

Student Premium strategy statement – Stanley High School

This statement details our school's use of student premium funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	783
Proportion (%) of student premium eligible students	227/29% Yr 7 – 42 Yr 8 – 48 Yr 9 – 43 Yr 10 – 50 Yr 11 – 44
Academic year/years that our current student premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	Before December 2026
Statement authorised by	N. Gregg
Student Premium Lead	J. Goodier
Governor / Trustee Lead	W. Brooks

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£227,595
Student premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£227,595
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Student premium strategy plan

Statement of intent

We want all our students, regardless of background or barriers they face, to make good progress and leave Stanley as well-rounded learners ready to contribute positively to the world. The focus of our Student Premium strategy is to ensure that we offer high-quality provision for our Student Premium students so that they have an equitable education. We recognise the potential and wide-ranging challenges that student premium students can face. We recognise that their barriers are not just economic but can also be social, emotional, cultural and health related.

At the heart of our approach is high-quality teaching, with a focus on areas in which disadvantaged students require the most support. Research shows this has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will include additional support when required for students who need reading intervention. We know that reading can be a significant barrier for disadvantaged students which is why this is a key part of our strategy. We will endeavour to ensure that all students, including Student Premium students, have a reading age that does not fall below their actual age.

We are committed to identifying and understanding the challenges of our students by not making any assumptions; instead, we uncover these challenges through vigorous diagnostic assessment, use of internal and external data and conversations with students, staff and families. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Importantly, our strategy is developed collaboratively in order to ensure that it aligns with our whole school vision of 'Success for All' and it is shared with all staff in order to build a shared understanding of high expectations and a collective responsibility for supporting our most disadvantaged students.

To support our students' social and emotional wellbeing, our Personal Development curriculum is vigorous and teaches our young people how to lead a happy, healthy life. We are aware that further support is sometimes required for social and emotional concerns, and our internal referral process will ensure that appropriate support is provided for students who are at the most need. We will continue to liaise with external agencies to provide further support where required.

We want all our students to be equally enriched with enrichment and extra-curricular opportunities; we support disadvantaged students with economic barriers which could face accessing cultural school trips.

We have used internal data and external evidence to support and inform our challenges and strategies.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Although attendance has improved for all students in 24/25, we are still seeing a gap between disadvantaged students and non-disadvantaged students. in 2024-25 attendance overall as a school was 92.6%, however attendance for disadvantaged students was 89.7% compared to 93.1% for non-disadvantaged students. National Average was 84%.</p>
2	<p>Progress and attainment</p> <p>We narrowed the attainment gap between disadvantaged and non-disadvantaged students in 2025, however, there is still a gap in both attainment and progress between our disadvantaged and their non-disadvantaged peers.</p> <p>Research tells us that the largest gains in attainment and progress can be made from high quality teaching. As the 'EEF Guide to Student Premium' recommends, 'there is a need to ensure that we have a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.' The challenge is to ensure that our teachers are upskilled, developed and resourced so that our PP students benefit from consistently high-quality learning.</p>
3	<p>Reading and literacy</p> <p>We want to ensure that all learners leave school as confident and competent readers. Evidence from the EFF shows that three quarters of schools in England state that low-reading levels is one of the biggest</p>

	<p>challenges affecting socio-economically disadvantaged students' academic achievement. Nationally, Key Stage 2 Reading Attainment headline figures for 2023/2024 have the disadvantage gap at 3.12.</p> <p>KS2 data alongside NGRT assessments show that a proportion of disadvantaged students are below national average. This affects their ability to access and make good progress across all subject areas.</p>
4	<p>Wellbeing and Mental Health</p> <p>Our Wellbeing referral process allows students to access appropriate support, reducing the need for escalation. Wellbeing continues to be a significant challenge for our disadvantaged students. Issues include anxiety, low mood, self-harm, bereavement and trauma.</p>
5	<p>Learning Behaviours</p> <p>Our behaviour data and internal reflection alerts show that on average our disadvantaged students are receiving less behaviour points than non-disadvantaged, but we realise learning behaviours are a challenge nationally for PP, we continue to focus on student engagement and routines within lessons.</p>
6	<p>Aspirations, Belonging & Enrichment</p> <p>76% of PP students are currently engaging in extracurricular clubs, this is an improvement compared to 23/24 where 61% of PP students were engaging. However, 86% Non-PP are engaging in enrichment so although the gap is closing, there is still a piece of work here. Student Premium students can face multiple and varied barriers that can prevent them from making the same progress as Non-PP students. We know from the research carried out by Lee Elliot Major in his work, 'Equity in Education,' that disadvantaged students can face educational, cultural, social and emotional barriers as well as economic ones. PP students do not always have the support in place in these areas.</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 achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all students being no more than national average and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to at least pre-2019 levels. the percentage of all students who are persistently absent being in line or below national average and the figure among

