

Stanborough School Pupil Premium Strategy Statement 2021-22



1. Summary information			
School	Stanborough School		
Academic Year	2021-22	Total PP budget	£212,965
Total number of pupils	1109	Number of pupils eligible for PP	223

2. Current attainment (Y11 2020-21)		
No of PP students Y11 2020-21: 37	Pupils eligible for PP (your school)	National Benchmark (national non PP)
Progress 8 score average	N/A	
Attainment 8 score average	42.51	
% students achieving 9-5 in E and M	27% of PP cohort	
% students achieving 9-4 in E and M	51.4% of PP cohort	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	A number of students who enter Year 7 on the Pupil Premium also have other barriers to achievement such as SEND, poor literacy and numeracy, difficult family situation etc.	
B.	Students who are both SEND and Pupil Premium struggle to achieve in school for a number of reasons such as poor literacy / numeracy; lack of resources at home; cognitive or mental health needs that impact their ability to make progress in lessons. In Year 11 this has led to lower GCSE grades than other groups.	

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	Low attendance for some Pupil Premium students affects their attainment in school	
D.	Emotional, social and behavioural issues, including some acute mental health concerns, have led to school avoidance and a lack of engagement in school for some.	
Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	<p>A number of students who enter Year 7 on the Pupil Premium also have other barriers to achievement such as SEND, poor literacy and numeracy, difficult family situation etc.</p> <p>To support Year 7 students to make a positive transition to secondary school and put in place interventions to help them catch up in English and maths:</p> <ul style="list-style-type: none"> • Use of primary trained teacher to teach small groups in 'The Hive' • Accelerated Reader for Year 7 • The Nest to support students who struggle to access lessons due to emotional, behavioural or social reasons. • Transition program before Year 7 and during Year 7 • Summer school targeted 20 Year 6 students with additional needs such as anxiety, SEND etc. 	<p>Assessments in The Hive show an improvement in English and maths, and student voice shows increased confidence in these areas.</p> <p>The accelerated reader shows positive uptake by all those in Year 7. Data taken over the year shows an improvement in reading skills.</p> <p>Students who access The Nest show an improvement in their engagement to school in comparison to their starting point using notes taken from transition meetings with primary schools.</p>
B.	<p>Students who are both SEND and Pupil Premium struggle to achieve in school for a number of reasons such as poor literacy / numeracy; lack of resources at home; cognitive or mental health needs that impact their ability to make progress in lessons. In Year 11 this has led to lower GCSE grades than other groups.</p> <p>To focus on this group across the school, but in particular in Y11, to ensure their needs are being met through:</p> <ul style="list-style-type: none"> • Quality first teaching where staff are fully aware of the needs of the students they are teaching and their lessons and planned and structured to support those students to make progress 	<p>Students in this group make progress and the progress at GCSE sees an improvement in comparison to other groups</p> <p>Evidence of interventions and tracking of groups and individuals with evidence from case studies. Student voice and records of interventions also show progress.</p>

	<ul style="list-style-type: none"> Tracking and early intervention of these students to ensure issues are dealt with and support is in place to help them overcome any barriers, for example attendance support for poor attendance, compulsory P6 for those not completing work, mentoring for those struggling to stay focused etc. SEND Target Setting day and Inclusion Information Evening to improve the communication between home and school for those on the SEND register and those who have additional needs so that all stake holders are aware of the student's needs and strategies to support SEND review to take place in September to look at provision for this group and how we can improve our provision 	
C.	<p>Low attendance for some Pupil Premium students affects their attainment in school</p> <ul style="list-style-type: none"> Continued rigorous monitoring of attendance and interventions for those with low attendance such as attendance action plans, meetings, referrals to the attendance support team etc. Continue to use the pastoral team, SEND team and student and family support workers to work with those who have poor attendance to help understand and break down the barriers to attend Put in place ways students with poor attendance can catch up on work such as period 6, mentoring etc. 	<p>Increased attendance for Pupil Premium over the year</p> <p>Case studies of individual students who have poor attendance show the impact of interventions and support</p>
D.	<p>Emotional, social and behavioural issues, including some acute mental health concerns, have led to school avoidance and a lack of engagement in school for some.</p> <ul style="list-style-type: none"> Early preventative work with students through the pastoral team, mentoring, peer mentoring, student and family support workers, reduced and reintegration timetables, anxiety mapping, engagement of outside agencies such as NESSle and ESMA. 	<p>Increased engagement in school of those with SEMH concerns.</p>

