



Pupil Premium Strategy 2024 -2025

Approved by: Mary Massey (Chair of Governors)

Date:

Last reviewed on:

November 2024

Next review due by:

September 2025

Pupil Premium Strategy: Sir William Stanier School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year (2023-2024).

School overview

Detail	Data
Number of pupils in school	700
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022-25
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Liz Robinson – Headteacher
Pupil premium lead	Dan Chapman
Governor / Trustee lead	Mary Massey – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£341,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£341,365

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils include improving their academic performance, increasing attendance, and ensuring they feel valued and supported.

Our strategy is built on understanding the unique challenges faced by these pupils, leveraging our school's strengths in targeted interventions, pastoral support, and community engagement. We aim to provide a holistic approach that addresses not just academic needs but also social, emotional, and behavioural development.

Central to achieving these objectives is providing access to an ambitious and well-sequenced curriculum, delivered by excellent teachers, which is crucial for enabling disadvantaged pupils to make substantial progress in their learning. This strategy has been identified as the most effective means of narrowing the attainment gap between disadvantaged pupils and their peers. Importantly, while our focus is on supporting those who face more significant hurdles, we also recognise the benefits that an enriched learning environment provides for all pupils.

By implementing a curriculum that challenges and engages, we not only aim to improve outcomes for disadvantaged pupils but also to sustain and enhance the educational attainment of non-disadvantaged pupils. This dual focus ensures that every pupil benefits from high-quality teaching and learning opportunities, fostering an inclusive educational atmosphere where every pupil can thrive.

Through this comprehensive and inclusive approach, we are committed to elevating the achievements and well-being of every pupil within our school community, ensuring no child is left behind.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes for Pupil Premium students. Improve outcomes for disadvantaged students by encouraging consistent engagement with the curriculum and school activities. Improve teaching and learning by the development of adaptive teaching.
2	Attendance. Improve attendance of disadvantaged students, ensuring regular attendance to school.

3	Literacy Skills. Addressing the gaps in fundamental literacy skills amongst our disadvantaged students.
4	Aspirations and Broad Experiences: Enhancing aspirations by providing a wide range of experiences that enrich pupils' knowledge and understanding of the world, encouraging them to aim higher in their educational and career goals.

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
Improved Outcomes for Pupil Premium students.	Improved outcomes for disadvantaged students, continued trend of a reducing gap between disadvantaged and non-disadvantaged in outcomes. Increased engagement in school activities, coursework completion, and homework submission rates.
Improved Regular Attendance	Achieve and maintain an attendance rate that meets or exceeds national averages for similar demographics. Success will also be measured by a reduction in the number of persistent absentees among disadvantaged pupils.
Enhanced Literacy Skills	Narrowing the gap in literacy between disadvantaged pupils and their peers, as evidenced by internal assessments and standardised tests. Success will be indicated by improved scores in reading.
Elevated Aspirations and Broadened Experiences	Increased participation in extracurricular activities, field trips, and university visits. Success will be measured by the number of disadvantaged pupils engaging in these activities and expressing a broader range of educational and career aspirations.

Activity in this academic year

Through these carefully considered activities and interventions, we aim to address the specific challenges faced by our disadvantaged pupils, ensuring they receive the support necessary to grow academically, socially, and emotionally. Our strategic allocation of the Pupil Premium funding reflects our commitment to not only enhancing the educational journey of these pupils but also to laying a strong foundation for their future success.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £279,840

Additional staffing and resources in the following areas.

