

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview

Detail	Data
School name	Stanchester Academy
Number of pupils in school	789
Proportion (%) of pupil premium eligible pupils	30.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Gregg Mockridge
Pupil premium lead	Jason Young
Governor / Trustee lead	Jane Gillespie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,644
Recovery premium funding allocation this academic year	£42,480
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	£234,124

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in core subjects.

The pupil premium grant provides funding for two purposes:

- To raise the attainment of disadvantaged pupils and close the gap with their peers; and
- To support children and young people with parents in the regular armed forces

The grant defines disadvantaged students as:

- Students recorded as Ever 6 FSM (eligible for free school meals at any point within the last 6 years)
- Students who are in the care of the local authority
- Students who have been adopted from care since Jan 2006 or who have left care under a special guardianship or residency order

Service family students are defined as:

- Students recorded as Ever 4 Service children (children whose parent or parents have served in the armed forces during the last 4 years) or children in receipt of a child pension from the Ministry of Defence

The pupil premium grant is awarded per school based on the information provided by the school in the January Census.

It is important to note that the amounts the school receives per group differ considerably. The academy is responsible for allocating its grant based on the two purposes above. The grant is not spent per pupil but for the purposes of the academy to allow it to demonstrate the progress these groups of students make. The quality of the academies provision for its students who provide the academy with the grant is reported to Governors on an annual basis and is judged by Ofsted through Section 5 Inspections.

The focus of our pupil premium strategy is to support disadvantaged students to achieve good progress, including those who are already high attainers. Our strategy considers the main barriers to accessing education for our vulnerable students regardless of whether they are considered 'disadvantaged' or not. In doing so we focus on the attendance, engagement and confidence of our most vulnerable students; the SEN provision offered to students; the support provided to students with a low-key

stage 2 starting point and more recently students that have significant gaps in their knowledge and education due to covid.

High quality teaching is at the centre of our approach to tackling disadvantage. Whole school teaching policies and lesson standards ensure that pedagogy and curriculum design are informed by research. This year, teachers are focusing on effective feedback, enhancing subject knowledge and pedagogy, and diagnostic use of data to identify and close knowledge gaps.

The pupil premium strategy is integral to raising achievement and catch-up plans. All departments have a forensic focus on data and summative assessments and low stakes testing routinely identify gaps in students' knowledge and skills for re-teaching and intervention.

Challenges

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

Challenge number	Detail of challenge
1	On average over the past 5 years the percentage of disadvantaged students achieving a 5 in English, Science and Maths is 19% less than non-disadvantaged students. An improvement of 1% from last year.
2	Assessments and observations from teachers indicate that disadvantaged pupils often have lower levels of reading comprehension than their peers. This impacts negatively on their performance in subjects.
3	Our observations suggest many lower attaining disadvantaged pupils struggle to complete challenging tasks, notably in longer examination answers in English and more complex questions in maths and science.
4	Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been between 5.7% lower than for non-disadvantaged pupils. In the same period between 45.5% of disadvantaged pupils have been 'persistently absent' compared to 27.8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 attainment among disadvantaged students by the end of KS4 – with a focus on achievement in English, Science and Maths	The overall progress for disadvantaged students being P8 0, and the P8 gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 0.1
Improved reading comprehension among disadvantaged students across year 7-11	Disadvantaged students have an average reading age that is at least equal to their chronological age.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5.7%.</p> <p>the percentage of all pupils who are persistently absent being below 34% and the figure among disadvantaged pupils being no more than 45% lower than their peers.</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: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subject knowledge CPD – all heads of department to ensure exam board training is in place for their team. All department meetings to focus on subject knowledge and pedagogy.</i>	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching. EEF Guide to The Pupil Premium	1,2,3
Contribution to SENCo costs	Reflects proportion of SEND students who are also PP. Strategic leadership of SEND improved outcomes for pupils on the SEND register. Including access to and staffing costs towards the Apex provision (23 students).	1,2,3
Science staffing: JG STEM lead/ Trust wide Science lead and MCR experienced Chemistry teacher <i>Employment of subject specialists in Chemistry and Physics.</i> English staffing <i>HLTA in English AP.</i>	Evidence: One year with a very effective teacher can add an attainment improvement of up to 25% in an average school year. The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year's worth of learning under very effective teachers compared to poorly performing teachers Sutton Trust, 2021-22 Report	1,2,3
<i>Feedback – whole school focus on</i>	Effective feedback has high impact on students outcomes (+6 month).	1,2,3

