

## Sarah Bonnell School Pupil Premium Strategy Statement 2021-2024

This statement details how our school uses the pupil premium ( and recovery premium for 2022-23) funding to improve the attainment of students eligible for Pupil Premium.

**Part A** is the school's pupil premium strategy . This shows how we plan to spend the funding in each year of the three year plan.

**Part B** shows the impact the spending of the pupil premium had within our school in the previous school year.

### School Overview 2022-2023

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| School name                                       | <b>Sarah Bonnell School</b>   |
| Number of students on roll ( October Census 2021) | 1326  |
| Number of students eligible for Pupil Premium     | 596   |
| Proportion (%) eligible for Pupil Premium         | 44.9%   |
| Date this statement was published                 | December 2022   |
| Date on which it will be reviewed                 | October 2023  |
| Statement authorised by                           | Rae Potter - Headteacher  |
| Pupil Premium Leads                               | Deputy Headteachers <ul style="list-style-type: none"><li>● David Hudson</li><li>● Charlotte Paine</li><li>● Hannah Evans</li><li>● Rebecca Clark</li></ul> |
| Governor / Trustee Lead                           | Paul Leslie   |

### Funding Overview for 2022-2023

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| Pupil Premium per pupil                                   | £ 984            |
| Pupil Premium funding allocation this school year         | £ 586 568        |
| Recovery Premium funding allocation this school year      | £ 163 763        |
| Pupil Premium funding carried forward from previous years | £ 0              |
| <b>Total funding for this school year</b>                 | <b>£ 750 331</b> |

## Part A - Pupil Premium Strategy for 2021-2024

At Sarah Bonnell we follow the recommendation that a three year strategy supports schools to plan the spending in a way that brings about a sustained impact over time. The strategy is reviewed annually in October of the following school year. Any adjustments to the strategy are based on evaluation of the impact on students' achievement and wellbeing. [In 2022-23 we are in Year 2 of this three year strategy.](#)

### 1. Statement of Intent

At Sarah Bonnell School we are ambitious for all our students and provide a well sequenced curriculum that stimulates curiosity and is relevant and appropriate for all students. We provide opportunities for students to develop a love of learning across a range of subjects and achieve qualifications that enable them to progress to the next stage of their learning. We empower and inspire students to develop as courageous and confident young women ready to make valuable contributions to society. Everything we do is to secure the best possible futures for our young people - enabling them to thrive and achieve ([Curriculum Vision 2022-23](#))

Quality First Teaching is fundamental to the achievement of all students at Sarah Bonnell School and we maintain a constant focus on further developing classroom practice in teaching, learning and assessment to ensure students, including those eligible for Pupil Premium, achieve exceptional outcomes. This has been a consistent focus of our Pupil Premium spending for a number of years and the impact of this work is evident in the outstanding results achieved by disadvantaged ( and non-disadvantaged) cohorts over time. The school has achieved national recognition from SSAT for the progress and attainment for Pupil Premium students every year since 2015. For example in 2019 we received the following message *'Congratulations to everyone at Sarah Bonnell School on your excellent KS4 performance in 2019..... your school has won an SSAT Educational Outcomes award for being in the top 20% of non-selective schools nationally for attainment, being in DfE band 1 for student progress, and for achieving high levels of performance from pupils eligible for the pupil premium at key stage 4.'* (SSAT Educational Outcome Awards 2019) .

The GCSE outcomes for 2022 demonstrate the sustained impact of our approach as the school remains significantly above national average in the key headline measures for Pupil Premium students with a Progress 8 of +0.27 ( National Girls PP is -0.37) and Average Grade of 5.4 ( National Girls PP is 5.5). The gap between Pupil Premium students and Non-Pupil Premium students at Sarah Bonnell has widened since 2019 . For example there is a 11% gap for Grade 5 and above in English and Maths and we are putting in additional measures to close this gap. 56% PP students achieved Grade 5+ in English and maths.

At Sarah Bonnell School we recognise that a large proportion of our school community

experience additional economic, social and emotional barriers to their learning. We know this includes those eligible for Pupil Premium as well as many who, for one reason or another, do not register as eligible. We plan our curriculum, teaching and pastoral care to promote their welfare, personal development and progress. All students vulnerable to under-achievement are supported to secure access to the appropriate resources, support and curriculum to enable them to achieve and thrive.

The Pupil Premium funding is allocated to schools to address the additional challenges faced by disadvantaged students and Sarah Bonnell School ensures it is spent in line with key actions identified in our [School Improvement Priorities 2022-23](#). The priorities are agreed by the school Leadership Team following the annual self-evaluation process which uses evidence to identify areas of strength, to embed and further develop, and areas to improve. This ensures that the Pupil Premium Strategy is an integrated part of the school's work to provide an outstanding quality of education for all.

