

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 2024
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	£170,826
Recovery premium funding allocation this academic year	£51,612.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£222,438
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.

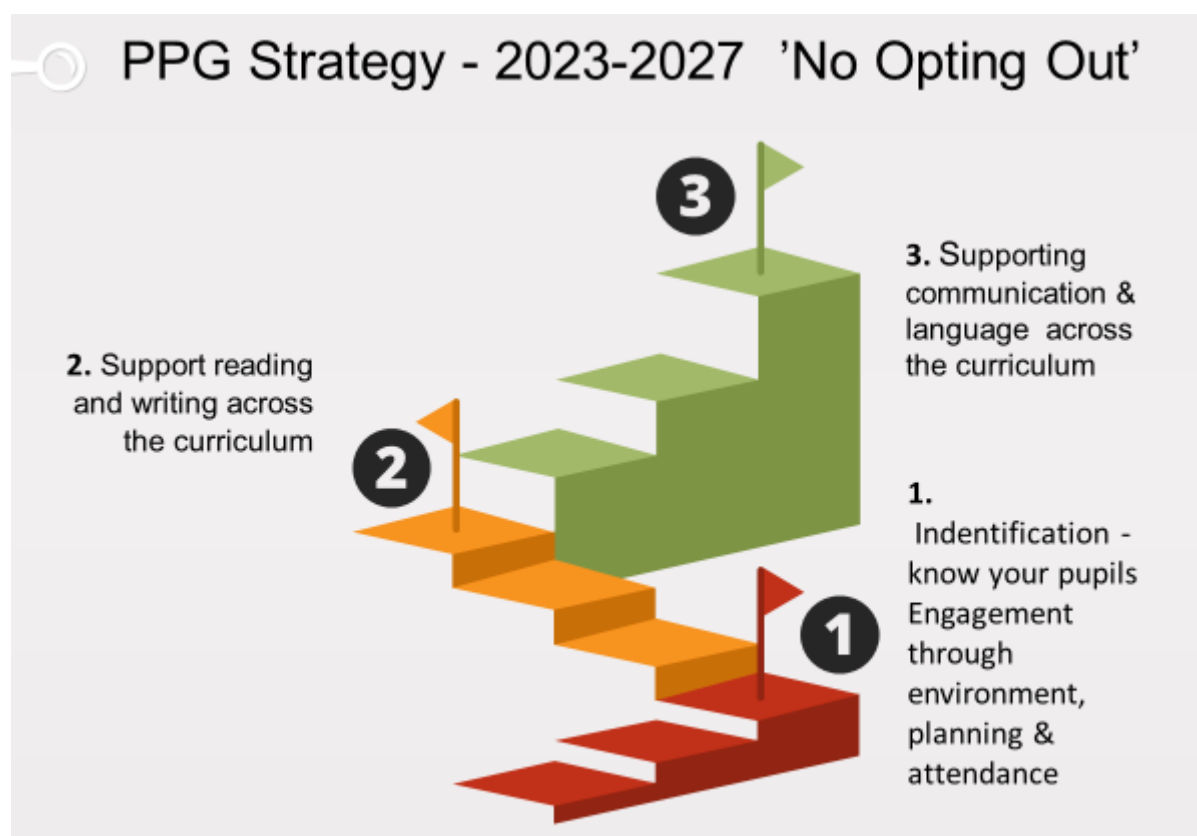
We work hard to address these core elements:

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> <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>
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 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>
4	<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>
5	<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>

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>By the end of our current plan in 2026/7 KS4 outcomes of our disadvantaged cohorts will have improved and the gap will be lessened. Reading age results show sustained improvement in comprehension and inference and student confidence</p>
<p>2 - Improve Attendance to be in line with non-PPG pupils</p>	<p>The % of all students who are persistently absent will have reduced and the attendance and lateness of disadvantaged students will have improved.</p>
<p>3 - A consistent approach is taken to learning across the whole school and engagement in school life and learning is improved.</p>	<p>Student voice, learning walks and lesson observations will demonstrate that students are more able to regulate their own learning and staff provide modelling of this. Student voice will also show a greater sense of belonging. This evidence will be supported by scrutiny of extended learning data and Teacher Inquiry Question outcomes. Staff voice via Google Forms and review of behaviour for data by AHTs Pastoral will also be evaluated.</p>
<p>4 - Continue to reduce the number of Pupil premium eligible students with communication skills below their biological age</p>	<p>Reading age results show sustained improvement in comprehension and inference and student confidence. Speech and language difficulties rescue over time and pupils' evident ability to communicate effectively.</p>

Activity in this academic year

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

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

£ [109,916]

