

## 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 ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	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
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£227,595

## 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 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 EEF 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 &amp; 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"> <li>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.</li> <li>the percentage of all students who are persistently absent being in line or below national average and the figure among</li> </ul>

	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

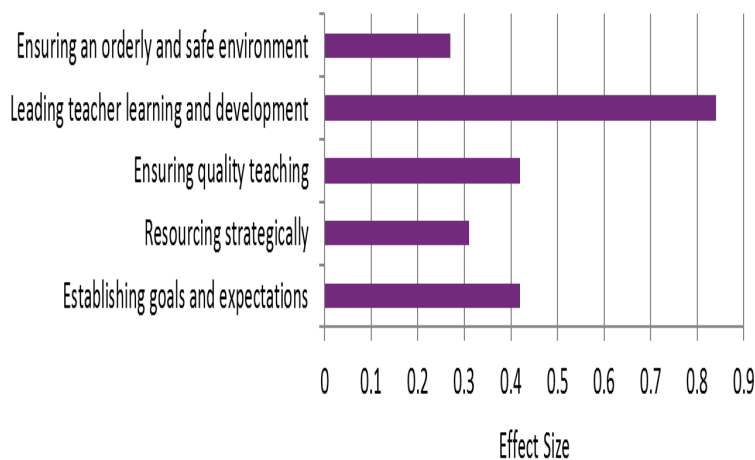
Activity	Evidence that supports this approach	Challenge number (s) addressed
Our CPD programme is designed to meet the needs of staff, students and school priorities. We will grow the knowledge and skills of our staff so that they can maximise their own potential	We know from Viviane Robinson's research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

whilst unlocking our student's potential.

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:

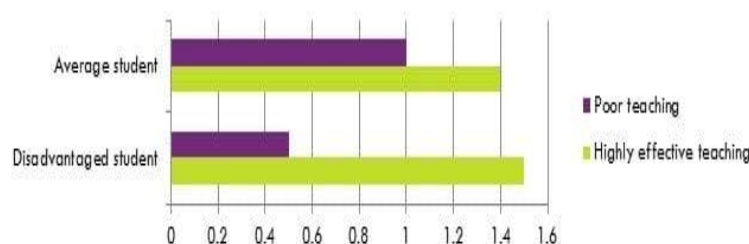
1. Greater awareness of who our PP students are. Prioritising the PP students.
2. Building confidence and success rate.
3. Teachers reaching out and connecting with families.
4. Developing an Equity mindset: increasing awareness of Under-resourced student's barriers and

Effectiveness of different leadership aspects in improving learning outcomes




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.

Effect of teaching on students in years of progress



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.

