

Pupil premium strategy statement The Stanway School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 (academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

We believe in maximising the use of the Pupil Premium grant by using a 3 year, long term strategy. We are able to use a range of interventions to make improvements to outcomes and improve students' readiness to learn. We have identified areas (barriers to be addressed - see pages below) and suggested interventions, key actions needed and have allocated the budget accordingly.

School overview

Detail Data	
School name	The Stanway School
Number of pupils in school	1356:IDSR 1401:GO4
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2025
Statement authorised by Mr Jonathan Bland (Pupil premium lead Mrs Rachel Braniff Governor / Trustee lead Mr Stephen Whitfield)	

Funding overview

Detail Amount	
Pupil premium funding allocation this academic year	£177450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£177450
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: Pupil premium strategy plan

Statement of intent

At The Stanway School, we recognise the importance of ensuring that all students, whatever their background or circumstance, are provided with an education of the highest standard. This will ensure that all of our students are equipped with the knowledge and skills they require for successful education and also for their futures.

We have a culture of:

- High expectations
- Positive relationships
- inclusivity

The profile of the Pupil Premium Grant is of great importance and this is reflected with the lead role being a Deputy Headteacher, illustrating the seriousness with which the progress, attainment and wellbeing of these students is taken at the school.

Our Strategy plan covers three academic years and draws heavily on the work of The Education Endowment Foundation and National Education Trust's 'Tackling Educational Disadvantage: A toolkit for Essex Schools'. It focuses on removing the achievement gap between those students whom we receive the PPG and their peers. This strategy has been written after comprehensive review of the current and previous provision and a review of research.

We aim to ensure that our curriculum meets the needs of all of our students. Our curriculum offer expands beyond the classroom and into our extra curricular offer. We offer a wide range of extra curricular activities, trips and leadership positions to students to develop their confidence and expand cultural experiences. We aim to ensure that no students miss out in these opportunities due to financial circumstances.

Disadvantage at The Stanway School might include, but is not limited to:

- Social isolation
- Communication and language difficulties
- Limited cultural experiences
- Reduced personal development
- Limiting financial circumstances

Children say 'they find labels marginalising; they are often accompanied by a sense that each label leads to a drop in ambition.' At The Stanway School – we want to move away from labels and create a culture of 'knowing our pupils and helping them to overcome their personal barriers. 'This will lead towards a system of practical help focused in achieving outcomes' The Stanway School's strategy aims to reduce all aspects of inequality. Our approach is rooted in tackling the literacy gap in the classroom and other significant causes of disadvantage.

We work hard to address these core elements:

1. Identification of need - Improving staff knowledge and skills – Staff must be aware of, and equipped to tackle, the barriers facing our disadvantaged pupils. Assumption will be replaced with knowledge in a true 'know your class culture'. This will lead to intelligent intervention.
2. Attendance - ensuring pupils attend school and where there are barriers they are supported in overcoming them

3. Engagement - we will work to ensure that there is a no opt out ethos in the school and that pupils take part in school life, lessons and feel success and belonging.
4. Communication - Language and communication skills are a crucial foci – We will ensure pupils can demonstrate their understanding, express their feelings and ask questions. We will support pupils to participate, to be articulate and confident when expressing themselves in a range of situations. Fluency in reading and/or limited vocabulary – We will help all pupils access the wider school curriculum through reading. We will:
 - Plan for No Opt Out in the Classroom
 - Support reading across the curriculum
 - Teach vocabulary for oracy, reading and writing

These four strands feed through our Disadvantage plans, our quality of Education plan and monitoring and are linked closely to the School Improvement Plan, CPD overview and Essex's Ordinarily Available.



Challenges

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

disadvantaged pupils.

