

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	Sir William Ramsay school
Number of pupils in school	944
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-23
Date this statement was published	September 2021
Date on which it will be reviewed	May 2022
Statement authorised by	K Gray
Pupil premium lead	J Wolfenden
Governor / Trustee lead	J Irwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,460
Recovery premium funding allocation this academic year	£34,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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	<i>The attendance and punctuality of pupil premium students.</i>
2	<i>The attainment gap between pupil premium students and others in GCSE English and Maths and EBAC subjects. Disadvantaged students are not as well prepared for examinations as they could be.</i>
3	<i>Negative progress for some pupil premium students.</i>
4	<i>Attainment gap between pupil premium students and non-pupil premium students.</i>
5	<i>Lack of organisational skills that require support.</i>
6	<i>Lack of aspiration.</i>
7	<i>Disadvantaged students have been affected by the school closures caused by COVID than their peers.</i>
8	<i>Some disadvantaged students have low levels of literacy and numeracy which means they cannot access the curriculum and make the necessary progress.</i>

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 the attendance of pupil premium students.	There is no gap in attendance between pupil premium and non-pupil premium students.
Improve the % of students achieving a grade 5+ in English and Maths. To ensure disadvantaged students are well prepared for external examinations. .	Students achieving a 5 or more in English and Maths exceeds 40%.
Achieve positive progress for pupil premium students.	Pupil premium students achieve a positive progress 8 score.
Exceed national average for attainment for PP pupils	Pupil premium students exceed the national average for their cohort for attainment 8 score.

Improve organisational skills of pupil premium students.	Pupil premium students arrive at school ready to learn and with the correct equipment to lessons.
To raise the aspirations and engagement of pupil premium students.	Pupil premium students go on to university and/or higher education.
To ensure that disadvantaged students catch up on lost learning during school closures.	Students achieve in line with their peers. Data identifies no gaps in knowledge or skills.
To ensure that Disadvantaged students' literacy, numeracy and reading is at a level that means they can make good progress across the curriculum.	Disadvantaged students can access the curriculum and make expected or exceed expected progress.

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: £96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Educational supplies. Interventions that are proven to be effective at closing the gap.</i>	Pupil premium students lack revision and reading material at home and therefore may not be able to revise effectively as a result.	2
<i>Elevate education bespoke programme for yr7-11 to develop study skills, self-reflection and metacognition.</i>	Self-reflection and metacognition has been shown to have one of the largest effects on pupil progress and outcomes according to the EEF.	4, 5, 6
<i>CPD to support teacher development particularly engagement, curriculum and responsive teaching.</i>	Research shows that good teaching is the single most important factor in raising attainment of students especially disadvantaged students.	2, 4, 5, 6
<i>Specific intervention teacher for year 7-8.</i>	Students who arrive at secondary school lacking literacy and numeracy make less progress than other students.	5
<i>Behaviour and rewards training.</i>	Building positive relationships with students has been shown to help reduce the number of behaviour issues and increase students well-being and therefore engagement in learning.	3

<i>Staffing costs</i>	Teaching has been shown to have one of the largest effects on pupil progress. Staffing costs also allow for dedicated staff posts regarding the use of the pupil premium.	1 - 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Catch up support for students affected by school closures.</i>	One-to-one tuition has been shown to be very effective in reducing gap in learning and addressing lost learning from school closures.	2, 4, 5
<i>Academic trips.</i>	Pupil premium students may lack the cultural capital of their peers and so trips can help develop this in those students.	1, 4
<i>Scholars programme</i>	Pupil premium students are less likely to attend Russell group universities. Interventions such as the scholars programme. Pupils on The Scholars Programme are significantly more likely to apply to, receive an offer from and progress to a highly-selective university than other pupils.	5, 7
<i>Literacy and reading scheme for years 7-10. Including the employment of reading ambassadors and LSA's to read with students.</i>	Students in years 7-10 will take place in a reading scheme with specifically trained staff. Research shows that levels of literacy are lower among pupil premium students, and this will help address this gap.	2
<i>Dedicated intervention teacher for key stage 3 students.</i>	Students who arrive in key stage 3 or are identified as having low levels of literacy and numeracy will take part in an intervention programme. This will enable students can access the secondary curriculum.	2, 3, 8