The school understands the importance of using research informed evidence to decide which strategies are going to have the biggest impact on achievement. This strategy responds to the research provided by The Education Endowment Foundation (EEF), the local Newham context and our own school based self-evaluation. (SEE 2022 [FINAL SEE 2022 Summary of Self-Evaluation of Education .pdf](#))

## 2.Challenges - identified barriers to learning

The table below details the key challenges to achievement that the school has identified amongst our disadvantaged cohort using evidence gathered at a school, local and national level.

| Challenge Number | Details of the challenge  |
|------------------|---|
| 1                | <b>Literacy and numeracy</b> - students eligible for Pupil Premium generally have lower literacy and numeracy levels than their peers on entry to Year 7. This is evident through KS2 data and annual Progress Test Scores. The Progress Tests help provide a baseline for the new Year 7 cohort - in 2022 the mean score for Pupil Premium students in the Maths test was 108.3 compared to 108.4 for NonPP students. Both scores are above average. The average reading age for students in the current Year 11 cohort at Sarah Bonnell is 13.5 ( a reading age gap of 2 years). This impacts their progress across the curriculum. |
| 2                | <b>GCSE outcomes</b> in 2022, lesson observations and school based assessments indicate that the Covid19 Pandemic and two periods of Partial School Closure   |

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|   | <p>have had a significant and disproportionate impact on students eligible for Pupil Premium despite the provision made by the school. This is particularly evident in students' confidence and progress in Maths with 56% of Pupil Premium students securing a GCSE Grade 5 compared to 70% of non Pupil Premium students in 2022. Whilst this is above the national average for Non-pupil premium it is something that we want to continue to improve.</p>   |
| 3 | <p><b>Behaviour and Attitudes - attendance</b> has also been adversely affected by periods of partial school closure and the impact of the Covid 19 Pandemic . The attendance of pupil premium students pre-pandemic in the school year 2018-2019 was 95.6%. This fell to 92.9% in 2020-21. Our analysis of attendance and punctuality data for 2022 indicates that absenteeism is negatively impacting disadvantaged students progress and well-being. There has also been an increase in the number of Fixed Term Suspensions - analysis of Behaviour Points, Reset Data and exclusions data indicates that a number of our disadvantaged students require additional support with the meta-cognition required to self-regulate behaviour and reduce risk of suspension and Permanent Exclusion.</p> |
| 4 | <p><b>Personal Development</b> - there has been a dramatic increase in the number of students being identified through our Inclusion Meetings for additional support with managing their emotional health and well-being. Students presenting with reduced confidence, anxiety, low self-esteem, diagnosed eating disorders, self-harm and depression have required access to additional in-school and external support. 364 of all safeguarding referrals made in 2021-22 were for Pupil Premium students - an increase from 223 in 2019-2020. The impact of the pandemic , two periods of partial school closure and the Covid Safe timetable has increased this need.</p>   |
| 5 | <p><b>Powerful Knowledge</b> - the restrictions in place during the pandemic reduced the opportunities for Pupil Premium students to access the usual variety of educational visits and enrichment opportunities on offer at the school as part of our whole experience of school. In 2021-22 the school was able to resume its enrichment programme and is carefully monitoring this to show levels of engagement for Pupil premium students.</p>   |

### 3.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 for Pupil Premium students   | Success Criteria   |
|---|--|
| <p><b>1.</b>Improved reading comprehension in KS3</p>   | <p>KS3 English Assessment data ( including Reading Ages) demonstrate a smaller disparity between Pupil Premium students and their non-disadvantaged peers<br/>Students report feeling more confident when reading challenging texts.<br/>Teachers of all subjects can see improvement in engagement and outcomes in lessons.</p> |
| <p><b>2.</b> Improved GCSE Maths outcomes with a focus on 67% of students achieving a Grade 5 or above in 2023</p>    | <p>The Maths Improvement Plan for 2022-23 has been successfully implemented and Maths Mastery embedded in a way that builds confidence and outcomes for students eligible for Pupil Premium and closes the gap between them and their non-disadvantaged peers with regards achievement of GCSE Grade 5+</p>                      |
| <p><b>3.</b> Improved attendance and punctuality and behaviour</p>  | <p>Attendance patterns for students eligible for pupil premium improve ( absence, punctuality and PA levels)<br/>Students and staff report improvement in engagement and progress in lessons evidenced in attainment data and books.<br/>Reduced number of students eligible for the pupil premium at risk of suspension</p>     |
| <p><b>4.</b> Improved range of therapeutic support and mentoring for personal development, welfare and well-being</p> | <p>Students vulnerable to under-achievement identified through Inclusion Team Meetings receive appropriate therapeutic support and /or mentoring to support positive mental health,well-being and engagement.<br/>Assistant Headteacher for Personal Development and Access and Inclusion</p>                                    |