Challenge	Reason and Detail of challenge
1	<p>There is a variation in the level of engagement of some Pupil Premium students. Engagement with school is an issue for some students for whom we receive the PPG. This takes different forms such as: low attendance, poor parental attendance at school events, low engagement with reports and low take up for trips, school leadership positions, teams and competitions. There are numerous reasons such as: financial, lockdowns, aspirations, parental perception of schooling.</p> <p>We need to provide high quality CPD to ensure that opting out of learning, and school life, is limited, if not eradicated.</p>
2	<p>Overall attendance of disadvantaged students is lower than non disadvantaged students.</p> <p>We need to identify the barriers to 'good' attendance and work with families to improve attendance.</p>
3	<p>On average the completion of homework by students for whom we receive PPG is of a poorer standard than others (measured by termly Attitude to Homework grade).</p> <p>We need to identify and support students for whom this is applicable to make positive changes.</p>
4	<p>On average students for whom we receive PPG have lower progress scores than their peers.</p> <p>We need to identify and support students for whom this is applicable to make positive changes.</p>
5	<p>On average students for whom we receive PPG have lower termly Equipment scores than their peers. This highlights that a small minority of students are not as well prepared for learning as they could be.</p> <p>We need to identify and support students for whom this is applicable to make positive changes.</p>
6	<p>On average students for whom we receive PPG receive fewer positive behaviour points and more negative behaviour points than their peers.</p> <p>We need to identify and support students for whom this is applicable to make positive changes.</p>
7	<p>On average students for whom we receive PPG are less likely to have a reading age in line with their chronological age.</p> <p>We need to identify and support students for whom this is applicable to make positive changes. This relates to our 'Communication Action Plan'.</p>
8	<p>There is a variation in the level of engagement of some Pupil Premium parents.</p> <p>We need to engage parents in the progress of their child and engage them in supporting their child whilst at school.</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
<p>1 - Pupil Premium eligible students attainment and progress remains positive and at least inline with non-PP pupils.</p>	<p>Identification In order to ensure that we are aware of barriers and able to start to overcome them we need to know our pupils. Without knowing pupils and knowing if they can access learning based on SEMH, reading, writing and speech and language we will not be able to support them through intervention and well planned lessons. These areas cover the predominant barriers to progress that manifest in: Non-attendance at school Poor behaviour choices Disengagement in lessons Disengagement in school life We need to ensure that we know our pupils, how they learn best and what their barriers might be. We are providing teachers with the following information:</p> <ul style="list-style-type: none"> ● Reading age and ability test ● No more marking - writing ability indicators ● Speech and language assessments ● PASS - SEMH assessments that show emotional wellbeing <p>These will provide information on each pupil. It will mean that the barriers will be known and intervention and support can be put in place to overcome any barriers. This has two levels: Teacher / class level; - we need staff to be aware of the disadvantaged pupils in their classes but more importantly we want to be able to provide data on the pupils that tells the teacher the barriers that may exist. Pupil - cohort level - we have a new testing regime for yr 7 which will be rolled out annually. This will enable trends to be visible and actioned. By the end of this strategy all staff will have the knowledge on entry for the pupils they work with. This knowledge will allow the HOY, SENCO and PPG Lead, through the LAB meetings, to consider their barriers and plan for the more efficient way to overcome them. We will provide the right interventions for pupils and we will address individual pupils' needs in lesson planning. Interventions will include: -Self Esteem - reflecting on self -Anxiety - coping skills for moments of anxiety -Respect - focusing on body language and responses to situations -Reading Interventions - to develop reading skills and reading comprehension skills -Literacy Interventions - developing ability to communicate through writing. Speech and -Interventions - developing verbal communication -Meetings with KS3/4 Maths and English coordinators and</p>

HOF's (where appropriate) to implement timely, appropriate interventions of support.

- 1:1 tutoring in Maths and English. Both in-person and online.
- Ensure strong take up at after-school revision catch-up session (Period 6's) in both English and Maths.
- 1:1 Pupil Premium Lead meetings with students to help implement timely, appropriate interventions.
- Pupil Premium lead will attend 3-weekly 'Progress 8' meetings to monitor and track student progress in both English and Maths.
- Pupil Premium lead will attend Mini Progress Evenings to discuss bespoke interventions to best support students in English and Maths.
- Pupil Premium lead will attend half-termly Parent Pledge meeting
- The Link (internal alternative provision) to provide timelimited bespoke learning for pupils where full time mainstream learning is not appropriate at that time.

