

# Pupil Premium Strategy Statement 2021/22

This statement details our school's use of pupil premium (including the recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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   | Sydenham School               |
| Number of pupils in school  | 1471                          |
| Proportion (%) of pupil premium eligible pupils                         | 27.2%                         |
| Academic year/years that our current pupil premium strategy plan covers | 2021/22<br>2022/23<br>2023/24 |
| Date this statement was published                                       | October 2021                  |
| Date on which it will be reviewed                                       | October 2022                  |
| Statement authorised by   | Gloria Lowe                   |
| Pupil premium lead  | Emma Wijnberg                 |
| Governor / Trustee lead   | Sarah Armstrong               |

## Funding overview

| Detail  | Amount          |
|---|-----------------|
| Pupil premium funding allocation this academic year   | £ 364 102       |
| Recovery premium funding allocation this academic year  | £ 77 285        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0             |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | <b>£441 387</b> |





## Part A: Pupil premium strategy plan

### Statement of intent

Schools receive additional income called the Pupil Premium. This money is allocated by the Government to help schools to support disadvantaged children from low-income families and children in care and those who have been in care in the past. The amount of additional funding schools receive is based on: the number of children who are entitled to receive free school meals (FSM); the number of children who have been eligible for free school meals at any point in the last six years (known as 'Ever 6 FSM'), the number of looked after children (CLA) and those previously looked after.

Schools are free to spend the pupil premium in ways that best raise the achievement of these groups of students. At Sydenham School, we do this by using the pupil premium funding carefully across the school to raise the achievement and attainment of our pupil premium students. Parents and carers can check their eligibility for FSM, and apply online, without having to discuss the details of their circumstances with anyone at Sydenham School via the following link: [Lewisham Council - Free school meals and extra support for your child](#)

Our vision for Pupil Premium students is that they achieve in the same way that non pupil premium students do and lead successful fulfilling lives, taking all the opportunities that living in London offers. Our objectives are to remove barriers to learning, to ensure Pupil Premium (PP) students continue to make progress at least in line with or greater than national measures of expected progress. We want to accelerate PP student progress and raise attainment in order to further reduce the PP gap throughout the school. We believe that supporting social and emotional development will play a key role in enabling PP students to learn. We are committed to broadening PP students' experiences and widening their opportunities by ensuring they have access to and are fully engaged in all aspects of Sydenham School life. We will ensure that a culturally rich curriculum is accessible to all PP students and that they are well supported through their transitions and secure future transitions.

For PP students who are struggling or falling behind in any of the above areas, early identification is key. A variety of data will be monitored throughout the year to ensure that underachieving PP students receive bespoke support based on their individual areas that need improvement.

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Lower attendance rates, reduce school hours, causing PP students to fall behind with their learning. |

|   |  |
|---|--|
| 2 | Not all students effectively access the main curriculum and use the feedback they receive to make progress and the retrieval practice techniques they use often have a low impact. |
| 3 | Lower numeracy and literacy levels in Year 7 impact their rate of progress.  |
| 4 | Social and emotional issues that are not supported can result in behavioural incidents that detract from learning.   |
| 5 | Student wellness and mental health.  |

## 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   |
|---|--|
| To remove barriers to learning ensuring Pupil Premium (PP) students continue to make progress at least in line with or greater than national measures of expected progress. | Gap between Progress 8 for PP and non-PP is further reduced.   |
| To accelerate student progress and raise attainment in order to further reduce the PP gap throughout the school.  | Attainment 8 is in line with non-PP students.  |
| To support social and emotional development that enables students to learn.   | Improved PP attendance and reduce rates of persistent absence. Reduced behavioural incidents for all PP students.  |
| To broaden experiences and widen opportunities for students by ensuring they have access to and are fully engaged in all aspects of Sydenham School life.                   | Increased enrichment activity uptake and representation of PP students as Prefects, School Councillors etc.  |
| To ensure well supported transitions and secure future destinations.  | Stable student numbers retained, and Post 16 destinations secured for all Year 11 students ahead of the GCSE results.  |
| To ensure a culturally rich equalities curriculum is accessible by all students.  | Students behave like global citizens within the school community and beyond. Reduced behavioural incidents in school and positive student, staff, parent and community feedback. |

