

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	STANTONBURY SCHOOL
Number of pupils in school	1551
Proportion (%) of pupil premium eligible pupils	19.86% 308 students
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	25/11/21
Date on which it will be reviewed	25/11/22
Statement authorised by	Ben Wilson Associate Principal
Pupil premium lead	Aaron Davies
Governor / Trustee lead	Jim Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£492148
Recovery premium funding allocation this academic year	£78000
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	£570148

Part A: Pupil premium strategy plan

Statement of intent

The Government provides academies and schools with additional funding to help reduce inequalities and gaps in attainment between those students who meet the Pupil Premium criteria and their peers. This funding is called the Pupil Premium. Every academy and school can select how they choose to use their Pupil Premium allocation, as they are best placed to assess what additional provision should be made for students. Pupil Premium funding was first introduced in April 2011. It is allocated to students who are currently known to be eligible for free school meals, have received free school meals in the last six years, are service children and students who have been looked after continuously for more than six months.

At Stantonbury School, our vision exceeds simply narrowing a gap between those who are deemed economically advantaged and those who are not. We are determined to ensure that all students, irrelevant of socio-economic background or prior attainment, have the qualifications and attributes necessary to succeed in life. We recognise that there is no such thing as a typical disadvantaged student, as a staff body, we are proud to serve our school community, many students thrive and join us, leave their experience of education as successful 'Stantonbury Alumni,' we are determined to maintain and demonstrate this high ambition for all.

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, especially in EBacc subjects.

The key principles of our strategy plan are to narrow the gaps between Pupil Premium and non-Pupil Premium students studying at Stantonbury School. Raising attainment of our disadvantaged students in Mathematics, English and Science is essential to ensure all students explore future career options at KS5 or employment without academic barriers. High quality teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes is that all pupils attainment will be sustained and improved alongside progress for their disadvantaged peers.

To achieve these strategic foci:

- 1) High quality teaching and learning: All teaching and support staff have access to continuing CPD which focuses on Stantonbury's key priorities for implementing effective teaching and learning.*
- 2) Targeted academic support: Bespoke support is in place to enhance learning and narrow curriculum gaps; this involves targeted support with after school intervention.*
- 3) Wider strategies: All Pupil Premium students are provided with additional learning resources, revision tools and support with access to online digital texts to extend learning and offered support to achieve.*

Targeted academic support is a key strategic focus. At Stantonbury School we offer bespoke pastoral support will also be utilised to ensure non-academic barriers in school including behaviour, attendance, and the social and emotional wellbeing of the child to maximise and ensure success.

As a school, we are proud of our experienced staff, Learning Mentor's, Wellbeing support, Student Support Leaders, and a Year structural system which works closely with both parents and students throughout their academic journey. Attendance and Behaviour are carefully tracked across all key stages, it is evaluated weekly, and support is in place for those students who need it.

Challenges

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

Challenge number	Detail of challenge
1	Teaching- To ensure ARE's- Age related expectations are evidence for Year 7 students, who did not reach expected standards at the end of Key stage 2.
2	Student engagement- Our current attendance data is 86.72% for our most disadvantaged students 338 ,79.62%, compared to non-DA students 1066 88.39% (Last accessed 22/11/21)
3	Staff CPD- Whole school to support SEND/PP students
4	Access to resources: Implementation of external programmes and provision with outside agencies: CAHMS, Hearing, Speech and Language, Vision, Brook, Compass.
5	Resource: Laptops for exam use by specific PP students and ICT technical support for PP students with external exams at KS4/5. Online access to support our most vulnerable students at home to extend learning.
6	School subscription services- Implementation of Accelerated Reading Programme support for KS3 students with gaps in literacy. Current challenge addressing gaps in prior attainment for KS3 students: LPA students 83.89 % attendance: Year 7 LPA: 23 students Year 7 MPA: 155 students Yea7 HPA: 19 students The mean quantitative CAT score for this year's intake of Year 7 students is 95, with 31.5% of students scoring less than 90. Progress in literacy and numeracy has been impacted by the pandemic.
7	Careers funding- Developing cultural capital and higher education aspiration for PP students, integrated thorough wider enrichment opportunities and university visits.
8	Lower attendance Autumn 2: PA whose cumulative attendance is less than 90: 37.41% PP: 495 students 81.02% cumulative attendance (Last accessed 21/11/21) Increase staffing to monitor and support attendance, behaviour, and emotional wellbeing of PP and non-PP students. Our internal data shows contributions from different year groups to the gap is not equal. A particular problem exists in Year 7 with 83.23% of students attending.