	disadvantaged students being no lower than their peers.
To have highly effective teachers in every classroom.	KS4 performance measures demonstrate that disadvantaged students achieve lower than average Attainment 8 score nationally. The Attainment 8 score have further narrowed between PP and non-PP. This attainment gap will also be evident in English and Maths. Our Quality Assurance indicates that all teachers are meeting our high standards. There is a developmental plan in place for teachers when standards are not being met so that immediate action can be taken to support the relevant staff. QA shows that practice and expertise has improved.
To have systems in place that allow for the diagnostic testing of all Year 7 students to ensure the early identification of students requiring literacy support. To provide all struggling readers with specific, tailored reading interventions that enables them to become confident and competent readers who are reading at or above national benchmark by the end of KS3.	All students identified as struggling readers in Year 7 are reading at or above national benchmark by the end of KS3. Testing data shows reading age improvements across terms and years (catch up literacy/lexia). Quality Assurance of reading interventions indicates that intervention practices are delivered with fidelity and are supporting students to make rapid progress in their reading.
We want to remove the Cultural, Social, Emotional and Educational barriers that PP students can face. We want to do this in a systematic way that offers early intervention.	The EEF cite that involvement in arts-based learning can boost achievement in non-arts subjects, so work around the extra-curricular provision at Stanley will continue with particular emphasis on engaging PP students. 50% of all students involved in arts-based activities to be PP. We want all PP students engaging in an extra-curricular provision over the 5-year career at Stanley. Cultural opportunities will be offered at a lower cost to PP students where possible. Stanley 100 will be launched to ensure all students engage in 100 events, activities, trips over their 5-year journey at Stanley.

To improve behaviour in lessons and in social time.	Continue to reduce negative behaviour points for PP eligible students. Our Quality Assurance process, including culture walks, student voice, staff voice, will show that disadvantaged students are engaging and participating in lessons, whilst displaying positive learning behaviours.
Improved well-being and inclusion for all students, in particular for disadvantaged students.	Disadvantaged students requiring support for social and emotional needs receive appropriate support in a timely manner. Improved attendance at extra-curricular activities and involvement in student leadership for PP eligible students. Maintain the low numbers of NEET PP students and students not achieving their desired course at college.

Activity in this academic year

This details how we intend to spend our student premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 35,980.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our CPD programme is designed to meet the needs of staff, students and school priorities. We will grow the knowledge and skills of our staff so that they can maximise their own potential	We know from Viviane Robinson's research that the most effective way that leaders can improve outcomes for young people is to focus on professional development.	1

