

Samuel Ryder Academy Pupil premium strategy statement

1. Summary information					
School	Samuel Ryder Academy				
Academic Year	2020/21	Total PP budget	235,000	Date of most recent PP Review	Autumn 2021
Total number of pupils	1383	Number of pupils eligible for PP	255	Date for next internal review of this strategy	Autumn 2022
2. Attainment from Summer 2020					
	Number of children	Achievement			
Key Stage 2	9	67% achieved Expected Standards in reading and writing and 56% in mathematics			
Key Stage 4	30	Progress 8 of 0.26			
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Literacy and numeracy skills				
B.	Organisation and equipment being ready for learning				
C.	Behaviour for learning				
D.	Social and emotional				
E.	Aspirations post 16				
External barriers					
F.	Attendance rates for PP students is slightly below the school average, however it is above that of the national average				
G.	Parental engagement and attendance at school events – Attitudes towards home learning				

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4. Desired outcomes		Success criteria
A.	Literacy and numeracy skills	<ul style="list-style-type: none"> Accelerated progress in the literacy and numeracy skills of the identified PP learners in all key stages Data analysis indicate rapid progress for the PP students
B.	Organisation and equipment: being ready for learning	<ul style="list-style-type: none"> Faculty reviews and learning walks evidence PP students ready for learning and are properly equipped for lessons Fewer PP students receiving consequences for lack of equipment All PP students to have an iPad
C.	Behaviour for learning	<ul style="list-style-type: none"> Lesson observations indicate behaviour is meeting SRA expectations (ACE) Breakdown of behavior point will not indicate a gap between whole school and the PP CYP
D.	Social and Emotional support	<ul style="list-style-type: none"> All identified learners with social, emotional difficulties to receive targeted and timely support There will be no waiting list for accessing the counselor
E.	Aspirations post 16	<ul style="list-style-type: none"> Teachers actively encourage and support PP students regarding post 16 choices Unifrog to support with career choices of all secondary phase students Conversations with parents regarding suitable and relevant options Career interviews and support Support for PP students to select appropriate post 16 options
F.	Improved attendance of PP students	<ul style="list-style-type: none"> To further narrow the gap this academic year. (Attendance of PP students in 2019-2020 was 94.4% which was above that of national average, however below that of the whole school cohort)
G.	More consistent parental engagement	<ul style="list-style-type: none"> Attendance at Parents' Evenings and Information Evenings for PP students to be in line with non- PP students

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5. Planned expenditure					
Academic year	2020-21				
1. Quality of teaching for all					
Desired outcome	Action	Rationale	Implementation	Staff lead	Review date
PP students to achieve in line with the non- PP students	Early identification of the CYP who are underachieving through communication with staff, and data analysis	Divergent Pathways (Education Policy institute: 2016) Supporting the attainment of disadvantaged pupils: success and good practice (DFE: 2015) Education Endowment Foundation Toolkit research	<ul style="list-style-type: none"> Analysis of the data by all HoFs, Key Stage leads and the SENCo and identification of the targeted CYP Base line testing using psychometric assessments prior to and at the end of each 	LSH	Ongoing
PP students have the same access to resources as their peers	HoF to request the necessary equipment and any other resources	The pupil premium: how schools are spending the funding successfully (Ofsted:2013)	<ul style="list-style-type: none"> LSH will ensure that the HOF are aware of the available funding All requests are recorded on a log 	LSH	Ongoing
All staff set high expectations of PP students and ensure of appropriate differentiation, stretch and challenge	PP students identified in all lessons and teachers ensuring that the lessons are differentiated for the CYP	Education Endowment Foundation Toolkit research Supporting the attainment of disadvantaged pupils: success and good practice (DFE: 2015)	<ul style="list-style-type: none"> Good practice to be shared by staff Staff to ensure appropriate differentiating, by accessing the Strategies for Support List 	All SLT, HOY and HOF	At faculty and pastoral reviews Half termly book scrutiny by all faculties and phases