- Teaching Staff
- Student Welfare Officers / Attendance support
- Teaching Assistants
- Education Software & Licences (General Curriculum, MFL, Maths, SEN)
- Books & Curriculum Materials related to specific subjects (e.g., English, Maths, Science)
- Educational Equipment (not IT) and Educational IT Equipment
- Exam Resources

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing Regular Attendance: We will continue utilising attendance calls and deploying School Welfare Officers (SWOs) to closely monitor attendance patterns.</p> <p>This proactive approach aims to identify early signs of absenteeism, allowing for timely interventions to encourage and sustain regular attendance among our pupils.</p>	<p>The EEF's "School Attendance: Evidence Review" (2021) outlines various strategies that have been effective in improving pupil attendance, including monitoring and personalised interventions.</p> <p>Similarly, the Department for Education's guidance on improving school attendance (DfE, 2020) emphasises the role of targeted support and early identification of attendance issues.</p>	1,2
<p>Holistic Pupil Support: Maintaining our commitment to ensuring that every child has a champion, we will provide robust support through our pastoral teams.</p> <p>These teams, deeply rooted in understanding the unique fabric of our community, play a critical role in the holistic development of each pupil, addressing not only academic concerns but also emotional, social, and behavioural needs.</p>	<p>The EEF's "Social and Emotional Learning" report (2019) highlights the positive impact of comprehensive support on pupils' academic and social-emotional outcomes.</p> <p>The DfE's guidance on mental health and behaviour in schools (DfE, 2018) further supports the need for holistic approaches to pupil wellbeing.</p>	1
<p>Broadening Educational Experiences: To elevate aspirations and broaden experiences, we are committed to offering an array of learning opportunities.</p> <p>This includes the Year 11 intervention plan, which is designed to provide targeted support for our older pupils, leadership teams that empower pupils to take on roles of responsibility and enrichment activities such as music classes, Cheshire college days, and school-funded trips.</p> <p>These initiatives aim to expose pupils to a wide range of experiences, thereby enhancing their learning and personal development.</p>	<p>The EEF's "Extracurricular Activities" report (2020) demonstrates the link between participation in a broad range of activities and improved academic and social outcomes.</p> <p>This is complemented by the DfE's "Character Education Framework" (2019), which encourages schools to provide diverse experiences to support pupils' personal development and academic success.</p>	4

<p>Curriculum Engagement: To ensure our pupils are fully engaged with the curriculum, we will be facilitating additional</p> <p>A key focus will be on promoting literacy across all year groups, recognising these foundational skills as critical to academic success.</p> <p>Tailored interventions and support mechanisms will be in place to cater to the diverse needs of our pupils, ensuring they are equipped to access the full curriculum effectively.</p>	<p>According to the EEF's "Literacy Catch-up Strategies" (2021), targeted interventions in literacy are key to closing the attainment gap. The DfE's "National Curriculum" guidance (2014, updated 2021) also underscores the importance of access to a well-sequenced curriculum for all pupils, particularly those who are disadvantaged.</p>	1,3
<p>Fostering an Inclusive School Environment: A whole-school approach will be adopted to cultivate an inclusive environment that embodies our core values of Opportunity, Community, and Courage.</p> <p>This approach ensures that every pupil, regardless of their background, feels valued, supported, and motivated to achieve their best.</p> <p>Initiatives that promote inclusivity and encourage active participation in school life will be prioritised, reinforcing the message that every pupil has a place and a voice within our school community.</p>	<p>The EEF's "Improving Behaviour in Schools" report (2019) and the DfE's "Creating an Inclusive School Environment" guidance (2021) both highlight the importance of an inclusive school culture in promoting positive academic and behavioural outcomes.</p> <p>These resources provide evidence-based strategies for developing an environment where all pupils feel valued and supported.</p>	1,2
<p>Improving literacy in all subject areas. A whole school approach in line with recommendations in EEF 'Improving Literacy in Secondary Schools' guidance. Continue to deliver professional learning based on literacy</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each area. 'Improving Literacy in Secondary Schools'. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English.</p>	1,3

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

Budgeted cost: £23,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Plans	The EEF's Teaching and Learning Toolkit suggests targeted revision sessions significantly improve exam outcomes, particularly for disadvantaged pupils.	1

Literacy and Reading Programmes	EEF research demonstrates that literacy interventions can lead to considerable improvements in reading age and comprehension, crucial for wider academic success.	1,3
EAL Strategy and Support	According to the EEF, tailored support for EAL learners enhances curriculum access and equity, leading to better academic integration and outcomes.	1,2