<p>whilst unlocking our student's potential.</p> <p>As part of this we will ensure that PP (under-resourced) CPD is in place for all teachers. The CPD will focus on the following:</p> <ol style="list-style-type: none"> 1. Greater awareness of who our PP students are. 2. Prioritising the PP students. 3. Building confidence and success rate. 4. Teachers reaching out and connecting with families. 5. Developing an Equity mindset: increasing awareness of Under-resourced student's barriers and 	<p>Effectiveness of different leadership aspects in improving learning outcomes</p> <table border="1"> <thead> <tr> <th>Leadership Aspect</th> <th>Effect Size (approx.)</th> </tr> </thead> <tbody> <tr> <td>Ensuring an orderly and safe environment</td> <td>0.25</td> </tr> <tr> <td>Leading teacher learning and development</td> <td>0.85</td> </tr> <tr> <td>Ensuring quality teaching</td> <td>0.4</td> </tr> <tr> <td>Resourcing strategically</td> <td>0.3</td> </tr> <tr> <td>Establishing goals and expectations</td> <td>0.4</td> </tr> </tbody> </table> <p>We know from the Sutton Trust that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year's extra progress for most students. Those from disadvantaged backgrounds are particularly affected as they stand to benefit even more than their classmates from effective teaching, but similarly they are also more sensitive to poor teaching. This highlight the need to ensure that high quality teaching is widespread.</p> <p>Effect of teaching on students in years of progress</p> <table border="1"> <thead> <tr> <th>Student Type</th> <th>Poor teaching (years of progress)</th> <th>Highly effective teaching (years of progress)</th> </tr> </thead> <tbody> <tr> <td>Average student</td> <td>0.9</td> <td>1.4</td> </tr> <tr> <td>Disadvantaged student</td> <td>0.5</td> <td>1.5</td> </tr> </tbody> </table> <p>We know from the EPPI-Centre Studies into Collaborative Professional Development that when Professional Development is carried out effectively it has a host of benefits for staff and students.</p> <p>Equity in Education Lee Elliot Major 2023</p>	Leadership Aspect	Effect Size (approx.)	Ensuring an orderly and safe environment	0.25	Leading teacher learning and development	0.85	Ensuring quality teaching	0.4	Resourcing strategically	0.3	Establishing goals and expectations	0.4	Student Type	Poor teaching (years of progress)	Highly effective teaching (years of progress)	Average student	0.9	1.4	Disadvantaged student	0.5	1.5	
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<p>our unconscious bias.</p> <p>4.getting more out of HW and breaking down their barriers.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Benefits for staff</th><th style="text-align: center; padding: 5px;">Benefits for children and young people</th></tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 10px; background-color: #f2f2f2;"> Greater self-confidence and belief in ability to make a difference </td><td style="text-align: center; padding: 10px; background-color: #f2f2f2;"> Improved overall motivation & confidence, improved participation, greater satisfaction with work </td></tr> <tr> <td style="text-align: center; padding: 10px; background-color: #f2f2f2;"> Greater enthusiasm for collaborating with colleagues </td><td style="text-align: center; padding: 10px; background-color: #f2f2f2;"> Improved learning, enhanced performance in tests, greater ability to decode texts and more fluent reading </td></tr> <tr> <td style="text-align: center; padding: 10px; background-color: #f2f2f2;"> Greater commitment to changing practice and willingness to try new things </td><td style="text-align: center; padding: 10px; background-color: #f2f2f2;"> Increased sophistication in responses to questions and better organisation of work </td></tr> </tbody> </table>	Benefits for staff	Benefits for children and young people	Greater self-confidence and belief in ability to make a difference	Improved overall motivation & confidence, improved participation, greater satisfaction with work	Greater enthusiasm for collaborating with colleagues	Improved learning, enhanced performance in tests, greater ability to decode texts and more fluent reading	Greater commitment to changing practice and willingness to try new things	Increased sophistication in responses to questions and better organisation of work					
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<p>Continued focus on high quality teaching strategies during CPD alongside quality assurance model that promotes effective feedback to improve student learning. Curriculum intent to continue to develop student metacognition and self regulation strategies.</p>	<p>EEF Teacher Feedback to Improve Student Learning</p> <p>Teacher feedback is an area of teaching and learning that is a central priority for teachers and is often associated with improving student attainment.</p> <div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 20px;">  <p>Education Endowment Foundation</p> </div> <div style="text-align: center;"> <p>TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING</p> <p>Summary of recommendations</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Principles</th> <th style="text-align: center; padding: 5px;">Methods</th> <th style="text-align: center; padding: 5px;">Implementation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 10px; background-color: #009640; color: white;"> 1 Lay the foundations for effective feedback </td> <td style="text-align: center; padding: 10px; background-color: #F08030; color: white;"> 4 Carefully consider how to use purposeful, and time-efficient, written feedback </td> <td style="text-align: center; padding: 10px; background-color: #00796B; color: white;"> 6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback </td> </tr> <tr> <td style="text-align: center; padding: 10px; background-color: #009640; color: white;"> 2 Deliver appropriately timed feedback that focuses on moving learning forward </td> <td style="text-align: center; padding: 10px; background-color: #F08030; color: white;"> 5 Carefully consider how to use successful verbal feedback </td> <td style="text-align: center; padding: 10px; background-color: #00796B; color: white;"> 3 Plan for how pupils will receive and use feedback </td> </tr> <tr> <td style="text-align: center; padding: 10px; background-color: #009640; color: white;"> 2 Deliver appropriately timed feedback that focuses on moving learning forward </td> <td style="text-align: center; padding: 10px; background-color: #F08030; color: white;"> 5 Carefully consider how to use successful verbal feedback </td> <td style="text-align: center; padding: 10px; background-color: #00796B; color: white;"> 6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback </td> </tr> </tbody> </table> </div> <p>EEF Metacognition and self-regulated learning is summarised below</p> </div>	Principles	Methods	Implementation	1 Lay the foundations for effective feedback	4 Carefully consider how to use purposeful, and time-efficient, written feedback	6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback	2 Deliver appropriately timed feedback that focuses on moving learning forward	5 Carefully consider how to use successful verbal feedback	3 Plan for how pupils will receive and use feedback	2 Deliver appropriately timed feedback that focuses on moving learning forward	5 Carefully consider how to use successful verbal feedback	6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback	<p>3 & 6</p>
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	 <p>METACOGNITION AND SELF-REGULATED LEARNING Summary of recommendations</p> <table border="1" data-bbox="282 224 1156 682"> <tr> <td>1 Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge</td><td>2 Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning</td><td>3 Model your own thinking to help pupils develop their metacognitive and cognitive skills</td><td>4 Set an appropriate level of challenge to develop pupils' self-regulation and metacognition</td><td>5 Promote and develop metacognitive talk in the classroom</td><td>6 Explicitly teach pupils how to organise and effectively manage their learning independently</td><td>7 Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately</td></tr> </table>	1 Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge	2 Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning	3 Model your own thinking to help pupils develop their metacognitive and cognitive skills	4 Set an appropriate level of challenge to develop pupils' self-regulation and metacognition	5 Promote and develop metacognitive talk in the classroom	6 Explicitly teach pupils how to organise and effectively manage their learning independently	7 Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately	
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<p>Introduction of whole school Literacy strategy. To include a focus over 2-3 years on the four areas of literacy: Reading, Writing, Oracy and Vocabulary. To include training and implementation of oracy strategy.</p>	<p>https://fslive.oup.com/www.oup.com/oxed/wordgap/Oxford_Language_Report_2023-24_Building_Vocabulary_At_School.pdf?region=uk</p> <p>Over half of teachers report that there has been an increase in the number of children who have fallen behind in their vocabulary knowledge compared to previous years. 95% of teachers believe that school closures and disruptions during the Covid-19 pandemic contributed to a widening vocabulary gap.</p> <p>Lack of time is the major factor preventing almost half (49%) of parents from helping their child build and extend their vocabulary.</p>	<p>1 & 3</p>							
<p>Developing a love for reading, Register and Read in Form time readers in Year 7, Year 8, Year 9 and Year 10. 20 minutes each week dedicated to</p>	<p>IMPROVING LITERACY IN SECONDARY SCHOOLS Summary of recommendations</p> <table border="1" data-bbox="282 1221 1038 1747"> <tr> <td>1 Prioritise 'disciplinary literacy' across the curriculum</td> <td>2 Provide targeted vocabulary instruction in every subject</td> <td>3 Develop students' ability to read complex academic texts</td> <td>4 Break down complex writing tasks</td> <td>5 Combine writing and reading in every subject</td> <td>6 Provide opportunities for instructed talk</td> <td>7 Provide high quality individual support for struggling students</td> </tr> </table> <p>Recommendation 1: Prioritise 'disciplinary literacy' across the curriculum</p> <p>Recommendation 2: Provide targeted vocabulary instruction in every subject</p> <p>Recommendation 3: Develop students' ability to read complex academic texts</p>	1 Prioritise 'disciplinary literacy' across the curriculum	2 Provide targeted vocabulary instruction in every subject	3 Develop students' ability to read complex academic texts	4 Break down complex writing tasks	5 Combine writing and reading in every subject	6 Provide opportunities for instructed talk	7 Provide high quality individual support for struggling students	
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<p>shared reading in form time. Prosody modelled to support students in developing their own internal prosody, their reading fluency, word reading accuracy and comprehension.</p> <p>Whole School – Supporting Struggling Readers across the curriculum</p> <p>Reading strategies shared in CPD sessions are evident across the curriculum and can be seen in culture walks, staff and student voice.</p> <p>Struggling reader information,</p>	<p>Recommendation 4: Break down complex writing tasks Recommendation 5: Combine writing instruction with reading in every subject. Recommendation 6: Provide opportunities for structured talk. Recommendation 7: Provide high quality ready interventions</p> <p>https://voice21.org/oracy-across-the-curriculum-the-evidence/</p> <p>The average impact of oral language interventions for students is 6 months' additional progress over the course of a year, according to the EEF. As a part of high-quality oracy education, students should learn both to talk and through talk, deepening their subject knowledge and understanding through classroom talk which has been planned, structured, and scaffolded to enable students to learn skills needed to talk effectively. It is crucial that oracy is implemented at a whole school level, throughout a variety of subject areas.</p> <p>Alex Quigley – Closing the reading gap. Katherine Mortimore – Disciplinary Literacy.</p>	
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<p>strategies and support is shared through the Struggling Readers Booklet. All staff aware of who their struggling readers are and how best to support them in their classroom.</p> <p>CPD on disciplinary literacy – EFF's The Six Strands of Reading and Oracy must be evidenced in culture walks, staff and student voice.</p> <p>Explicit teaching of subject specific vocabulary. Teaching of vocabulary carefully mapped into the curriculum.</p>		
Recruitment and	https://researchbriefings.files.parliament.uk/documents/CBP-7222/CBP-7222.pdf	