Academic year: 2021-22

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A continued focus on improving teaching and learning across the whole school	Continued focus on drip feeding whole school ideas for teaching and learning through the T&L bulletin, CPDopoly half termly briefings, INSET sessions for staff, guest speakers at INSET (£5,400).	Giving staff small chunks of information on improving teaching and learning helps them embed key ideas into their teaching in a timely way. Quality first teaching is key in all OFSTED documentation, SEND advice etc.	Learning walks and learning talks help to monitor the teaching and learning and how teaching and learning strategies are embedded into teaching. The use of SISRA Observe helps us to analyse this data and pick up on key issues across the school which can then be fed into INSET as well as individual support for staff.	ZA /SH / AB	Each term in SLT link meetings between SH, ZA and AB After each learning walk in SLT meetings (termly)
To support students to become reflective and independent learners	The development and understanding of metacognition techniques across the school. The aim is to encourage staff and students to take a more reflective approach to learning to help students move their own learning forward through an understanding of their own strengths and areas for development.	Evidence from the EEF shows metacognition techniques are a cheap and effective way of supporting students make progress, especially Pupil Premium students.	This will be led by the SLT leads for Teaching and Learning and will be drip fed through our program of staff development and our teaching and learning briefings and newsletters. This will be monitored through curriculum meetings, learning walks and feedback from students.	SH / ZA / AB	Each term through the learning walk system

Improved confidence in reading across all year groups	Accelerated reader for students in Year 7 and Year 8 (£3,900) DIRT time throughout the year to encourage reading (Drop Everything and Read) and focus on word of the week in lessons and tutor time to develop and encourage literacy skills	Evidence from other schools shows this has a positive impact on reading within a school Evidence shows that students who are good readers get better grades across all subjects	This has been successfully run for a year with a number of students becoming 'millionaire readers'. This will now be introduced to the new Year 7 and the current Year 7 will continue the program into Year 8 to encourage a culture of reading across the school.	POC / KZM / DB / ZA	Termly
Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support for students with poor social skills / attachment issues etc	The Nest nurture provision (£5,400) for students in Year 7 and students in other years to offer nurture support for vulnerable students in Year 7, especially during the transition, and to older students as they move up the school	Evidence of the benefits of a nurturing environment for vulnerable students. We have been running this provision for the last five years and have had positive feedback from students and parents	The deputy SENDCO has responsibility for the Nest. Observations through the Learning Walk system will help to monitor the provision as well as regular meetings with the SLT in charge of SEND.	SCS / KJ / ED	Each half term
Support for students with poor literacy and numeracy skills	The Hive provision (£25,230) for students in Y7 and Y8 who have below average literacy and numeracy run by a qualified primary teacher.	Advice from the Pupil Premium review October 2019 to employ a primary teacher to support students with significant literacy and / or numeracy weaknesses.	Assessments from the primary teacher to help measure progress. Observations as part of the Learning Walk cycle. Student feedback.	MB / KJ / ED	Each half term

