

## 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	Southam College
Number of pupils in school	1648
Proportion (%) of pupil premium eligible pupils	11.3
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ranjit Samra
Pupil premium lead	Joe Johnson
Governor / Trustee lead	Karen Boucher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 144,682
Recovery premium funding allocation this academic year	£23,998
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£168,680

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance</i> – Our attendance data indicates that attendance among disadvantaged pupils has generally been lower than non-disadvantaged pupils.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
3	Access to extra-curricular activities and memorable experiences – Our observations and discussions with pupils and their families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Therefore it is important for us to allow all pupils access to the same opportunities both in and out of the classroom.
4	We have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning, exams and the lack of access to enrichment programmes.
5	Lack of communication from parents/ carers with school. We have identified that in previous academic years, the participation of parents particularly of disadvantaged pupils can be lower in terms of face to face appointments and engagement.

## 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
There will be an increased participation in extra-curricular activities particularly from disadvantaged students.	There will be a wide offering of extra-curricular activities from across the curricular to enrich the experience of students, with a high attendance of disadvantaged students.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, especially in EBacc subjects.	By the end of our current plan in 2024/25 there will be a sustained increase in the number of disadvantaged students entered for and achieving the English Baccalaureate (EBacc)
Literacy intervention at Year 7 will enable students to make age related progress at KS3, leading to improved reading comprehension among disadvantaged pupils across KS3.	Students who require additional support during transition will receive a bespoke programme in Year 7 to allow them to fully access the curriculum and close the gap between disadvantaged and non-disadvantaged students
Careers support across the curriculum will allow all students support and access to further education or training.	All students will receive careers advice and support to reduce any students who are likely to be NEET after they finish at Southam College
Parental involvement in school communication and activities will not be a barrier to student attainment or progress	Parental attendance and involvement in parents evenings and events will be consistently above 80%
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Qualitative data from student voice, student and parent surveys and teacher feedback represent an increase in enrichment activities and in the feeling that students feel supported and know how and where to access support as required.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance as evidenced in attendance data.

## 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: £60K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specific targeted support for NQTs and RQTs	Use of INSET days and additional cover being provided by senior leaders	2, 3
Recruitment of available staff	Currently no vacancies at the start of the Autumn term due to staff recruitment and retention	2,3
Improving literacy in all areas of the curriculum.	Acquiring disciplinary literacy is key for students. Reading comprehension, vocabulary and other literacy skills are heavily linked to attainment across the curriculum.	2, 3, 4, 5

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

Budgeted cost: £35K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions across KS3 for low attaining disadvantaged pupils. Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils.	Reading packages have been updated to provide more accurate reading ages, our fresh start programme has been re-written to support student progress	2,3,4,5
Increase parental support for literacy within the curriculum	Implementation of the whole school reading programme through a bespoke tutor programme and shared with parents	2,3,4,5

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

Budgeted cost: £ 75K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing parental involvement through targeted intervention for parents evenings of disadvantaged students	Individual parental contact prior to events to encourage parent involvement	5
Increasing attendance at extra-curricular clubs for disadvantaged students	A wider and larger offering of extra-curricular activities have been created to encourage students to participate in an enriching programme of activities. Funding of transport has supported in increasing the number of students who can access this provision.	1, 3
Increase student attendance in school	Warwickshire Attendance service involvement to support with students who are extended non-attenders to increase their attendance in school	1
Careers support	A comprehensive careers package is in place to support all students but in particular disadvantaged students in being successful in preparing for further education and training.	4, 5
Art therapy	The number of students who have benefitted from access to our Art therapist has increased over time and this is an important resource available to students.	4

**Total budgeted cost: £170K**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than that of non-disadvantaged pupils in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19, which disrupted all of our subject areas. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit fully from our pupil premium funded opportunities and targeted interventions to the degree that was intended. The impact was mitigated by our resolution to maintain a high quality curriculum, and online teaching resources such as all live lessons during these periods of closure. This was supported by the issuing of Dfe funded laptops where required.

Our own analysis of the impact of the recent pandemic is that pupil wellbeing and mental health were significantly impacted over the last year. We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to develop this supportive approach in our new plan.

### Externally provided programmes

Programme	Provider

### Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback and literacy marking
- Continuing to develop the implementation of our curriculum across all subject areas and in line with the intent of each individual subject's curriculum design.
- Activities such as the promotion of The Duke of Edinburgh's Award in order to build on the school's values of kindness, confidence and resilience.  
Disadvantaged pupils will be encouraged and supported to participate.