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

Budgeted cost: £ 27,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Monitoring	The EEF's insights into attendance interventions align with using data-driven tools for improving pupil attendance and engagement.	2
Breakfast Clubs and Wellbeing Support	EEF research suggests that initiatives like breakfast clubs have a positive impact on both academic outcomes and pupil wellbeing.	1,2
Uniform Bank and Financial Support	Providing essential resources such as uniforms can reduce barriers to attendance and participation, supported by evidence on the importance of addressing basic needs for educational equity.	2,4
Pupil-led Initiatives and Leadership Roles	Studies, including those by the EEF, show that engaging pupils in leadership and governance roles can enhance motivation and a sense of belonging, improving overall school engagement.	2,4
Professional Development Focused on Pupil Premium Needs	The EEF emphasises the value of continuous professional development tailored to meet the needs of disadvantaged pupils, leading to more effective teaching strategies and improved pupil outcomes.	1,3
Inclusive Extracurricular Programmes	Offering diverse extracurricular activities is linked to broader educational engagement and success, as found in EEF reports, reinforcing the value of a well-rounded educational experience.	1,4

Total budgeted cost: £ 331,242

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

The attendance data spanning from the 2020-21 academic year through to the 23-24 year provides an optimistic view of the trends in attendance rates between PP (Pupil Premium) and Non-PP (Non-Pupil Premium) students.

The data not only illustrates a continuous effort to bridge the attendance gap between these two groups but also shows significant improvements in the attendance rates of PP students, particularly in the current academic year.

Trend in Reducing the Attendance Gap

- **Continuous Improvement:** Over the last three years, the attendance gap between PP and Non-PP students has progressively decreased, particularly noticeable in the current academic year, which marks the most significant reduction.
- **23-24 Academic Year Highlights:** The current year stands out not only for the largest reduction in the attendance gap (6.8, a reduction of 1.9 from the previous year) but also for achieving the highest attendance rate of PP students (85.3%) over the observed period.

Yearly Analysis

- **20/21 to 21/22:** During this period, there was an increase in the gap, which went from 7.6 to 8.6. This increase highlighted challenges that needed addressing to support PP student attendance.
- **21/22 to 22/23:** A slight improvement was seen with the gap reducing from 8.6 to 8.4. Although modest, this change indicated a move in the right direction, initiating a trend towards closing the attendance gap.
- **22/23 to 23/24:** This period marks a significant turning point with the gap narrowing from 8.4 to 6.8, coupled with a notable increase in PP student attendance by 3.6%, from 81.4% to 85.3%.

Implications and Positive Outcomes

- **Increased Engagement:** The rising attendance rates among PP students suggest increased engagement and accessibility to education for this group. High attendance is crucial for consistent learning and academic achievement.
- **Targeted Interventions Working:** The reduction in the attendance gap likely reflects the effectiveness of targeted interventions designed to support PP students, including initiatives aimed at addressing barriers to regular school attendance.
- **Foundation for Future Success:** Consistent attendance lays the groundwork for improved academic outcomes and a more equitable educational environment. By ensuring that PP students attend school more regularly, they have better opportunities to benefit from education and support services.

Moving Forward

- The data underscores the importance of continuing to focus on reducing the attendance gap and supporting the attendance of PP students. The trend over the last three years, especially the significant improvements seen in the 23-24 academic year, demonstrates the positive impact of dedicated efforts and interventions.
- It highlights the potential for continued progress, the challenge moving forward will be to sustain and build upon these gains, ensuring that all students can fully engage with their education.

Academic Outcomes

The data from 2022 onwards shows a mixed landscape of challenges and improvements in the educational outcomes for PP and NPP pupils. The reduction in the Progress 8 gap in 2023 to 0.73, after a significant widening in the previous year, indicates a resilient recovery effort and suggests that interventions implemented during this period may have started to yield positive effects. This improvement signifies a stabilising of PP pupils' relative academic performance. The performance outcome data from 2024 demonstrates continuing reduction in the progress 8 gap between PP and NPP, the gap reduced shows a reduction to a gap of 0.48.

