

# Pupil premium strategy statement for Sandwell Community 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	
Proportion (%) of pupil premium eligible pupils	62.1% Single Reg
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Kevin Morgan
Pupil premium lead	Kevin Morgan
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,435
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£36,432
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£
<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>	£78,867

# Part A: Pupil premium strategy plan

## Statement of intent

Sandwell Community School strives to remove barriers to attendance, learning and wellbeing to support our learners to achieve at least in line with their peers and allow them to become positive members of society with successful futures ahead.

Our aims for our disadvantaged learners:

- To minimise the disruption to learning, wellbeing and progress that school exclusion can often lead to.
- To access a broad and balanced curriculum appropriate to their individual needs.
- To integrate new knowledge into the long term memory and make lasting connections to support with acquiring sufficient knowledge and skills for future learning and employment.
- To develop effective literacy, numeracy and communication skills.
- To develop resilience, independence and self-regulation to ensure that they and those around them are safe.

The current Pupil Premium Strategy aims to ensure that the school has appropriate resources and facilities to help students overcome the barriers that may exist to their progress and equip staff with the skills and knowledge to support this.

## Challenges

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

Challenge number	Detail of challenge
1	The attendance of many learners at SCS is below national averages. This is often historic, ingrained low attendance from their previous school and/or complex social, emotional issues which negatively impact their attendance.
2	The low attendance is often compounded by poor punctuality. Many of our learners have to travel significant distances via public transport as they are less likely to have parents/carers who can transport them.
3	As a result of poor experiences with schools and exclusions, many of our students' families have lost faith in the system and do not prioritise attendance or academic outcomes.
4	Many students at SCS, lack resilience and independence in their academic ability and often families are unable to support them as they too lack belief in the education system.
5	As a result of the above, many permanently excluded students can lack confidence and ambition in their learning which leads to uncertainty around goals and aspirations

	for their futures and results in an increased number failing to secure positive post 16 destinations.
6	Many excluded students display considerable gaps in their learning when joining SCS which is often a result of negative behaviour incidents leading to missed learning opportunities through absence and/or imposed sanctions on behaviour.
7	High level/risky behaviour has often been a contributing factor to exclusion and many learners struggle to make positive choices to keep themselves and those around them safe.

## 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
Attendance of disadvantaged students is in line or better than their peers.	<ul style="list-style-type: none"> <li>• Early identification of barriers to attendance.</li> <li>• Appropriate support initiated to overcome attendance barriers.</li> <li>• Where necessary, support is provided to parents/carers to ensure students attend school.</li> <li>• Timely referrals to appropriate agencies made to support with improving attendance.</li> <li>• Attendance rewards recognise and celebrate progress and improvements in attendance.</li> <li>• Students make at least expected progress in English and maths.</li> </ul>
The percentage of PP students achieving expected progress in English is within 5% or above non PP students.	<ul style="list-style-type: none"> <li>• Early identification of students requiring additional support with reading.</li> <li>• Targeted literacy intervention delivered to identified students.</li> <li>• Improved literacy supports positive outcomes in other subjects.</li> <li>• Gaps in learning are closed to enable students to make at least expected progress in English.</li> <li>• Timely identification of students requiring specific arrangements for examinations.</li> <li>• Testing for access arrangements where appropriate to remove barriers to positive outcomes.</li> <li>• Students supported to access curriculum content at an age appropriate level and successfully transition to their next placement/destination.</li> </ul>
The percentage of PP students achieving expected progress in maths is within 5% or above non PP students.	<ul style="list-style-type: none"> <li>• Regular attendance ensures access to maths lessons.</li> <li>• Use of subject trackers, teacher and self assessments enables students to identify and address areas for improvement.</li> <li>• Use of appropriate intervention strategies to support pupil progress.</li> <li>• End of unit tests and access to revision materials/sessions supports students' retention and retrieval of learning in maths.</li> </ul>
The percentage of PP students securing and maintaining positive post 16 destinations 6 months after leaving school is in	<ul style="list-style-type: none"> <li>• Year 11 students receive one to one careers advice.</li> <li>• Support provided with applications for post 16 placements for Year 11 students.</li> </ul>