9	<p>Wider strategies: Whilst FSM uptake has improved, it could be higher, we also receive correspondence from families who continue to struggle with uniform and equipment costs.</p> <p>FSM breakdown by Year Group:</p> <p>Year 7: 35.84% Year 8: 22.92% Year 9: 22.19% Year 10: 22.68% Year 11 25.63% Year 12: 19.44% Year 13: 9.26% All Year 24.37%- 378 students whole school</p>
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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	Target
KPI's- Key performance Indicators: PP students at KS3 are making at least expected progress:	Milestones: At end of KS3, at least expected progress with average attainment at grade 5+	Expected progress for KS3 students. Year 10: -0.1 Year 11: 0.8 2021
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.	September 23
Progress 8- Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects. Current EBACC average pint score November 21:	Achieve above national progress score.	September 23
Attainment 8	Achieve at least national average for all pupils Outcomes demonstrate an Average Progress 8 score is:	September 23
% Grade 5 in English and Mathematics	Achieve average English and Mathematics scores at grade 5+ for all pupils	September 23

<p>Culture: To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations A significant uptake and participation in enrichment activities, particularly among disadvantaged pupils.</p>	<p>September 23</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance for academic year 2023/24 demonstrated by: The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has significantly reduced. The % of pupils persistently absent is well below national average.</p>	<p>September 23</p>

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 450,000

Activity	Evidence that supports this approach	Evidence from external links
<p><i>Priority 1 Teaching and Learning:</i></p>	<p>EEF- Education Endowment Foundation: Implementation of EEF Toolkit of “What works!”</p> <ol style="list-style-type: none"> 1) Retrieval practice- Do Now! 2) Teaching metacognition can help develop pupil confidence in becoming independent learners, supported by successful homework completion. 3) Climate for Learning agenda- successfully implement transitions between phases of learning 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>
<p><i>Priority 2- Engagement- CPD</i></p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources.</p>	<p>Firsts - PP students identified on ‘Go For School seating plan’ designs: Students are treated as ‘firsts’ in terms of questioning and feedback. Use provision map where needed to support SEND students - many will also be PP</p> <p>Our CPD programme keeps our staff up to date with priorities and ensures that our ‘firsts’ are identified and supported when planning using the climate for learning transitions as well as our principles of teaching and learning-LSA deployment of support staff, compliments need for our most vulnerable students.</p> <p>Evolving curriculum to respond to changing local and national context. Adjustment at KS4 and KS5 to support examination context and formal assessments.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>
<p><i>Priority 3- Barriers and Wider</i></p>	<p>EEF strategy- Improving Literacy in Secondary Schools</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>

<p><i>participation in learning. To improve literacy and access across all areas with recommendations from the EEF.</i></p>	<p>resources: implementation is key to ensure students grasp complex concepts and language in each subject. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English. <u>Subscriptions:</u> Word-gap.pdf (oup.com.cn) Develop literacy principles to establish a bespoke Careers agenda as outlined through the Gatsby benchmark.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Evidence from external links
<p><i>Priority 1 Teaching and Learning: Adopt reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary.</i></p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability. Subject academic support is designed to assist with interventions over a short period of time. Whole school reading programme <u>Explore the Inference Programme</u> The Inference Programme is aimed at Lower level readers (between ages 8-10) identified 3-4 students per English class work in a small group to identify and improve comprehension skills KS3 focus: Intensive intervention focussing on consolidating understanding of phonics and graphemes to enable students to decode words and spell them accurately, supported by 'One to One' tutoring- small group intervention</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>