<p>retention of staff – providing cover time for colleagues to undertake professional development.</p> <p>Ensure staff wellbeing and workload is a priority.</p>	<p>https://www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021</p> <p>EEF Effective Professional Development</p> <p> EFFECTIVE PROFESSIONAL DEVELOPMENT Summary of recommendations</p>  <p>‘High quality teaching improves student outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom’.</p> <p>‘PD should include a balanced design of building knowledge, motivating teachings, developing teacher techniques and embedding practice’.</p>	
<p>Continued implementation of “learning behaviours” curriculum. Focusing on routines, structures and building belonging for all students.</p> <p>Behaviour rewards each term.</p>	<p>Effective learning behaviours have emerged from the rich and diverse evidence base represented in the EEF guidance reports on improving behaviour, metacognition and self-regulated learning, special educational needs in mainstream schools, working with parents, and social and emotional learning.</p>  <p>Report Published 7th June 2019 eef.li/behaviour</p>	<p>2, 3, 4, 6</p>

<p>Friday recognition weekly treats to reward good behaviour.</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them</p>	
<p>Embedding effective formative assessment.</p> <p>Continued sharing of good practice around effective questioning, continued CPD and coaching on effective questioning.</p> <p>We will use highly effective checking for understanding strategies leading to data driven improvement in classrooms to ensure that we deepen learning and check understanding systematically. We will continue to offer regular CPD to staff. We will also ensure</p>	<p>Hattie 2012 said that the key to quality questioning is the type of questions and how they are used.</p> <p>Rosenshine 2012 encourages teachers to 'ask a large number of questions and check the responses of all students.</p> <p>'Teachers use questioning for two main- and quite distinct-purposes: to promote students' thinking, and to assess it'.</p> <p>'The Great Teaching Toolkit', Evidence Based Education.</p> <p>Hattie (2003) Teachers Make a Difference.</p> <p>Research briefing National Research Development Centre</p> <p>Dylan William and Siobhan (2011), Embedded Formative Assessment.</p>	<p>1</p>

<p>that all teachers in school are coached on their formative assessment skills.</p> <p>Routine QA that offers constructive feedback is built into the calendar termly.</p>		
<p>Building on our rich and robust curriculum:</p> <p>We want to enrich our curriculum so that it offers insight into how inspirational figures who have overcome material and/or cultural deprivation and have achieved great things, we want this to inspire our PP students within the learning context.</p>	<p>We know from David Steiner's Curriculum Research that 'curriculum is a critical factor in student academic success. A comprehensive, content-rich curriculum is a common feature of academically high-performing countries'</p> <p>Equity in Education Lee Elliot Major (2023): Enriching and inspiring PP students through the Curriculum.</p>	1

<p>Purchase of standardised diagnostic reading assessments and probe screening tools to identify and measure additional reading intervention</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</p> <p>Standardised testing provides reliable insights into areas of strength and development of each individual student ensuring students receive appropriate additional support through teacher instruction and in some cases targeted academic support.</p> <p>NGRT, Catch up Literacy and Lexia packages.</p>	<p>1</p>
<p>Whole school focus on homework, including purchase of homework platforms to support self learning.</p>	<p> WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Summary of recommendations</p>  <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>1, 3, 6</p>

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

Budgeted cost: £ 57,330.13

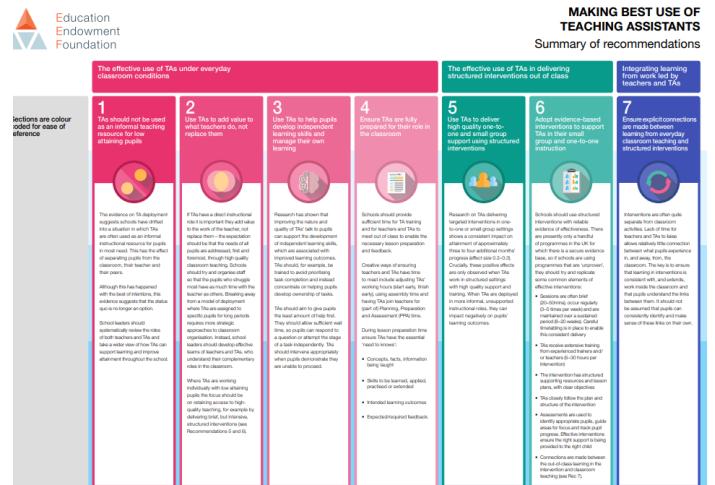
Activity	Evidence that supports this approach	Challenge number(s) addressed

Reading intervention from our Literacy team, Literacy Mentor, and Learning Support Assistants.

