

Stanborough School Pupil premium strategy statement 2021/22

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	Stanborough School
Number of pupils in school	1109
Proportion (%) of pupil premium eligible pupils	20.11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Merry John Headteacher
Pupil premium lead	Ellen Daplyn Assistant Headteacher
Governor / Trustee lead	Jane Cranham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,965
Recovery premium funding allocation this academic year	£30,885
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	£243,850

Part A: Pupil premium strategy plan

Statement of intent

At Stanborough we believe that all students should achieve regardless of their economic, social or ethnic background. Our ethos is an inclusive school where high expectations support all students to be successful. We expect all students to experience a wide and varied curriculum, including the EBacc at key stage four.

The focus of our pupil premium strategy is to support disadvantaged students to enjoy school, to be part of our community and to make good progress across the curriculum.

We believe that strong relationships with students and their parents is the backbone to positive engagement in school and we have invested heavily in ensuring that we have a strong pastoral team who support students in a range of areas such as attendance, mental health, social and emotional wellbeing, academic progress and transitions.

We also recognise the importance of quality first teaching for all students, and this is a key focus in the strategy with support and training in place to ensure all staff deliver effective lessons and support students to make progress in all subjects using the most recent research and strategies. Our approach is that all staff are responsible for the outcomes of all students, including disadvantaged students, and that strong relationships and strong teaching will support disadvantaged students to make progress.

Moreover, we understand that some students have specific difficulties that have prevented them from making appropriate progress, or have gaps in learning due to the pandemic / other reasons. We therefore have a comprehensive plan of interventions, such as targeted reading support, to help them catch up and ensure all students can access the curriculum in a meaningful way.

Lastly, we understand the importance of creating an inclusive community where students are exposed to a range of sporting and cultural experiences and we target and track students to ensure all students have the opportunity to take part in our rich extracurricular offer.

Challenges

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

Challenge number	Detail of challenge
1	<p>The reading fluency and comprehension levels of some disadvantaged students on entrance to the school is lower than their peers. This is partly due to gaps in schooling for students due to the pandemic which has disproportionately affected disadvantaged and SEND students.</p> <p>Testing on intake showed that 18% of Y7 students had poor comprehension accuracy 10% had poor work reading skills. Evidence from teachers and from assessments as part of reading interventions also shows that reading comprehension and fluency is low in some students.</p>
2	<p>The numeracy skills of some disadvantaged students, especially those in Year 7 who missed significant teaching time in the last two years of primary, are lower than expected. CATS results also shows that 22% of students were significantly below average (below 88) in their quantitative CATs scores in Year 7.</p>
3	<p>The mental health and well-being of many of our disadvantaged students has been affected by the pandemic. This has been noted as part of our transition work with primary schools, and also in the work completed by the attendance team and pastoral team at the school. This is also supported by evidence form the Anna Freud Centre and Young Minds.</p>
4	<p>The attendance of some of our disadvantaged students is lower that their non-disadvantaged counter parts. Attendance for disadvantaged students is, on average, 4% lower than non-disadvantaged students at any one time. Missing school on a regular basis is seen to have a negative effect on engagement, progress and a sense of community for students. These findings are backed up by national evidence.</p>
5	<p>Teachers and leaders at the school have noticed through their teaching and work with some disadvantaged students that independent learning and meta-cognition / self-regulation strategies, as seen in some students during lockdown and further developed on return to school, are not as developed. It was noted through teacher feedback and through behaviour analysis that some disadvantaged students lacked effort when work was challenging and did not complete home learning tasks.</p>
6	<p>The gaps in knowledge and understanding of some disadvantaged students is greater than non-disadvantaged students as a result of lost time due to the pandemic. This has resulted in students falling further behind in their subjects. This is backed up by teacher formative assessment in lessons since our return and also national studies e.g. the OECD study into the economic impacts of learning losses.</p>

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
To improve the experience of disadvantaged students in the classroom by improved teaching and learning for all students across all key stages	Good quality first teaching seen for disadvantaged students in lessons seen through learning walks, book checks, learning talks. Improved attainment for disadvantaged students where either the gap narrows and they continue to make progress in line with whole school improvement. We would also aim to see no outliers.
Improved reading comprehension for disadvantaged students in key stage three, especially those who have just transitioned	Testing before and after interventions shows an improvement in reading comprehension, fluency and word recognition. Teacher feedback also demonstrates progress seen through impact forms before and after interventions. Accelerated reader shows improvement in scores for targeted students.
Improved metacognition and self-regulation skills seen in disadvantaged students in all key stages and across all subjects. In particular, a focus on students' ability to revise and study at home.	Learning walks and learning talks show students better able to monitor and regulate their learning. This is also evidenced through improved independent learning seen in homework, coursework and revision completion.
Improved attendance for disadvantaged students	Continue to have high attendance for all students with a focus on high attendance for disadvantaged students and robust systems and support in place for those whose attendance is not good. We would expect to see a narrowing of the gap as interventions for disadvantaged students take effect.
To improve the well-being, self-confidence and engagement of disadvantaged students in school	<p>Student voice and feedback from teachers and support staff shows improved well-being amongst students, in particular those who are disadvantaged.</p> <p>Greater engagement in extra-curricular activities and the wider school life such as Duke of Edinburgh for disadvantaged students</p> <p>Engagement of parents in the life of the school and their children's education through investment in the pastoral team, support through our student and family support workers, use of Class Charts to communicate with parents.</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: £50,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on improving teaching and learning for all teachers through whole school CPD (CPDopoly / teaching and learning INSET / teaching and learning newsletter etc). The deputy, assistant head and other middle leader have responsibility for implementing and monitoring teaching and learning across the school.	Quality first teaching is seen as the most effective way of supporting all students, and in particular disadvantage students to make progress. This is evidenced in research such as the EEF Quality First Teaching study and feedback from Essex (<i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i>)	5,6
Developing metacognition and self-regulation skills in pupils through teacher and student training, providing revision books for Y11 students to support independent learning etc.	Evidence from the EEF shows that metacognition strategies are effective at supporting student progress.	5,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £44,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing reading comprehension and fluency in students by training support staff to deliver targeted interventions and by increasing the scope of	Teaching students with poor reading skills to read can give students confidence, improve self-esteem and help students engage with all subjects. EEF Reading Comprehension Strategies and EEF Small Group work evidence of the impact of these.	1,5,6