	<p>Program is designed for students aged between 8-12 years old</p> <p>Students should be retested via the Fresh Start test every 5-6 weeks and then reviewed</p> <p>Numeracy programme equivalent to literacy programme - measurable with baseline and ongoing testing to track progress.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/math-ks-2-3</p>
<p><i>Priority 2- Engagement and Intervention</i></p>	<p>Resourcing support- Purchase of core textbooks and tuition material. Tuition targeted towards specific needs, can be an effective method to support low attaining pupils.</p> <p>Breakfast Club – Daily support for our most vulnerable students.</p> <p>Current Wellbeing Intervention: 99 students: Approximately 6% of school demographic</p> <p>Year 7: 7 Year 8: 13 Year 9: 24 Year 10: 27 Year 11: 16 KS5: 7</p> <p>24 students are currently on the waiting list.</p> <p>Wellbeing Centre and council services MHAP= Mental Health Awareness programme on site starting January 2022.</p>	

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

Budgeted cost: £ 40,148

Activity	Evidence that supports this approach	Evidence from external links
<p><i>Priority 1 Teaching and Learning:</i> Training for a senior mental health lead to disseminate to staff and collaborate with Trust representatives on wellbeing.</p>	<p>Remove accessibility barriers to learning. Reports on mental health found good evidence that CBT interventions support young people’s social and emotional skills, reducing anxiety and depression. (eif.org.uk)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>
<p><i>Priority 2- Engagement</i></p>	<p>Attendance of key pupils at school Support SEND/PP students by significantly reducing persistent absenteeism.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>
<p><i>Priority 3- Contingency fund and acute issues</i></p>	<p>Enrichment Opportunities Field Trips - track uptake and support financially where appropriate.</p> <p>Off Site provision used where appropriate for individual students: Field of Dreams, Christian Foundation</p> <p>Based upon previous years’ experiences, we intend to keep a small set of funding aside to respond quickly to need.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>

Total budgeted cost: £ 570148

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our internal data during 2020/21 indicated the performance of disadvantaged pupils was lower than their non-disadvantaged peers, across key curriculum areas. EBacc entry was higher than in previous years but below the target we had aimed for. Despite a positive start in 2018/19 the disruption of the Covid-19 pandemic had an integral impact on outcomes for our school community.

To support students, we adopted a comprehensive tracking system, with support from our attendance team, HOY and SLT, this ensured our most vulnerable students were contacted first. The remote teaching and learning experience allowed us to identify several key students who had a significant impact on the year 11 cohort. To best support them and their families, we incentivised attendance and engagement by addressing barriers to learning through the DFE funded laptops and dongle access. Students were also encouraged onsite; a rotation programme of SLT and staff helped address both pastoral and academic needs.

Year 11 outcomes for our most disadvantaged students were as follows:

<i>KPI- Key Performance Indicators</i>	<i>Disadvantaged Students</i>	<i>Non-Disadvantaged Students</i>
<i>Number of students</i>	<i>103 students</i>	<i>142 students</i>
<i>Progress 8</i>	<i>-0.91 P8 score</i>	<i>-0.10 P8 score</i>
<i>Attainment 8</i>	<i>A8: 37.38</i>	<i>A8: 46.80</i>

All students received fair and accurate grades that supported them in the next phase of their education. The overall outcomes we aimed to achieve from our previous strategy were not realised.

