



Southwark Inclusive Learning Service (SILS)

Pupil premium strategy statement –2024/25

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	54
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	2 October 2024
Date on which it will be reviewed	Termly
Statement authorised by	Yomi Adewoye - HT
Pupil premium lead	Caleb Adetona
Governor lead	Tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
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>	£ n/a
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>	£34,000

Part A: Pupil premium strategy plan

Statement of intent

The primary goal of our Pupil Premium Strategy is to increase engagement and attendance rates among our students and their guardians. We aim to achieve this by creating a supportive and inclusive school environment where students feel valued and inspired to attend regularly, participate actively in their education, and enjoy their learning experience.

Strategies:

1. Building Strong Relationships:

- Our teaching and support staff will maintain regular contact with students and their families to understand their needs, concerns, and aspirations.
- We will establish an academic mentorship program that connects at-risk students with a dedicated staff member who will provide guidance, support, and encouragement.
- We will hold regular parent-teacher meetings to facilitate open communication between the school and guardians, addressing any attendance or engagement issues promptly.

2. School-Wide Positive Rewards Strategies:

- We will implement a comprehensive rewards system that acknowledges and celebrates students' achievements and positive behaviours.
- Students will receive recognition for punctuality, attendance, and active participation in school activities.
- Weekly rewards assemblies will take place celebrating Attendance, showing the school value and positive learning behaviours.

3. Extracurricular Intervention:

- We will expand our extracurricular activities to offer a variety of options that cater to different interests and talents.
- These activities will be designed to make the learning experience more enjoyable, providing students with a sense of belonging and connection to the school.
- We will actively encourage students to participate in extracurricular activities, workshops and sports, creating a strong sense of community within the school.

4. Careers:

- We aim to further develop our partnerships with organisations that provide opportunities for our students to engage in career related activities and events in line with the Gatsby benchmarks, to raise students' aspirations, confidence and skills, in preparation for the next phase of their education.

Expected Outcomes:

By implementing these strategies, we anticipate the following outcomes:

1. Increased engagement: Students will become more actively involved in their education, leading to improved academic performance and a greater sense of fulfilment.
2. Improved attendance: Regular communication with parents and carers and the introduction of positive rewards will motivate students to attend school regularly.
3. Enhanced learning experience: Extracurricular activities will provide students with enjoyable opportunities to learn, fostering a more positive attitude toward their education.
4. More effective academic intervention: With increased engagement and attendance, academic interventions will have a greater impact, supporting our students in reaching their full potential and preparedness for the next phase.

Monitoring and Evaluation:

We will continually monitor the impact of these strategies through attendance records, academic performance, and feedback from students, parents, and staff. This data will guide us in refining and adapting our approach to ensure the success of our Pupil Premium Strategy –This will be checked on a termly basis.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Literacy levels / reading ages
3	Access to resources
4	Engagement with curriculum
5	Previously missed education

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
Increased attendance	Cohort average attendance increased from 67% Reduce the number of PA students (25 students) by 10%.
Close attainment gap with PP students	Increase GCSE pass rate for students with 80%+ attendance in Science to grades 3 and above Increase GCSE outcomes in English from four 9-4 grades Increase engagement in out of hours learning by majority of students (with intervention and homework activities)
Literacy / reading ages	Increase in reading ages of students by average of 12-18 months after 6-9 months of intervention Increased confidence in reading across the school Acquisition of literacy specific program to support student learning
Engagement with careers	All students access / engage with career guidance. 90+% Year 11 have confirmed post 16 options in place by May /June 2025 (reduction in NEET compared with 2024).

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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Differentiating for students with learning needs CPD	Educational Endowment Fund, thekeysupport.com, DfE	2,3,4,5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Intervention	Educational Endowment Fund, thekeysupport.com, DfE	2,3,4,5
Academic mentor	Educational Endowment Fund, thekeysupport.com, DfE	1-5

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	Educational Endowment Fund, thekeysupport.com, DfE	1
Rewards System	Educational Endowment Fund, thekeysupport.com, DfE	1,4
Attendance pick-ups	Educational Endowment Fund, thekeysupport.com, DfE	1

Total budgeted cost: £34,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Attendance Improvement and Engagement with the Attendance & Welfare Officer (EWO)

All Pupil Premium (PP) students at Key Stages 3 and 4 benefitted from the dedicated support of the Attendance & Welfare Officer (EWO). The EWO worked closely with families and external professionals to address barriers to attendance. This alongside a graduated intervention approach as well as a reward trips and daily mini-bus pick-ups, contributed to a significant improvement in PP attendance (excluding Persistent Absentees), which rose from 77% to 84%, with steady improvement each half term. The proportion of PP students identified as Persistent Absentees (PA) also decreased from 64% to 28%. This improvement saw the contribution of PP students to the school's overall PA rate drop from 21% to 9%.