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 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>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>1,3,5</p> <p>2,3,4</p> <p>1,3,5</p> <p>3,5</p> <p>3,5</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%) teaching allocation ● 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>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><i>EEF Toolkit identifies Reading Comprehension and Oral Language strategies as high impact Essex Disadvantaged Strategy</i></p>	<p>1,2,3,4,5</p> <p>1,2,3,4,5</p> <p>1,2,3,4,5</p> <p>1,2,3,4,5</p> <p>1,3,4,5</p> <p>1,3,4,5</p> <p>1,2,3,4,5</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. <p>Ensuring feedback is rapid, instant and impactful.</p>	<p><i>Marc Rowland</i></p>	<p>1,2,3,4,5</p>

<ul style="list-style-type: none"> • Four strand reading strategy • Support the lowest 20% of readers in KS3 • Ensure an ambitious reading curriculum planned and delivered by the English department <p>Staff development to ensure there is planning for stanine 1-3 readers</p> <ul style="list-style-type: none"> • 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 • 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. 	<p><i>Reading and metacognition are a focus which EEF identifies as having a large impact.</i></p>	
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<ul style="list-style-type: none"> • 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: £ [66,000]

Activity	Evidence that supports this approach	Challenge addressed
<p>-Purchase Sparx Reader for yr 7,8,9 & 10</p> <p>-Reading intervention yr 7</p> <p>-Reading Champions</p> <p>-Reading rewards</p> <p>-Form Time Readers</p> <p>-Purchase license for GLC PASS testing</p> <p>-Purchase Speech & Language assessments</p> <p>-NGFR assessments</p> <p>-Stanway Scholars - ambition and excellent programme</p> <p>-GLC Progress tests (Year 9, English, Maths & Science)</p> <p>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</p> <p>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>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 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>	<p>1,3,4,5</p>

Personal Development and PAstoral Care strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [40,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted mentoring & counselling Relaunch wider school activities to promote a sense of belonging Leadership opportunities Inclusive Provision 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>The relationship between children's wellbeing and their education outcomes (publishing.service.gov.uk) Wider strategies: EEF Toolkit.</p> <p>Overall absence has a statistically significant negative link to attainment.</p> <p>The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)</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/D</p>	<p>1,2,3,4</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 'alpha' behaviours</p> <p>Bespoke interventions for Respect, Self Esteem and Anxiety</p> <p>1:1 / small group sessions with key PPG pupils - Targeted motivational support</p> <p>CPD for key staff to deliver intervention</p>	<p>ocuments/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>	
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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 **2022 to 2023** academic year.

Behaviour

35% of pupils being sent to the reflection room were PPG and 22% were SEND.

We recognise that there are some pupils in these key groups that will benefit from intervention to support behaviour and regulation in lessons.

2022/23	More than 1	Number of exclusions	Number of days
PPG	20	91	289
Non-PPG	19	87	261

2021/22	More than 1	Number of exclusions	Number of days
PPG		31	123
Non-PPG		53	167

Children in Care and Previously Looked After Children

There was intervention for attendance issues with some pupils and it was felt that there was progress and improvement made. Some pupils received funded English and Maths intervention. where this was in place there was progress and learning gaps were closed.

Some pupils were referred to Kids Inspire or received counselling. We recognise that there are pupils that would benefit from some support with their mental health. We will address this in 2023-24.

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). We currently have a group in each Key Stage 3 year that has two lessons a fortnight dedicated to literacy lessons. However, we have assessed pupils for reading age and to identify 'speech and language' barriers. This is impacting pupils across subjects and their literacy barriers are preventing them from accessing learning. Part of our curriculum offer will be interventions that will support their development in reading and speech and language where required. Currently we are researching with Sigma the most effective intervention for reading and will then plan for the implementation for those that need this in their curriculum. We recognise that for some this will be a long term intervention that will be required. We are beginning a trial in Autumn 2 which will involve the use of LSA staff and non-tutor staff with targeted groups of pupils focusing on reading. We will review this at the end of the term.

English Interventions

We 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.

Maths Boosters Y11

We currently have 50 pupils attending a Maths booster session, 11 are PPG (22%) and 8 (16%) SEND. The PPG and SEND pupils are predominantly in a group that is focusing on grade 4 movement. The outcome will be assessed after the Autumn mock examinations.

Whole School Approach to Reading

The reading 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. Please see the other sections of this report for more detail.

Maths Interventions

53 pupils took part and 11 were PPG (20%) - we do not have data on how impactful this intervention is. This is something that we need to make sure that we do moving forward as it is important to measure impact of interventions.

Aspirations: 8 students enrolled and took part in 'The Brilliant Club – Scholars programme. 86% more likely to apply to university as a result of this and 71% feel that if they work hard they will be able to attend university.

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
The Brilliant Club Scholars Programme National Tutoring Programme Department of Education

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.

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.

Our aim for 2023-24 is to provide further support and opportunities for our service families. For example we are running a trip in Autumn to Anglia Ruskin University that has been especially designed for children in service families.

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.