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To support the oracy skills of the PP students	Implementation of Voice 21 across the academy	Supporting the attainment of disadvantaged pupils: success and good practice (DFE: 2015) Education Endowment Foundation Toolkit research	<ul style="list-style-type: none"> The teaching of the oracy skills to be evident in lessons Good practice to be shared during teaching and learning briefing, meetings and inset 	LTI/MWO	Ongoing
2. Targeted support					
To ensure that the emotional wellbeing of the PP CYP is addressed effectively	Use of three tier system for early intervention and support (Brief Therapy, Art Therapy and counselling)		Use of therapeutic tools to identify the specific needs and also to measure impact	LSH	Ongoing
	Through data analysis and the knowledge of the CYP, Use of standardised testing to identify their primary need	Education Endowment Foundation Toolkit research	Provision mapping and the use of standardised testing, to measure the impact	LSH	Ongoing
Improved progress at KS4 (progress 8 score)	Easter revision and support sessions for PP students in Year 11 across all subjects Lunch time , after school intervention sessions for all faculty areas throughout the year Whole day KS4 Intervention Day for Maths and English Mentoring for all students in KS4	EEF Teaching toolkit: impact of small group/one to one tuition	Organised by faculty teams and the Inclusion and pastoral staff centrally	SLT	Attendance and engagement monitored Summer 2021 to assess impact on examination results

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<p>Improved progress in Key Stage 3</p>	<ul style="list-style-type: none"> • Life Skills and Learning Zone support with an experienced secondary teacher and other members of the Inclusion team • One to one handwriting, reading comprehension, maths and Talking Partners • Targeted deployment of Learning Support Assistants for in class support 	<p>EEF Teaching toolkit: impact of small group/one to one tuition Small groups enable differentiated materials and approaches Supporting the attainment of disadvantaged pupils: success and good practice (DFE: 2015) Improving literacy in schools: a shared responsibility. (Ofsted: 2013) Removing barriers to literacy (Ofsted: 2011)</p>	<ul style="list-style-type: none"> • Half termly data analysis to measure the impact of the interventions • Data analysis by HoY after each data drop to inform any set changes and faculty interventions • Faculty reviews to look at SOL, resources and progress in lessons. 	<p>HoYs, HoFs, Head of Learning Support</p>	<ul style="list-style-type: none"> • 3 times a year, after each data drop • Every half term by the Head of Learning support
<p>Improved progress in Early Years Foundation, Key Stage 1 and 2</p>	<p>Nurture Group, small group and targeted one to one intervention, in reading comprehension, numeracy, handwriting, WellComm (Speech and Language) and Talking Partners</p>		<ul style="list-style-type: none"> • Half termly data analysis to measure the impact of the interventions • Data analysis by Key Stage Leads after each data drop • Targeted interventions by Learning Support assistants • Pupil Progress Review meetings • Faculty reviews to look at SOL, resources and progress in lessons 	<p>SLT Lead, Key Stage Leads, Head of Learning Support</p>	<ul style="list-style-type: none"> • Pupil Progress Reviews termly • Half termly data analysis to measure the impact of interventions • After each data drop, 3 times a year

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<p>Improved attendance of disadvantaged students</p>	<ul style="list-style-type: none"> • Half termly tracking of attendance for PP students • Fortnightly meetings between HHA and IBA • Weekly meetings between HHA, Hey Stage Leads and HoY • Home visits, attendance surgeries and letters home as needed. • Celebration of 100% attendance in 	<p>Regular attendance at school is fundamental to progress in learning. Regular attendance at school is also a key safeguarding measure</p>	<ul style="list-style-type: none"> • Regular liaison between HOY, Deputy Head teacher and AIO. Weekly meetings between AIO and Deputy Headteacher • Tracking document on SIMS 	<p>SLT, Pastoral Team, AIO</p>	<ul style="list-style-type: none"> • On-going throughout the year • Regular updates to HOYs for attendance • End of year analysis.
<p>Promote and support positive student wellbeing through the wider curriculum</p>	<ul style="list-style-type: none"> • Access to Trust counsellor and Brief Therapy • Regular contact with parents by the Inclusion team. • Family support worker engaging with the families • Signposting of parents to resources and agencies (via website and leaflets) 	<p>Mental health and behaviour in schools. Departmental advice for school staff (DFE:2014) Wellbeing Audit.</p>	<ul style="list-style-type: none"> • Regular meeting with the counsellor and the Brief Therapist • Formalised systems for referral with initial and final assessments, to measure impact 	<p>LSH, SPE</p>	<ul style="list-style-type: none"> • On-going throughout the year as students finish a course of counselling or Brief Therapy • Impact to be reviewed in July 2021

