

Pupil premium strategy statement – Stantonbury School

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	1468
Proportion (%) of pupil premium eligible pupils	655 (44.6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025 Year 2 of plan
Date this statement was published	November 2023
Date on which it will be reviewed	Termly
Statement authorised by	Stantonbury School governing body
Pupil premium lead	Rebecca Perry
Governor / Trustee lead	Linda Brooks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£584456
Recovery premium funding allocation this academic year	£157977
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>	£0
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>	£742433

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of students from low-income families who are or have been eligible for free school meals in the past six years, looked after children and previously looked after children, and those from families with parents in the Armed Forces.

Our intention is to provide a high-quality education to all our pupils, that prepares them for their next stage of education and for university and the world of work. 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, building on the Stantonbury 5 Entitlements.

The EEF guide to Pupil Premium states that placing 'teaching' at the heart of its strategy is key to building future success for these students. At Stantonbury School, the Pupil Premium funding is spent in a variety of ways; this includes investment in both academic and pastoral initiatives, without the pastoral support the academic challenge becomes even greater and vice versa. Over 40% of our current cohort is eligible for the Pupil Premium.

Ensuring high quality teaching is a key part of our strategy. This explains our commitment to teacher professional development to ensure our students are receiving the best possible education. One of our main focuses is improving teachers' understanding of how to support students with their reading comprehension and literacy, as we recognise these skills as a moral imperative.

We measure the impact of interventions and additional funding through attendance, progress and attainment. It is well documented that no single intervention closes the attainment gap, and therefore we use a variety of approaches with a key focus on individual need.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students make less progress than other students from the same prior attainment band.
2	Reading is a national priority, particularly with the gaps in literacy and language acquisition compounded by the last few years of disrupted education. Nationally, in PISA (2015) showed that approximately 18% of children in England leave secondary education without baseline proficiency in Reading. That means that almost 1 in 5 children leave school without the minimum level of Literacy. This figure is now thought to be closer to 26%, meaning 1 in 4 students are leaving school with the minimum level of literacy to "...enable them to participate effectively and productively in life." As a school, we have a responsibility to ensure all learners have the opportunity to leave school with the skills they need to succeed in everyday life and developing the approach to Reading as a school and ensuring all students read daily and in a variety of subjects and contexts is proven to be the most impactful intervention tool supporting a range of skills and positive outcomes for all students. With the demands of GCSE exam texts being at a higher level, we need to ensure the reading levels of all students allow them to access these texts to be able to ensure their success. In testing Stantonbury students chronological reading ages at the end of the last academic year, we found that on average there are approximately 30% of students in each year group with a lower reading age than their actual age.
3	Attendance data for disadvantaged students is significantly lower than their non-disadvantaged peers, with the gap in 2022-23 being 10.2%. Assessment data indicates that absenteeism is negatively impacting on the progress of disadvantaged students.
4	Motivation and engagement in lessons has been highlighted as low in student surveys, and observations and lesson visits have highlighted that many students in lessons are passive. Students find it hard to stay focused on tasks, both in class and when completing self study. They are easily distracted, leading to disruptive behaviour and incomplete or poorly completed classwork and homework. They struggle when faced with the challenges of transitioning to a new year group or curriculum. These learners may not perform well in tests or in situations that they perceive to be high pressure or stressful, as they cannot regulate their emotions effectively to support clarity of thought.
5	Student surveys to investigate attitudes towards self and school, have shown that students at Stantonbury School feel disconnected with their school experience. Our disadvantaged students have a lower self-regard as a learner than their non-disadvantaged peers. Learners with a robust feeling of self-efficacy are more likely to achieve their academic potential than those who