In the first weeks of September, KS2 SATs data is used to identify students who may require reading support in KS3. KS2 SATs Reading 2024 data reveals that there is a gap of 16% between PP (64%) and non PP students (80%) achieving expected standard in reading. In current Year 7, 48 students in the whole cohort have not achieved the expected standard reading in the NGRT of a SAS of 100. Of these 14 students (37%) are PP. This is in line with the national picture. Diagnostic testing is used to identify specific reading needs of these students. Every child who failed to reach expected standard in KS2 Reading



Recommendation 7 from EEF improving literacy in secondary schools



Recommendation 5&6: Use TAs to deliver high quality one-to-one and small group support using structured interventions. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction.

Gorse Academy Trust – Forensic Reading

Murphy and Murphy 'Thinking Reading'

University of Durham study (2011)

Tullis & Goldstone (2020)

EEF T&L Toolkit Reading – very high impact for very low cost)

undertakes a New Group Reading Test to assess their word recognition, fluency and comprehension skills. Where necessary, a further diagnostic reading test (DRA) is conducted one to one in order to break down the specific strands of reading that may be weaker. The data from this testing allows us to identify any further students who may or may not require additional reading support. Once this process is completed, we have our Struggling Readers list and each student is placed into the appropriate reading intervention specifically designed to address their specific reading needs. All of these students then sit a further two reading tests during their intervention to ensure we have an accurate reading age at

<p>strategic points within their intervention which allows us to monitor their progress accurately.</p>		
<p>RAP – Y11 linking attendance, behaviour and attainment. Team around the cohort approach to ensure rapid intervention is implemented to improve attendance to school, preparation for assessments and attendance to exams.</p> <p>RAP – Y10 introduced</p> <p>KS3 tracking review meetings</p> <p>Dedicated Pastoral and Curriculum staff linked to Y10 and Y11</p>	<p>We have seen that having students on attendance and behaviour plans does improve their attendance and behaviour.</p> <p>Feedback from other Sefton schools using the TAS programme say it has dramatically improved student attendance, behaviour, decrease in Early Help referrals and EHCP applications and increase in families support.</p>	

Support linked to Graduated response and Team Around the Schools to support students.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 134,330.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustained increased capacity of school attendance team. Attendance Manager and Pastoral Leads appointed.</p> <p>Breakfast Club now open from 8am and staffed by 2 members of staff.</p> <p>Attendance Streak rewards system launched to reward good attendance.</p>	<p>https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/student-attendance-in-schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	2 & 4

<p>Continuation of pastoral care model to support all students. Attendance and Pastoral teams to support targeted groups who are at risk of school refusal. Continued implementation of learning behaviours model for staff and students. LSAs supporting SEND attendance each morning, check in with students and ensuring they are set up for the day.</p>		<p>2, 4, 6</p>
<p>Improved provision for SEMH to include the “team around the school” model of support. Graduated response followed from Pastoral support, family support, LSA ELSA sessions to School counsellor, Parenting 2000, Early Helps and MHST to CAMHS referrals.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>2-6</p>
<p>DHT to continue to work with pastoral/progress leads to identify how learning in our school is affected by disadvantage</p>	<p>Research to understand successful approaches to supporting the most academically able disadvantaged students, 2018</p>	<p>2-6</p>

<p>Enrichment trips and events</p> <p>Stanley creating a number of termly whole school events to develop student sense of belonging to Stanley – Christmas Dinner Day, Christmas Assemblies, Easter egg hunts, whole year group bingo, 5km fun run in the summer term.</p> <p>The Stanley 100, 100 things to do during your time at Stanley. For example, all of our Year 7 students will take part in a Sing Off, where they came together as a year group to perform different songs in a singing competition.</p> <p>AAHT completes student voice asking students what opportunities they want and creating them for the students e.g. LGBTQ+ Club</p>	<p>EEF's research on the impact of arts education on overall achievement in other areas, accelerating progress by up to 3 months.</p> <p>EEF- There is some evidence that involvement in extra-curricular sporting activities may increase student attendance and retention.</p> <p>EEF- Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.</p>	<p>2-6</p>
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<p>Extra-curricular clubs promoted in key messages via form tutors each week, signposted on posters around school, and on the TV screens.</p> <p>Tracking of PP students using tracking system.</p> <p>Free/reduced cost musical instrument and singing lessons are provided for PP students.</p> <p>Tickets for our annual shows are sent out to our PP families free of charge.</p> <p>Our PP students are supported financially with trips.</p> <p>Students in all year groups take part in interform activities in form time once a week over a term.</p> <p>All students complete a PD booklet once per week during Form. This enables them to celebrate their behaviour points,</p>		
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<p>attendance and successes and strengths. This also helps to inform pathways and next steps.</p> <p>In our weekly 'Key messages', we are celebrating extra-curricular success stories in Form, Assemblies, Headteacher half termly bulletins, social media and on our Monitors around school.</p> <p>Parents are also invited to send in success stories of their child termly. These often celebrate success that we are not always aware of.</p> <p>Students with SEND/PP are involved in the School Games events.</p> <p>We have a SGO 2 days a week who supports our students to engage in a range of leadership and sporting opportunities.</p> <p>Uniform and revision guides and equipment</p>		
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purchased to support students.		
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Total budgeted cost: £ 227,595