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Improved parental engagement and attendance	<ul style="list-style-type: none"> To monitor the attendance of parents/carers to all school events, including Option Evenings, Consultation Evenings, Primary Open Mornings, Curriculum Information Evenings To ensure information is readily available on the school's website Communicate information with parents/carers via Edulink 	Two aspects of the home-school relationship are significant predictors of pupil outcomes: where teachers reported that their school was in active communication with parents, pupils made better academic progress and showed better self-regulation; and where teachers reported strong parental support, pupils made better progress in reading and prosocial behaviour (Sammons et al., 2007)	<ul style="list-style-type: none"> Attendance to the events to be monitored, phone calls to be made prior to events Information to be communicated to parents Virtual Parents' Evening to be used this year 	SLT, HoY, Key Stage Leads	Parental attendance monitored throughout the year
Improved preparedness of PP students to engage in learning	<ul style="list-style-type: none"> Provide basic equipment for learning (e.g. pencil cases) Provide resources for subjects who request this Access to remote learning 	Sutton Trust (Homework) Often PP students do not have the resources to allow them to engage fully.	<ul style="list-style-type: none"> Breakdown of consequence data to ensure equipment is not a barrier to PP students HOFs to liaise with LSH if there any difficulties Ensure all CYP have access to IT equipment throughout the lockdown 	LSH, ECO, HoYs	On-going throughout the year

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<p>Advice and guidance to year 9 students regarding curriculum choices</p>	<ul style="list-style-type: none"> • Contact with parents • One to one meetings with a member of staff to discuss choices • Use of Unifrog to research pathways to various career choices 	<p>Bridge the gap for students between academic qualifications and future pathways. Support parental decision making through better understanding of opportunities and pathways. Two aspects of the home-school relationship are significant predictors of pupil outcomes: where teachers reported that their school was in active communication with parents, pupils made better academic progress and showed better self-regulation; and where teachers reported strong parental support, pupils made better progress in reading and prosocial behaviour (Sammons et al)</p>	<ul style="list-style-type: none"> • IBA and the HoY to ensure the engagement of all PP students and their parents/carers 	<p>IBA, DPE</p>	<ul style="list-style-type: none"> • The analysis of the option choices in March 2021 • Progress data at the end of 2020/2021 academic year
<p>Develop leadership skills and self-esteem amongst PP students</p>	<p>Student Leadership Award-SCHOLAR award for all students in the secondary phase</p>	<p>To enable students to participate in leadership projects which are meaningful Hart, R (1992).</p>	<p>SLT and LTI to ensure proportionate participation of the PP students in the project</p>	<p>LTI, SLT, HoYs</p>	<p>Ongoing</p>

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Smooth transition to Year 7 for year 6 PP students	<ul style="list-style-type: none"> Identified PP students to be invited in for the extra transition days To ensure the parents of the PP students attend the year 7 Welcome Evening and the Curriculum Evening 	EEF Toolkit: impact of small group work The summer camps aim to build a sense of community and belonging, to enable disadvantaged students to get to know key staff and to make friendships before they start in the autumn term.	<ul style="list-style-type: none"> Liaison with primary Heads and SENCOs re communication with parents Letter and phone calls invitations Refreshments provided 	MPO, SMA and the Inclusion team to contact and organise	June 2021
3. other approaches					
Accountability for the progress of the PP students to be a feature of faculty/HOY/SLT briefings and meetings across the year	<ul style="list-style-type: none"> HOFs and HOYs to share information and strategies Head of Inclusion to discuss the progress of the PP students during Pupil Progress Reviews in primary Completion of a document by HoF in secondary phase, twice a year to identify the support that is in place in each faculty area for the PP students 	Supporting the attainment of disadvantaged pupils: success and good practice (DFE: 2015)	<p>LTI and ECO to monitor the information sharing by the HoFs and the HoYs</p> <p>LSH to ensure that the meetings are taking place and further actions are identified</p>	LTI, ECO LSH	Ongoing
Challenging targets set for PP students	Targets set for PP students at are accurate, challenging and robust	Divergent Pathways. (Education Policy Institute: 2016)	HOF and HoY to discuss with SLT link the rationale for setting specific targets	SLT and HoF, HoYs	Three times a year after each data drop