	have a low feeling of self-efficacy. Therefore, our PP students are less likely to achieve their academic goals.
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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
<p>Improve the attainment and progress of disadvantaged students year on year</p>	<p>By the end of our current plan, the attainment and progress of disadvantaged students will have improved, and the gap between disadvantaged students and their peers will have significantly reduced. In 2025-2026 the gap will be zero for both Attainment 8, and Progress 8 scores.</p>
<p>Improve reading, comprehension and literacy skills across all year groups, with a particular focus on Key Stage 3 and those students below their chronological reading age.</p>	<p>Reading tests will demonstrate improved comprehension and reading ages during KS3, so that by the time students reach KS4 they are able to fully access the curriculum. In 2025-2026 attainment for GCSE English Language will be in line with their non-PP peers.</p>
<p>Improve the attendance of disadvantaged students to be in line with the national average</p>	<p>The gap in attendance between disadvantaged students and their peers in reducing. In 2025-2026, the attendance will be: Overall attendance = 96% Disadvantaged student attendance = 93% Persistent absence will be no higher than 10%.</p>
<p>Improve and maintain the attitudes to learning of all students</p>	<p>High expectation and standards will result in the following by 2025-2026: The average attitude to learning grade to improve show sustained improvement year on year, with the average gap between disadvantaged students and their peers to be no greater than 0.5 FTE% will show that the gap between disadvantaged students and their peers is negligible. Qualitative data from student voice, surveys and teachers will show improved self regulation and metacognitive abilities in learning situation.</p>

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: £371,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD for staff on reading comprehension strategies to support pupils to access challenging reading texts/extracts in every subject. Where deemed necessary listening to pupils read to help improve fluency and automaticity.</p>	<p>Research commissioned by the government titled 'Pupils' progress in the 2020 to 2021 academic year' has suggested that much of the work in reducing the attainment gap between disadvantaged and their peers has been eroded away in terms of literacy levels and attainment. The findings of this study alongside recommendation 5 in Improving Literacy in Secondary Schools is incorporated in the whole school reading to learn strategy taking into account the impact of the pandemic, with a sharp focus on those from disadvantaged backgrounds.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Recruit high quality specialist Teaching Assistants to support in core subjects, with the ultimate aim of training to enter the teaching profession.</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 2, 4, 5</p>
<p>Recruit and retain high quality teachers through effective CPD and workload management</p>	<p>Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professionaldevelopment</p>	<p>1, 3, 5</p>

	<p>Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment 1, 3, 5 6 strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders.</p> <p>https://www.gov.uk/government/collections/reducingschool-workload</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £185,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Y11 intervention</p> <ul style="list-style-type: none"> Targeted afterschool catch up sessions (session 6) Easter and Half term interventions 	<p>From the Exam analysis/Raising Standards meetings, students are selected for interventions based on the knowledge gaps that they have. Disadvantaged students are given priority when students are selected for interventions. All interventions are based on the small group targeted intervention model explained in the EEF toolkit.</p>	<p>1, 2</p>
<p>Reading interventions through the Bedrock programme, including Lunchtime literacy sessions run by English TAs</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies</p> <p>Bedrock Vocabulary is an online platform which exposes pupils to a wide range of vocabulary, including both fiction and non. Recommendation 2 in Improving Literacy in Secondary Schools highlights the significant challenge that secondary schools face to develop secure knowledge using specialised and technical vocabulary to access the curriculum. Bedrock learning will provide pupils with an environment of rich oral and written language alongside hearing and seeing new words used. This is a whole school focus throughout key stage 3, and for specifically identified students in KS4, who have a reading age lower than their chronological age.</p> <p>In testing Stantonbury students chronological reading ages at the end of the last academic year, we found that on average there are approximately 30% of students in each year group with a lower reading age than their actual age.</p>	<p>2</p>
<p>Self Study sessions for disadvantaged offered biweekly (Tues and Thurs)</p>	<p>In January 2022 we moved to the Google Classroom platform for setting self study in all years. A large proportion of students in detention due to a lack of homework are from disadvantaged background. One of the main reasons for a lack of homework from these students is a lack of space at home, or lack of access to IT. The Self Study clubs provide this space. 1, 4, 5 8 The EEF toolkit has also shown</p>	<p>1, 4, 5</p>

	<p>effective homework to improve the progress of disadvantaged students by 5 months.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £185,609