As evidenced and outlined by the DFE, partial closure of schools had a significant impact on progress over-time. The partial closure was most detrimental to out disadvantaged pupils and they were not able to benefit from out pupil premium funded improvements to teaching and learning. The impact was mitigated with the whole school development of remote learning from the 'Google Suite'- teachers established classrooms to support students and their development during a very turbulent time nationally. Stantonbury School also benefitted from the development of resources provided by Oak National Academy to support online learning.

Attendance is a key whole school priority, we noticed that it was slightly lower than previous years during the pandemic but was roughly in line with national average.

Qualitative research across all stakeholders, staff, parents, and students indicated wellbeing and mental health were significantly impacted last year, primarily due to Covid-19 related issues. Pupil premium funding was used to support our most disadvantages families with additional food parcels and onsite provision throughout the year.

Several key resources were purchased last year to assist all students including PP students, faculties utilised this with revision guides, the PIXL partnership for KS4 and Pixl 6 for KS5.

We are continuing to build community partnerships and support students with onsite wellbeing intervention where required.

Action	Impact
<p>Student support in the classroom</p> <p>Higher Level Teaching Assistants, Teaching Assistants and Learning Mentors, National Tuition Programme providing direct support within the classroom. This support can include 1 to 1 and small group support as well as the production and distribution of differentiated resources.</p>	<p>Bespoke intervention from the National Tutoring Programme- Utilisation during Easter for additional revision. PP students were issued with core text revision guides to support application of knowledge and develop techniques with managing expectations.</p> <p>Our internal tracking procedures concluded the following impact measures:</p> <p>Year 11: 103/245 DA students achieved an average GCSE grade 4, this result was comparative to our non-DA students.</p>
<p>Family Support Manager</p> <p>Providing support for vulnerable students and their families on issues both within and beyond Stantonbury. Overseeing and</p>	<p>Maintained the development if the Wellbeing Centre to target our most vulnerable students during the pandemic, weekly contact from pastoral team involving tutors, HOY and additional support contributed to academic progress.</p>

<p>coordinating the work of outside agencies as well as directly supporting vulnerable young people both within and beyond Stantonbury School.</p>	<p>Student support leaders and our Youth workers provided pastoral support onsite to ensure students had the opportunity to engage in learning.</p> <p>TAC meetings were held to improve student engagement. Weekly contact was also established for our most vulnerable students during lockdown.</p> <p>Year 11: 17, Year 10: 22, Year 9: 8, Year 8: 8, Year 7: 2</p>
<p>Staff Development</p> <p>Enabling all staff to have the strategies to support vulnerable students both within and beyond the curriculum. Focusing on national research and sharing best practice. Diagnostic testing: To diagnose specific barriers to progress and apply appropriate support. One to one tuition Providing a programme of 'booster' sessions to support understanding and progress (with a particular focus on literacy and numeracy). Alternative curriculum placements Enabling those with needs to access a curriculum that enhances their chances of gaining suitable educational / vocational opportunities when they leave Stantonbury.</p>	<p>Weekly faculty CPD was developed through Zoom: Teaching staff completed Google Suite training to utilise skills and convert pedagogy to online learning.</p> <p>Heads of Faculties held weekly drop-in sessions to support staff wellbeing with the new way of working, this had a positive impact on morale during a very challenging context.</p> <p>The Griffin Schools Trust conducted whole Trust CPD on:</p> <ul style="list-style-type: none"> • Flipped Learning • Feedback • Safeguarding
<p>Attendance monitoring</p> <p>Daily, weekly, and termly attendance monitoring takes place to ensure students are in Stantonbury as much as possible.</p>	<p>Google tracking documents were developed for timely response for students, this tracked online engagement, submission of work across all key stages.</p>
<p>Motivational trips:</p> <p>Trips that both inspire and enthuse students to achieve their very best and reach beyond the realms of what they believe is possible. KS5 partnerships have been built with Oxbridge, Brunel</p>	<p>Motivational speakers and trips were cancelled during the lockdown context. KS5 students benefitted from online university experiences. We built working partnerships with Brunel, Oxbridge, and the University of East Anglia.</p> <p>KS5 Destination data breakdown:</p>