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To ensure that the PP students have access to extra curricula activities, trips and other activities (Culture Capital)	To ensure that the PP students are taking advantage of these activities and to support in removing any barriers		Regular analysis of the attendance to extracurricular clubs	MPO All SLT	Throughout the year
Ensuring PP students are fully engaged in the SRA community.	PP students identified for clubs, trips, events, the Cabinet and other activities	To ensure PP have the same experiences as non- PP students within the school	HOF/HOYs to ensure PP students are able to participate within all activities		July 2021

6. Review of expenditure

Previous Academic Year

2019-20 Funding received: £233,309

1. Quality of teaching for all

Desired outcome	Chosen action /approach	Estimated impact:	Lessons learned	Cost
All staff aware of PP students and aware of good practice and strategies	Ensure that all seating plans clearly identify the PP students The Strategies for Support List clearly identifies the PP students and the differentiation strategies to Support MAST PP students are clearly identified and ensure that they are stretched and challenged	All seating plans clearly identify the PP students. This information is used to observe the performance of the PP students during all lesson observations PP student's books are always part of the book scrutiny in both phase of the academy. Differentiation triangles identify the strategies to support the needs of the PP students	This approach has been extremely successful and we will be carrying with this The sharing of support strategies has ensured that differentiation is targeted and all staff are using this consistently	

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<p>PP students have same access to resources as their peers</p>	<p>Teachers request revisions guides, food ingredients and other resources through HoF</p>	<p>Staff have a clear understanding that resources and equipment can be purchased for PP students.</p>	<p>The purchase of the revision guides, maths equipment and other resources allows the PP students to be ready for learning. This systems in place are very effective and we will be carrying on with this mode.</p>	<p>Resources £5000</p>
<p>All staff set high expectations of PP students</p>	<p>Monthly data analysis to ensure that, there are no gaps with the number or rewards and consequences, the PP students receive in comparison to the whole school.</p> <p>Lesson observations, Learning Walks and book scrutinies to show that the PP students are having a high expectation of the presentation of their, handwriting and response to feedback given by the teachers.</p> <p>HoY and the AIO to discuss the attendance of the PP students during their weekly meetings and to offer Attendance Evenings for students and their parents of those we have concerns (this unfortunately has been postponed as a result of the lockdown)</p>	<p>This has been very effective in early identification of any gaps and implementation of strategies to address this.</p>	<p>A very successful process to monitor and address any gaps with non-PP students quickly and effectively. This data is discussed in SLT meetings and shared with the Inclusion team.</p>	<p>Inset cost and resources £1500</p>

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2. Targeted support				
Improved progress in KS4	<p>Lunch time and after school intervention sessions with teaching and non-teaching staff</p> <p>Mentoring for all year 11 students</p> <p>Easter and Saturday whole day revision sessions</p>	CAGs used to determine grades so no official Progress 8 score.	The mentoring has proved very effective. We have determined the importance of choosing the right members of staff for the targeted students.	<p>Teaching assistant, support staff support- £10,000</p> <p>Photocopied materials- £1000</p> <p>Cost of the Saturday sessions £1000</p>
Improved progress in core subjects KS3	<p>Learning zone support for English and maths and one to one intervention in a number of areas</p> <p>Use of the strategies for Support List to ensure that all teachers are differentiating effectively and consistently</p>	The provision ensures that the intervention is targeted, using psychometric testing to identify the primary needs of the learners. The progress that the CYP make is very rapid.	We will be carrying on with the interventions.	Inclusion staff cost- £60000
Improved progress at Early Years Foundation, KS1 and 2	Targeted one to one and small group intervention sessions	The SATS and the Phonics Screening were cancelled	The interventions are data driven and they have shown to be highly effective	Inclusion staff cost- £40000

