



Sir William Stanier Pupil Premium Strategy 2021-2024

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Lead: Charlotte Casewell – Vice Principal

Sir William Stanier 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. (£985 per pupil and £2410 for Pupil Premium plus)

School overview

Detail	Data
Sir William Stanier School	
Number of pupils in school	735
Proportion (%) of pupil premium eligible pupils	45% (increase in 2% on last year)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	February 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Nicki Gregg - Principal
Pupil premium leads	Charlotte Casewell – Vice Principal
Governor / Trustee lead	Joanne Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 328,005
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 328,005

Part A: Pupil premium strategy plan

Statement of intent

SWS believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. SWS is committed to ensuring that this funding is directed effectively to support the specific needs of the students, regardless of starting point and robustly evaluated to ensure best practice is incorporated and value for money sustained. This

in turn allows disadvantaged students attending SWS to close educational and experiential gaps on arrival (or as and when they become apparent through regular analysis of data). Our ultimate objective is for all SWS students, to go on to further their education or training in an area which will enrich and support a happy and fulfilled life and we see the removal of barriers to this ultimate success as a whole school, whole team strategy.

The key principles of our strategy plan are ensuring disadvantaged students at SWS receive high quality teaching and learning whilst removing the key barriers of low literacy, low resilience and low attendance which prevent effective access to the curriculum offer.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy on entry (as evidenced by low reading ages and low spelling ages when baseline assessed in Year 7 compared to chronological age and compared to their non-PP peers)
2	Attendance gap (as evidenced by attendance gaps being present in all year groups caused by an increase in unauthorised absences and FTEs). The link between attendance and outcomes from SWS data indicates that students with 95% attendance and above achieve in line with their peers nationally, whereby those with 90% attendance and below achieve 2 grades below on average in each subject. Therefore attendance is a key indicator to success as when students access the high quality teaching on offer, they succeed.
3	Commitment to learning (accessing the curriculum) (as evidenced by lower uptake rates of remote learning, extra-curricular activities and homework despite technological barriers being removed).
4	Lower aspirations – (as evidenced by destination data which indicates that PP students are more likely to become NEET and are less likely to go on to study Level 3 courses and lower engagement by families at school events including Progress Evenings)

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
Attendance of Disadvantaged students is improved on 2022-2023 and the gap between PP students and their peers has also reduced.	Attendance gaps are reduced.
Literacy levels improve ensuring PP learners can fully access all areas of the curriculum with confidence.	The gap between reading age and chronological age is reduced in all year groups.
Commitment to learning and engagement with school improves for PP learners.	NEET figures for 2023 leavers is lower than national and a greater proportion of disadvantaged students go on to study at level 3.
Disadvantaged students show a greater commitment to learning across the academy.	FTEs are reducing compared to last year.

	No gap in average ATL between PP students and their peers. Extra-curricular and SMHW engagement rates show no gap.
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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: £ 123,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Roll-out of effective teaching strategy to whole school to build confident, resilient learners who are able to retain and recall subject knowledge.</i>	Internal, Trust level and external reviews indicate that the strategies deployed in teaching are leading to increased literacy levels, motivation and achievement. The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. (Sutton Trust Report – 2011)	1, 3, 4
<i>Class seating policy which ensures that PP learners are strategically placed to optimise learning and enhanced teacher feedback.</i>	Internal strategy in some subject areas has shown that having PP student sat closest to the teacher allows for more immediate and regular feedback to accelerate learning and ensure misconceptions are caught faster. EEF – Feedback – very high impact for very low cost + 6 months	1, 3
<i>Class readers to ensure all students have access to weekly guided reading sessions to improve vocabulary and oral confidence.</i>	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).	1
<i>Homework strategy using Satchel One (Show My Homework) along with support for equipment and connectivity which ensures all students can extend their learning without parental subject knowledge support or the need for subject equipment.</i>	EEF High Impact very low cost +5 months	1, 3