line with their peers nationally.	<ul style="list-style-type: none"> <li>Parents/carers aware of options available to students and advice about how to support their children.</li> <li>All Year 11 receive careers/futures sessions as part of the curriculum to explore opportunities and skills for the future.</li> </ul>
PP students displaying the same levels of resilience and independence as their peers.	<ul style="list-style-type: none"> <li>All students access PD curriculum which directly supports personal growth and wellbeing.</li> <li>Access to opportunities outside of the classroom to develop independence, resilience and engagement.</li> <li>Student Voice articulates growing confidence, independence and resilience.</li> <li>Reduction in negative behaviour incidents leads to increased success in learning and social interactions.</li> <li>Students receive weekly and termly rewards to recognise and celebrate their progress and achievements.</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: £17,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting high quality teaching through access to a wide variety of CPD opportunities to ensure staff are equipped to support learners appropriately, including:</p> <ul style="list-style-type: none"> <li>NPQs across a range of topics.</li> <li>Prince's Trust training of teaching and pastoral staff to support delivery of recognised programmes appropriate to the needs of SCS learners.</li> <li>National College and other appropriate platforms to address contextual safeguarding needs and reduce barriers to attendance and attainment.</li> <li>Support from organisations such as the VRU to provide specific training to pastoral staff.</li> <li>Access for support staff to achieve Level 3 Teaching and Learning Apprenticeship to improve the quality of provision to students.</li> </ul>	<p>EEF Guidance states:</p> <ul style="list-style-type: none"> <li>High quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</li> <li>Professional development can be used to support evidence based approaches.</li> <li>Supports recruitment and retention of staff.</li> </ul> <p><i>Two staff at SCS completed NPQs in 2023 and found the process to be valuable to their work at SCS.</i></p> <p><i>National College online courses provide a dynamic means of response to contextual safeguarding issues at SCS.</i></p>	1, 3, 4, 5, 6, 7

Engagement officer post	Post was appointed in April 2023. The Officer is concentrating their resources on persistent absentees. It is expected that attendance will increase as a result of this.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7,543

Activity	Evidence that supports this approach	Challenge number(s) addressed												
<p>Support and access to resources to improve literacy, to include:</p> <ul style="list-style-type: none"> <li>• Toe by Toe reading programme.</li> <li>• Focus on literacy during planned CPD.</li> <li>• Updates to Schemes of Learning to support with literacy developments.</li> <li>• Regular timetabled sessions built into the curriculum to support with improving literacy.</li> <li>• Deployment of staff to support with delivery of appropriate intervention.</li> </ul>	<p>Toe by Toe</p> <ul style="list-style-type: none"> <li>• Highly structured phonics programme</li> <li>• Involves teaching skills to a level of fluency</li> <li>• Use of non-words puts focus on underlying skills of decoding</li> <li>• Considerable emphasis on recording progress</li> </ul> <p>"The results were definitive. The experimental group made average gains of three and a half years. The control group made average gains of five months"</p> <p>Professor Tommy MacKay writing in Literacy Today, March (2004)</p> <ul style="list-style-type: none"> <li>• <i>Toe by Toe reading intervention implemented with trial group of KS3 students 2022-23</i></li> <li>• <i>77% of students retested increased their reading age.</i></li> <li>• <i>Students in receipt of Toe by Toe intervention made greatest improvement (8 years plus)</i></li> <li>• <i>Average reading age of KS3 increased by 3.6 years since September 2022</i></li> </ul>	1, 2, 3, 4, 5, 6												
<p>Subscriptions to services and organisations to supplement the curriculum and support with accurate assessment, including:</p> <ul style="list-style-type: none"> <li>• MyMaths</li> <li>• GL Assessment</li> <li>• Lucid</li> <li>• Hegerty maths</li> </ul>	<table border="1"> <thead> <tr> <th>Progress in English and Maths</th><th>PP</th><th>Whole School</th></tr> </thead> <tbody> <tr> <td><b>All Years</b></td><td><b>43</b></td><td><b>98</b></td></tr> <tr> <td>English</td><td>60%</td><td>43%</td></tr> <tr> <td>Maths</td><td>86%</td><td>90%</td></tr> </tbody> </table> <p>The intention being to improve upon progress in English and maths as shown above.</p>	Progress in English and Maths	PP	Whole School	<b>All Years</b>	<b>43</b>	<b>98</b>	English	60%	43%	Maths	86%	90%	1, 3, 4, 5, 6, 7
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<p>Access to The Prince's Trust suite of training, courses and qualifications including:</p> <ul style="list-style-type: none"> <li>• Achieve Programme offering Level 1 and Level 2 qualifications in skills directly required to become positive members of society, such as Wellbeing and Career Planning.</li> <li>• Mosaic group mentoring empowers 11-18 year olds to reach their full potential by connecting them with diverse and relatable role models from the world of work.</li> <li>• Enterprise Challenge: trained volunteers lead students through activities which aim to develop young people's enterprise skills in order to increase their confidence and raise aspirations.</li> </ul>	<p>The Prince's Trust is one of the most successful funding organisations in the UK and is the UK's leading youth charity, having helped over 1,000,000 young people turn their lives around, created 125,000 entrepreneurs, and given business support to 395,000 people in the UK.</p> <p><i>SCS Prince's Trust results 2022-23:</i></p> <ul style="list-style-type: none"> <li>• 8 students achieved Level 1</li> <li>• 8 students achieved Level 2</li> </ul>	1, 3, 4, 5, 6, 7
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,338