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<p>Improved attendance of PP students</p>	<ul style="list-style-type: none"> • Half termly tracking of attendance for PP students • Fortnightly meetings between HHA and IBA • Weekly meetings between HHA, Hey Stage Leads and HoY • Home visits, attendance surgeries and letters home as needed. • Celebration of 100% attendance in assemblies 		<p>The monitoring process and subsequent actions are very established and work extremely well.</p> <p>The attendance of the PP students increased from 92.6% in 2018/2019 to 93.2% for academic year 2019/2020</p>	<p>Contribution to costs across the Trust £7,000</p>
<p>Provide and support positive student wellbeing</p>	<ul style="list-style-type: none"> • The Trust counsellor • Brief Therapy sessions are extremely • Signposting of parents to resources and agencies (via website and leaflets) • Family support worker • One member of the Inclusion team to set up all Roots and Fruits and Anxiety Mappings 	<p>The introduction of the Brief Therapy has reduced the waiting list for the counsellor significantly.</p>	<p>Waiting lists to be monitored, ensuring students are being supported while this happens.</p> <p>Constant monitoring of agencies and support networks to be reviewed.</p>	<p>Contribution costs across the Trust for the Counsellor- £12,000</p> <p>Family Support Worker-£10000</p> <p>Inclusion Support- £30,000</p>
<p>Improved parental engagement and attendance</p>	<ul style="list-style-type: none"> • Attendance at Parents' Evenings, Curriculum Evenings and Primary Open Days • Attendance evenings for parents 	<p>Attendance to all these evens is monitored closely. Non-attender parents are contacted to offer alternative appointments if necessary.</p>		<p>Cost of refreshments- £500</p>

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<p>Advice and guidance to Year 9 students regarding their option choices for key Stage 4</p>	<ul style="list-style-type: none"> • Contact with parents • One to one to one meeting for students with a member of staff to discuss choices • Option evening for parents to meet individual faculty areas 	<p>This will ensure that the students have chosen appropriate options to study at GCSE</p> <p>Parents find the evenings very informative. This allows for wider discussion between the parents and their children.</p>	<p>The process is firmly embedded and is one that we will be repeating, the next academic year.</p>	<p>Refreshments and resources £200</p>
<p>Develop leadership skills and self-esteem amongst PP students Student</p>	<p>Leadership (SCHOLAR)Award- for all students in the secondary phase</p>	<p>Due to the lockdown many projects were not implemented.</p>	<p>Projects will be reviewed for this academic year.</p>	<p>Develop leadership skills and self-esteem amongst PP students Student</p>
<p>Smooth transition to Year 7 for year 6 disadvantaged students</p>	<ul style="list-style-type: none"> • Identified PP students to be invited in for the extra transition days • To ensure the parents of the PP students attend the year 7 Welcome Evening and the Curriculum Evening 	<p>Due to lockdown restrictions, a normal transition was not possible. We had a number of students visiting the site after the school was closed. This ensured that they had an opportunity to walk around the site with a member of the Inclusion team and ask any questions they may have.</p> <p>Information was communicated to the parents.</p>	<p>We will need to look at the guidance closer to the time to ensure we are able to offer transition support.</p>	<p>Smooth transition to Year 7 for year 6 disadvantaged students</p>

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3. Other approaches				
Accountability for the progress of the PP students to be a feature of faculty/HOY/SLT briefings and meetings across the year	<ul style="list-style-type: none"> HOFs and HOYs to share information and strategies Head of Inclusion to discuss the progress of the pp students during Pupil Progress Reviews in primary Completion of a document by HoF in secondary phase twice a year to identify the support that is in place for the PP students 	<p>The information sharing has been very successful. The discussions and the identified intervention strategies as a result of the Pupil Progress Review meetings had ensured that the support is targeted and the children have made good progress.</p> <p>As a result of the lockdown no official data is available</p>	<p>Next academic year the Pupil Progress Review in the primary will be completed on SIMS. This will ensure that all the information for the PP students is in one place for staff to access.</p> <p>We will carry on with the same process for the secondary students.</p> <p>During the lockdown, information was shared with staff during weekly newsletters</p>	Resources- £100
Challenging targets set for PP students	Ensure the targets set for the PP students is challenging, accurate and robust	<p>Students are set challenging targets using FFTD and prior data. Staff regularly review these targets. The Inclusion team will identify underachievement as a result of these targets to identify students who need support</p> <p>CAGs used to determine grades so no Progress 8 score.</p>	Teachers will need to ensure that their data sheets are updated after each data drop	
Ensuring PP students are fully engaged in the SRA community.	PP students identified for clubs, trips, events and opportunities.	PP funding has been used to provide financial support with trips	Need to continue promoting this with parents and staff to use this funding to support PP students.	£500