<p>university and the University of East Anglia. Trips are included to support improving aspirations for students.</p>	<table border="1"> <thead> <tr> <th style="text-align: center;"><u>Analysis</u></th> <th style="text-align: center;"><u>Number (%)</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Oxbridge</td> <td style="text-align: center;">0 (0%)</td> </tr> <tr> <td style="text-align: center;">Russell Group</td> <td style="text-align: center;">9 (11%)</td> </tr> <tr> <td style="text-align: center;">Other Universities</td> <td style="text-align: center;">54 (52%)</td> </tr> <tr> <td style="text-align: center;">Apprenticeship</td> <td style="text-align: center;">17 (17%)</td> </tr> <tr> <td style="text-align: center;">Employment</td> <td style="text-align: center;">15 (15%)</td> </tr> <tr> <td style="text-align: center;">GAP Year</td> <td style="text-align: center;">1 (1%)</td> </tr> <tr> <td style="text-align: center;">Deferred/Stantonbury Sixth Form</td> <td style="text-align: center;">4 (4%)</td> </tr> <tr> <td style="text-align: center;">College</td> <td style="text-align: center;">3 (3%)</td> </tr> </tbody> </table>	<u>Analysis</u>	<u>Number (%)</u>	Oxbridge	0 (0%)	Russell Group	9 (11%)	Other Universities	54 (52%)	Apprenticeship	17 (17%)	Employment	15 (15%)	GAP Year	1 (1%)	Deferred/Stantonbury Sixth Form	4 (4%)	College	3 (3%)
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<p>ICT Support</p> <p>Support for students who do not have access to a computer at home through access to a device on our word processors programme.</p>	<p>DFE funded laptops and online access were sourced to support our most vulnerable students: In excess of 220+ laptops were ordered and distributed to our school community, we also sought additional support from Milton Keynes Council.</p>																		
<p>Maths Watch</p> <p>Maths Watch and My Maths is a set of mathematics resources (videos and worksheets) available to schools/colleges via an online subscription service</p> <p>Numeracy Mentors</p> <p>Supporting the improvement of numeracy levels for the most vulnerable students.</p>	<p>Appointment of AHT teacher to support Maths Mastery Programme, a strong focus on fundamental mathematics skills and knowledge. EEF effective feedback strategy regarded as 6+ with high impact and low cost.</p> <p>Remodelled curriculum for Year 7 students to ensure basics of number are taught. Additional LSA support in KS3 was utilised to bridge the gaps in progress.</p>																		

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
Read Write Ink	
PIXL + PIXL 6	Pixl Partnership

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?	<p>Revision Guides: To support students with end of term assessments and retention of key knowledge and information.</p> <p>Focus Skills Groups: To support and develop individual weaknesses for example, fine motor skill development, self-confidence and resilience, social communication and interaction and assessment techniques.</p> <p>Family Learning events: To build relationships with families and to encourage families to work together Use of laptops to support handwriting and examination concessions</p>

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.

At Stantonbury School, we will supplement additional activities that are not being funded by pupils premium or the recovery premium. Some of the followings are designed to develop both pastoral and academic acumen across multiple key stages:

- 1) Stantonbury Enrichment Programme: Bespoke provision across all key stages to motivate, inspire and educate to improve social, emotional, and physical wellbeing. Disadvantaged students are encouraged and supported to participate in all activities at lunch time and after-school.*
- 2) Utilisation of a Mental Health Support Team-onsite, designed to combat emotional, anxiety related issues many of which come from our most vulnerable school community.*
- 3) Intervention Programme- Faculties have designed a bespoke programme to support individual students bridge the gap in attainment. Students are supported at KS4/5 in attending subject specific intervention to address the gaps in conceptual and curriculum ideas.*