2 - Improve Attendance to be in line with non-PPG pupils

Currently disadvantaged pupils are in school less than non-disadvantaged pupils. We need to review our attendance procedures to ensure that they are robust and tackling the non-attendance of disadvantaged pupils. Without good attendance pupil disengagement and the gap between disadvantaged and non disadvantaged will increase. We have allocated an Assistant Headteacher to lead attendance as we feel that it is an important factor in the success of our disadvantaged pupils.

Our Three Year Trend is below:

Year	All Attendance	National Average All Attendance	PPG attendance	National Average PPG Attendance
2023-24	94.1%	92.9	88	No National Data
2022-23	92.1	91.2 - Aut 91.3 - Aut & Spr 90.2 - DfE experimental data for end of year	86.1 to Autumn 85.9 to end of year	86.9 - Aut 72.1 - Aut & Spr <i>no whole year data yet</i>

2021-22	91.6	91	88	75.2
2020-21 (covid Impact)	95.9	94.5	93.2	76.3

We need to be robust in our actions following tracking of attendance. We need to work with parents to ensure that pupils attend school. We have adapted the Sigma Attendance Strategy which aligns to the Essex Attendance strategy and we use an outside attendance company for support. However, we identify that we have to improve attendance for those pupils that have not become Persist Absent, and are supported by the external company that works with us.

We need to address attendance of PPG pupils. We have a well structured process that aligns to the Essex Attendance strategy and uses an outside attendance company for support. However, we identify that we have to improve attendance for those pupils that have not reached Essex threshold yet. We are using our newly appointed PPG Lead to focus on key pupils and their engagement in school and attendance to school. We also have structured staffing so we have a team of EBSA staff, who are able to deliver EBSA interventions to students that have barriers to attending school.

We also have an Assistant Headteacher that is responsible, with the SLT behaviour team and DHT Pastoral and Behaviour, for attendance. His focus will be the robust monitoring and actions needed to improve the attendance of disadvantaged. He will be supported by the PPG Lead. The PPG Lead has a group of key pupils that is being monitored and focused on for attendance improvements. There is also a group that is invited to a morning breakfast club to help provide a settled and calm start to each day.

-The EBSA and attendance team, and PPG lead will meet regularly to address areas of poor attendance. Meetings will be held (if applicable) to remove any barriers to engagement within school

-Pupil Premium Lead meets regularly with the attendance and welfare officer to track and monitor student attendance across Years 7 – 11. Appropriate interventions follow.

- Praise and reward strategies celebrate good attendance where appropriate.

- Regular meetings with DHT (Behaviour and Attitudes) to track and monitor Pupil Premium attendance.

- To maintain a high level of communication between all stakeholders, ensuring all barriers are removed.

- Free School Meal eligible student accounts are regularly monitored to ensure students are appropriately fed during

	<p>the school day.</p> <ul style="list-style-type: none">- Track and monitor mental health interventions and support alongside relevant HOY and AHOY
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3 - A consistent approach is taken to learning across the whole school and engagement in school life and learning is improved

Engagement

Passive learning asks pupils to perform low-level thinking such as defining, duplicating, listing, memorising, repeating or reproducing. Successfully introducing students to active learning will shift to skills such as: analysis, synthesis, evaluation, construction.

We want to ensure that pupils are not opting out of:

Learning in the classroom,

Activities outside of the classroom,

Extra Curricular activities, events and trips

We want to eradicate passivity in school and ensure through high quality teaching that pupils are engaged in life at The Stanway School.

Data suggests that disadvantaged students may lack funds to support their additional learning needs such as extra-curricular clubs (for example, music tuition), resources & uniform.

We also wish to see an even greater uptake of PPG student involvement in extracurricular activities and wider school life in general, for example taking part in the school play or the musical concerts that have been organised. We are employing greater tracking to monitor student engagement and offer student opportunities beyond the curriculum. Our data also shows that disadvantaged pupils lack self-regulation strategies and/or the necessary skills to modify their behaviour/s or they struggle to manage emotions such as anxiety and low self esteem. Often they respond to situations with fight, flight or freeze.