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one / small group tutoring in core subjects where gaps in knowledge are evident.	Tutoring is one of the most effective tools for helping pupils recover lost education following the pandemic where disadvantaged and vulnerable students have been particularly impacted. – School-Led Tutoring Guidance DFE Sept 2021. EEF – High impact for moderate cost + 5 months (small group tuition + 4 months)	1
<i>Specialist Phonics sessions for targeted student to embed literacy basics.</i>	EEF - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1
<i>Accelerated Reader</i>	EEF - Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress. It has a positive impact overall (+3 months). The school is used a different approach to when it was used 4 years ago by ensuring that it is targeted with small groups of students and guided by the teacher.	2

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

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staffing of a dedicated attendance team including 2 days/week contracted EWO support.</i>	EEF – Parental engagement, moderate impact for low cost + 4 months	2
<i>Utilising alternative communication methods to engage parents such as regular text messages.</i>	EEF – Parental engagement, moderate impact for low cost + 4 months	2

<i>Increasing the number of Pastoral Support Managers to one full time per year group in order to give greater support to families and students and ensure they all hold mental health qualifications to remove early barriers to attendance.</i>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>EEF – Parental engagement, moderate impact for low cost + 4 months</p>	2, 3, 4
<i>Improving behaviour and reducing exclusions via alternative provisions and rewards and recognition strategy to include Step Out 1, Step Out 2 and The Cloud.</i>		3
<i>Subsidy of costs for activities which increase students' cultural capital (increasing ability to engage with curriculum content) and increase aspirations (e.g. careers based visits and trips)</i>	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. (+3 months)	2, 3
<i>Contribution towards uniform and equipment to ensure all students feel confident to attend and participate in all areas of the curriculum.</i>	In previous years, there has been a correlation between student attendance and lack of PE kit / uniform therefore we are keen to support parents in ensuring students have the correct uniform in order to engage fully.	2, 3
<i>Participation from SLT in Pupil Premium reviews across the Trust to share best practice.</i>	Improved strategic planning utilising an evidence-based approach will ensure that school planning is focussed on the areas likely to have the greatest impact for SWS students.	1, 2, 3, 4
<i>Deliver a wide range of extra-curricular activities which increase the cultural capital of PP learners. (including Forest Schools program and Drop Down Days)</i>	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. (+3 months)	3
<i>Reallocation of admin hours in increase the support given to Careers education to ensure all students have access to a wide range or accurate IAG and aspiration activities.</i>	Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.	4

Total budgeted cost: £ 328,005

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 2021 to 2022 academic year.

Attendance

Absentee rates for PP were 27.1% over the last academic year which compares to 12.8% for NPP students. On returning from the disruption of COVID we are seeing rates of attendance linked to mental health and a much larger cohort of PA students with whom the Educational Welfare Officer has been involved with. An increasing PP EAL population who have been migrating and returning to home countries, once travel was permitted, for extended periods has also affected this figure.

The percentage of PP students who were PA increased on the year before and this is therefore a focus for 2022-23.

Outcomes

Progress 8 – In 2020 the gap between PP and NPP was 0.73. In 2021 this improved to 0.56 with an improvement across the spectrum of subjects for PP learners. In 2022, the gap has increased to 1.02. This figure is affected by a cohort of alternative provision students who were not following a full Progress 8 curriculum but who achieved, on the whole, successful post-16 progression.

English % 9-4 – In 2020 the gap was 8.1% points, this reduced to 3.4% in 2021 outcomes, this increased to 12.1% in the 2022 outcomes.

Maths % 9-4 – In 2020 the gap was 23.3% point, this reduced to 14.6% in 2021 outcomes but then increased to 25.6% in the 2022 outcomes.

The outcomes of PP students in the core (and wider subjects) will be a priority in 2022-23 strategic planning.

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
Motivational Work Placements (KS4)	Safer Opportunities

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

Further information (optional)