

Pupil premium strategy statement – Stanley High 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	Stanley High School
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	J Shawe – Headteacher
Pupil premium lead	J Lock – Assistant Headteacher
Governor / Trustee lead	Bina Shukla

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,140
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£58,788
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£269,928

Part A: Pupil premium strategy plan

Statement of intent

At Stanley High School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

- 27% of pupils are eligible for Pupil Premium Funding in comparison to 23% national.
- Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Employ strategies to improve attendance rates and reduce the gap between Pupil Premium students and their non-Pupil Premium peers.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of disadvantaged pupils, have lower literacy and numeracy skills than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress.
2	Disadvantaged pupils, particularly from the middle prior attainment band, are making less progress than other pupils from the same prior attainment band in some subjects in KS4. Alongside this, ensure that disadvantaged boys are supported and challenged to achieve in line with their non-disadvantaged peers.
3	Low aspirations and self-esteem for a number of pupil premium pupils across all year groups is having a detrimental impact on their academic progress.
	External barriers
4	Attendance for pupils eligible for pupil premium is below the target for all pupils of 95% and persistent absence of 10%. This reduces their school hours and impacts on learning and progress. Current PP attendance: 88.1% Current Non PP attendance: 92.9% Whole School: 91.8% Attendance Nationally: 92.1%

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
Improve the progress of disadvantaged students through high quality teaching and learning.	The quality assurance of lessons involving disadvantaged students will show a good standard of teaching and learning with no inadequate teaching. Higher expectations and aspirations of disadvantaged students will result in progress throughout the year. A highly effective curriculum will drive progress in disadvantaged students ensuring they develop the core knowledge and skills they need to be successful. Work scrutiny will show extended writing that is well structured, 'word rich' and accurate in line with age related expectations. Reading ages will be in line with nondisadvantaged peers and will be in line or above chronological age. Pupils will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments, enabling them to make progress across both Key Stage 3 and 4
Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions	Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most. Intervention sessions will be quality assured, and progress tracked. This will result in the progress of disadvantaged students. Behaviour and attendance data will also be tracked to ensure interventions are put in place, so students are not missing the high quality teaching and learning happening in lessons.
Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education.	Enrichment activities will result in better student wellbeing as well as developing cultural capital within the students at Stanley

Increased self-esteem, resilience and ambition for the future	Pupils are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil & staff voice and work scrutiny) Increased participation in extra-curricular activities. Increased proportions of pupil premium pupils progress to a range of higher education establishments, employment or training.
Increased attendance rates for pupils eligible for pupil premium	Attendance gap is reduced for disadvantaged pupils when compared with non-disadvantaged, Persistent absence is in line with non-disadvantaged peers.

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: £120,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the progress of disadvantaged students through high quality teaching and learning.		
Raise levels of challenge for all disadvantaged students. <ul style="list-style-type: none"> • Ensure PP students have target grades set to FFT20 • All staff have CPD on strategies to raise challenge. • Ensure all staff have access to FFT20 target to effectively plan lessons 	EEF toolkit has shown that high expectations along with peer tutoring can have a huge impact on PP student progress.	1, 2

<p>Develop whole school teaching and learning strategies to promote the progress of disadvantaged pupils during CPD</p> <ul style="list-style-type: none"> • Teaching and learning walks to be used during CPD • QA the strategies to see their effectiveness in lesson and hold staff to account 	<p>Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils.</p>	<p>1, 2</p>
<p>Ensure that all Line Management meetings with have a strong teaching and learning focus on disadvantaged pupils especially boys</p> <ul style="list-style-type: none"> • Implementation of teaching and learning strategies • Curriculum development • Assessment reviews • QA 	<p>LM meetings are calendared fortnightly and are designed to develop the curriculum, teaching and learning and assessment within curriculum areas. All will aid in the progress of disadvantaged pupils</p>	<p>1, 2</p>
<p>The development of a curriculum that challenges all students</p>	<p>A knowledge rich curriculum that also develops skills with result in the progress of disadvantaged students</p>	<p>1, 2</p>
<p>Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged pupils and that this is planned for in lessons.</p> <ul style="list-style-type: none"> • Fortnightly LM Meetings to ensure feedback is effective at Stanley. • QA across all curriculum areas • Effective assessments resulting in accurate data tracking 	<p>EEF toolkit has shown that small group tuition can greatly accelerate the progress of disadvantaged students, which can be delivered through intervention.</p>	<p>1, 2</p>