Currently some disadvantaged pupils are supported with anxiety through reintegration reduced timetables, the Hubs, HOY team support. We are lucky enough to have dedicated student hubs that offer additional support to students Academic, social and mental health interventions and safe space for some of our more vulnerable students. They are supported with interventions such as Talkabout, Zones of regulation and mentoring. Hubs have had a significant impact on our more vulnerable students. We aim to make this more intervention supported and actively work with pupils, their families, internal interventions and external interventions in order to help them overcome their barriers and provide them a tool kit to help to self regulate when heightened emotionally. We have also funded a fleet of 25 bots to support pupils with reintegration plans so attendance in school can be accessed.

-We re-launched The Stanway Standard for learning (for pupils)

-Launch - 'The Stanway Way' (for staff)

-Launch of the 'Stanway Scholars' programme across KS3 and KS4.

- 'Positive' and 'Attitude to Learning' student reports issued

- to those who are struggling to engage in lessons.
- PPG relevant strategies are continuously shared with staff and monitored to ensure all student needs are being met.
- Pupil Premium lead will work closely with students and their families to remove barriers that may be stopping them to attend extra-curricular and other enrichment activities.
- Celebration/ acknowledgement of student success across all areas of school life.
- 1:1 intervention by the Pupil Premium Lead where Attitude to Learning is of a concern.
- Use student and parent voice to analyse the impact of current strategies to help raise pupil engagement levels inside and outside of the classroom.
- 1:1 tuition (online and face-to-face) in English and / or Maths provided to build confidence and understanding.
- Ensure all disadvantaged students have access to ICT and WIFI at home.
- Peer to peer subject specific support from sixth form mentors, where needed.
- Year 11 students to have a 1:1 meeting to discuss options, next steps moving forward and to raise aspirations if applicable.
- All Year 10 and 11 students to receive career advice interviews.
- Educating staff on how to best utilise Pupil Premium funding.
- Continue to increase the uptake of disadvantaged students participating in DofE programme.

The outcome will be seen through reduced behaviour incidents, less fixed term exclusions and a decrease in reduced Provision and Alternative Provision for disadvantaged pupils.

Parent Engagement

- Termly parent surveys will be sent home to ascertain the schools' current strengths and areas for further development.
- Half-termly communication home via letter re. student Pupil Premium eligibility.
 - 'Revise With Your Child' events.
 - Information / parents' evenings.
- Progress meetings.
 - Pre-exam Pupil Premium Lead information letter home to parents.
 - Pastoral team increasing contact via text, email and phone prior to an event.
 - Pupil Premium Lead directly contacts most vulnerable families in advance of the event to ensure they attend.

4 - Continue to reduce the number of Pupil premium eligible students with communication skills below their biological age

Communication: It is important that pupils are equipped with the tools for clear and confident communication. Not only will this help them to make progress in school and to be engaged in school life but it is also a life skill that will be needed. We are aware that disadvantaged pupils do not always have the confidence, the vocabulary and the syntax to communicate their needs, thoughts and feelings out of their friendship or family group. We will ensure pupils can demonstrate their understanding, express their feelings and ask questions. We will support pupils to participate, to be articulate and confident when expressing themselves in a range of situations.

Alongside this sits the need to be able to develop fluency in reading. We need to help all pupils access the wider school curriculum through improving their reading skills.

The communication skill of individual pupils is a limiting factor and barrier to their learning and progress. This barrier impacts across all lessons and can manifest itself as non-attendance, behaviour issues, engagement issues and low attainment. In 2023-24 we are investing financially and in time to a whole school approach.

On entry students now complete an NGRT reading assessment and a speech and language assessment, those in stanine 1 and 2 are brought on to the SEN register and complete an AFALS assessment to inform intervention.

Reading Intervention

Some identified pupils have received reading intervention (Reading Fluency) in 2022-23. The average improvement was an increase of 0.96 (ALL) and 0.62 (PPG). This intervention will continue to be funded for 2023-24. We also have two staff that deliver interventions in English. there has been impact as follows:

0.7 of a grade ALL (with 1.8 increase in Y10). This progress is matched with PPG pupils. For 2023-24 we are focusing this intervention on question 5 for the current yr 11 PPG pupils.

The two Q5 are writing questions that total 50% of the overall grade. Exam question analysis shows this is currently where most marks are lost.

Alongside these interventions we are rolling out a reading intervention that will focus on pupils below centile 3. The Learning Resource Centre will become the central base for our reading intervention. We will train Learning Support Assistants to deliver the reading support. It will work on a 'little and often' ethos. We are committing to this intervention and investing time and resources as we believe the outcomes will make a difference across subjects and a difference to life opportunities for our young people.

