation • QA incorporated online drop-in sessions to ensure high quality teaching remained in place. • A remote learning audit helped to gauge impact and effectiveness of online learning, with some aspects of remote provision incorporated into future planning due to impact and success. • Enhanced ICT Support via Helpdesk in place to ensure technical issues were not a barrier to home learning. • Gains were made by less confident students due to one-to-one intervention through MS Teams. Staff survey shows that 72% of teachers feel some students have made better progress as a result of online learning. A further 19% said that maybe some students had made better progress. • Strong home/school links were maintained through the development of video content to ensure that all parental events were able to continue to support learning. • Laptops provided by DfE all set up and issued to students with an identified need.
B.	Catch-up strategies enable students to progress onto their next stage of employment education.	• Year 11 students leave the Academy with sufficient qualifications to access their next stage of	• NEET figures were zero for KS4 and post-16 students and students transitioned successfully into the next stage of their education. • Some Year 10 students were identified as being below their age-related peers. Moving forward into 2021/22 a new Nuture Group in Year 11 is being trialled, to further support weaker Year 11 students following the impact

		education or training • Students required to re-sit GCSE Maths/English are minimal • Opportunities to accelerate progress (extra classes, tutoring, further assessment opportunities) are provided, as required	of Covid-19. Provision includes smaller class sizes, greater consistency of staffing in core subjects, access to additional Functional Qualifications, as well as additional support in numeracy and literacy. • Teach First Academic Mentor for English utilised to boost progress in literacy mainly at Key Stage 3. • Teams Saturday booster classes were utilised for core subjects. Feedback from parents, students and staff validated the usefulness of these in the run up to TAGs. • The percentage of PP students achieving English & maths at grade 5 has increased from 24.5% (2019) to 26.8% (based on TAGs). At 4-9 the percentage has increased from 49% (2019) to 60.7%. This now needs to be sustained in external assessments. • In English, the disadvantage gap has narrowed in 2021 at Grade 4+ (5.9%), Grade 5+ (9.5%) and Grade 7+ (9.6%). Whilst we are optimistic, an upward trend is yet to be seen. The largest disadvantage gap in Maths exists at Grade 5+ (14.4% - 2021, TAGs).
C.	Additional resources ensure that all students can engage with education.	• Students can access lessons/curriculum during periods of closure • Resources provided are high quality	• Online 1:1 tutoring taken place via My Tutor for Year 11s and some Year 10s, funded via Aim Higher, targeting English grades 4/5. • Personalised catch-up plans for individuals where engagement with home learning was low or where student/parent/teacher raised concerns. Regular checks on progress and liaison with parents. • Once Year 11s had completed BTEC courses they were re-timetabled to have extra English or Maths teaching to support catch-up. • Catch-up classes on timetable for Year 8 and Years 10 as time allowed and additional core subject work has been undertaken in this time to support progress. • The online reading library was promoted to support students during lockdown and accessed 3857 times during 2020/1 by 298 users. • MCAS student portal launched to enable students to engage with information about their progress/education. • Work packs for those requiring them were issued. This was minimal and only required for those struggling to thrive with online learning. • MS Teams breakout rooms were used to good effect to give bespoke intervention and feedback. • The level of feedback to students increased dramatically through the use of electronic communication, this will be replicated moving forward.

D.	Students' are well-supported to ensure that their mental health and well-being needs are sufficiently met.	• A 'prevent' rather than 'cure' approach results in low number of students needing additional ongoing mental health support • Help is always available, when needed for students to access	• School counsellor in place for 2 days per week. • ACEs CPD for all teaching staff provided ensured concerns were spotted early. • Resources issued to parents to support well-being in the family home. • TAs trained in Mental Health Awareness Level 2. • Additional DDSL capacity enabled Academy to cope with additional student needs concerns.
E.	Attendance and engagement figures online/at the Academy remain very high.	• Attendance to live lessons is above NA attendance rates of 2018/19 (last full year without Covid-19 disruption) • PA remains below NA (2018/19 used for comparison)	• Persistent absences rates for Sandwell Academy were 17%, compared to a national figure of 16.3% therefore broadly in line. • Overall absence at Sandwell Academy was 5.3% compared to NA of 5.7%. •