



Pupil Premium Strategy Statement

This statement details our school’s use of student premium (and recovery premium for the 2021 to 2024 academic years) funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of student premium had within our school.

School overview

Detail	Data
School name	The Sittingbourne School
Number of students in school	1614 1425 (Y7-11)
Proportion (%) of student premium eligible students	557/1406 40%
Academic year/years that our current student premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was first published	September 2022
Date on which it will be reviewed	September 2022/March 2023/September 2023/March 2024/September 2024
Most recent update	September 2023
Statement authorised by	Mr N Smith
Student premium lead	Ms J Lorman
Governor / Trustee lead	Mrs L Lawrence

Funding overview

Detail	Amount
student premium funding allocation this academic year (2023-24)	£549,889
Recovery premium funding allocation this academic year (2023-24)	£177,276
student premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2023-24) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£727,126



Part A: student premium strategy plan

Statement of intent

Our staff are dedicated to ensuring every young person, regardless of their socio-economic or family background, is provided with exceptional pastoral care, academic support and educational opportunities to ensure they can overcome any barriers.

At The Sittingbourne School, we use a wide range of evidence-based strategies that aim to improve the engagement, wellbeing and attainment of our disadvantaged students. Based on Sutton Trust research and the school's knowledge of our students, our local community and decades of tried and tested strategies, we place the following principles at the heart of all learning. We believe that these principles enable all of our students to achieve or exceed their potential and become well rounded, positive role models, ready to take their next step in a 21st Century world.

At The Sittingbourne School we:

- Have very high expectations in terms of the standards, achievement, attendance, and behaviour of every student across the ability spectrum.
- Provide support from high quality, highly trained, experienced teachers, teaching assistants and support staff who have a variety of knowledge and expertise across a range of areas and needs.
- Place student premium students at the forefront of any analysis and interventions.
- Prioritise student premium students with high quality, clear feedback about their work and ways they could improve it to move their learning forward.
- Provide one to one support for specific needs, such as learning difficulties or social and emotional matters as well as daily reading and writing.
- Provide personalised intervention which targets and supports individual students' needs.
- Involve our parents and carers in the learning process as much as possible.
- Ensure that 40% of students attending events, trips, and extra-curricular activities are student premium students so that their cultural capital is developed and they are not disenfranchised from experiences which broaden their understanding of the wider world.
- Ensure that children in receipt of student Premium participate in activities relating to careers education so that they have high aspirations for adulthood and their future careers/employment.
- Provide families who are facing financial hardship with advice, guidance and financial support, when needed.



Challenges

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

Challenge number	Detail of challenge
1	Students from disadvantaged backgrounds tend to arrive at school with poorer literacy and reading skills compared to others. This gap will have now widened due to the national lockdowns in response to Covid-19.
2	PP students make slower rates of progress than their non-PP peers in many subjects, including English, mathematics, and science.
3	Attendance for students eligible for PP is below the whole school target (87% for PP and 90.4% for all students). This reduces their school hours and causes them to fall behind. Strategies are addressed via the Wellbeing and attendance teams in collaboration with the Heads of Year. Individual strategies are designed around the individual student and their families, which may include reward incentives, transport costs and referrals to Mental Health Professionals and outside agencies.
4	Due to Covid-19, students have been away from school structure and routines for a prolonged period of time causing potential social, emotional and mental health needs that impact on their wellbeing and academic progress. Low self-esteem, lack of support and low aspirations can create a negative outlook at school. A more tailored approach is needed for these students as not all universal strategies will work for them. Using a range of mental health intervention strategies and catch-up programmes at a personal level will address this.
5	Parental engagement can be a challenge. Parental Involvement in a child's learning is important for a student's intellectual and social development and has a significant effect on educational achievement. Parents of disadvantaged students can make a positive contribution to their child's academic achievement if support and encouragement is offered.
6	During the pandemic the number of student Premium students becoming NEET has increased nationally, and the gap in social disadvantage has widened which is a factor in destinations and routes to further/higher education, training and employment.

