

PUPIL PREMIUM

STRATEGY

– SIR WILLIAM STANIER SCHOOL



Approved by: Mary Massey (Chair of Governors)

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INTRODUCTION

Our approach to the Pupil Premium (PP) strategy at Sir William Stanier School is deeply informed by a philosophy that recognises the unique needs and circumstances of each pupil. A guiding principle of our curriculum development reflects this ethos perfectly: *“Our curriculum is not about giving everyone a pair of shoes, it’s about giving them a pair of shoes that fits.”* This perspective ensures that our interventions are not just broad strokes but are finely tailored to meet the individual needs of our pupils, facilitating a more personalised and impactful educational journey.

Our strategy is underpinned by several key insights and advice from leading educational research and practitioners, these include:

Implementation as a Process: According to the Education Endowment Foundation (EEF, 2021), the implementation of any PP strategy should be viewed as a continuous process, not a one-off event. This approach is crucial for the success of our interventions. Training our staff on effective implementation and evaluation of interventions is fundamental, addressing a common challenge identified by White (2019) where implementation is often done inadequately in schools.

Assessment, Not Assumption: As Rowland (2021) states, our strategy is grounded in *“Assessment not assumption”*, ensuring that our interventions are based on actual needs rather than preconceived notions. Gorad et al (2021), further advise against viewing PP as a mere proxy for disadvantage, emphasising the importance of understanding the specific circumstances of our pupils and their families.

Shared Understanding of Barriers: Debi Bailey, CEO of NEAT Academy Trust, highlights the effectiveness of developing a shared understanding of the barriers to learning. This collaborative approach enables the mapping of tailored interventions, resources, and assets, fostering a culture of consistency and collaboration across our Trust.

Valuing Child and Family Voice: Recognising the value of child and family voice in our policy and practice, as Komulainen (2007) suggests, is pivotal. Understanding the hardships through the lens of those experiencing them, a perspective often missing from PP strategies according to Harris (2022), enriches our approach and ensures it is grounded in empathy and real-world relevance.

Our PP strategy, enriched by these insights, is committed to a long-term vision for the development and effectiveness of our interventions. We acknowledge that achieving meaningful impact is a journey that requires time, patience, and persistence.

Through strategic planning, implementation, and robust evaluation, we strive to ensure that every pupil has the support they need to succeed and thrive.

SCHOOL OVERVIEW

Detail	Data
Number of pupils in school	735
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	18 th December 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Nicki Gregg – Headteacher
Pupil premium lead	Michael Smissen
Governor / Trustee lead	Mary Massey – Chair of Governors

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£341,365
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£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.

SWS CONTEXT INFO

- 703 pupils
- 45% PP = 316 Pupils / 703
- 25% SEN = 172 Pupils / 703
- 14% PP+SEN 94 Pupils / 703
- 25% EAL = 172 Pupils / 703
- 55% of SEN are also PP = 94 pupils / 172 SEN Pupils

CHALLENGES

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

Challenge number	Detail of challenge
1	Attendance: Ensuring regular attendance.
2	Literacy and Numeracy Skills: Addressing gaps in fundamental literacy and numeracy skills.
3	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.
4	Enhancing Commitment to Learning: Focusing on the challenge of encouraging consistent engagement with the curriculum and school activities. This involves providing a range of enriching experiences that broaden pupils' perspectives and deepen their cultural capital, thereby fostering greater aspirations and inspiring them to set higher educational and career objectives.

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
1	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.
2	Enhanced Literacy and Numeracy Skills	Narrowing the gap in literacy and numeracy between disadvantaged pupils and their peers, as evidenced by internal assessments and standardised tests. Success will be indicated by improved scores in reading and mathematics.
3	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.
4	Strengthened Commitment to Learning	Demonstrated through increased engagement in school activities, coursework completion, and homework submission rates. Success criteria include qualitative feedback from pupils on their sense of belonging and motivation, as well as quantitative measures such as completion rates of assigned tasks.

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

Budgeted cost: £279, 840

Additional staffing and resources in the following areas.

- Teaching Staff
- Student Welfare Officers / Attendance support
- Teaching Assistants - short term agency
- Education Software & Licences (General Curriculum, MFL, Maths, SEN)
- Educational Subscriptions (LRC, Maths, PE, Performing Arts, General)
- Books & Curriculum Materials related to specific subjects (e.g., English, Maths, Science)
- Educational Equipment (not IT) and Educational IT Equipment
- Exam Resources
- National Tutoring Programme

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing Regular Attendance: We will continue utilising attendance calls linked to FFT Aspire 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>	<p>Challenge 1: Attendance, focusing on ensuring regular attendance through proactive monitoring and intervention.</p>
<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>	<p>This approach is comprehensive, targeting all the identified challenges but most closely aligned with Challenge 4: Enhancing Commitment to Learning by supporting the holistic development of each pupil, which includes fostering a deeper engagement with the curriculum and school activities.</p>
<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</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"</p>	<p>Directly addresses Challenge 3: Aspirations and Broad Experiences, by providing pupils with a variety of learning opportunities that aim to enrich their knowledge, understanding, and aspirations.</p>

Quality of Education



<p>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>(2019), which encourages schools to provide diverse experiences to support pupils' personal development and academic success.</p>	
<p>Curriculum Engagement: To ensure our pupils are fully engaged with the curriculum, we will be facilitating additional classes in Year 8 and implementing effective EAL strategies.</p> <p>A key focus will be on promoting literacy and numeracy 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 and Numeracy Catch-up Strategies" (2021), targeted interventions in literacy and numeracy 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>	<p>Primarily tackles Challenge 2: Literacy and Numeracy Skills by facilitating additional classes and implementing strategies to promote foundational academic skills across the curriculum. Additionally, it supports Challenge 4: Enhancing Commitment to Learning by encouraging active engagement in learning.</p>
<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>	<p>This activity underpins all challenges by creating an inclusive environment that motivates and supports every pupil, regardless of background. It is especially relevant to Challenge 4: Enhancing Commitment to Learning, as it aims to ensure that all pupils feel valued and motivated to engage fully with their education.</p>

These updated references to recent research from the EEF and government publications provide a robust evidence base for the planned activities and interventions at Sir William Stanier School. By aligning the school's strategies with these evidence-based practices, there is a stronger foundation for effectively using Pupil Premium funding to improve outcomes for disadvantaged pupils.