Specific subject areas including both English and Maths demonstrates further improvements during the last academic year. English reduced the attainment gap to 19.4%, however still an increase from the 2022 outcomes, where the gap was 12.2%. Maths reduced the attainment gap to 16%, which demonstrates a continued positive trend in reducing the PP gap for attainment, suggesting that interventions aimed at improving Maths proficiency among PP pupils are having a positive impact.

These outcomes underscore the importance of tailored, subject-specific strategies in addressing educational disparities. The different trajectories between English and Maths suggest that interventions cannot be one-size-fits-all.

Strategy Effectiveness

In reviewing our previous pupil premium strategy, it becomes evident that the outcomes achieved reflect a complex interplay of factors, including the enduring impact of decisions and approaches implemented under previous leadership. While we have observed areas of progress, notably in the temporary narrowing of achievement gaps in English and Maths in 2021, the subsequent widening of these gaps in 2022 underscores the challenges that remain.

The nuanced effects of the COVID-19 pandemic have undoubtedly influenced the educational journey of our pupils in diverse and significant ways, further complicating our efforts to bridge the attainment gap. It is important to acknowledge that the strategic directions set by past leadership teams have left a legacy that continues to shape our school's trajectory. This legacy, while foundational in many respects, also presents areas requiring re-evaluation and adaptation to better meet the needs of our disadvantaged pupils.

As we navigate these past decisions, our commitment to refining and enhancing our strategy is paramount. The insights gained from comparing our pupils' performance against local and national averages, alongside our own data and observations, signal a clear need for a renewed

focus on targeted support, especially in areas of attendance, engagement, and core academic subjects.

In recognising the journey ahead, it is crucial to underscore that our plan is aimed at the long-term future and development of the effectiveness of our Pupil Premium strategy. Achieving meaningful and lasting impact takes time, and we are committed to a patient and persistent pursuit of strategies that will support the continuous growth and achievement of our pupils.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Debate Mate	Debate Mate Ltd
White Water Writers	White Water Writers Ltd
MyTutor	MyTutorWeb Ltd
First Aid Training	St John Ambulance
Sparx	Sparx Limited

Further information

In complementing our Pupil Premium strategy, we incorporate additional activities not directly funded by Pupil Premium. This approach includes:

Improving Feedback Practices: Drawing on the Education Endowment Foundation's (EEF) evidence, we recognise the benefits of effective feedback, particularly for disadvantaged pupils. Incorporating more refined feedback mechanisms aims to improve learning outcomes by providing clear, actionable insights into their work.

Mental Health and Wellbeing Support: Leveraging support from our Mental Health Team and behaviour hub, alongside CPD opportunities funded through the local authority's Wellbeing for Education Recovery budget, enables us to provide comprehensive support for pupils facing mild to moderate mental health challenges, many of whom are disadvantaged.

Offering Extra-Curricular Opportunities: A diverse array of high-quality extracurricular activities, is designed to enhance wellbeing, attendance, and aspiration while focusing on developing life skills like confidence, resilience, and socialising. We actively encourage the participation of disadvantaged pupils in these activities.

Planning, Implementation, and Evaluation

Our review process for refining the Pupil Premium strategy involved a critical evaluation of past activities to understand their impact and identify areas for improvement. This included an external pupil premium review for an unbiased assessment and drawing insights from a variety of data sources, including exam results, class engagement, and feedback from parents, pupils, and teachers.

We sought support and ideas from neighbouring schools with notable success in supporting disadvantaged pupils, reviewing a range of studies and reports on effective Pupil Premium use, and understanding the broader impact of socio-economic factors on educational outcomes. The COVID-19 pandemic's effects on disadvantaged pupils were also a significant consideration in our planning process.

Guided by the EEF's implementation guidance, our strategy is designed with adaptability in mind, allowing us to refine our approach based on ongoing evaluations and feedback. A robust framework supports our three-year strategy's evaluation, ensuring we remain responsive to our pupils' needs.