<i>effective feedback. All staff focus on live modelling and live marking.</i>	EEF Teacher Feedback to Improve Pupil Learning Guidance report Ensuring all students receive effective feedback is essential to improving student outcomes.	
<i>Improving teaching through diagnostic use of data. Including purchase of data tracking software and training for all staff.</i>	Good teaching is informed by accurate identification of student knowledge gaps and tracking of progress data. Effective use of data also has a positive impact on teach workload Making data work	1,2,3

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

Budgeted cost: £102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop a culture of personal learning and revision. A range of strategies will be used: revision workshop, investment in revision platform, trust provision programme of twilight catch-up lessons, fully resourced revision programme</i> <i>Introduction of www.mygetahead.org</i>	Having research informed study principles is known in cognitive science to improve students' outcomes https://www.learningscientists.org/ Revision workshops which encourage parents to support their children Parental engagement EEF "using a software platform that incorporates a blended approach of spacing, interleaving, retrieval and the use of visual cues to learn material is more effective than a spaced learning approach using a PDF of the same material, and than a massed practice approach using a printed version of the material." Impact journal of The Chartered College of Teaching	1,2,3
<i>Ensure disadvantaged students have access to online learning and</i>	Research from the EEF cites the importance of access online learning environments for disadvantaged students.	1, 3

<i>catch-up provision by providing IT equipment.</i>	Remote schooling EEF	
KS4 GCSE/vocational intervention sessions afterschool and during the Easter holidays. Most experienced staff delivering these sessions.	Pupils receive specific, targeted intervention in required subjects to help them achieve at least expected grades at GCSE. Positive progress 8 score	1,2,3
<i>Support identified students to catch up in core subjects small group intervention programme – English, maths and science</i> <i>Including HLTA for English and 1:1 TIS support sessions.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF And in small groups: Small group tuition EEF	1,2,3 TIS sessions work to address 4.
<i>Tutor group guided reading programme –</i>	Reading aloud with young people is shown to have a variety of benefits including <ul style="list-style-type: none"> - developing spoken language comprehension - improvement to reading comprehension - increasing motivation to read widely outside of the programme - long-term academic improvement EEF reading aloud with your class what does the research say	1,3
<i>Reading intervention Bedrock</i>	The EEF report on Lexia demonstrated students offered the programme made an additional two months progress in word recognition and decoding skills and one additional month in reading and fluency in comparison to other children.	1,2,3
Resources/Subscriptions – (Year 7 NGRT, CAT tests, Unifrog)	Data informed approach to targeted intervention towards outcomes	1,2,3

Purchase of educational psychologist time	Additional hours to complete assessments and provide advice. Support for Apex students.	1,2,4
Contribution to SEND LSAs	Key work support in place for PP SEND students	1,2,4
ePEP funding	Tutoring for EAL students, Counselling time, Pastoral support, external 1:1 TIS tutor. LAC students remain in school at least two days a week but aim for full time. Flash Academy access School uniform support Additional language texts.	1,2,3,4

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellor (contribution)	More than a half of the caseload are students who are also PP. Referral is through school pastoral team. Caseload significantly steered towards PP students. This includes access to Apex counsellors	1,2,4
Social inclusion/ alternative provision beyond Apex	Provision off site for individuals who are having difficulty accessing full time mainstream support (Reach) Placement at SSPS	1,2,4
Transport costs (includes contribution towards driver)	Support transport needs for parents to attend meetings, part time or reduced timetables, travel for alternative provision Includes transport to Yeovil College for students on Fridays in KS4.	1,2,4
Welfare grants	Support uniform costs, trip costs, transport costs – impact of COVID. In order to broaden the experiences and cultural capital.	1,2,3,4
<i>Whole staff training on behaviour management and anti-bullying approaches with the</i>	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF	4

<p><i>aim of developing our school ethos and improving behaviour across school.</i></p>		
<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i></p>	<p>The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>

Total budgeted cost: £234,000.00

Difference £124.00

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 2020 to 2021 academic year.