We will also be committing to supporting pupils with speech and language difficulties. We believe that reading, writing and speaking ability underpin pupil progress.

	<p>The outcome will be that pupils will be better at communication, both verbally and in their written responses. This will be seen through reduced behaviour incidents, less fixed term exclusions and a decrease in reduced Provision and Alternative Provision for disadvantaged pupils.</p> <ul style="list-style-type: none"> -KS3 breakfast book club. -Reading Champions -Reading Fluency -Form Time Reader -Reading Rewards - Working alongside DHT (Quality of Education), SENCO and English coordinator to monitor disadvantaged reading progress across KS3 and implement the whole school reading strategy to support their development.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost:

£ 112450

Activity	Evidence that supports this approach	Challenge Address
<p>Whilst we recognise there is a need to support pupils financially with the supply of items: study guides, PE kits, art materials, and ingredients for cooking etc, we acknowledge that there will be greater impact when the PPG funding is used to improve the quality of teaching and learning in the timetabled lessons. We are investing in improving teaching and learning through CPD that will be frequent and focused. We</p>	<p>Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that “small group and 1:1 tuition can boost progress by 3-5 months per pupil” https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp-EEF-Toolkit Sutton Trust 2011 report https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	

<p>will use both hard and soft CPD opportunities.</p> <ul style="list-style-type: none"> • Employment of a PPG Lead (TLR) to support individual disadvantaged pupils • To fund additional English teachers to support in lessons and interventions to provide one to one support and small group interventions. • To train LSAs for reading interventions in small groups and one to one • To fund the deployment of LSAs for reading interventions in small groups and one to one 		<p>1,2,4,5,6,7,</p> <p>1,4,5,6,7,</p> <p>1, 4,5,6,7,</p> <p>1,4,5,6,7,</p>
<p>Good teaching is the most important lever schools have to improve outcomes. It is important that schools consider how children learn, how they can be supported to lay firm foundations for later learning. To foster teaching approaches that ensure long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial to success.</p> <ul style="list-style-type: none"> • Whole staff CPD - staff will receive training & time to implement new strategies. • Whole staff CPD to embed Ordinarily Available • Allocated DHT to identify, support, track and monitor disadvantaged pupils. • CPD for DHT and PPG lead • Low (max 90%) 	<p>EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p><i>Supports QFT (EEF)</i></p> <p><i>More time for planning and QFT and high quality feedback (EEF)</i></p>	<p>1,4,5,6,7,</p> <p>1,3,4,5,6,7,</p> <p>1,3,4,5,6,7,</p> <p>1,3,4,5,6,7,</p> <p>1,3,4,5,6,7</p>

<p>teaching allocation</p> <ul style="list-style-type: none"> • Departments with a significant gap are identified in Exams Analysis and actions are placed in DDP • Whole school focus on Language Development / Reading for which there is a separate development plan in place 	<p><i>EEF Toolkit identifies Reading Comprehension and Oral Language strategies as high impact Essex Disadvantaged Strategy</i></p>	<p>1,3,4,5,6,7,</p> <p>1,3,4,5,6,7,</p>
<p>Additional Strategies: CPD to focus on the I do, you do, we do, modelling, scaffolding, instant feedback, planning for reading texts</p> <ul style="list-style-type: none"> • Review and implementation of the feedback policy. Ensuring feedback is rapid, instant and impactful. • Four strand reading strategy • Support the lowest 20% of readers in KS3 • Ensure an ambitious reading curriculum planned and delivered by the English department Staff development to ensure there is planning for stanine 1-3 readers • Staff development to ensure effective teaching of vocabulary and academic reading (from 2024) • Reading interventions in form time • Research and training on speech and language learning. • Focus on English and Maths HW with Sparx Maths and Sparx Reader. • Support from Sigma Subject Leads • Research and staff training on explicit teaching foci. • Investment in a systematic teaching for readers in Stanine 1-2. • Timetabled reading lesson y7, 8 & 9 	<p><i>Marc Rowland</i></p> <p><i>Reading and metacognition are a focus which EEF identifies as having a large impact.</i></p>	<p>1,3,4,5,6,7,</p>

