

## 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 Joseph Williamson's Mathematical School |
| Number of pupils in school  | 1469  |
| Proportion (%) of pupil premium eligible pupils                   | 9%  |
| Academic year that our current pupil premium strategy plan covers | 2021-2022                                   |
| Date this statement was published                                 | October 2021                                |
| Date on which it will be reviewed                                 | October 2022                                |
| Statement authorised by   | Crispin Morris                              |
| Pupil premium lead  | Jane Wheeler                                |
| Governor / Trustee lead   | Steve Brightman                             |

### Funding overview

| Detail   | Amount             |
|--|--------------------|
| Pupil premium funding allocation this academic year                                    | £ 124,175.00       |
| Recovery premium funding allocation this academic year                                 | £18,125.00         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0                 |
| <b>Total budget for this academic year</b>   | <b>£142,300.00</b> |

# 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                | Pupils to make better progress in academic subjects.   |
| 2                | For pupils who are Young Carers and Service children to make as much progress as their peer group. |
| 3                | Attendance rates for pupils to increase.   |
| 4                | Pupils to have equal resources and tutoring support.   |
| 5                | Pupils to have equal access to extra-curricular activities.  |

### 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   |
|---|--|
| Pupils to equal end of year APS target for year group.                                  | APS target.  |
| Young Carers and Service children's performance to be level with peer group as a whole. | Termly reports, grades and APS targets.                                      |
| Attendance improved to 97%.   | Termly attendance figures.   |
| Pupils to be well equipped for GCSE revision.   | All students to have been provided with the necessary resources and support. |
| Pupils to fully engage in all school activities.  | Increased numbers taking part in extra-curricular activities.                |

## 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: £ 40,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Timely feedback from teachers will align student's effort and activity with a successful outcome.  | Research by the Educational Endowment Foundation shows that providing effective feedback redirects and refocuses the student's actions, raises their expectations and has the most positive impact on student's progress. | 1 and 2                       |
| Academic sessions are held after school and at lunchtimes for students that need additional support in a particular subject. These sessions are provided by specialist subject teachers. | Research findings by the Educational Endowment Foundation, incorporating the work of the Sutton Trust, show that access to high quality teachers and curriculum are critical.   | 1,2 and 4.                    |
| Accelerated reading scheme. Disadvantaged students to be encouraged by English teaching staff to participate.  | Research by the Educational Endowment Foundation shows that reading comprehension strategies are highly effective.  | 1,2 and 4.                    |
| Easter and holiday revision sessions.  | Raises attainment levels and boosts subject revision for GCSE exams.  | 1, 2 and 4                    |

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

Budgeted cost: £ 55,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Fortnightly 1:1 mentoring session for each student with our designated Academic Mentor to support their progress and liaise with teachers. | Research by the Educational Endowment Foundation shows that metacognition and self- regulation strategies form part of the fabric of successful learning, having a | 1,2 and 4                     |

|  |   |           |
|--|---|-----------|
| Mentoring has a strong focus on metacognition skills and self-regulation strategies as a basis for successful learning.<br>Any areas of weakness are identified and targets for improvement are set throughout the year. Working at grades are reviewed every other term to assess progress. | significant impact on pupil's academic performance.<br>Disadvantaged pupils are less likely to use these techniques and, therefore, gain the most benefit from their use.     |           |
| Students with low attainment are given weekly study periods with a dedicated Learning Mentor. Study sessions are supervised with work provided by subject teachers. Students are encouraged to be independent and focussed.  | Research findings by the Educational Endowment Foundation, incorporating the work of the Sutton Trust, show that access to high quality teachers and curriculum are critical. | 1,2 and 4 |
| Provision of GCSE revision guides.   | Specialist guides are a valuable resource in preparation for exams and subject tests.   | 4         |
| Homework Club providing a suitable study space and access to school equipment.   | Research by the Educational Endowment Foundation shows that such support prevents homework deadlines being missed and falling behind with workload.                           | 1,2 and 4 |

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

Budgeted cost: £ 47,300

| <b>Activity</b>  | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|--|---|--------------------------------------|
| To reward 100% attendance at termly certification assemblies and link to House competition awards. Weekly attendance % for Forms and Houses to be published on prominent notice boards.<br>Pastoral team liaison with parents to support attendance. | When pupils do not attend school regularly enough this is shown to affect their learning and academic progress. | 1,2 and 3                            |
| Counselling services.  | Access to the school counsellor provides much needed support to vulnerable students.                            |                                      |

|  |  |           |
|--|--|-----------|
| Extra-curricular activities including Music lessons, Sports, Duke of Edinburgh Award, Sports leadership Award, University visits, Cultural trips and PGL Activity trips. | Participation in extra-curricular activities provides personal enrichment and achievement. It promotes personal development and skills whilst also raising self-esteem. Higher aspirations are encouraged within a sense of community and enjoyment. | 5         |
| ICT and learning resources   | Provision of Chromebooks and equipment enables better quality work in lessons and performance in exams.  | 1,2 and 4 |
| Uniform items  | Correct uniform allows for full inclusion in all school activities.  | 4         |

**Total budgeted cost: £ 142,300**

## 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.

| Progress 8 results  |       |             |       |             |       |             |       |             |       |
|---|-------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|
| <u>2017</u>   | +0.97 | <u>2018</u> | +0.94 | <u>2019</u> | -0.16 | <u>2020</u> | +0.38 | <u>2021</u> | +0.79 |
| Over the last 5 years we have seen continued progress in the achievements of our disadvantaged pupils with a rolling average in Progress 8 of +0.6. |       |             |       |             |       |             |       |             |       |

### Externally provided programmes

| Programme                  | Provider |
|----------------------------|----------|
| Booster Tutoring Programme | MyTutor  |
|                            |          |

### Service pupil premium funding

| Measure  | Details  |
|--|--|
| How did you spend your service pupil premium allocation last academic year?    | Easter Sports school.<br>PGL activity holiday.                   |
| What was the impact of that spending on service pupil premium eligible pupils? | The opportunity to be involved with extra-curricular activities. |

## Further information

Research findings by the Educational Endowment Foundation, incorporating the work of the Sutton Trust, show that access to high quality teachers and curriculum are critical. Teaching quality has a disproportionate impact on disadvantaged and vulnerable learners.

It is our provision of high quality teaching and learning that has the greatest impact on our disadvantaged and vulnerable students' ability to maximise their progress and achievement.

Pupil premium funding is used to support the best possible outcomes and help in overcoming the underlying inequalities between disadvantaged and vulnerable students and the rest of the cohort.