Data from 2021-2022 showed a widening attainment gap for students at GCSE:

Pupil Premium

Progress 8 (PP students)	-0.62
Progress 8 (non PP students)	-0.17
Attainment 8 per PP student	38.4
Attainment 8 per non PP student	46.2
Progress 8-English (PP students)	-0.59
Progress 8-English (non PP students)	-0.28
Progress 8-maths (PP students)	-0.27
Progress 8-maths (non PP students)	0.16
Progress 8-ebacc (PP students)	-0.64
Progress 8-ebacc (non PP students)	-0.26
Progress 8-open element (PP students)	-0.84
Progress 8-open element (non PP students)	-0.23
% 9-4 English and maths (PP)	52%
% 9-4 English and maths (Non-PP)	68%
% 9-5 English and maths (PP)	33%
% 9-5 English and maths (Non-PP)	52%

Our assessment of the reasons for these outcomes points in part to the Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Where students

were able to access the planned interventions, for example in maths where interventions continued remotely the impact of the interventions can be seen. The impact was mitigated somewhat by our resolution to maintain a high-quality curriculum, during periods of whole school and partial closure; teachers continued to deliver 'live' lessons and set follow up assignment work for students in accordance with their 'normal' college timetable. This included taking registers and support staff contacting students that were not engaging with live lessons to resolve any barriers to accessing education.

Since all covid restrictions were lifted one of our biggest challenges on Pupil Premium outcomes has been attendance to combat this we are putting in the following a full time attendance officer, additional PFSA support, intervention and support for parents and students struggling to access school, additional online resources.

This data has been shared with all stakeholders and forms part of regular fortnightly line management conversations in all subject areas.

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?	<p>In 2021/22, £21,700 was received, based on 70 service children. in conjunction with pupil premium funding, service pupil premium was used for -</p> <p>COVID recovery program - Year 11 GCSE intervention sessions – morning sessions, after school sessions and during the Easter holidays. Most experienced teachers and HLTAs delivering these sessions - to assist students to embed skills in English, maths & science, which were not possible to teach during COVID online learning.</p> <p>Lunchtime club - provision of printing, craft materials, snacks and staff supervision, one lunchtime a week.</p> <p>Pastoral support - contribution towards the school counsellor and ELSA intervention.</p> <p>English Curriculum - contribution towards funding for an English lead practitioner and English HLTA (for small group intervention).</p> <p>Maths intervention - contribution towards funding for maths HLTA for small group intervention</p> <p>ARK - eight students were provided with five sessions of outdoor education in summer term 2022 (funded by ARK Egwood).</p>

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The impact of our COVID recovery program helped close gaps created by the pandemic, the internal session in tutor time ensured the students both attended and attained.</p> <p>Our military student's lunchtime club was a helpful drop in space where students received individual or small group mentoring. This meant that concerns around attainment were quickly identified and picked up.</p> <p>Pastoral support - contribution towards the school counsellor and ELSA intervention, for students struggling with separation due to posting or deployment.</p> <p>English was identified as a priority subject for all students across the school, 60% of those who had 1:1 sessions were PP, 15% military.</p> <p>Maths intervention - contribution towards funding for maths HLTA for small group intervention</p> <p>ARK - eight students were provided with five sessions of outdoor education in summer term 2022 (funded by ARK Egwood). Students were supervised by school staff and transported to and from ARK in the school minibus.</p>
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