

Pupil premium strategy statement

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	68
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Yomi Adewoye
Pupil premium lead	Sara Atkinson
Governor / Trustee lead	Polly Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,118
Recovery premium funding allocation this academic year	£
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>	£6,687
Total budget for this academic year <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>	£31,805

Part A: Pupil premium strategy plan

Statement of intent

At SILS, our underlying principle is that school should enable all young people to make progress and reach their potential. We know that good teaching and a robust pastoral support will improve the attainment of our students, we therefore invest heavily in this area.

SILS is proud of its diverse and inclusive culture, reflecting the school's local community. Our strategy for use of pupil funding responds to a wide range of risk factors and recognises the importance of quality first teaching alongside outstanding pastoral support to raise achievement and engagement in learning.

The foci around which we will deploy Pupil Premium funding are:

1. *Raising progress and achievement*
2. *Improving attendance and punctuality*
3. *Providing additional support and intervention for our most vulnerable students*
4. *Raising aspirations – including quality careers education and work-related activity*
5. *Building social capital*

Challenges

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

Challenge number	Detail of challenge
1	Complex social and emotional mental health needs
2	Poor engagement in learning at both KS3 and KS4
3	Below expected levels of attainment across core subjects with low predicted GCSE attainment grades
4	Attendance below national average.
5	High levels of deprivation and vulnerabilities with high levels of social services or other services input eg. YOS, FEH etc

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
Improved attendance and support for families in all year groups by SLA with Lewisham attendance service should increase engagement in attainment etc	Increased attendance to school at least 85% of the time. Attendance data to be gathered each term.
Improved access to social and cultural capital increases engagement and 'levelling up'	Significant improvement in emotional wellbeing, attendance and behaviour. Student surveys will be conducted every term.
Improved confidence and attainment for GCSE	Increased confidence and attainment in English and Maths GCSE Incremental attainment data to be gathered each term.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ 12,918 + £6, 687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1-2-1 tutoring for GCSE Maths and English	1-2-1 tuition targeted at specific needs and knowledge gaps can be an effective way to improve the outcomes for low attainment students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 3

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

Budgeted cost: £ 12,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using the services of the Attendance and Welfare Officer to support students identified with low attendance or persistent absence	The DfE have provided guidance to support use of AWOs to improve attendance. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	2, 4, 5
Subsidy of school's extra curricular activities such as gardening club and PE equipment to improve access to social and cultural capital	Extra curricular activities have been shown to have a positive impact on social mobility and increased cultural capital. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	1, 2, 4, 5
Subsidy of school's cooked breakfast provision	There is evidence that breakfast increases wellbeing and attendance. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf	1, 2, 4, 5

Total budgeted cost: £ £31,805

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Over the academic year, the Pupil Premium funding has been deployed at strategies designed to reduce gaps in attainment, accelerate progress in English and Maths, improve attendance and extend access to post 16 employment, education and training. Across the school, data showed that outcomes for Pupil Premium pupils was in line with that of their peers and in Year 11 core subject outcomes for PP pupils was better.

Attendance & Welfare Officer: All students (n=21) at KS3 and KS4 benefitted from this intervention. AWO worked with families, professionals. In addition, attendance rewards at assemblies has improved attendance. Of the PP cohort at KS4, 3/11 (36%) had attendance above 85%. Further support was provided by the Task Force to improve attendance.

Extra-curricular: Sports equipment (football goals) purchased to benefit ALL (n=21) students at KS3. TBC. Gardening project started October 2021 with (n=4) 75% of the year 10 PP cohort fully engaged and participating. Trees have been planted in the front garden of SILS4. This project increased self-confidence, engagement in lessons and attendance. Of the PP cohort, the attendance on Fridays, improved during the period of the gardening project.

Resources (books & revision packs) purchased (Nov 21 and Jan 22) for Maths, English and Science and were accessed by ALL students across both sites. Monitoring of lessons and assessments showed increased confidence and competence across the school. The data is difficult to analyse as the numbers are low and there is high mobility. Outcomes for PP students were: English Year 11s: Of the 6 PP students who were entered for GCSE, 3 achieved +1 full grade above predicted. Maths Year 11s: Of the 7 PP students who were entered for GCSE, 5 achieved +1 full grade above predicted. Science Year 11: Of the 7 PP students who were entered for GCSE, 1 achieved +1 full grade above predicted. KS3 – although the data is limited, there is evidence that there was an increase in subgrades for both English and Maths for 3 PP pupils.

1-2-1 tuition Maths Year 11s: Of the 7 PP students who were entered for GCSE, 5 achieved +1 full grade above predicted. There is also evidence that the targeted intervention improved the confidence of all the students who took part.

Breakfast was provided at KS4 (n=15) on revision and assessment days and increased the attendance, punctuality, wellbeing, nutritional and social benefits of ALL KS4 students.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.