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
Increase level of progress in literacy and reading for students with a specific focus on Year 7, 8 and 9 students eligible for PP	By the end of the year, at least 85% of targeted students in Year 7, 8 and 9 will have made progress with their reading age which will be evidenced through Student Progress and NGRT tests. Intervention records will show successful engagement with reading and literacy skills. All underachieving PP students in years 7, 8 and 9 will have access to



	<p>literacy and reading intervention. Students will have access to a Bedrock account to support vocabulary development and PP students in the weakest 20% of readers will benefit from the Bookbuzz programme.</p>
<p>To improve rates of progress for all PP students, with a particular focus on English, mathematics, and science.</p>	<p>The whole school P8 figure for DA students is closer to the national average (school 2022 was -0.98)</p>
<p>Attendance is in line or better than national average for disadvantaged students</p>	<p>The number of persistent absentees (PA) among students eligible for PP will reduce. The number of PP students who are absent will be in line with their peers.</p>
<p>Tailored intervention is put in place for PP students which improves attainment as well as supporting social, emotional, and mental wellbeing of our students.</p>	<p>KS3 students with a particular focus on Year 7 PP students are identified and prioritised to receive 1:1 literacy and reading intervention to ensure students make expected levels of progress. Strategies are in place to ensure that students in KS4 are supported with the necessary catch-up and intervention to ensure good outcomes are achieved. Catch-up support is utilised so that all students – particularly disadvantaged, SEND and vulnerable students – are given the support needed to make substantial progress by the end of the academic year. Personal guidance interviews with a qualified professional, allow students to make informed decisions about their future choices and opportunities available to them.</p>
<p>To improve the engagement of parents and carers in the learning process.</p>	<p>Parents attendance for PP students will improve from last year by providing both face-to-face and virtual parents evening opportunities. Increased opportunities for parents to become involved in their child's learning such as parental workshops, information, and options evening's. Attendance to parental workshops, information and option evenings are tracked and monitored to allow for further focussed parental communication and support.</p>
<p>To reduce the number of Yr11/12/13 students who are NEET (or maintain at 0%) by targeted CEIAG for student Premium student</p>	<p>Early identification of potential NEET students are raised with CXK and The Education People where 1:1 guidance interviews are held. Support is given to students in respect of applications to Sixth Form or alternative Training Providers. students are carefully monitored and tracked to ensure effectiveness of impact. Regular communication with The Education People is maintained to continue support after students have left during the Summer.</p>



Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £199210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ and retain specialist teachers to teach in our SEND specialist provision	According to the EEF toolkit, as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for students - resulting in approximately three months' additional progress for students, on average.	1 and 2
Employ and retain additional teachers in English, mathematics, and science	Those students with a specialist need will be supported by a specialist, withdrawn from selected lessons to receive targeted intervention, to improve access to curriculum content. Small class sizes show a positive effect on student progress according to the EEF toolkit.	1 and 2
Classroom strategies – seating plans, class profiles, feedback, and assessment	Our targeted questioning, class profiles, seating plans and feedback strategies ensures that we prioritise bespoke strategies for our PP students which focus on improving outcomes for our PP students, emphasising the importance of resilience and independence. EEF has shown that feedback studies tend to show very high effects on learning. Research evidence about feedback was part of the rationale for assessment for learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.	1 and 2
Access to technology	Students' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. In the recovery for covid, access technology in order to complete independent learning is vital.	1, 2 and 4
Access to subject specific texts and resources	The evidence shows according to the EEF toolkit that the impact of homework, on average, is five months' additional progress. Therefore, having access to subject specific text books and other resources will support attainment and progress.	1, 2 and 4



Trauma Informed Teaching whole school CPD (APE) and PSM CPD	Students haven't just suffered academically. Mental health training is needed so that staff have improved emotional awareness to ensure that students have access to the emotional support that they need.	2, 3 and 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £153,071

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic Year Leaders</i>		1, 2, 3, 4 and 5
<i>Individual student support</i>	Evidence suggests that TAs can have a positive impact on academic achievement. Where teaching assistant impact is measured and student progress reviewed frequently, students' needs can be met to support progress in lessons. TA intervention can have limited impact if not targeted effectively and impact monitored (EEF).	1, 2, 3, 4 and 5
<i>Small group or one-to-one tuition</i>	Children and young people across the country have experienced unprecedented disruption to their education as a result of Coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those impacted the most. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. In order to support students who have fallen furthest behind , structured interventions, which may also be delivered one to one or in small groups.	1, 2 and 4
<i>Outer School Learning Opportunities</i>	The average impact of approaches involving extending school time is approximately an additional three months' progress over the course of a year. The school has successfully offered a range of outer school learning opportunities including extending the school day for KS4 and KS5 so that pupils can receive additional intervention and tuition.	1, 2 and 4