Part B: Review of the previous academic year

Outcomes for disadvantaged students

Outcomes

We have analysed the academic performance of our school's disadvantaged students during the previous academic year. We are pleased to see an increase in A8 for our disadvantaged students. Although pleased with these outcomes, and we are acutely aware of the need to continue to raise the attainment of our disadvantaged students.

In particular the % of disadvantaged achieving grade 4+ in English and Maths 39% (increase on 30% in 2023-24) compared to 58% of our non-disadvantaged students. With regards to our 5+ grades, 22% of our disadvantaged students achieved English and maths at 5+ compared to 34% of non-disadvantaged students.

Attainment 8	2025	2024	2023
PP	33.91	31.31	29.16
Non-PP	43.29	42.43	43.95

5+ in Maths and English

	2025	2024	2023
PP	22%	16%	14%
Non-PP	34%	31%	32%

4+ in Maths and English

	2025	2024	2023
PP	39%	30%	39%
Non-PP	58%	53%	58%

4+ in English

	2025	2024	2023

PP	50%	41%	46%	
Non-PP	67%	62%	75%	

4+ in Maths

	2025	2024	2023
PP	50%	43%	43%
Non-PP	67%	63%	66%

This year, our focus is continuing to improve on outcomes in all subjects but particularly both English and Maths, with a particular emphasis on achieving a 4+ and 5+ pass rates. We have seen a positive increase in the number of students achieving a 4+ in both subjects, reflecting our ongoing commitment to improving the foundation for all learners. We complete this work through RAP meetings which take place fortnightly. All Year 11s attend P6 which is very well attended and supported by parents. We have staff mentoring specific students to focus on tailored interventions and strategies.

Reading review

We have implemented further NGRT testing in order to track and support students who do not meet national expectations for reading. By repeatedly testing students we can identify students for further support and subsequently measure the impact of reading interventions that have been implemented to support students below national expectations.

Students by year group with standardised reading score 90 and below - 2024.2025					
	Year 7	Year 8	Year 9	Year 10	Year 11
Total cohort	154	156	173	176	181
PP	38.1 %	31.4 %	22.6 %	27.1 %	16.7 %
Non-PP	61.9 %	68.6 %	77.4 %	72.9 %	83.3 %

Year 7

- Among PP students, over a third (38 %) scored below 90, compared to only 11 % of non-PP students.
- PP students are under-represented in the 100 + band (20 % of that group).

Year 8

- PP students make up nearly one-third (31%) of all students scoring below 90.
- PP students are under-represented in the 100+ band (13%), compared to their overall share of the cohort.

Year 9

- PP students are proportionally most represented in the lowest band (< 90).
- The overall SAS profile shows a fairly even PP distribution across the middle and lower bands but fewer PP students achieving 100 +.

Year 10

- PP students are increasingly concentrated in the lowest SAS band (< 90), where they make up over a quarter of that group.
- The proportion of PP students declines in the higher bands, indicating a widening attainment gap in reading by Key Stage 4.

Year 11

- Most PP students cluster in the middle band (90–99), with fewer at both extremes.
- The PP representation in the lowest band (< 90) is relatively smaller than in recent cohorts, suggesting closing of the reading gap by the end of KS4.

Headline Patterns

- Student Premium representation stays broadly stable at 20–23 % across cohorts.
- The proportion of PP students scoring below 90 drops from 38 % in Year 7 to around 17 % in the 2025 leavers, showing improvement over time.
- The 100+ band widens for newer cohorts, suggesting early intervention is boosting PP performance.

Students who have received intervention during 2024.2025

- Strong improvement across cohorts — over 80 % of PP students who were below expected have now progressed above a 10-year reading age or SAS ≥ 90 .

- All Year 9 PP students previously identified as below expected are now meeting or exceeding expected reading levels.
- Year 10 shows sustained progress, with only one PP student still below threshold.
- Details of ways to support students who have received intervention in the classroom is regularly shared with all staff and is pinned to each student's Arbor profile.