	<p>Additional core lessons for students in Y9-11 who have been disapplied from taking a MFL at GCSE support targeted students by offering additional lessons in core subjects from a core teacher / a teacher who can meet the needs of the students in the group – e.g. Y9 is the primary teacher due to the weak literacy and numeracy of the group and Y11 is the EAL teacher as most of the students in the group are EAL students (£14,200)</p>	<p>Additional tuition for students in small groups (EEF).</p>	<p>Assessments in core subjects, feedback from core teachers and students.</p>	<p>SL / SPM / POC / DK</p>	<p>At Progress Update points in the year (once a term)</p>
<p>Emotional, social and home support for students who are struggling with a number of issues where support cannot be given outside of school</p>	<p>Two Student and family support workers (£59,500) and a school counsellor (£12,700) works with students helping them overcome issues / use strategies to help them deal with a number of issues.</p>	<p>Students who are able to focus in lessons and effectively deal with emotional, social and home issues are able to make better progress. The focus on mental health in schools and advice from the Anna Freud Centre and from advisors from Herts is to support the mental health of students to enable them to access learning.</p>	<p>Staff are line managed by the AHT and cases are discussed fortnightly in line management meetings and weekly in student welfare meeting with the rest of the pastoral staff. Students give feedback at the end of sessions and discussions with the pastoral staff to evaluate effectiveness of work and impact on students' wellbeing and attitude to school. Outcome star is used to help monitor student progress before and after.</p>	<p>ED / SC / KR / VL</p>	<p>Weekly meetings with SLT / line managers to review students and progress Weekly Student Welfare meetings assess all support for vulnerable students in the school</p>

<p>Raising the aspirations of those disadvantaged students who have low aspirations / behavioural problems, poor attendance etc,</p>	<p>Raising aspirations group where the deputy year leader works with a small group of students once a week on areas such as careers, work ethic, behaviour, mindfulness etc.</p>	<p>The EEF suggests that there is minimal evidence regarding interventions that aim to raise aspirations but the evidence is very limited.</p>	<p>After each intervention a feedback form will be completed by the student and feedback take on board. The deputy year leaders will update the program to suit the needs of the students and the year group. The session will be observed as part of the school's QA processes.</p>	<p>ED / deputy year leaders</p>	<p>After each cycle of the intervention (termly)</p>
<p>For students to engage in school and have the opportunity to catch up / have a place to go to work when medical / social / emotional issues prevent them from accessing a full timetable</p>	<p>Compass (£54,000), our student support and inclusion base, offers different provisions for students depending on their need. The Moving On Room supports students who would otherwise be excluded / be sitting internal exclusions. The Keeping Up Room supports students who need additional support to access their school work for medical, social or emotional reasons e.g. those who have been school refusers and are integrating back into school. The green room and sensory room offer a safe space for students in crisis or those who struggle with sensory overload</p>	<p>Compass has effectively supported students at the school for a number of years. This is a development of the provision with additional rooms (a sensory room and room for students whose behaviour means they are unable to be in lessons) has been implemented using guidance from Herts Steps, Nurture research and Restorative Justice techniques.</p>	<p>Paperwork demonstrates evaluation of student conduct and work. Observations of provision during learning review weeks and at other times ensures effective guidance is taking place. Fortnightly meetings take place between the inclusion leader and AH in charge of the inclusion to discuss students and how the provision is run.</p>	<p>SER / ED</p>	<p>Support for students is monitored on a weekly basis. This is amended on a needs basis to ensure the right support is in place for each student.</p>