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

Budgeted cost: £379,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Onsite Counselling</i>	The EFF identifies that social and emotional interventions and strategies are important to helping those students who struggle to attend school or follow the rigid systems in place in the school. Our offer of a 6 week waiting list for counselling, as well as group sessions for specific year groups is vital to enable our students to fully engage with our school.	1, 2 3 and 4
<i>Working with families to improve attendance</i>	The services of SEAAS have been utilised for four years. An improvement in the importance of attendance for the whole school environment has increased. SEAAS meet parents, work with community staff and challenge poor attendance. All research indicates that low attendance is the single biggest factor preventing progress.	3 and 4
<i>Working with families to improve parental engagement</i>	International research has shown that parental engagement (of various kinds) has a positive impact on many indicators of student achievement. (Family School & Community Partnerships Bureau)	3, 4 and 5
<i>Enrichment opportunities</i>	Research suggests that PP students accessing extra - curricular activities, trips and experiences promotes high aspirations about their future which leads to higher academic progress.	1, 2, 4, 5 and 6
<i>Uniform, equipment and bus passes</i>	Many PP parents experience material poverty in terms of resources and equipment, so providing equipment and uniform allows PP students to fully access the curriculum and school community.	3 and 5
<i>Whole school and targeted careers education and guidance</i>	Careers education works best when it is personalised and targeted to individuals' needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people's transitions into education, training and employment. Evidence also shows it has an impact on educational, economic and social outcomes.	6

Total budgeted cost: £ 731,951



Part B: Review of outcomes in the previous academic year (2022-23)

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	March Review 2023	September Review 2023
<p>Increase level of progress in literacy and reading for students with a specific focus on Year 7, 8 and 9 students eligible for PP</p>	<p>By the end of the year, at least 85% of targeted students in Year 7, 8 and 9 will have made progress with their reading age which will be evidenced through Student Progress and NGRT tests. Intervention records will show successful engagement with reading and literacy skills. All underachieving PP students in years 7, 8 and 9 will have access to literacy and reading intervention. Students will have access to a Bedrock account to support vocabulary development and PP students in the weakest 20% of readers will benefit from the Bookbuzz programme.</p>	<p>Currently in KS3 54% arrived 6 months or more below chronological age. Over a third were 25 months or more behind. Current Year 7 - 39% arrived at least 6 months below chronological age for reading.</p> <p>Reading interventions are underway.</p> <p>Re-testing will take place in June</p> <p>“Leaders have prioritised reading in the school, and leaders ensure that pupils who struggle to read fluently receive a range of support to help develop these essential skills. Leaders provide weekly opportunities for all pupils to develop their reading as part of their personal development provision. This is beginning to show developing confidence in reading skills as it becomes more embedded”</p> <p style="text-align: right;"><i>Ofsted - March 2023</i></p>	<p>Students arrived with only 49% having achieved chronological reading age when leaving primary education according to NGRT data. TSS target - 85%. Exit data from NGRT tests - 67% are now at age related reading or better (NGRT progress measure).</p> <p>An issue with the sitting of tests led to 39% of students having inaccurate data. A plan is in place to prevent this happening in future rounds of testing.</p> <p>There were very positive outcomes for remaining students;</p> <ul style="list-style-type: none"> ● 51% show more than a year of progress within the school year (49% for PP students). ● 80% made more than 2 years progress (90% for PP students). ● 59% made more than 3 years progress (68% for PP progress) ● 47% made more than 4 years progress (53% for PP students) ● 35% made more than 5 years progress (43% for PP students) ● 21% made more than 6 years progress (28% for PP students) <p>Other progress data from teacher assessments shows evidence of strong PP performance and a narrowing of the PP gap.</p> <ul style="list-style-type: none"> ● Year 7 PP students - 72% compared with 73% non PP ● Year 8 PP students - 79% compared with 79% non PP ● Year 9 PP students - 69% compared with 76% non PP



To improve rates of progress for all PP students, with a particular focus on English, mathematics and science.

The whole school P8 figure for DA students is closer to the national average (school 2022 was -0.98)

KS4	Basics 4+	Basics 5+	A8	P8
PP 2022-23 T4 predictions	40.6%	17%	32.90	-0.99
Non PP 2022-23 T4 predictions	47.5%	24.1%	39.44	-0.74
PP 2021-22 summer results	36.9%	19.4%	32.04	-0.91
Non PP 2021-22 summer results	64%	37.8%	42.78	-0.33

Based on term 4 teacher predictions, the attainment gap between PP and non PP has narrowed from 10.74 to 6.54.