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|   | demonstrates achievement of actions in PDBA Action Plan and evaluates impact. Students report improvement in engagement and well-being.   |
| 5. Improved access to experiences and opportunities that cultivate powerful knowledge delivered through specific opportunities to extend the experience of students during Enrichment Clubs, Educational Visits and Events and as part of the curriculum. | Enrichment Data demonstrates an increase in participation levels for Pupil Premium students in after-school clubs and activities and other enrichment opportunities included in the curriculum. |

#### 4. How we plan to spend the Pupil Premium Funding to address these challenges in 2022-2023

| Funding £ | Activity   | Challenge |
|-----------|--|-----------|
| 205 640   | 5 x Year Leaders who are responsible for the pastoral care, welfare and wellbeing of the 270 students in their cohort                                      | 3<br>4    |
| 87 686    | 2 x Pastoral Managers responsible for safeguarding, pastoral welfare and provision for Key Stage 3 and Key Stage 4   | 3<br>4    |
| 14 990    | Speech and Language Provision for specialist development of confidence with communication  | 1         |
| 20 312    | Alternative Provision placements at Education Links to support the successful reintegration of students back in to school following a Fixed Term Exclusion | 3<br>4    |
| 8 862     | Third Space Learning programme targeting students for specific small group support and tutoring with Maths   | 2         |
| 30 541    | Teaching Assistant - Numeracy to provide in-class and small group support to students  | 2         |
| 30 541    | Teaching Assistant Literacy to provide in-class and small  | 1         |

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|                | group support and tutoring with English Language and English Literature   |             |
| 11 402         | Accelerated Reader or other diagnostic tests programme to provide students with access to challenging texts in order to develop their love of reading and improve reading ages.     | 1           |
| 9 000          | The Girls Network programme to mentor and inspire positive attitudes, behaviour and personal development  | 4<br>5<br>3 |
| 62 698         | Here to Listen Counselling Service to provide on-site confidential counselling for students who need support with emotional and mental health                                       | 3<br>4      |
| 99 547         | Attendance Officer x 1 and Safeguarding Officer x 2 to ensure students are in school and safe   | 1 - 5       |
| 65 000         | Instrumental Tuition including Drum Works programme to provide enrichment opportunities that increase the cultural capital of students and contribute to their personal development | 4<br>5      |
| 30 613         | Bow Arts Consortium to develop creative fluency   |             |
| 30 000         | Funding of educational visits to ensure all students access enrichment opportunities beyond the standard curriculum   | 5<br>4<br>3 |
| 2 500          | Newham Citizens (TELCO)   |             |
| 21 000         | School contribution to Academic mentoring and 1:1 Tutoring from mentors in Maths and Science to increase achievement  | 1<br>2      |
| 20 000         | Contribution to the Greenhouse Tennis Programme to improve the attendance and physical wellbeing of students  | 5<br>3      |
| <b>750 331</b> | <b>Total Spend</b>  |             |

## Part B: The impact of Pupil Premium funding on students in 2021-22

The school met the challenges of the global pandemic by ensuring that the Pupil Premium funding was allocated effectively to support eligible students continue to make exceptional progress and promote their wellbeing and welfare. During Partial School Closure in January -March 2021 students identified as vulnerable attended as part of our Priority programme in school. Students eligible for Pupil Premium were identified as priority for access to Digital Devices ( Chromebooks) to ensure access to on-line learning. The quality of pastoral support funded by the Pupil Premium grant remained outstanding at securing the welfare and safety of students.

| Challenge | Impact   | Evidence  |
|-----------|--|---|
| 1         | <ol style="list-style-type: none"> <li>1.Pupil Premium students received 1:1 Literacy and Numeracy support from Literacy and Numeracy Teaching Assistants</li> <li>2.Students supported with developing reading through SBS Loves to Read programme.</li> <li>3.All staff CPD through Teaching and Learning briefings, Action Research Strands and Learning Conversations to develop Oracy and Reading in lessons</li> <li>4. Accelerated Reader programme delivered in English lessons in Learning Hub for all KS3 students for 1 hour a week</li> <li>5. Lead Practitioner English provides teaching and learning coaching</li> <li>6. Academic Mentoring supports development of academic literacy in Humanities</li> </ol> | <p>81% of Pupil Premium students in 2022 achieved GCSE Grade 5 or above in English</p> <p>88% of Lesson Observations in 2021-22 identify Literacy as 'share'.</p> <p><a href="#">Annual Report for Literacy and Oracy</a> demonstrates the school evaluation of improvements in this area</p> |
| 2         | <ol style="list-style-type: none"> <li>1.High quality Professional Learning for all staff resulting in strong GCSE outcomes for Pupil Premium students when compared to national non-pupil premium.</li> <li>2. High quality professional development</li> <li>2. PP students prioritised for additional support and challenge from academic mentors in Maths and Humanities</li> <li>3. Numeracy Teaching Assistant provided additional support in lesson time to identified students. Numeracy</li> </ol>  | <p>A8 is well above national averages at 5.5 for Pupil Premium students</p> <p>56% of Pupil Premium students achieved Grade 5+ in GCSE English and maths</p>  |