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

Budgeted cost: £74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sweet science boxing/mentoring intervention.</i>	Students from disadvantaged backgrounds often have fewer opportunities to participate in sporting activities outside of school. Mentoring and guidance has been shown to have a positive effect on pupil outcomes and well-being.	1, 3, 7
<i>Elevate education study skills programme for yr7-11.</i>	Teaching student study and revision skills can help them organise their time and recall information more effectively.	2, 6
<i>One-to-one mentoring with Wycombe youth action.</i>	Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	6, 7
<i>School councillor intervention.</i>	Students well-being and mental health has been adversely affected by lockdown and school closures. This can help support those students.	7
<i>Educational Psychologist appointments.</i>	Educational psychology appointments can provide strategies to support teachers in engaging and helping students make progress.	4
<i>Attendance strategies.</i>	Attendance has a direct correlation to academic achievement at GCSE.	1
<i>Targeted student support department interventions.</i>	Students that have a supportive member of staff to help are more likely attend regularly and see an improvement in behaviour.	1, 3, 6
<i>Soft skills careers workshop.</i>	Evidence from in school programmes has shown that students view this course positively and feel it helps support their careers development and demonstrates skills such as CV writing and interview technique.	7
<i>Laptops for students to access regarding the digital learning strategy.</i>	Students that have access to devices have no barriers to the new school digital learning strategy.	4

Total budgeted cost: £236,000

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.

Activity	Cost £	Rationale	Impact	Linked documents
Duke of Edinburgh award	500	D of E is an award which some students may not be able to access. Young people develop a whole range of skills and attributes such as resilience, confidence, commitment, drive, self-awareness, empathy, team working and problem solving, which support them in navigating adult life. The pupil premium funding is partly to help students access wider academic experiences	3 Pupil Premium students took part in the D of E programme funded through the PP grant. These students worked towards achieving their bronze award. Achieving an Award gives skills, confidence and helps when applying for college, university or a job.	
Brilliant club - Scholars Program	9000	Disadvantaged students are underrepresented in the country's top universities. The program exists to increase the number of pupils from underrepresented backgrounds progressing to highly-selective universities by giving them an experience of university based learning and teaching	Year 10 - 50% of the students who took part were high ability PP students. All achieved a 2.1 or a 'first.' Year 12 - 20% of the students who took part were PP. PP student achieved a 2.1. Year 9 - 35% of the students who took part were PP. Students made an average of 18% progress in 3 key areas (critical thinking, subject knowledge and writing) according to baseline and final surveys. The Scholars Programme supports Sir William Ramsay School in fulfilling Gatsby Benchmark 7 and is embedded into our wider school Careers Programme, supporting the school to meet Gatsby Benchmark 3 for pupils who are both high attaining and disadvantaged. For a more detailed breakdown of skills see linked document.	

			Year 8 - 50% of the students who took part were PP. Average grade for PP students was a 2.1. See report for more detail.	
Independent Advice, Careers guidance and support - Adviza	3500	Less-privileged students have more limited access to careers advice at school, are less likely to have completed professional work experience, and lack the number of social networks to learn about careers or access work experience opportunities. Disadvantaged students are given access to NHS careers, careers fair and sports presentation as well as cooking workshop	Adviza sessions ran throughout the year online and in person with Year 11. Year 9 were prioritised in the summer term. Pupil premium students get access to careers advice and guidance to help with the choices they make when they leave school. This includes specialised workshops and presentations.	
Translator service to help deal with attendance issues	500	Disadvantaged students attendance is nationally and within this school, lower than non-disadvantaged students. Students who have poor attendance may also have a language barrier and the school are not able to engage with them. This service allows for clear communication with parents/carers.	All key documents that were sent to parents to inform them of events, changes to school policy etc were translated into the main languages of our parents and carers. Poor attendance at parents evening with year 9 followed up so that barriers were identified (see linked document).	
Soft skills workshop	1110	There are often particular pupils, e.g. pupil premium, who require more focus on confidence, attitude, self-presentation etc. These skills make them more employable and better prepared for apprenticeships, the workplace or further education. Life Skills will better prepare our course attendees for the future by providing a series of personal growth and development training/tuition opportunities.	16 students in year 9 and 16 in year 10 took part in a 2 hour session with soft skills company on employability. Students asked survey pre and post training session. Rate your understanding as to why employability skills are so important. Pupils scored 2.9 (out of 5) before and 4.4 after the session. Rate your understanding as to how you can become more self-motivated. Students averaged 2.6 before and 4.0 after the session. Rate your understanding as to why you need to have good communication skills. 0.7 increase in pre and post scores. How would you rate your overall enjoyment of the	soft skills summary

			course? Overall average was 3.7 out of 5.	
Action 4 youth inspiration program for year 9	0	The aim of the Trailblazer programme is to integrate work on different aspects of character, encouraging students to identify the character behaviours that can guide them and inspire performance. It takes students beyond their everyday experiences and gives them opportunities they may otherwise not have.	60% of students are PP. Survey conducted after the programme showed that; 100% of students enjoyed the programme. 100% agreed that the programme helped them develop new skills. Students also all felt that they were now able to finish what they started and that they learnt from mistakes. Comments by students include: "It increased my confidence " "I gained a lot of confidence "	
Uniform	1000	Uniform provided primarily for new year 7 students and some students in other years based on need. This is to ensure students are school ready and to make sure that they settle in and feel welcome and ready to learn	This has had a significant impact this year as students and parents who were unable to purchase uniform during school closures and lockdown. The school were able to provide items and avoid students not having the correct uniform for PE or school.	
ImpactEd subscription	1600	Evidence suggests that most schools and providers are not equipped to effectively evaluate their work. Over a 6 month research process, only 3% of schools that we interviewed were confident in their impact evaluation	Data and outcome of interventions can be measured and next steps taken. Interventions at SWR are evaluated robustly. See linked impact report	summary document
Creation of Student Passports	0	Disadvantaged students can sometimes have specific barriers that hinder their learning. Through interviews form tutors can get to know these and how to address them. All staff know PP students and their strengths and weaknesses. These are changed and adapted at termly meetings with students	Strategies to support these students can be identified through use of the passports. Students who fall below target can be identified quickly and interventions put in place.	