Equity in Education Lee Elliot Major 2023

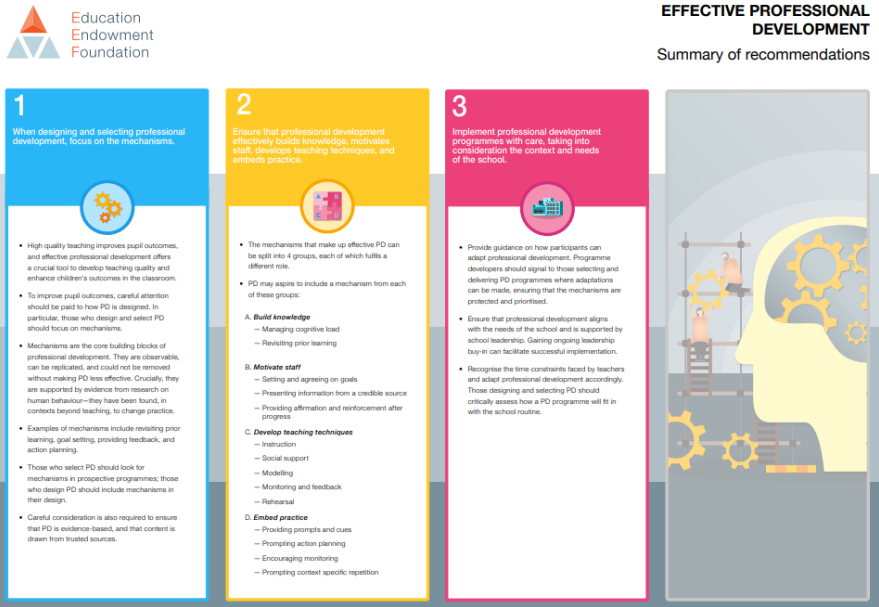
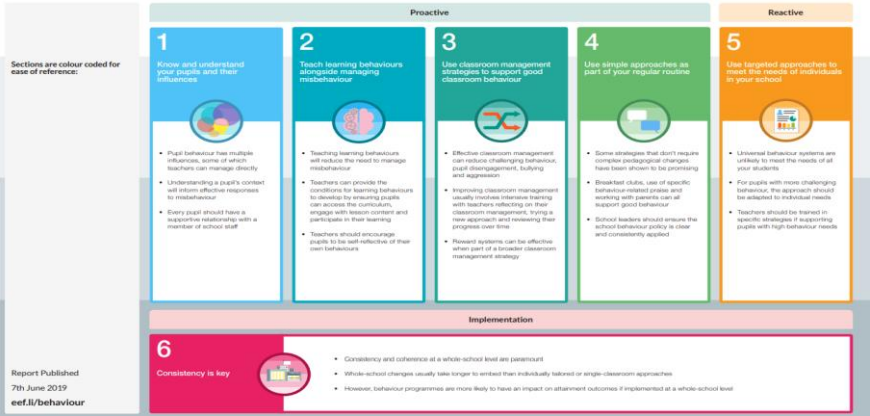
<p>our unconscious bias.</p> <p>4.getting more out of HW and breaking down their barriers.</p>	<div data-bbox="295 168 1048 611"> <div> <div>Benefits for staff</div> <div> <p>Greater self-confidence and belief in ability to make a difference</p> <p>Greater enthusiasm for collaborating with colleagues</p> <p>Greater commitment to changing practice and willingness to try new things</p> </div> </div> <div> <div>Benefits for children and young people</div> <div> <p>Improved overall motivation &amp; confidence, improved participation, greater satisfaction with work</p> <p>Improved learning, enhanced performance in tests, greater ability to decode texts and more fluent reading</p> <p>Increased sophistication in responses to questions and better organisation of work</p> </div> </div> </div>	
<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>	<div data-bbox="279 869 1257 1877"> <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>  <div> <p><b>TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING</b></p> <p>Summary of recommendations</p> </div> </div> <div> <div> <div>Principles</div> <div> <div>1 Lay the foundations for effective feedback</div> <ul style="list-style-type: none"> <li>Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.</li> <li>High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).</li> </ul> </div> <div> <div>2 Deliver appropriately timed feedback that focuses on moving learning forward</div> <ul style="list-style-type: none"> <li>There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task and the individual pupil, and the collective understanding of the class.</li> <li>Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit.</li> <li>Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.</li> <li>Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.</li> </ul> </div> <div> <div>3 Plan for how pupils will receive and use feedback</div> <ul style="list-style-type: none"> <li>Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.</li> <li>Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.</li> </ul> </div> </div> <div> <div>Methods</div> <div> <div>4 Carefully consider how to use purposeful, and time-efficient, written feedback</div> <ul style="list-style-type: none"> <li>Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.</li> <li>The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1-3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.</li> <li>Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.</li> </ul> </div> <div> <div>5 Carefully consider how to use purposeful verbal feedback</div> <ul style="list-style-type: none"> <li>Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.</li> <li>However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1-3) are followed.</li> </ul> </div> </div> <div> <div>Implementation</div> <div> <div>6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback</div> <ul style="list-style-type: none"> <li>Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.</li> <li>Schools should design feedback policies which prioritise and exemplify the principles of effective feedback (Recommendations 1-3). Policies should not over-spend features such as the frequency or method of feedback.</li> </ul> </div> </div> </div> <p>EEF Metacognition and self-regulated learning is summarised below</p> </div>	<p>3 &amp; 6</p>



<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>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><a href="https://fdslive.oup.com/www.oup.com/oxed/wordgap/Oxford_Language_Report_2023-24_Building_Vocabulary_At_School.pdf?region=uk">https://fdslive.oup.com/www.oup.com/oxed/wordgap/Oxford_Language_Report_2023-24_Building_Vocabulary_At_School.pdf?region=uk</a></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>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>	<p>1 &amp; 3</p>