2. Reward Programme and Extracurricular Opportunities

External funding secured during the year enabled the introduction of a robust rewards programme, which included additional trips, extracurricular activities, and intervention programmes aimed at increasing motivation and engagement among PP students. Key highlights include:

- Esports Club: Students had the opportunity to develop teamwork, strategy, and technical skills through this extracurricular activity.
- Rewards and Recognition Trips: Consistent recognition of attendance, behaviour, and academic improvement was linked to rewards, including trips and special activities.

However, student surveys indicated that only 50% of students felt they received recognition or rewards, highlighting the need for more consistency in reward distribution.

3. Nutritional Support and Breakfast Provision

To support students' wellbeing and academic focus, PP students were provided with breakfast daily:

- KS3: A cooked breakfast was provided once a week, with continental breakfast on other days. This initiative promoted regular attendance and helped create a sense of community while addressing students' nutritional needs.

- KS4: In the weeks leading up to exams, cooked breakfasts were available every day to help boost attendance, punctuality, and focus. Uptake was particularly high during the autumn term, when colder weather likely increased the demand for a hot meal. This provision was critical for students' wellbeing and had a positive impact on their readiness to learn.

4. Academic Outcomes in Core Subjects

While academic outcomes varied across subjects, interventions played a significant role in maintaining or improving student performance:

- English: The percentage of PP students achieving grades 9-4 improved by 8%, with the number of students achieving these grades doubling from two to four.

- Mathematics: While the percentage of students achieving grades 9-4 decreased by 5%, targeted interventions helped 20 students in total access additional support, with 8 of these students attending more than three times. All 8 students who attended three or more sessions were able to maintain their grades, showing the stabilising effect of these interventions.

- Science: A total of 14 students accessed science interventions, and 4 students attended more than three times. Like in Maths, all 4 students who attended multiple sessions managed to maintain their grades. Additionally, science interventions contributed to an overall 5% improvement in the number of students achieving grades 9-4.

5. Coursework Intervention Impact

A major success was seen in the coursework interventions, where the school went from zero PP students completing their coursework at the beginning of the year to all but one student (13 out of 14) completing their coursework with a pass grade. This substantial improvement reflects the effectiveness of dedicated coursework support and intervention strategies.

6. Key Stage 4 Interventions and Support

In addition to subject-specific interventions, all KS4 PP students participated in after-school and weekend intervention sessions aimed at boosting academic performance across core subjects. On average, 8 students regularly attended weekend sessions, which provided more individualised support.

These interventions were essential in helping students stay on track, with the majority maintaining their grades in core subjects as a direct result of the extra support provided. The added confidence also ensured that over 90% of Year 11 students turned up for their GCSE exams.

7. Reading and Literacy Development

Significant improvements in literacy were noted, particularly among KS3 students, whose average reading age increased from 5.2 years in the autumn term (Au1) to 12.5 years by the summer term (Su2). This dramatic increase was due to targeted literacy interventions and initiatives such as:

- Targeted Interventions: Students with the lowest reading ages received personalised support to accelerate progress.
- DEAR Programme: The “Drop Everything and Read” (DEAR) programme, implemented consistently throughout the year, helped create a reading culture, and students were rewarded weekly for the “most improved” and “most read.”
- Literacy Champion: A student literacy champion was selected to encourage a school-wide focus on reading and literacy development.

8. Careers Guidance and Preparation for the Future

All students received structured careers guidance throughout the year:

- Careers Meetings: Every student participated in one-on-one meetings with the school’s careers lead to explore their future aspirations and educational or career pathways.
- Careers Trips and Unifrog Platform: Students attended multiple careers trips and were given access to Unifrog accounts to explore career options, build their portfolios, and apply for work placements. Although not all placement applications have been verified yet, all students have actively participated in the application process, ensuring that they are well-prepared for life beyond school.

9. Student Survey Feedback

Surveys conducted with PP students provided valuable insight into their school experience and areas for improvement:

- New Starters: 83% of students surveyed had been with the school for less than six months.
- Recognition and Reward: While 50% of students felt they had received recognition and rewards, feedback indicated the need for more consistent implementation of reward schemes across the board.

- Sense of Value: 75% of students felt neutral or agreed that they were valued by the school, and over 95% expressed neutral or positive views about their overall school experience.

- Engagement and Attendance: Over 90% of students reported feeling engaged, very engaged, or neutral about their school life, and 91% believed their attendance had improved since joining the school.

The surveys highlighted key areas for future development, including building a stronger sense of community, increasing the consistency of rewards, and improving behaviour management.

The 2023/2024 academic year demonstrated significant progress for PP students in key areas, particularly attendance, academic performance, and literacy development. The support of the Attendance & Welfare Officer, coupled with targeted academic interventions, improved coursework completion rates and helped students maintain or improve their grades in core subjects. While some areas, such as behaviour management and consistent rewards, require ongoing attention, the overall experience for PP students was positive, with high levels of engagement and a notable increase in attendance and academic achievement. Continued focus on these areas will be essential to further improving outcomes for PP students in the future.

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
n/a	