## 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: £238 349

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Ensure assessment in lessons and at Progress Points, is used effectively through targeted questioning and detailed checking of understanding. | <a href="#">Formative Assessment</a> – Dylan Wiliam  | 2                             |
| Use assessment data to identify gaps in student knowledge and adjust curriculum plans to support these gaps.                                  | <a href="#">Formative Assessment</a> – Dylan Wiliam  | 2                             |
| Use feedback to diagnose misconceptions and challenge these, ensuring feedback results in progress.   | <a href="#">Education Endowment Foundation Toolkit</a> <ul style="list-style-type: none"> <li>Feedback</li> </ul>                    | 2                             |
| Embed metacognition to support students with effective retrieval practice.  | <a href="#">Education Endowment Foundation Toolkit</a> <ul style="list-style-type: none"> <li>Metacognition</li> </ul>               | 2                             |
| Decrease class sizes in science through the addition of two extra groups in Year 11.  | <a href="#">Education Endowment Foundation Toolkit</a> <ul style="list-style-type: none"> <li>Reducing class size</li> </ul>         | 2                             |
| Improve academic reading and oracy  | <a href="#">Education Endowment Foundation Toolkit</a> <ul style="list-style-type: none"> <li>Oral language interventions</li> </ul> | 2,3 and 4                     |

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

Budgeted cost: £128 002

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Improved numeracy and literacy levels for NSR students | <a href="#">Education Endowment Foundation Toolkit</a> <ul style="list-style-type: none"> <li>Phonics</li> <li>Mastery</li> </ul> | 3                             |

|   |  |   |
|---|--|---|
| Targeted mentoring and interventions for PP students                    | <a href="#">Education Endowment Foundation Toolkit</a> <ul style="list-style-type: none"> <li>• Mentoring</li> <li>• One-to-one tuition</li> </ul>             | 2 |
| Two additional Year 7 English and maths classes to support NSR progress | <a href="#">Education Endowment Foundation Toolkit</a> <ul style="list-style-type: none"> <li>• Reducing class size</li> <li>• Mastery</li> </ul>              | 3 |
| Ruth Miskin intervention for Year 7 NSR students                        | <a href="#">Education Endowment Foundation Toolkit</a> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Reading comprehension strategies</li> </ul> | 3 |

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

Budgeted cost: £75 036

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Improve attendance and reduce rates of persistent absence   | <a href="#">Education Endowment Foundation Toolkit</a> <ul style="list-style-type: none"> <li>• Social and emotional learning</li> </ul>  | 1                             |
| Reduce behavioural incidents for all PP students through consistent application of the behaviour code and support with social and emotional issues. Use Football Beyond Borders (FBB) intervention to support Year 9. Use improved parental engagement to support these strategies. | <a href="#">Education Endowment Foundation Toolkit</a> <ul style="list-style-type: none"> <li>• Behaviour interventions</li> <li>• Social and emotional learning</li> </ul> <p>FBB evidence shows students involved in their intervention achieve higher than national average for PP and FSM students.</p> | 2                             |
| Support students to purchase uniform and equipment and/ or other resources as needed  | <a href="#">Education Endowment Foundation Toolkit</a> <ul style="list-style-type: none"> <li>• School uniform</li> </ul>   | 5                             |
| Improve access to IT for all PP students to ensure they engage in 'catch up' strategies   | <a href="#">Education Endowment Foundation Toolkit</a> <ul style="list-style-type: none"> <li>• Digital technology</li> </ul>   | 2                             |
| Improve PP student engagement with enrichments activities and representation in the school community  | <a href="#">Education Endowment Foundation Toolkit</a> <ul style="list-style-type: none"> <li>• Aspiration interventions</li> <li>• Sports participation</li> </ul>   | 5                             |
| Support each stage of transition and secure future destinations.  | <a href="#">Education Endowment Foundation Toolkit</a> <ul style="list-style-type: none"> <li>• Aspiration interventions</li> <li>• Mentoring</li> </ul>  | 5                             |

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**Total budgeted cost: £ 441 387**



## 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 students in the 2020 to 2021 academic year.

1. Progress data indicates that PP students made progress that was at least in line with or greater than national measures of expected progress.
2. The average Attainment 8 improved for PP students.
3. The percentage of PP students achieving English and maths grade 5+ at GCSE increased.
4. The EBacc entry for PP students was higher than the national.
5. PP students' attendance improved.

### Externally provided programmes

| Programme                      | Provider            |
|--------------------------------|---------------------|
| English and maths GCSE tuition | Action Tutoring     |
| Football Beyond Borders        | FBB                 |
| Ruth Miskin                    | Phonic intervention |
| Power The Fight                | PTF                 |