<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</p> <p>Recommendation 5: Combine writing instruction with reading in every subject.</p> <p>Recommendation 6: Provide opportunities for structured talk.</p> <p>Recommendation 7: Provide high quality ready interventions</p> <p><a href="https://voice21.org/oracy-across-the-curriculum-the-evidence/">https://voice21.org/oracy-across-the-curriculum-the-evidence/</a></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 1, 3 6 crucial that oracy is implemented at a whole school level, throughout a variety of subject areas.</p> <p>Alex Quigley – Closing the reading gap.</p> <p>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	<a href="https://researchbriefings.files.parliament.uk/documents/CBP-7222/CBP-7222.pdf">https://researchbriefings.files.parliament.uk/documents/CBP-7222/CBP-7222.pdf</a>	

<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><a href="https://www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021">https://www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021</a></p> <p><b>EEF Effective Professional Development</b></p>  <p><b>EFFECTIVE PROFESSIONAL DEVELOPMENT</b> Summary of recommendations</p> <p><b>1</b> When designing and selecting professional development, focus on the mechanisms.</p> <ul style="list-style-type: none"> <li>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</li> <li>To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms.</li> <li>Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice.</li> <li>Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning.</li> <li>Those who select PD should look for mechanisms in prospective programmes; those who design PD should include mechanisms in their design.</li> <li>Careful consideration is also required to ensure that PD is evidence-based, and that content is drawn from trusted sources.</li> </ul> <p><b>2</b> Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <ul style="list-style-type: none"> <li>The mechanisms that make up effective PD can be split into 4 groups, each of which fulfils a different role.</li> <li>PD may aspire to include a mechanism from each of these groups:</li> </ul> <p><b>A. Build knowledge</b></p> <ul style="list-style-type: none"> <li>Managing cognitive load</li> <li>Revisiting prior learning</li> </ul> <p><b>B. Motivate staff</b></p> <ul style="list-style-type: none"> <li>Setting and agreeing on goals</li> <li>Presenting information from a credible source</li> <li>Providing affirmation and reinforcement after progress</li> </ul> <p><b>C. Develop teaching techniques</b></p> <ul style="list-style-type: none"> <li>Instruction</li> <li>Social support</li> <li>Modelling</li> <li>Monitoring and feedback</li> <li>Rehearsal</li> </ul> <p><b>D. Embed practice</b></p> <ul style="list-style-type: none"> <li>Providing prompts and cues</li> <li>Prompting action planning</li> <li>Encouraging monitoring</li> <li>Prompting context specific repetition</li> </ul> <p><b>3</b> Implement professional development programmes with care, taking into consideration the context and needs of the school.</p> <ul style="list-style-type: none"> <li>Provide guidance on how participants can adapt professional development. Programme developers should signal to those selecting and delivering PD programmes where adaptations can be made, ensuring that the mechanisms are protected and prioritised.</li> <li>Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation.</li> <li>Recognise the time constraints faced by teachers and adapt professional development accordingly. Those designing and selecting PD should critically assess how a PD programme will fit in with the school routine.</li> </ul>	
<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><b>Proactive</b></p> <p><b>1</b> Know and understand your pupils and their influence.</p> <ul style="list-style-type: none"> <li>Pupil behaviour has multiple influences, some of which teachers can manage directly.</li> <li>Understanding a pupil's context will inform effective responses to misbehaviour.</li> <li>Every pupil should have a supportive relationship with a member of school staff.</li> </ul> <p><b>2</b> Teach learning behaviours alongside managing misbehaviour.</p> <ul style="list-style-type: none"> <li>Teaching learning behaviours will reduce the need to manage misbehaviour.</li> <li>Teachers can provide the conditions for learning behaviours by identifying the learning goals to be achieved, the learning goals to be achieved, and the learning goals to be achieved.</li> <li>Teachers should encourage pupils to be self-reflective of their own behaviours.</li> </ul> <p><b>3</b> Use classroom management strategies to support good classroom behaviour.</p> <ul style="list-style-type: none"> <li>Effective classroom management can reduce challenging behaviour, poor engagement, bullying and aggression.</li> <li>Improving classroom management means creating a learning environment with teachers reflecting on their progress over time.</li> <li>Reward systems can be effective when part of a broader classroom management strategy.</li> </ul> <p><b>4</b> Use simple approaches as part of your regular routine.</p> <ul style="list-style-type: none"> <li>Some strategies that don't require complex pedagogical changes have been shown to be promising.</li> <li>Breakfast clubs, use of specific behaviour management systems and working with parents can all support good behaviour.</li> <li>School leaders should ensure the school behaviour policy is clear and consistently applied.</li> </ul> <p><b>Reactive</b></p> <p><b>5</b> Use targeted approaches to meet the needs of individuals in your school.</p> <ul style="list-style-type: none"> <li>Universal behaviour systems are unlikely to meet the needs of all your students.</li> <li>For pupils with more challenging behaviour, the approach should be tailored to individual needs.</li> <li>Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.</li> </ul> <p><b>Implementation</b></p> <p><b>6</b> Consistency is key</p> <ul style="list-style-type: none"> <li>Consistency and coherence at a whole-school level are paramount.</li> <li>Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches.</li> <li>However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level.</li> </ul> <p>Report Published 7th June 2019 eef.it/behaviour</p>	<p>2, 3, 4, 6</p>