TARGETED ACADEMIC SUPPORT

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.	2, 4
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.	2
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.	2, 4
Expansion of Year 9 Option Choices	Providing a broader curriculum choice as highlighted in the DfE's guidance enables pupils to pursue their interests, potentially reducing disengagement and addressing educational gaps.	2, 4

WIDER STRATEGIES

Budgeted cost: £27, 522

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Monitoring with FFT Aspire	The EEF's insights into attendance interventions align with using data-driven tools like FFT Aspire for improving pupil attendance and engagement.	1
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, 3
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.	3, 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.	3, 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.	2, 4
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.	3, 4

These strategic activities are informed by a blend of research findings from the EEF, DfE guidance, and best practices in education. By focusing on evidence-based interventions and creating an inclusive school environment, Sir William Stanier School is enhancing the academic performance and wellbeing of its disadvantaged pupils, fostering a supportive community where every pupil has the opportunity to succeed.

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 (up to January 16th) 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 (6.5, a reduction of 1.9 from the previous year) but also for achieving the highest attendance rate of PP students (85.03%) 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 6.5, coupled with a notable increase in PP student attendance by 3.6%, from 81.4% to 85.03%.

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 by 28.4% 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.

However, the situation in specific subject areas like English and Maths presents a nuanced picture. In English, the dramatic increase in the achievement gap by 87.6% to 22.7 percentage points from 2022 to 2023 is alarming and underscores a critical area needing targeted support. Contrarily, in Maths, the achievement gap's reduction by 28.6% to 19.9 percentage points

highlights a more positive trajectory, 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.

Additionally, the initial positive impact on post-16 progressions hints at the value of providing diverse educational pathways to meet the varied needs and strengths of pupils. To build on the improvements seen in 2023 and address the areas where gaps have widened, the school will continue to innovate and adapt our strategies.

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

Names of non-DfE programmes used in the previous academic year.

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
Forest School Training	Forest School Association
Sparx	Sparx Limited

These programmes were selected based on their potential to address specific challenges faced by our disadvantaged pupils, including improving literacy and numeracy skills. Each provider was chosen for their expertise and evidence-based approaches to educational support.

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.

Communicating our 'Catch-Up' Plan: To mitigate learning loss and address associated anxieties, it's crucial that pupils understand the support available to them, including the targeted interventions highlighted in our strategy. Transparent communication about expected outcomes helps align efforts and reassures pupils about their academic journey.

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.

Quality of Education



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.

APPENDICES – LIST OF SWS STRATEGIES USED TO WRITE THIS REPORT

At Sir William Stanier School, our approach to the Pupil Premium strategy encompasses a wide array of provisions tailored to meet the unique needs of our pupils. These have included:

1. Implementing attendance monitoring through FFT Aspire and collaboration with School Welfare Officers to ensure consistent school attendance.
2. Upholding high teaching and learning expectations across the board, with every pupil supported by a designated champion.
3. Fostering literacy and reading skills as a foundation for academic success, supported by our dedicated pastoral teams who possess a deep understanding of our community dynamics.
4. Facilitating the purchase of uniforms and organising Year 11 intervention plans to support exam preparation and boost pupil morale.
5. Organising rewarding educational trips and leadership opportunities for Year 11 pupils, alongside informational evenings and resources specifically for them.
6. Providing pathways for pupil-led initiatives through teacher-run programmes and comprehensive Year 7 transition planning, enhanced by Kelsi staff training sessions.
7. Engaging pupils in governance through pupil councillor roles and creative writing projects like White Water Writers, alongside community-building activities such as the parent cooking club and art evenings.
8. Implementing an EAL strategy to support non-native English speakers and aiding families in applying for Free School Meals, contributing to an inclusive school culture.
9. Involving parent governors in school decision-making processes and offering experiences outside the classroom through university visits, musical instruction, Cheshire college days, and various educational trips.
10. Establishing a free uniform bank to ensure all pupils have access to necessary school attire, promoting equity among pupils.
11. Incorporating innovative programmes like Debate Mate and providing first aid training to pupils to prepare them for emergencies.
12. Strategically planning Year 11 exam attendance and engaging pupils in breakfast clubs to start their day positively, supported by mental health coordinators who address pupils' wellbeing.
13. Subsidising educational trips to ensure all pupils can participate, coordinating bus pickups for easier access to school, and tailoring a Professional Development programme to the specific needs of our Pupil Premium pupils, focusing on cultural capital and protected characteristics.
14. Offering additional classes in Year 8 to address early educational gaps, adopting an "assessment not assumption" approach to EAL strategies, and enriching pupil life with extracurricular activities led by JSH.
15. Prioritising the integration of tier 2 and tier 3 vocabulary into lessons to enhance linguistic development across the curriculum.

Through these actions, Sir William Stanier School embodies its core values of Opportunity, Community, and Courage, creating a supportive and inclusive environment where every pupil is encouraged to thrive.