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Opportunities for learning and enrichment outside of the classroom to improve engagement, resilience and independence, including:</p> <ul style="list-style-type: none"> <li>• Malthouse Outdoor Activity Centre is a multi-activity centre for children and young people from 8 years old, and is well equipped to cater for a number of practical experiences which include: Climbing &amp; Abseiling, Mountain Biking, Canoeing &amp; Kayaking and Archery.</li> <li>• Sandwell Valley Visitor Centre and Forge Mill Farm offers a series of unique, curriculum targeted visits providing immersive experiences to cement learning and theoretical concepts by seeing, doing, hearing and feeling all of the experiences associated with</li> </ul>	<p>Often our students do not have the same level of family support as their peers meaning that they miss out on opportunities to visit facilities and engage in opportunities to develop their confidence, resilience and independence. Providing access to a range of opportunities aims to increase their ambition and engagement in education which in turn can positively impact attendance and achievement.</p> <p><i>Following a 12 week off site intervention of boxing combined with mentoring 'The Unbreakables', negative behaviour logs recorded a reduction in verbal abuse and inappropriate language for all those involved.</i></p> <p><i>SCS took part in West Midlands SEND The Football League attending matches across the locality. 12 students, of which 5 were entitled to support from the</i></p>	1, 2, 3, 4, 5, 6, 7



<p>farming, gardens and green spaces.</p> <ul style="list-style-type: none"> <li>• Tipton Sports Centre, providing students with a wide range of indoor and outdoor facilities to promote health, fitness and wellbeing.</li> </ul>	<p><i>pupil premium, gained the opportunity to engage in friendly competition with other schools and become positive role models for their peers.</i></p>	
<p>Access to support from a wide variety of external organisations to enrich personal development curriculum and improve, resilience independence and wellbeing.</p> <ul style="list-style-type: none"> <li>• The Prince's Trust</li> <li>• The Right Pathway</li> <li>• Violence Reduction Unit</li> <li>• Brook</li> <li>• DECCA</li> <li>• Reflections</li> <li>• Kooth</li> <li>• Young Minds</li> <li>• NHS</li> <li>• Sandwell PREVENT</li> <li>• SHOUT (mental health)</li> </ul>	<p>According to the EEF:</p> <p>'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.'</p> <p>'The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school'.</p> <p><i>Many students at SCS, experience considerable SEL barriers to their attendance, progress and emotional health hence the need to supplement the academic curriculum with a range of universal approaches and targeted support to cater to their needs.</i></p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Range of rewards to recognise and celebrate progress and achievement in attendance, positive behaviour and learning.</p> <ul style="list-style-type: none"> <li>• Weekly and termly rewards</li> <li>• Rewards trips</li> </ul>	<p><i>During 2022-23 over 500 awards were presented to SCS students to recognise and celebrate:</i></p> <ul style="list-style-type: none"> <li>• <i>Highest CREATE point scores</i></li> <li>• <i>Good Citizen of the Week</i></li> <li>• <i>Most improved Attitude/Behaviour</i></li> <li>• <i>100% attendance</i></li> </ul>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Access to high quality careers/post 16 support through:</p> <ul style="list-style-type: none"> <li>• Connexions</li> <li>• Careers/Futures lessons built into the curriculum to address knowledge and skills required for successful futures.</li> <li>• Access to The Prince's Trust training, resources and opportunities to supplement post 16 provision.</li> </ul>	<p><i>2022-23 Careers/Post 16 highlights:</i></p> <ul style="list-style-type: none"> <li>• <i>The number of students at SCS, who were NEET was 1, this was due to maternity leave as opposed to a lack of appropriate destination.</i></li> <li>• <i>14 students received the opportunity to take part in Work Experience at companies such as garages, cafes and football academies. All involved agreed that the experience gave</i></li> </ul>	<p>3, 4, 5, 6, 7</p>

	<i>them a valuable insight into the world of work and future employment.</i>	
<p>Providing access to transportation can alleviate barriers for improved attendance and punctuality. This can be gained via;</p> <ul style="list-style-type: none"> <li>• Minibus hire</li> <li>• Hire Minibus driver via supply</li> <li>• Use Minibus during the day to support the Engagement and Attendance team</li> </ul>	<p>Students residing farther from SCS may face;</p> <ul style="list-style-type: none"> <li>• Challenges with punctuality and attendance due to transportation issues. This is especially pertinent for disadvantaged students, who often lack parental transportation support and may struggle with independent travel on public transportation before joining SCS.</li> </ul>	2,3,4

**Total budgeted cost: £ 78,867**