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement an effective behaviour mentoring programme to help student manage their behaviour</p> <ul style="list-style-type: none"> • Pastoral leads in charge or mentoring • Behaviour data analysis 	<p>Disadvantaged students receive over 20% more negative points than their non-disadvantaged peers. This shows that many disadvantaged students particularly in KS3 find it difficult to regulate their behaviour. In response to this the school has increased the capacity at a pastoral level by employing both a student support leader, and a second support leader/cover supervisor who will cover lessons in their year groups. Student support leaders have been trained in behaviour mentoring. In addition, our Ethos and Wellbeing teams provide a range of support groups and 1-1 services, targeting students who require bespoke support to manage their behaviour and regulation at school The EEF toolkit has researched how behaviour mentoring can positively impact not only student wellbeing but also progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions</p>	4,5
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will receive training and time to develop and implement new procedures. Alongside adding additional capacity of Attendance/ support officers who will be appointed to improve attendance. There will</p>	<p>We can't improve the attainment of pupils if they are not attending, identified as a key step in the NFER briefing for school leaders. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/workingtogether-to-improve-school-attendance</p> <p>Our school findings alongside the EEF guide on Pupil Premium (wider strategies) identifies that one of the most significant non-academic barrier to pupils success in school is attendance linked to a broader challenge of the value of education in some of our school community. Findings from how to best support parents using the guidance report by the EEF on Working with Parents to Support Children's Learning will also be incorporated as part of this strategy. Research suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	3

continue to be dedicated support staff including SSLs		
Contingency fund to support disadvantaged students to take part in enrichment opportunities and curriculum trips	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3, 4, 5

Total budgeted cost: £742,433

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Examination performance data of the Summer 2022 exams showed disadvantaged students were significantly behind their peers in terms of attainment. Disadvantaged students achieved an attainment 8 score of 2.5 compared to non-PP students who achieved 3.6. The attainment 8 score for disadvantaged students improved to 2.8 in 2022-23, but the gap remained in line with their peers.

The Progress 8 score for these cohorts reflected the gap with disadvantaged students achieving -1.9, compared to non-disadvantaged students achieving -1.0.

When comparing 2022 exams to the Summer 2019 results, both attainment and progress are lower, and the gap between the disadvantaged students and their peers had widened (A8 gap has increased by 0.25 and P8 gap has increased by 0.6)

In 2022-23, we saw an improvement in progress 8 scores for both disadvantaged students and their peers. The gap between them also reduced to 0.6 in 2022-23.

The widening of the gap between disadvantaged students and their peers in previous years was due to the impact of school closures in relation to the pandemic. The lack of engagement from large proportions of disadvantaged students resulted in fewer students accessing their learning compared to their peers. Although curriculums were adapted, interventions put in place and Exam Advance Information acted upon, there was never enough time to catch up on all the “lost learning”.

Over the last academic year we have seen improvements in attainment for both groups, with the progress 8 gap between disadvantaged students and their peers starting to reduce.

The overall attendance of disadvantaged students is significantly lower than their peers. The percentage attendance of disadvantaged students in the 2021-22 academic year was 78.9%, compared to non-disadvantaged students' attendance of 87.8%. This is significantly below the national average of 94.5% for all students. In the 2022-23 academic year the attendance of disadvantaged students was 79.62%, with a slightly wider gap of 10.6% below their peers.

Attendance of disadvantaged students remains a significant focus, as this gap is not narrowing based on the last 2 years.

In 2021-22 there was a gap of 21.8% in the proportion of disadvantaged students achieving grade 5 or above in English Language compared to their peers. This gap narrowed to 17.5% in 2022-23, with both of these groups improving. The proportion of our disadvantaged cohort achieving a grade 5 or higher in their English language increased from 14.5% in 2022 to 21.4% in 2023.

In 2021 there was a gap of 26.8% in the proportion of disadvantaged students achieving grade 4 or above in English Language compared to their peers. This gap narrowed slightly to 25.9% in 2022-23, with both of these groups improving. The proportion of our disadvantaged cohort achieving a grade 4 or above in their English Language increased from 30.9% in 2022 to 37.5% in 2023.

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
Name?	Bedrock
Premium Access	Seneca
Name?	Learning Village
PASS survey	GL Assessments

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

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.