Friday recognition weekly treats to reward good behaviour.	<a href="https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them">https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them</a>	
<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>	1

<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: 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>	<p>1</p>

<p>Purchase of standardised diagnostic reading assessments and probe screening tools to identify and measure additional reading intervention</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a></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>	<div data-bbox="295 891 1125 1388"> <p><b>1</b> Critically review how you work with parents</p> <p>Schools should be optimistic about the potential of working with parents</p> <ul style="list-style-type: none"> <li>There is an established link between the home learning environment at all ages and children's performance at school.</li> <li>Schools and parents have a shared priority to deliver the best outcomes for their children.</li> </ul> <p>However, evidence on effective strategies that schools can use to engage parents in their children's learning is mixed</p> <ul style="list-style-type: none"> <li>If the aim is solely to improve academic outcomes, classroom interventions working directly with children currently have more evidence of effectiveness at improving learning than parenting interventions with the same aim.</li> <li>Working effectively with parents can be challenging, and is likely to require sustained effort and support.</li> <li>Most schools say that they do not have an explicit plan for how they work with parents, and fewer than 10% of teachers have undertaken CPD on parental engagement.</li> </ul> <p>Schools should start by critically reviewing their aims and current approaches</p> <ul style="list-style-type: none"> <li>Focus on areas that have better evidence (such as those summarised opposite) – different approaches are needed for different ages.</li> <li>Talk to parents who are less involved about what support they would find helpful.</li> <li>Plan and monitor to progress towards defined aims.</li> </ul> <p><b>2</b> Provide practical strategies to support learning at home</p> <ul style="list-style-type: none"> <li>For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes.</li> <li>Tips, support, and resources can make home activities more effective – for example, when they prompt longer and more frequent conversations during book reading.</li> <li>Book gifting alone is unlikely to be effective, but carefully selected books plus advice and support can be beneficial for supporting reading.</li> <li>Support parents to create a regular routine and encourage good homework habits, but be cautious about promoting direct parental assistance with homework (particularly for older children).</li> <li>Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks.</li> <li>Consider initiatives to encourage summer reading: these have some promise but are not widely used at present.</li> </ul> <p><b>3</b> Tailor school communications to encourage positive dialogue about learning</p> <ul style="list-style-type: none"> <li>Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</li> <li>Examples include weekly texts sent from school to parents, and short, timely letters.</li> <li>Impacts from such approaches may appear small but they are generally low cost, and straightforward to introduce.</li> <li>Messages are likely to be more effective if they are personalised, linked to learning, and promote positive intentions by, for example, celebrating successes.</li> <li>Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. Currently around half of parents say that they have not been consulted.</li> <li>School communications may be particularly important for engaging some parents who could play an important role but may have less contact with school.</li> </ul> <p><b>4</b> Offer more sustained and intensive support where needed</p> <ul style="list-style-type: none"> <li>Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be needed to use resources effectively and avoid widening gaps.</li> <li>Communicate carefully to avoid disempowering, blaming, or discouraging parents. Focus on building parental efficacy – that they are skilled partners and can make a difference.</li> <li>Encourage a consistent approach to behaviour between parents and the school, for example, by sharing expectations with parents.</li> <li>Offering more structured, evidence-based programmes can help to develop positive behaviour and consistency where needs are greater.</li> <li>Plan carefully for group-based parenting initiatives (such as regular workshops). A consistent time and location, face-to-face recruitment, training materials, and an informal, welcoming environment are the most important factors for parents to attend group sessions.</li> <li>Consider offering regular home-visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings, and for building relationships.</li> </ul> </div> <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
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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

