

# Pupil premium strategy statement – Settlebeck School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	15.49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	Oct 2024
Statement authorised by	Mrs S Campbell
Pupil premium lead	Mrs S Campbell
Governor / Trustee lead	Ms S Stevenson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,170.00
Recovery premium funding allocation this academic year	£12,876.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£54,046

# Part A: Pupil premium strategy plan

## Statement of intent

Settlebeck School, is an 11-16 academy in rural Cumbria, with 213 students on roll. The school is designated as a resourced provision for autism and has a significantly higher than national average number of students with SEND; EHP 17.84% compared with 4.3% nationally, SEND Support 23% compared with 13% nationally. 52% of our students eligible for the Pupil Premium grant have a special educational need which further increases the barriers to learning they face.

At Settlebeck School we have high expectations for all pupils in our school, and believe that with high quality teaching, effective engagement with parents and a personalised approach to meet individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum which enables our young people to develop the knowledge, skills and understanding to become the best versions of themselves, knowing they can contribute to making the world a better place.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium but are focused on the needs of the individual. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or recovery premium funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

Pupil Premium grant funding enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan

## Challenges

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

Challenge number	Detail of challenge
1	Reading and spelling. Disadvantaged students are working, on average, below age related expectations in reading, spelling and maths
2	A greater proportion of students have wellbeing issues
3	Persistent absence amongst disadvantaged students is above that of their peers.
4	Our inclusive ethos means we enrol students with a history of poor attendance and/or wellbeing students as in year transfers.
5	A high proportion of students live rurally and puts our disadvantaged students at a greater disadvantage in terms of access to wider opportunities, IT access which can lead to social isolation

## 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 reading and spelling amongst disadvantaged students to they develop the literacy skills needed to progress.	<p>Pupils will improve their reading and spelling scores so they are in line with age related expectations and the gap is narrowed</p> <ul style="list-style-type: none"> <li>• Analysis of NGRT and NGST assessments show improvement in reading and spelling scores and the gap between them and their peers has narrowed.</li> <li>• Book looks show improved application in lessons</li> <li>• Reading strategy shows impact</li> </ul>
Improve and sustain pupil wellbeing throughout school	<p>Higher levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• Data from student voice, surveys and staff observations</li> <li>• Written records from key worker/mentoring sessions show improved wellbeing</li> <li>• Reduction in referrals to external agencies</li> <li>• Reduction in persistent and severe absence</li> </ul>

Develop a phonics curriculum	<ul style="list-style-type: none"> <li>• Student with gaps in phonics knowledge identified</li> <li>• Daily phonics programme implemented</li> <li>• Dedicated phonics lessons built into the English curriculum</li> <li>• All teachers receive phonics training</li> </ul>
Increase access to wider opportunities	<ul style="list-style-type: none"> <li>• Pupils in eligible for pupil premium have access to the same opportunities as their peers</li> <li>• Support for pupils eligible for pupil premium to access wider opportunities within the community</li> </ul>

## 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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training	<p>Consistent approaches and shared language around teaching and learning improve the quality of education for all.</p> <p>‘Quality teaching is by far the biggest factor that can make a difference to pupil outcomes’ Coe et al.(2014)</p> <p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ Education Endowment Foundation Pupil Premium Guidance Report.</p> <p>‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a priority for Pupil Premium Spending.’ Education Endowment Foundation.</p>	1,3
Appoint Fresh Start Lead with sufficient time allocation to lead the phonics programme	Successful schools prioritise reading by investing additional, bespoke help for struggling readers and training for staff who teach reading. Ofsted	1,2,3

	EEF Improving Literacy in Secondary Schools	
Train staff to deliver a phonics-based reading intervention to target the weakest readers	<p>Reading is essential to every subject and academic success. Children who cannot read sufficiently will struggle to access the secondary curriculum.</p> <p>Successful schools prioritise reading by investing additional, bespoke help for struggling readers and training for staff who teach reading. Ofsted</p> <p>EEF Improving Literacy in Secondary Schools</p>	1,2,3,4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <ul style="list-style-type: none"> <li>• One to one tuition   EEF (educationendowmentfoundation.org.uk)</li> </ul> <p>And in small groups:</p> <ul style="list-style-type: none"> <li>• Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF.</li> </ul> <p>Quantitative data will be used to evidence the progress and impact of this tutoring.</p>	1,2,3,4
Purchase Fresh Start teaching resources and training materials	<p>Reading is essential to every subject and academic success. Children who cannot read sufficiently will struggle to access the secondary curriculum.</p> <p>Successful schools prioritise reading by investing additional, bespoke help for struggling readers and training for staff who teach reading. Ofsted</p>	1,2,3,4

	EEF Improving Literacy in Secondary Schools	
Implement 4 x weekly phonics sessions for struggling readers where appropriate	<p>Reading is essential to every subject and academic success. Children who cannot read sufficiently will struggle to access the secondary curriculum.</p> <p>Successful schools prioritise reading by investing additional, bespoke help for struggling readers and training for staff who teach reading. Ofsted</p> <p>EEF Improving Literacy in Secondary Schools</p>	1,2,3,4

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

Budgeted cost: £20,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Financial support for resources, music lessons, trips and enrichment activities	Extra-curricular activities are an important part of education in their own right.	2,3,4,5
Counselling provided by a qualified psychotherapist for pupils who require support with their wellbeing	The BACP advocates that providing counselling within schools can support pupils to cope with difficulties they face in their lives, Early intervention can reduce the psychological distress in young people and has a positive effect on confidence, resilience, a sense of self-worth, school attendance and academic achievement	2,3,4,5
Enhanced pastoral support to intervene early with behaviour and attendance issues and support wellbeing	DFE Promoting and supporting mental wellbeing in schools and colleges	2,3,4,5

**Total budgeted cost: £ 55,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils during the 2022-23 academic year, drawing on national assessment data, standardised reading and spelling assessments and our own internal formative and summative assessments.

In 2022-23, 8 pupils in Y11 were eligible for pupil premium. The DFE provisional performance data published in October 2023 shows that those pupils made less progress than their peers with a Progress 8 score of -0.21 in comparison to a Progress 8 score of +0.34 for the whole cohort.

In reading, 6 pupil premium students in Year 7 and Year 8 received phonics intervention following assessment of gaps in their knowledge. 67% of pupils improved their reading and spelling scores when assessed in July 2023. All 6 pupils are continuing intervention in 2023-24

Considering all of the data available, including attainment data, progress data, behaviour and attendance data we have reviewed our strategy plan and made further changes to how we intend to use the budget allocation this year. The phonics programme is in its infancy, having only been implemented in the summer term, and we expect to be able to measure its impact more effectively at the end of this academic year.

Improvements in pedagogical practice are increasingly evident in the vast majority of lessons. However, changes to pedagogical practice take time to become embedded within the school's culture (Csikszentmihlayi, 2002) and impact on pupil outcomes. However, early indicators of the impact of professional development focused on improving teacher quality are promising.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Maths Intervention	Kendal Maths Tutor
English Intervention	Local Tutor