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|   | <p>Schemes of Learning re-written for all TG groups to focus on and close gaps in learning.</p> <p>4. Maths Mastery approach adopted and integrated with Sarah Bonnell set to lead Secondary Mastery via North East London Maths Hub</p> <p>5. Extended Learning Days on life long numeracy and Financial Literacy</p> <p>6. PixL Maths strategies used to support PLPs for students</p> <p>7. Confidence Builder and Challenge Builder Practice Exams in 2021/22 to support students progress and well-being after Partial Closure</p> <p>8. Moderation across the NCST Maths teams to ensure TAG GCSE grades accurate and fairly awarded in line with school policy and national guidance</p> | <p>The gap between PP and NonPP students in the school is 11 %</p>   |
| 3 | <p>1. Attendance Officer continued to monitor attendance and punctuality closely during the period of partial closure and during the return to school</p> <p>2. Pastoral Teams( Year Leaders, Tutors and Progress Leaders) managed effective systems to secure high levels of attendance and address absenteeism.</p> <p>3. Effective use of Google Sheets to track communication with home regarding concerns relating to attendance and engagement</p> <p>4. Effective monitoring of attendance and liaising with the Local Authority with regards CME cases.</p>   | <p>Attendance of Pupil Premium students is above national average at 92.9%</p>   |
| 4 | <p>1. Here to Listen Counselling Service provided over 800 x 1 hours sessions to students</p> <p>2. Safeguarding Team managed 564 concerns, made home visits and established Parent Drop-in sessions, sourced funding for PP student in poor housing, worked with students directly and supported colleagues in each Year Team</p> <p>3. Bounce Forward Form Time programme designed and delivered by pastoral teams ( Form Tutors, Year Leaders, Progress Leaders) to ensure students wellbeing needs addressed at a whole school level</p>  | <p>Silver Mental Health Award in conjunction with Leeds Beckett University Carnegie Centre for Excellence for Mental Health in Schools (CCEMHS) Virtual Form Time Online Counselling</p> |

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|   | <p>4. Safeguarding provided careful monitoring of all vulnerable students during partial closure</p> <p>5. 15 students were successfully mentored through the <a href="#">Girls Network</a> Programme</p> <p>6. Newham Citizens programme engaged students in social action - the London Living Wage Campaign and Youth Safety campaign promoting the development of positive self-esteem, communication and leadership skills</p> <p>7. Students participated well in the life of the school 44 as Prefects and KS3 Ambassadors ( 44 Prefects were Pupil Premium students and 25 KS3 Ambassadors)</p>  | <p>with Here to Listen</p> <p>The majority of students (71.4%) said they felt supported to stay mentally healthy through <a href="#">Bounce Forward Form Time</a> (Annual Report 2022)</p> <p>100% of TGN thought that mentoring had helped them to think more positively about the future,</p> |
| 5 | <p>Enrichment and educational visits were possible post-pandemic in 2021-22 and we have successfully tracked the engagement of students eligible for Pupil Premium. A key development in 2021-22 was the introduction of a dynamic whole school register to track the engagement of PP students. The registers utilised contextual student data which generated a whole school dashboard which showed information on key groups including PPG, NPPG and FSM. Data analysis showed areas of strength in ADT, PE and Maths for various reasons, a key factor being the proportion of PPG and NPPG students being broadly in line with each other. For example, the PE curriculum area offered students an impressive 22 afterschool clubs across each week and had the most consistent weekly attendance. PPG uptake on average across all PE clubs was 42%, in line with whole school PPG data at 42%. FSM uptake on average across all PE clubs was 39%, in line with whole school FSM data at 36%. Another example can be seen with ADT where a broad range of clubs were offered to students. PPG uptake on average</p> | <p>The percentage of PP students (79.9%) engaged with enrichment learning is proportional to their peers.</p>   |

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|  | <p>across six ADT clubs was 44.8%, above the whole school PPG data at 42%. FSM uptake on average across all ADT clubs was 41%, above whole school FSM data at 36%. This analysis has furthered our work to ensure all students, no matter their circumstances, could access and attend clubs regularly</p> |  |
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## 5. Externally provided programmes

Sarah Bonnell School worked with the following external providers during 2021-22.

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| Tennis coaching and mentoring            | Greenhouse Sports        |
| Student counselling services             | Here to Listen           |
| Mentoring                                | The Girls Network        |
| Creative Arts                            | Bow Arts Consortium      |
| Developing Citizenship and Social Action | Newham Citizens ( TELCO) |
| Small Group Tutoring for Maths           | Third Space Learning     |