<ul style="list-style-type: none"> • Timetable form tutor sessions – timetabled sessions for Disadvantage welfare meetings and communication Year 1. • All lessons to begin with prior knowledge checks/recall • CPD Library / provision of focused extracts for all staff • NPQH, NPQSL and NPQML courses available for senior and middle leaders. <p>CPD platform to support coaching</p> <p>CPD platform for research - Evidence Based Education</p> <ul style="list-style-type: none"> • Tailored mentoring and coaching for all trainee and Early Career Teachers. • Regular assessment meetings which focus on PP attainment and assess gaps in pupil knowledge. • Use of Pupil Pursuits to ensure senior and middle leaders jointly check quality of education and share good practice with staff and inform CPD planning. • Fully stocked library with easy access. • Staffed HW Club for 2024 • Faculty specific CPD to focus subject knowledge and key areas of faculty development. 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50000

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> -Purchase Sparx Reader for yr 7,8,9 & 10 -Reading intervention yr 7 -Reading Champions -Reading rewards -Form Time Readers -Purchase license for GLC PASS testing 	<p><u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u></p> <p><u>Improving Literacy in Secondary Schools</u></p> <p><u>word-gap.pdf (oup.com.cn)</u></p> <p><u>Reading comprehension strategies Toolkit Strand </u></p>	<p>1,3,4,5,6,7,8</p>

<p>-Purchase Speech & Language assessments -NGFR assessments -Stanway Scholars - ambition and excellent programme -GLC Progress tests (Year 9, English, Maths & Science) Targeted Intervention lessons in core subjects:</p> <ul style="list-style-type: none"> • Reading interventions • Additional core lessons in KS4 • Revision sessions before and after school • Easter revision school • Numeracy interventions • Careers Curriculum Programme <p>Maths tutor English tutor</p> <p>How to prepare for exams' sessions delivered before each main set of internal exams. 'How to support your child at home' sessions delivered.</p> <p>SENECA Year 11</p>	<p><u>Education Endowment Foundation EEF</u></p> <p><u>EEF Toolkit identifies 1:1 tuition as impactful</u></p> <p><u>EEF identifies the development of metacognition as high impact.</u></p> <p><u>SENECA research basis</u></p>	
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Personal Development and PAstoral Care strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted mentoring & counselling Relaunch wider school activities to promote a sense of belonging Leadership opportunities Inclusive Provision	The relationship between children's wellbeing and their education outcomes (publishing.service.gov.uk) Wider strategies: EEF Toolkit. Overall absence has a statistically significant negative link to attainment. The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)	

<p>in Stanway Forest School Stanway Scholars Free breakfast club for invited pupils Hardship funding for travel, uniform and equipment Attendance interventions and rewards Counselling Services Mental Health First Aiders Subsidised school trips Careers guidance and support Social Skills groups Split Food Outlets Clubs provision</p> <p>Employment of: Aquinas (attendance specialists) to embed principles of good practice as set out in DfE's 'Improving School Attendance'</p> <p>Curriculum enrichment support</p> <p>Daily Homework Club with IT facilities</p> <p>Staff CPD: Trauma Perceptive Practice training for staff Behaviour interventions:</p> <p>Bespoke Alpha project, focussing on redressing</p>	<p>Just one day off can hamper children's life changes - gov.uk (www.gov.uk)</p> <p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Children with higher levels of emotional, behavioural, social and school well-being, on average, are better engaged and have higher levels of academic achievement and attendance. Children's measures of school well-being have been found to be associated with academic progress in secondary school. Research shows that overall absence has a negative link to attainment with every extra day missed associated with lower chances of achieving 5 or more good GCSEs.</p> <p>https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf</p> <p>EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p>	<p>1,2,3,4,5,6,7,8</p>
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<p>'alpha' behaviours Bespoke interventions for Respect, Self Esteem and Anxiety 1:1 / small group sessions with key PPG pupils - Targeted motivational support CPD for key staff to deliver intervention</p>		
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Total budgeted cost: £ [222,438]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

One of our aims was to create a sense of belonging within the school and especially for the vulnerable pupils. Our annual Student Voice Conference and regular student voice have demonstrated a greater sense of belonging. PPG students have a bespoke group, along with other student demographic groups in the Student Voice Conference. This means that PPG voice can be captured independently of other student groups, as well as being tied in with overall student views. The Student Voice prefects, the School Council, and particularly the Senior Prefect Team have worked tirelessly, in conjunction with SLT, to push the agenda of the students and action appropriate change. Student Voice events are now being run throughout the academic year in order to capture the views of students more regularly on a number of targeted topics. A proportion of PPG students in line with the percentage of the whole school population will be captured amongst this.

