SUA 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	Staffordshire University Academy
Number of pupils in school	600
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2019/2020 to 2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rowena Hillier, Principal
Pupil premium lead	Mitch Allsopp. Vice Principal
Governor / Trustee lead	Dave Newman, Staff governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,180
Recovery premium funding allocation this academic year	£31,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£247,955

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 to enable them to have the best life chances.

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. We will consider the challenges faced by vulnerable pupils, such as those who have support from external agencies. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of our Student Intervention Officer whose sole purpose is to target intervention of pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set

- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	In Years 7, 8, 10, 11 disadvantaged students entered Year 7, on average, with lower basic skills (literacy, reading and spelling), which does not improve rapidly enough. This therefore can have an impact on widening the attainment gap between PP & Non PP if not addressed. (2021 GL assessments show that students are below with reading comprehension and accuracy of written communication compared to national comparators)
2	High attaining pupils who are eligible for PP do not make enough progress and outcomes fall behind their peers. (2019: 7% of PP students achieved 7+ basics, compared to 12% non-disadvantaged)
3	Low aspirations and lack of exposure to culturally rich experiences. As a result of restrictions, and additional economic factors, our disadvantaged students will have missed opportunities previously to experience different culturally rich experiences (2021: student voice revealed that 76% of PP students revealed that they felt less aware of cultural capital experiences)
4	Attendance rates for disadvantaged students are lower compared to other students, particularly when persistently absent. These students have, as a result, missed opportunities to build schema from each subject area to thrive within their curriculum.
5	Lost learning is caught up and eradicated. (SUA average attendance throughout lockdowns 91.5%, disadvantaged 90.6% versus a national attendance of 78%)

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 outcomes of disadvantaged students. Across all academic subjects	Disadvantaged students' outcomes are within 5% of non- disadvantaged students across each subject & Narrow attainment gap between PP & Non PP
Improved outcomes and of higher prior attaining disadvantaged students	Higher ability disadvantaged students achieve in line with ability and 'other' students
Offer a breadth of culturally rich, experientially led, activities for students to engage with.	Disadvantaged students are exposed to a minimum of 2 culturally rich

	experiences per term throughout the curriculum
Increased attendance rates for pupils eligible for FSM.	Improve attendance to national average with support of the student intervention officer to improve communication. Implement new role of Student Intervention officer.
Lost learning is caught up and eradicated. Student are supported in their mental health and wellbeing	Students needing additional intervention are identified swiftly and intervention is put in place to address identified needs. CHARACTER programme is adapted to meet trends art SUA such as increased work on SEMH, resilience and wellbeing.

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: £98,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed Sound Training system and incorporate the use of Lexonik Leap.	- Sound training was introduced in 2017 and has been hugely successful with our students. - We continue to identify in our summer exam analysis, including question level analysis (QLA), disadvantaged students struggled to access certain elements of exam due to low-literacy. At KS4 we find our disadvantaged students struggle in comprehending the command words in questions. (+6 Month increase EEF (Reading comprehension))	1
To continue to offer provision to ensure students attend and then exceed at school.	Some of our disadvantaged students have extended and sophisticated needs that can act as barriers to their education.	4
To improve the quality of first wave teaching of all lessons to help disadvantaged students succeed.	- To ensure that the quality of teaching is typically in-line with expectations at SUA. - Staff strive to be great practitioners, implementing pillars of mastery All staff to implement evidence informed teaching strategies such as TLAC, Metacognition, and Retrieval practice (+7 Month increase EEF (Metacognition)) - All classes are mixed ability (0 month increase EEF)	1,2
To enrich the life chances of disadvantaged students, by offering opportunities to enhance their education.	- To introduce a series of cultural experiences that will enhance exposure to cultural capital. - Encouragement and financial support for participation in extra-curricular activities, residential and trips. - Parental voice suggests that costs are a barrier (+3 month increase EEF (Arts Participation))	3

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

Budgeted cost: £30,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
To create an urgency and ethos based on high profile intervention to narrow the gaps for disadvantaged students.	The legacy of underperformance for disadvantaged students, though improving, is not a positive one when considering the 2019 GCSE results.	1,2,5
Additional Student Intervention Officer	Additional in class and out of class intervention support can improve outcomes of students (+2 Month increase EEF (Mentoring))	5
Students receive an intervention program focussed on learning techniques and exam support	Students receive an intervention programme focussed on learning techniques and exam support	1,2,5

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

Budgeted cost: £118,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that the correct levels of Social, Emotional and Mental Health support is offered to students	• Contribution to support work experience • Social, emotional and mental health support; provision of counselling and contribution to inclusion staffing. CHARACTER programme adapted (+5 Month increase EEF (Social/Emotional Learning))	4
To improve the support offered to help disadvantaged students succeed.	• Many Students struggle to have the right start to the day • The inclusion team, Form tutor and Intervention Manager are crucial in bridging communication between home and school, they are all trained in offering	4,5

	the very best support to the wider school community.	
Increased mental health and wellbeing support	• Large number of students require further mental health support from external providers. (+2 month increase EEF (Mentoring))	4,5
Response to financial hardship	• Following the financial barriers that have been presented following COVID we continue to fully fund uniform for all Year 7 students, and offer free replacement (Tie, Blazer etc) • All PP students have received a laptop and, where needed, access to internet (+4 month increase EEF (Parental Engagement))	4

Total budgeted cost: £ 247,955

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 in line with that of non-disadvantaged in key areas of the curriculum. Basics matching at 5+ and 7+ were both higher for PP students (4/7%)

Despite being on track during the first year (2019/20), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure. During this time live lesson were conducted via Teams and supplemented with Oak National Academy online resources to reduce learning loss. We ensured that every disadvantaged student was loaned a laptop (267 families) and gave a further 75 families dongles to access the internet.

Although overall attendance in 2020/21 was lower than in the previous years at 91.5% (all) /90.6% (PP), it was higher than the national average. Attendance to online learning was positive and although below attendance of non-disadvantaged youngsters, attendance of pupil premium students was well above national (78%) Upon returning to full time academy attendance was not as high as prior to closures. Resulting in larger gaps than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related is-sues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils – such as the commissioning of two counsellors from MIND and YESS, and targeted interventions where required. We are building on that approach in our new plan. Our new plan will help fund external agencies, from 3 days a week to 5 in order to support the wellbeing and mental health of our disadvantaged students.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexonik Leap/Advance	Lexonik
Maths Whizz	Whizz Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

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.

- We have an annual Pupil Premium review conducted externally. This year, Challenging Education completed the review on 23rd September 2021. This is available upon request.