Attendance review

We will continue to place attendance at the heart of our PP strategy and firmly believe that improved outcomes for our disadvantaged students this year can be heavily attributed to attendance. We can see an improvement from 2024 to 2025.

Overall PP attendance

2024-25

PP – 89.7% (2023-24 88%)

Non-PP – 93.1% (2023-24 92%)

Attendance for PP improved and we were above national average which was 84%.

Class of 2025	A8	5+ En/Ma	4+ En/Ma
PP attendance 94% and below	31.79	17%	33%
PP attendance 95% and above	38.01	33%	53%

Class of 2024	P8	A8	5+ En/Ma	4+ En/Ma
PP Attendance 94% and below	-1.65	26.12	9%	21%
PP Attendance 95% and above	-0.11	47.23	36%	55%

	Class of 2025 Attendance	Class of 2024 Attendance	Class of 2023 Attendance

PP students	89.4%	83.5%	86.3%	
Non-PP Students	93.1%	91.7%	93.9%	

Attendance improved in Year 11 across both groups but 6% increase between 2024 and 2025.

PA for PP students continues to be a factor. This is a whole school attendance focus for 2025-26.

	23/24	24/25
	PP	PP
7	84.8%	88.8%
8	84.2%	87.3%
9	83.4%	87.4%
10	83.7%	86.8%

	23/24	24/25
	PP	NON-PP
7	90	91.3
8	90.3	90.9
9	90.4	90.7
10	89.5	90.6

NEET figures

	Class of 2025	Class of 2024	Class of 2023
PP students	0.6% (1)	0.7% (1)	7% (2)
Non-PP Students	1.7% (3)	0.7% (1)	0%

2025 PP Leavers went on to study 22% A levels, 26% Level 3/T Levels, 33% Level 2 and 15% Level 1, 4% Entry 3 qualifications.

2024 PP Leavers went on study 17% A levels, 40% Level 3/T Levels, 23% Level 2 and 30% Level 1 qualifications.

2023 PP Leavers went on to study 25% A levels, 50% Level 3/T Levels, 17.5% Level 2 qualifications.

2022 PP Leavers went on to study 29% A levels, 50% Level 3/T Levels, 16.6% Level 2 and 4.1% Level 1 qualifications.

Enrichment figures

	2024-25	2023-24	2022-23
PP students	76%	62%	46%
Non-PP Students	86%	70%	36%

Wellbeing referrals

2024/25

PP referrals – 152

Non-PP referrals – 112

Our internal observations and wellbeing referrals have showed that student wellbeing and mental health have been severely impacted over recent years. This is particularly been highlighted for our PP students. Wellbeing referrals for our disadvantaged students have increased. We have introduced a graduate response and triage system to offer a coordinated approach ranging from pastoral support, safeguarding lead support, counselling, early help, Parenting 2000 personalising each student's package.

We have a full-time member of staff running our ELSA sessions with our young people to develop emotional literacy, build resilience, and provide consistent emotional support. This includes both one-to-one and small group sessions, depending on the needs of the student. The ELSA also collaborates closely with teaching staff and pastoral teams to ensure a joined-up approach across school. We have a trained member of staff running EBSA sessions to support our young people.

TAS was launched with Sefton last year and we are working with 2 Early Help workers to support our students and families further as an early intervention.

Behaviour figures

Behaviour data

Detentions

2024/25

PP 35%

Non-PP 65%

2023/24

PP 35.5%

Non-PP 64.5%

Internal exclusions - R&R

2024/25

PP 37%

Non-PP 63%

2023/24

PP 41.2%

Non-PP 58.7%

Suspensions

2024/25

PP 43%

Non-PP 54%

2023/24

PP 49.6%

Non-PP 50.3%

Trends in behaviour and culture between PP and Non-PP students have improved for PP. The number of PP incidents have declined and behaviour metrics for all students, including PP, show improvement. Student voice, engagement in enrichment and other co-curricular activities demonstrate an improved attitude to learning for our PP cohort.

We have launched our teaching and learning toolkit. This is a booklet about evidence informed strategies to ensure high quality teaching and learning is taking place in the classroom building on effective learning behaviours. They promote habits of attention, participation, and perseverance, helping disadvantaged students develop the self-regulation and confidence needed to succeed. Each positive learning experience compounds, strengthening students' belief that effort leads to progress. As a result, classrooms become places where all students especially those who face additional barriers can experience academic success and feel that they belong.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your student premium to fund in the previous academic year.

Programme	Provider