We appointed two Senior leaders, one for each key stage to oversee the pupils and in particular create a sense of belonging.

In 2023/2024, 7.69% of Year 8 Assistant Prefects were PPG, 11.11% of Year 9 Deputy Prefects were PPG, and 11.84% of Year 10 Prefects were PPG. We noticed this was an improvement area moving forward. For prospective applications in the 2024/2025 academic year, PPG applications were at 16.6% in Year 8, whereas there were slight drops in PPG applications for Year 10 and Year 11, despite targeted support from the PPG lead/form tutors. The Senior Prefect Team has 1 PPG representative, amounting to 10% of the total group. Leadership opportunities are afforded to PPG students on an individual basis in order to maximise belonging. For example, recently 3 PPG students supported the 'Say Yes to the Prom Dress' event having been asked by an Assistant Head of Year. We completed half term rewards which were awarded to around 400 students each half term (PPG 9%). In the final half term we awarded the subject awards for the year, which went to 280 students. (PPG 8%).

We have trained a team in attendance interventions and EBSA interventions to support attendance. We also purchased a fleet of 25 bots to support pupils in accessing live lessons where there were barriers to attending.

We supported travel and trips costs to develop cultural capital experiences for over 70 pupils -. We also purchased revision materials and work books for over 65 pupils to support them with their studies.

We increased staffing in the attendance team and also developed our CPD provision to improve teaching across all subjects. We have increased our CPD provision from 6 sessions an academic year designated to T&L to 40 hours in total, consisting of 15 hours whole school CPD sessions and 15 hours department CPD, as well as two INSET days of 5 hours. We also equipped all classrooms with mini-wipe boards after training staff in rapid feedback techniques and low stakes questioning.

Individual pupils are now attending school after intervention with a bot as part of a reintegration plan. The number of pupils that are not able to attend school in a full time capacity and/or require alternative provision has reduced considerably and there is greater access to in school learning.

PPG ATTENDANCE

Attendance:

	Year to 14/10/24	National Average	School Last Year	National Average Last Year
Whole school	94.1%	92.9	93.1	90.9 (not verified yet)
PPG	88	No National Data	87.8 (Autumn Term) 87.1 (Whole Year)	No National data
NPPG	95.3	No National Data	93.9	No National Data

Persistent Absence:

	Year to 14/10/24	National Average	School Last Year	National Average Last Year
Whole school	15.6	20.4	17.1	
PPG	28.4	No National Data	32.2 (Autumn Term)	No National Data
NPPG	8.5	No National Data	16.5	No National Data

Clubs

Currently we have 33% of students registered for a club, 14% of whom are PPG eligible and 12% of whom are SEN. However, registration is just step 1. We now need to support students to be attending regularly and this will be a focus for 2024-25.

In 2024/25 there are 43% of the current student population registered for an extra-curricular activity with 14.5% PPG eligible and 11% SEN. During half terms 1 & 2, attendance is being monitored through Arbor. Clubs are advertised via the school bulletin to parents and on the screens for students. In half terms 3 & 4 there will be more direct promotion to students who are either SEN and/or PPG. In order to increase the number of experiences available for pupils we have offered staff the opportunity to provide a club in place of a break duty - this has increased our club offer for pupils.

Trips

We are trying to offer even more trips, but more local, affordable ones. The aim is to be able to offer the same percentage of places to PPG students as there are in the school. The HST are going into Pastoral meetings in October to promote more FT/Year team trips eg Bowling, Laser Tag, Air Hop. In all trip letters parents are encouraged to ask if financial support is needed.