• Appropriate interventions		
<p>The effective use of homework</p> <ul style="list-style-type: none"> • Knowledge organiser and quizzes based around retrieval practice strategies • Development of homework calendars • Use of Microsoft teams to monitor homework 	EEF toolkit has shown that metacognition and self-regulation to have an impact of +8 months to progress	1, 2
<p>To improve the literacy skill of all students especially students in KS3</p> <ul style="list-style-type: none"> • Summer school for year 6 students transitioning into year 7 • Reading assessments or other catch up strategies • The work of the literacy coordinator 	EEF toolkit has shown an improvement in reading and literacy skills can have a huge impact on progress	1
<p>Review of SOW and assessment for all Curriculum Areas;</p> <ul style="list-style-type: none"> • Increase challenge in SOW. • Ensure assessments are fit for purpose • Recap prior topics 	High challenge is needed for all PP students to ensure progress is made.	1,2
<p>The improved consistency in lessons to promote the progress of disadvantaged pupils</p> <ul style="list-style-type: none"> • Lesson focus slides • Review for 2 • Seating plans • Fortnightly LM meetings • Retrieval practice 	Effective teaching and learning for PP students will promote progress	1,2
Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education		

<p>Develop an enriching curriculum</p> <ul style="list-style-type: none"> • Ensure disadvantaged students are represented in the student council, peer mentors and any group that makes decisions within the student body. 	<p>At Stanley we strongly believe in developing the whole individual. School should not be all about exam results. Disadvantaged students should have the opportunity to develop skills they enjoy as well as the skills they need to succeed in their exams. With 179 of the students being from a disadvantaged background it is essential that they have a say in the decisions made at the school.</p>	3, 5
<p>To raise the aspirations of PP students at Stanley.</p> <ul style="list-style-type: none"> • Trips to places of higher education. • Visits ran by local universities. • Work experience • Trips to cultural establishment • All disadvantaged students in year 11 to have a Connexions meeting 	<p>All students deserve the chance to experience higher education. We also want to raise the aspirations of students at Stanley High School so that we produce students that strive for academic excellence.</p> <p>One of the biggest barriers to raising the aspirations of disadvantaged students is the student not knowing their future career path. These meetings will remove that barrier.</p>	3, 5

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

Budgeted cost: £71,778

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions		
Ensure all curriculum areas have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge for disadvantaged pupils	Effective interventions must be based on accurate assessments.	1, 2

<p>Constant cycle of targeted intervention for disadvantaged pupils</p> <ul style="list-style-type: none"> • Students have been selected based on progress data and QA. • All intervention groups to be tracked. • All intervention groups to be discussed in each LM meeting • QA the interventions taking place • All data and intervention's to be discussed in LM meetings 	<p>Effective data analysis and targeted intervention can promote progress - NfER</p>	<p>1, 2, 3</p>
<p>The effective use of behaviour and attendance data</p> <ul style="list-style-type: none"> • Tracked weekly for all PP students. • Intervention to be put in place for any PP students with poor behaviour or attendance. • Use of reward systems • Emotional support training for PP students struggling to control their behaviours • Use of tutor report system. • Attendance officer 	<p>Students need to be at school and in lessons to make the required progress during their time at Stanley.</p>	<p>3, 4</p>

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

Budgeted cost: £77,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased self-esteem, resilience and ambition for the future		
<p>A comprehensive programme to enhance the curriculum which includes:</p> <ul style="list-style-type: none"> • Visits to universities; • Financial support to ensure participation in school trips and visits (team building; exposure to the Arts; enterprise and sporting activities. • Access to specialist careers advice and guidance will be provided. • If possible, participation in local and national competitions. • Analysis of data to identify pupils who are struggling with self-esteem and resilience can be targeted for specific activities including careers advice and guidance • Staff provide guidance to pupils including through the student council and where deemed necessary visit the community to talk to parents about the importance of learning 	<p>As a significant amount of learning time has possibly been lost, there is an increased risk of disadvantaged pupils becoming classed as NEET once they leave secondary school.</p> <p>The EEF research on 'Working with Parents to Support Children's Learning' published in Dec 2018, reviews the best available research to offer. It offers 4 key recommendations and suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	3

<ul style="list-style-type: none"> • Targeted support for pupils whose low self-esteem and emotional resilience has significant impact on their academic progress including the Well-being Mentor Programme 		
Increased attendance rates for pupils eligible for pupil premium		
<p>Dedicated support staff and year leaders focus on monitoring pupils and following up quickly on truancies.</p> <ul style="list-style-type: none"> • Refine clear systems to address attendance through the pastoral team – Year Leaders, attendance officer. • Briefings about any existing attendance issues through quality assurance by Year Leaders. • Increase in celebrating the success of improved attendance. • Letters about attendance. • Meetings with disadvantaged parents/carers to discuss attendance and explore barriers and solutions. • Increased communication to ensure that parents realise the impact of absence on learning • Where it is deemed necessary the school nurse to support in managing extended periods of absence due to illness. 	<p>We can't improve the attainment of pupils if they are not attending. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Research shows that attendance is key to attainment and for pupils to acquire knowledge there must be strong foundations.</p> <p>It is important that all stakeholders appreciate that missing more lessons equates to missing more potential learning opportunities.</p>	3, 4, 5