<p>Academic and emotional support for students outside school hours</p>	<p>After school club and lunch time provision run in Compass for targeted students. This offers vulnerable students a safe place to go before school and receive contact from an adult before starting the day. We also run a Free 2 Be group for students who identify as LGBTQ+ and our Young Carers group which both offer students a safe place to be and to meet people who they might relate to.</p>	<p>Evidence from IFS in conjunction with the EEF found improved academic success in those who attended breakfast clubs.</p>	<p>Attendance, behaviour and other data is collected at the start of the process and monitored during the time the student attends breakfast club to assess impact.</p> <p>Student voice is used in the other interventions to ensure the provision runs in a way that meets the needs of the students.</p>	<p>ED / SER / SC / KR</p>	<p>Each half term</p>
<p>Improved attendance for disadvantaged students.</p>	<p>Our Student Liaison Officer and Year Leader Support Officer have responsibility for tracking and monitoring attendance of all students. Alerts are put on those with attendance concerns, and phone calls, letters and other interventions put in place. Both staff support students and the pastoral team to keep students in school and refer to additional support. (£54,700)</p>	<p>Evidence that improved attendance leads to better outcomes for students.</p>	<p>AHT has responsibility for attendance and all pastoral staff and SLT line managers are in constant contact with the liaison officer to discuss cases.</p>	<p>JV / SLT / YLS</p>	<p>Termly</p>
<p>Engagement of parents, especially</p>	<p>Parental support meetings and Parents' Evenings offer</p>	<p>Parental engagement is seen as key to student success. The</p>	<p>The pastoral team are all line managed by a member of SLT</p>	<p>SLT</p>	<p>Weekly</p>

<p>those who are disadvantaged, to ensure they understand how to support their child in school</p>	<p>parents the opportunity to meet with staff about student progress and be supported in accessing our systems such as reports. The SEND review day and the Inclusion Information Evening supports those parents whose children have additional needs and help to develop a closer relationship between school and families and develop communication channels. Use of Family Support Workers, employed by the school, to work with families and students who are experiencing difficulties. Our strong pastoral team meets regularly with parents for meetings, TAFs etc.</p>	<p>EEF shows that parental engagement can positively impact students' attainment, although acknowledges this is often hard with hard to reach disadvantaged parents. We are keen to engage hard to reach parents to help them support students in their education through our personalised approach.</p>	<p>who support their work with students. Weekly student welfare meetings record and track the support students are getting and offer an opportunity for staff to share concerns and raise actions on students and their families. The yearly parents survey helps us to understand areas where parents are less clear / feel we could improve, especially in our engagement with parents.</p>		
<p>For students to access a range of extracurricular and enrichment opportunities to support their cultural capital</p>	<p>Financial support to encourage students to take up music tuition, take part in educational trips such as the Year 8 trip to Paris, theatre trips etc. (£3,500) Targeting pupil premium students and tracking the engagement of these students in extra curricular activities</p>	<p>Evidence from schools of the impact of supporting students in cultural activities which enables students to have cultural experiences and develop a love of learning. Evidence from the EEF of students' engagement in sport, arts and outdoor education.</p>	<p>Staff are aware of the policy to support disadvantaged students on school trips and in music tuition and this is always discussed with parents and in letters so students are not prevented from taking part due to financial issues</p>	<p>ED / all staff</p>	<p>Ongoing</p>

	across the school to ensure these students are given opportunities				
Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support for students in completing homework	<p>Use of Class Charts (£4,800) to enable all students to access homework, regardless of attendance to school / lessons. It also enables parents / other agencies to support students.</p> <p>Sessions on how to study and a study pack for all year groups to support them to develop good study skills</p>	<p>The importance of homework is highlighted in the EEF impact reports</p> <p>Evidence from the EEF of importance of metacognition and self-regulation for students in particular understanding how to plan and monitor their learning.</p>	<p>ZA checks the setting of homework and quality on a regular basis CLs check homework as part of the middle leaders report</p> <p>This is being run by the deputy head based on previous experience from other schools</p> <p>Monitored by the Y11 leadership team for</p>	<p>ZA / CLs</p> <p>DK</p>	<p>Termly</p> <p>After the first set of assemblies</p> <p>Each year after Y11 cohort has gone through</p>

	Period 6 and after school private study for Year 11 students		effectiveness of materials and delivery	DK / AZG / LS	
Total budgeted cost:	£243,330				
A. Additional detail					
<p>At Stanborough we believe that all students should benefit from support, regardless of their disadvantaged status. We have a number of students who are just above the threshold for FSM, and therefore do not fall into the Pupil Premium category. However, they are also in need of support. We therefore offer support to all students, however priority is given to those in receipt of the Pupil Premium.</p>					

