



Pupil Premium Impact Statement – 2018/2019

The purpose of the Pupil Premium Grant is to narrow the achievement gap (attainment and progress) between pupils from low income families and their peers. The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation. There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.

The purpose of this report is to identify impacts of the PPG spend 2018/19 and assess the effects it has had on the key areas set out in the strategy 2018/19. The DFE provides the following guidelines:

Pupil Premium for 2018-19 (1st September 2018 – 31st August 2019)

| No of Students eligible for PPG | Amount per student | Total amount |
|---------------------------------|--------------------|--------------|
| 635 35.5 % of students | £920 | £584,375 |

Trends in narrowing the in-school gap/diminishing differences

| Group | Progress 8 | Attainment 8 |
|---------------------------------|------------|--------------|
| 2018/19: All Students | -0.751 | 38.14 |
| 2018/19: Disadvantaged Students | -0.901 | 33.82 |
| 2017/18: All Students | -0.758 | 37.89 |
| 2017/18: Disadvantaged Students | -0.921 | 33.24 |
| 2016/17: All Students | -0.730 | 39.81 |
| 2016/17: Disadvantaged Students | -1.037 | 36.18 |

Impact of interventions

The difference in Progress 8 between all students and students entitled to the Pupil Premium Grant is steadily closing. This is mainly due to the improvement in the quality of teaching and learning and clear strategies for raising achievement and targeted out-of-class interventions for core subjects.

Attendance

| | | | |
|--|-------|---|-------|
| Disadvantaged Student Attendance | 92.63 | National Disadvantaged student Attendance | 91.8% |
| Disadvantaged Student % Persistent Absence | 25% | National Disadvantaged Student % Persistent Absence | 24.6% |



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Stantonbury International School’s attendance figures for disadvantaged students are in line with national averages for the same group, and 0.05% lower than the attendance for the whole school. Persistent absence for disadvantaged pupils is broadly in line with national figures. The direct negative impact poor attendance has on performance and student outcomes is well known. One of the key strategies to counteract this and to help drive improvement on attendance of all but more specifically disadvantaged students is the appointment of an Attendance and Engagement Co-ordinator for the academic year 2019-20.

PP Grant 2018/19

A breakdown of expenditure is included in the Pupil Premium action plan, below is an overview of the spend.

| Aspect | Total £ |
|----------------------------------|----------|
| Leadership of Pupil Premium | £85,000 |
| Teaching and Learning Strategies | £110,000 |
| Literacy and Numeracy | £141,000 |
| Raising Aspiration | £153,000 |
| Widening Opportunity | £95,375 |

Priorities for 2019/20

We identified several areas on which we will be focusing for this academic year:

1. Continue with identification of underachieving PP students at each data drop, diminishing the difference; all measures
2. Careers, House, Raising Achievement based personalised experiences focused to ensure each student is inspired, so that they can then set goals and know exactly how to achieve those goals
3. Further developing our approach to persistent absence by appointing an Attendance and Engagement Co-ordinator
4. Further supporting disadvantaged students who have high levels of internal and external exclusions through appointing Student Support Leaders for each year group
5. Further development of the rewards policy and practice
6. Bespoke interventions for Year 11 starting from October 2019
7. To reduce barriers to learning caused by low reading and writing ability through Focus Skills groups, literacy interventions, handwriting club and Year 11 interventions
8. Continued and ongoing professional development for all classroom-based staff including teachers and Teaching Assistants with a focus on The Graduated Approach, Quality First Teaching and Best Use of Teaching Assistants.