Based on term 4 teacher predictions, the progress gap between PP and non PP has narrowed from 0.58 to 0.25*

* = P8 figures for current Year 11s are only estimates and should not be used to compare between year groups.

KS4	Basics 4+	Basics 5+	A8	P8
PP 2022-23 Results	39.8%	15.7%	32.56	-0.71
Non PP 2022-23 Results	53.8%	25.6%	39.42	-0.41
PP 2021-22 summer results	36.9%	19.4%	32.04	-0.91
Non PP 2021-22 summer results	64%	37.8%	42.78	-0.33

2022 & 2023 comparison

The Basics 4+ gap narrowed from 27.1pts to 14pts with the gap at 5+ narrowing from 18.4pts to 9.9pts. Attainment 8 rose for DA students and Progress 8 improved.



		<p>KS3: Terms 3 & 4 teacher assessments</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>% on or above target</th> </tr> </thead> <tbody> <tr> <td>Yr 9 all</td> <td>78%</td> </tr> <tr> <td>Year 9 PP</td> <td>76%</td> </tr> <tr> <td>Yr 8 all</td> <td>77%</td> </tr> <tr> <td>Year 8 PP</td> <td>76%</td> </tr> <tr> <td>Yr 7 all</td> <td>57%</td> </tr> <tr> <td>Year 7 PP</td> <td>56%</td> </tr> </tbody> </table> <p>The gap between the percentage of PP and non PP students who are on target is between 1%-2%</p>	Cohort	% on or above target	Yr 9 all	78%	Year 9 PP	76%	Yr 8 all	77%	Year 8 PP	76%	Yr 7 all	57%	Year 7 PP	56%	<table border="1"> <thead> <tr> <th colspan="3">Gap between PP & non PP students</th> </tr> <tr> <th></th> <th>2023</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Attainment 8</td> <td>0.68</td> <td>1.08</td> </tr> <tr> <td>% of students achieving Basics 4+</td> <td>15.8%</td> <td>27.1%</td> </tr> <tr> <td>% of students achieving Basics 5+</td> <td>9.9%</td> <td>18.4%</td> </tr> <tr> <td>% of students achieving 5 GCSES, grade 4+ inc. Eng & Maths</td> <td>16.1%</td> <td>29.9%</td> </tr> </tbody> </table>	Gap between PP & non PP students				2023	2022	Attainment 8	0.68	1.08	% of students achieving Basics 4+	15.8%	27.1%	% of students achieving Basics 5+	9.9%	18.4%	% of students achieving 5 GCSES, grade 4+ inc. Eng & Maths	16.1%	29.9%													
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To reduce the number of Yr11/12/13 students who are NEET (or maintain at 0%) by targeted CEIAG for student Premium student	Early identification of potential NEET students are raised with CXK and The Education People where 1:1 guidance interviews are held. Support is given to students in respect of applications to Sixth Form or alternative Training Providers. students are carefully monitored and tracked to ensure effectiveness of impact. Regular communication with The Education People is maintained to continue support after students have left during the Summer.	Too soon to RAG due to a lack of NEET data. However, one to one meetings with CXK took place for all students with PP students taking priority Progression meetings were also prioritised for PP students who met with SWE first. The mentors of some PP students attended progression meetings with them in loco parentis.	In September any students that did not have a destination in early July were contacted and with no destination were referred to NEET specialists at The Education People or KTA or college. Year 10 completed group work with CXK on options at post 16. Year 10's then moved into year 11 - small group work (max of 4) career advice and guidance was provided for these students. Students were selected due to information from year time identifying them as potential NEETS, DA/SEN or EHCP. Official figures do not get published until January 2024. However, from our own school records Year 11 NEET - 1.5%. This does not included apprenticeships, as KCC do not register apprenticeships. Year 12/13/14 - 0.9%.



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
Lexia	Lexia Learning
CAT 4	GL Assessments
NGRT	GL Assessments
Accelerated Reader	Accelerated Reader
Bedrock	Bedrock
GCSE Pod	GCSE Pod

Service student 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 student premium allocation last academic year?	NA
What was the impact of that spending on service student premium eligible students?	NA

Additional activity

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

- using the school led tutoring grant to provide 1:1/small group tutoring with students in Years 7 - 11.
 - embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
 - ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
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- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.