Coachbright tutoring	2000	National data shows that too many of the most able students at state schools are still being let down by barriers that stand in the way of them benefiting from a wealth of opportunity afforded to the most advantaged. This includes access to tutoring	9 students took part in a 12 week programme. 4 of these were PP. Students were surveyed at the start of the intervention and then after they had finished. Meta-cognition increased by 4.5%, self-efficacy by 7.4%, and grit (resilience) by 14%. Students grades increased in English, science and Maths for PP students based on data drop 1 and 2. Student feedback included: "I have got better grades on my exams" "high results in my practise tests"	coachbright tutoring impact.docx
CPL to support Effective teaching and learning		Research highlights the need for vulnerable groups to receive good support to understand teaching and learning. Quality first teaching is the most valuable tool to narrow the gap between disadvantaged and the rest	Staff training focused on reducing unconscious bias in teaching. Work on curriculum has meant topics are more relevant to the context of the school. Training in literacy and the use of key words to support in teaching across the curriculum and develop literacy and oracy.	
Reading programme	6450	Students with low levels of literacy may not be able to access the curriculum. Students are able to apply literacy skills to help them develop mental schemas that aid learning. Disadvantaged students are nationally further behind with their reading.	Students were assessed on their reading age and then groups were picked for intervention based on these results. Year 13 students were then trained and used to develop students reading over the summer term. See separate catch up report.	
Music tuition	6000	Students who may not otherwise be able to access music tuition are supported in order to do so due to its cost. EEF toolkit highlights the potential progress made by arts based interventions being 2 months.	6 students are being supported through the PP budget this year for music or singing tuition. 2 in KS3 average ATL; 1.5. 3 in KS 4 studying BTEC music current average ATL is a 2 and grades range from level 2 pass to merit. 1 in year 12 currently working at a distinction grade	

Technol- ogy / Art equip- ment, in- gredients etc. for practical lessons.	1000	Enables students to access the course and progress to Years 10-11. Research shows that arts interventions can help disadvantaged students progress. This enables them to access the curriculum fully.	PP students in the technology faculty (covering art, resistant materials, food technology) have a positive residual (grade compared to how they are performing in other subjects in years 7-10). This ranges from an average residual of 0.17 in year 10 to 0.69 in year 8. In year 11 71% of students in resistant materials passed (art and food have too few students to make data valid)	
Mentor- ing/relat- able role model (Kwakz)	9000	Research shows PP students sometimes lack role models and behaviour and ATL can be worse than non-PP. Some students may need guidance outside of school with regards to careers, friendship and mental health.	3 students took part in this programme of whom 2 were PP. Average ATL did not change from before the students started until the final data drop of the year. For this evaluation there was a control group of 3 students with similar characteristics who did not take part in the mentoring. All control students saw a decrease in the evaluation measures (well-being, self-efficacy, grit and school engagement). Of those that completed the pre and post programme surveys who took part in the programme there was an increase in 3 of the 4 evaluation measures above.	mentoring results graphs
Educa- tional psychol- ogy ap- point- ments	3000	To identify any SEN needs that may be affecting behaviour, access or progress. Students and staff may need strategies to support students which can be identified by a medical professional.	The educational psychologist reports helps identify barriers to learning for PP students who are disengaged and gives personalised strategies to use to support them. Helped towards the successful application for EHCP for two students. All reports have identified areas of need in students.	
Aspire	1650	Some students require specialist placement or support full or part time to help with their educational needs. Support for students not in mainstream education.	Students returned to SWR after a placement at Aspire and behaviour incidents reduced.	

Specialist ASD teacher intervention	500	Support and guidance for the SENDCO and student in developing strategies to support learning and best outcome for autistic students.	Identification of a pupil's strengths and gaps in social understanding. From this a programme was provided for 1 student in year 11 to address the difficulties and develop skills and to target a pupil's specific social communication needs.	
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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
The scholars programme	The Brilliant Club
One-to-one tutoring	Coachbright
Careers advice and guidance	Adviza
Developing 'soft' skills and interview advice for applications.	Boost life skills
Inspiration programme	Action for Youth
Relatable role model/mentor	Wycombe youth action
Educational psychologist	Everleaf