• Where pupils have had extended periods of absence ensure that pupils catch up on work missed. This is both for external or internal absence including the use of Microsoft Teams		
Funded places on all educational day /residential visits	All pupils able to access the same opportunities	2, 3, 4, 5
Breakfast Allowance	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.	2, 3, 4, 5
Parents cause for concern / Intervention day	Parental engagement is key to supporting the whole child.	1, 2, 3, 4, 5
IT home access	All pupils have access to ICT equipment/internet to enable them to access all areas of school life.	1, 2
Funded musical tuition	All pupils able to access the same opportunities.	2, 3, 5
Counselling 39 Weeks @ £175 per day (2 days per week)	Pupil well-being, resilience and self-confidence supported, leading to greater progress due to enhanced well-being.	2, 3, 4, 5
Resources to be able to access all curriculum areas • Technology/Art • Revision guides purchased for all PP cohort in Year 10 and 11	All pupils able to access the same opportunities.	1, 2, 5

Total budgeted cost: £269,928

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Progress 8

Whole school: -0.44

Pupil Premium (28 Students): -1.11

Non-Pupil Premium: -0.34

Gap: -0.77

Ebacc:

Disadvantaged: 73% entered for Ebacc

The school strategies were implemented across all tiers with evidence of a positive impact across all elements of the tiered approach. Targeted academic support strategies were well designed and well attended, which is why we are disappointed with the gap between PP and non-PP students.

The next step is to use the intervention at an early stage to ensure the gap between disadvantaged and non-disadvantaged students starts to close again. The wider strategies for both well-being and behaviour have shown a holistic improvement in the support students have had and used to thrive throughout their exam period.

Attendance is still a challenge and the strategy amendments reflect this with an updated model to ensure we support students with regards to their attendance.

The teaching strategy was well implemented, understood by all and created an environment where the class teacher could unpick how the socio-economic challenge had impacted the student as a learner. The staff body was well equipped to use a range of strategies to support the individual learner. This created a positive and professional relationship and working environment where the students could flourish. This has led to the continuation of the teaching approach of the strategy.

The average number and percentage of students receiving suspensions remains under the National Average and continues a pattern of significant reduction when compared to 2021-22, ensuring pupils have access to a greater number of lessons, supporting the recovery of their academic progress. Stanley High School will continue to monitor and support student behaviour through its strategic statement, aiming to continue to show the high rates of improvement previously demonstrated.

We recognise that pupil well-being and mental health continue to be impacted due to the after effects of the COVID-19 pandemic, with this impact particularly acute amongst disadvantaged pupils. Stanley High School has used pupil premium funding to provide wellbeing and pastoral support to all pupils, with targeted interventions utilised where required. We will continue to allocate funding to this due to its importance in supporting young people's academic outcomes.

Strategies undertaken to support all PP students during 2022-23 included:

- Pastoral support staff making daily contact with parents/students to ascertain support required.
- Provision of ICT equipment. Students supported if they have no access to a laptop at home.
- Ensured that all students eligible for Free School Meals, received vouchers when appropriate.

<ul style="list-style-type: none"> • Pupil Premium family voice – positive. Any concerns received were dealt with immediately. • Breakfast scheme able to run as normal. • One to one and small group tuition in English and Mathematics. • Well-being counselling • The provision of revision guides, revision packs and curriculum resources in a number of different subjects.
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Externally provided programmes

Programme	Provider
National Tutoring Programme	Internal provision

Service pupil premium funding

Discretionary funding for additional classroom resources
Impact
Ensured families had access to funding, for example, ICT equipment, revision materials, classroom resources.

Further information (optional)

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantaged on education outcomes and how to address educational disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has given us deeper insights into the family life for those from disadvantaged backgrounds, and we have been able to forge stronger relationships with parents/guardians as a result.

A local Teaching School in the area has given our staff the opportunity to engage with evidence in a way that supplements our school values and professional commitment and experience. The training has allowed us crucial access to the latest educational evidence to support disadvantaged students. This evidence and professional expertise is then used to shape our school improvement work and align our disadvantaged approach.

Being part of the research schools' network, we have access to the latest educational research and access information directly with the Education Endowment Foundation (EEF). This does not only ensure our strategies are evidence informed, but it also ensures we have, and use the latest educational research to support our disadvantaged students, as the EEF's primary purpose is to close the disadvantaged learning gap.