In 2023-24 we support 95 pupils to attend trips. We have two tiers of support - Curriculum based trips that support learning directly and non-curriculum trips that provide opportunities for cultural capital experiences to take place. We found that the more expensive trips were the cultural and non-curriculum based trips and these were the ones that parents requested financial support with. Curriculum trips tend to be less expensive which made be why we received less requests for financial support.

Every term a data drop (pastoral and academic data) is completed for looked after children, previously looked after children, and children with a social worker. Areas of improvement for looked after children are identified and included in the PEP planning process, with associated targets created and PP+ funding requested from the Virtual School. Areas of improvement for previously looked after children are identified and internal requests for support are sent to subject leaders and senior leadership in charge of SEN provision and wellbeing. More often than not these requests are agreed to and students receive both pastoral and academic support based on need. If need cannot be met within school, external provision is used. For example we have 1 previously looked after student accessing Learning Academies 1-1 online tuition for core subjects. In addition, if there is a particular SEMH need, PP funding is targeted accordingly. For example we fund external attachment / trauma specialist therapy for one student who is adopted from care. In total, based on census numbers, previously looked after children account for £61680. At this time, no additional funding is allocated for children with a social worker, but these students are given a bias towards internal interventions and support.

Speech and Language Difficulties

In 2023-24 we began work to improve speech, language and communication skills in our students who are vulnerable to underachievement, this was done as a key strand of schools' SEND and disadvantage strategies. The data featured on all schools' PPG plans under the 'targeted academic support' section as well SEND Improvement Action Plans on 'Evaluate My Schools'. For 2024-25 it is included in the new style Headteacher's Report to Local Governing Committees and will feature in the second round of SEND Governor visits and desktop reviews. We are working with Sigma Trust to ensure that this information is also accessible for teachers, alongside NGRT & NMM to complete a richer profile of our students on entry.

2024-25 Year 7 pupils have been screened and we have 18 pupils that are to be added to the SEND register and have their needs addressed through intervention.

Teaching staff and parents need to be informed of students' SLCN profiles and interventions should start as soon as possible after half term so that they can support students' language development holistically. The Trust has commissioned an independent Speech and Language Therapist to support the delivery of the specific intervention sessions in the Spring & Summer Terms. I will be sharing our Trust wide SLCN headlines with them and a range of other partners, including the EEF, Unity Research School (Marc Rowland) and the Local Authority SLCN team at the end of November.

Reading Interventions

NGRT reading tests are completed twice a year for Year 7 and 8 to monitor reading trends. For Year 8 (our current year 9s) following their test in March, the gap between FSM and non-FSM has reduced. There was a 10.8 SAS point gap in summer of year 7, which is now down to 8.8. There was an 18% SAS point gap between FSM and non-FSM in the summer of year 7, which is now down to 9% - half of what it was before. For Year 7 (our current year 8s) there was a SAS gap of 4 at the start which has reduced to 2.8. For KS4 interventions, our PPG students had all improved their grade following mock results compared to 81% of non PPG. 87.5 % of PPG students reported an improvement in their confidence scores. All LAC/ PLAC students are identified as a priority to receive some level of English intervention this year, to develop their reading and communication skills. They are grouped based on their need so support is targeted and students are coming out of non core subjects in order to remain in English lessons, ensuring they do not miss out on high quality teaching.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme Provider
Rally Sport Dedham Therapy Farm Wellies On CTP New Approach Hatfield Wick Education Circles Tutoring Services

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure Details

How did you spend your service pupil premium allocation last academic year?

We have a range of pastoral staff available to support service pupils within the school environment including access to SWIS (Social Workers in School) and other provisions, as need is identified. We have a named member of staff who is the link to support our Service Premium Students and their families. We also trained a team in attendance interventions and EBSA interventions to support attendance.

What was the impact of that spending on service pupil premium eligible pupils?

A number of students & families have been supported pastorally. Service students feel part of the Stanway School community. We also have regular links with the British Army and Navy. We have taken pupils to Portsmouth as well as had regular workshops in school. Our aim for 2014-25 is to offer more opportunities for the service children to come together. In 2024-5 we are offering lunches and reward trips for those pupils that are young carers and also service children. The aim is to bring them together as a group and provide an opportunity for reflection, support and discussion.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.