<p>the primary trained teacher to focus on teaching students who can't read.</p> <p>Whole school focus on reading comprehension through tutor time comprehension activities for Y7-8.</p>		
<p>Targeted support through additional core lessons for students who need additional support with maths and English.</p> <p>Peer support for Y11 students taking their GCSEs. This includes training Y12 students to support Y11 students in a range of subjects and delivering peer tuition after school to targeted students.</p> <p>Engagement in the National Tutoring program for targeted students</p>	<p>Small group work is shown to be successful by the EEF. Groups of between five and eight students work with a specialist to develop self confidence in this area.</p> <p>We have run this intervention in the past and had positive feedback from students, in particular in boosting their confidence and self-esteem.</p> <p>The EEF shows that peer assessment can have a positive impact on progress.</p> <p>Evidence from the EEF about the impact of one to one tuition. Feedback from schools through the DFE about the impact of the National Tutoring Program.</p>	6

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

Budgeted cost: £194,782

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting the well-being and mental health of students, in particular disadvantaged students, so they can engage with school positively.</p> <p>Training student support workers in CBT interventions so these can be used with targeted students.</p>	<p>Evidence from a range of sources such as surveys and research on young people completed by Young Minds and the Anna Freud Centre shows the negative impact the pandemic had on many young people.</p>	3
<p>Improving attendance through rigorous monitoring of attendance and targeted support and</p>	<p>The approach has been discussed with our local attendance improvement officer and is informed by the DFE Improving School Attendance document.</p>	4

<p>intervention for those with poor attendance. Training for key school staff on recognising key indicators for future poor attendance.</p>		
<p>Supporting the behaviour of a small number of students, mainly disadvantaged, who struggle to self-regulate in school. Training mentors to work with these students and supporting the School of Hard Knocks program in the local area</p>	<p>The EEF shows that behaviour interventions have some impact. The DFE report on Behaviour in Schools also shows the importance of whole school and individual roles in improving behaviour in schools.</p>	<p>3</p>
<p>Developing and investing in our pastoral and SEND teams to ensure students' individual needs, background and social and emotional well-being is understood and supported. Training for key staff in mental health, signposting etc.</p>	<p>Based on our experiences we have identified that focused work with students and parents by staff who they trust and who are easily accessible supports parental and student engagement and outcomes. Case studies from previous years supports the impact this work has had.</p>	<p>3</p>
<p>Focus on supporting parents to engage with school by investing in an experienced and dedicated pastoral team which includes year leaders, deputy year leaders, an attendance officer, year leader support officer, student support workers, a family support worker and school counsellor.</p>	<p>EEF evidence suggests engaging parents can have a high impact on student progress.</p>	

Total budgeted cost: £289, 134

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.

Our disadvantaged students were disproportionately affected by the pandemic and this impacted them in particular in practical subjects such as technology where they did not always have the resources to complete these subjects at home. Our analysis of TAG data shows that some students underachieved due to a lack of work leading up to the assessments, despite significant support from school which included intensive support from the pastoral team, invites to work in school and additional support through revision books, additional tuition after school.

Analysis of attendance data shows that there was still a gap between disadvantaged students and non-disadvantaged students. A lot of work went into supporting students to return to school after the first lockdown in September 2020, and again in March 2021. This included a variety of strategies such as invites into school, support from our student support workers, reintegration timetables, support in our inclusion base and signposting to outside agencies.

The well-being and mental health of a number of students was affected by the pandemic and we have worked hard to support all students to ensure positive mental health and well-being in school. This included contact throughout lockdown with parents and students, frequent advice for parents about how to support students, surveys to monitor student well-being with actions after such as not giving homework to students in the first few weeks of their return to school to help them transition from home learning to learning in school.

Pupil behaviour, in particular that of disadvantaged students, was generally good and we didn't see a rise in internal or external exclusions compared to previous years. We used our funding to support students with our two student support workers, our school counsellor, family support workers (for which we are the hub school), additional learning support assistants and our inclusion base where students can work if they are unable to work in lessons.

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

Further information (optional)

Additional Activity:

In addition to the specific strategies previously discussed, we also support disadvantaged students through:

- Raising aspirations groups run by deputy year leaders help to focus targeted students on careers, well-being, study skills etc and also help to forge positive relationships between staff and some more vulnerable students
- Offering a wide range of extracurricular activities and targeting disadvantaged students, e.g. the Duke of Edinburgh scheme, our house system which encourages students to take part in drama, music and sport in a community way etc.
- Our SEND provision for the students who are both SEND and disadvantaged, many of whom we recognise have significant need, is supported by a large SEND team that have specific focuses e.g. SEMH, Autism etc. We also run a nurture base for our vulnerable students who transition to us with significant nurture needs. We have funded a SEND review to look at how we can improve the provision for our students. In addition our SEND review days help to engage parents and support them to understand the needs of their children and how we can work together to support students.