**IMPROVING LITERACY IN SECONDARY SCHOOLS**  
Summary of recommendations

- 1 Prioritize vocabulary**  
Literacy is key to learning across all subjects in secondary school and a strong foundation of vocabulary is vital for success in all subjects.
- 2 Provide targeted vocabulary instruction in every subject**  
Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- 3 Develop students' ability to read complex academic texts**  
Training focused on reading complex texts is key to help secondary school students access and use academic language.
- 4 Break down complex writing tasks**  
Writing is challenging and students in every subject will benefit from explicit instruction in how to improve their writing.
- 5 Combine writing instruction with reading in every subject**  
Combining reading activities and writing instruction is key to improve students' skills in both reading and writing.
- 6 Provide opportunities for structured talk**  
Talk matters, both in its own right and because it is a key to success in all subjects.
- 7 Provide high quality literacy interventions for struggling students**  
Schools should expect and proactively plan to support students who are struggling with literacy, particularly in Year 7.

## Recommendation 7 from EEF improving literacy in secondary schools

**MAKING BEST USE OF TEACHING ASSISTANTS**  
Summary of recommendations

- 1 The effective use of TAs under everyday classroom conditions**  
TAs should not be used as an informal teaching resource for struggling pupils.
- 2 TAs to add value to what teachers do, not replace them**  
TAs should be used to support the teacher's role, not replace it.
- 3 TAs to help pupils develop independent learning skills and manage their own learning**  
TAs should be used to help pupils develop independent learning skills and manage their own learning.
- 4 TAs to help pupils develop independent learning skills and manage their own learning**  
TAs should be used to help pupils develop independent learning skills and manage their own learning.
- 5 TAs to deliver high quality one-to-one and small group support using structured interventions**  
TAs should be used to deliver high quality one-to-one and small group support using structured interventions.
- 6 TAs to deliver high quality one-to-one and small group support using structured interventions**  
TAs should be used to deliver high quality one-to-one and small group support using structured interventions.
- 7 Integrating learning from work led by teachers and TAs**  
TAs should be used to integrate learning from work led by teachers and TAs.

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)



<p>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>		
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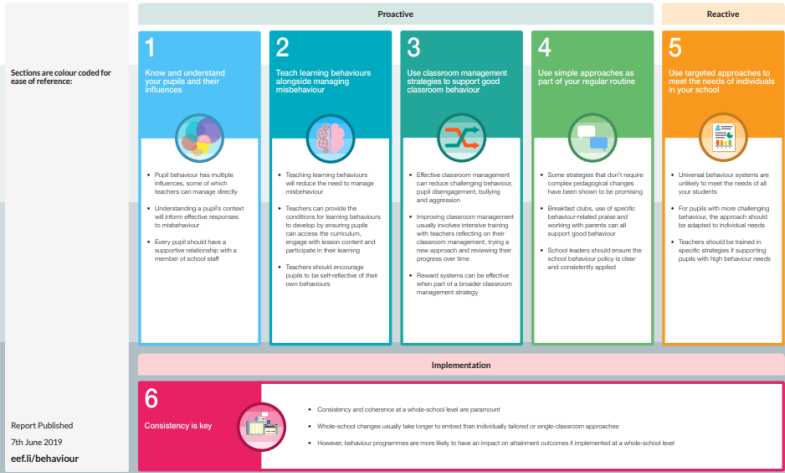
<p>strategic points within their intervention which allows us to monitor their progress accurately.</p>		
<p>RAP – Y11 linking attendance, behaviour and attainment. Team around the cohort approach to ensure rapid intervention is implemented to improve attendance to school, preparation for assessments 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><a href="https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance">https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance</a></p> <p><a href="https://explore-education-statistics.service.gov.uk/find-statistics/student-attendance-in-schools">https://explore-education-statistics.service.gov.uk/find-statistics/student-attendance-in-schools</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	2 & 4

<p>Continuation of pastoral care model to support all students.</p> <p>Attendance and Pastoral teams to support targeted groups who are at risk of school refusal.</p> <p>Continued implementation of learning behaviours model for staff and students.</p> <p>LSAs supporting SEND attendance each morning, check in with students and ensuring they are set up for the day.</p>	<div data-bbox="384 168 523 226">  Education Endowment Foundation </div> <div data-bbox="975 168 1173 226"> IMPROVING BEHAVIOUR IN SCHOOLS Summary of recommendations </div> <div data-bbox="384 241 1173 712">  <p>Sections are colour coded for ease of reference:</p> <p>Report Published 7th June 2019 eef.li/behaviour</p> </div>
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<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. 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
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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
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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