

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2020-21.

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	678
Proportion (%) of pupil premium eligible pupils	33.42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ellie Forward
Pupil premium lead	Gemma Glentworth/Paul Coombes
Governor / Trustee lead	Mike Robins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163, 220
Recovery premium funding allocation this academic year	£20, 590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£183, 220

# Part A: Pupil premium strategy plan

## Statement of intent

### **STANCHESTER ACADEMY – USE OF PUPIL PREMIUM GRANT**

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.

## Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID-19 – wellbeing, non attendance, behaviour

2	P8 score typically lower for disadvantaged students amongst similar schools
3	Attendance of PP students lower than non PP students
4	Recruitment and retention of English department – English is a priority area
5	Engagement of PP students and families

## 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
To close the gap between our PP and non-PP students.	The gap between the attainment of disadvantaged and non-disadvantaged students is reduced. Progress 8 is at least 0.6. English and Maths is 4+ 83% and 5+ 55%.
Improve attendance of PP students to national average.	Attendance of disadvantaged students increases to sit in line with the national average. To ensure there is no lost learning and pupils get a broad and balanced education.
Establish a culture of high expectations for all pupils in all aspects of curriculum.	Outcomes for PP students improve. Progress 8 is at least 0.6. All pupils' destination data reflects meaningful destinations post-16 (no child is NEET).
Ensuring sufficient high quality teaching time is available to support disadvantaged pupils in class and in intervention sessions.	Learning walks reflect high quality teaching in the classroom. Intervention sessions are led by most experienced staff.

## Activity in the last academic year

This details how we spent our pupil premium **last academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 35,771

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 Science group – JG STEM lead	Evidence: One year with a very effective teacher adds 25-45% of an average school year to a pupil's math score performance <sup>20</sup> . 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 <sup>21,22</sup> .  Sutton Trust, 2021-22 Report	2
Creation of knowledge organisers in years 9 & 10 in all subjects	Pupils able to master core knowledge for every subject through rigorous and regular testing on core knowledge. This will then lead to excellent outcomes and long term retention of knowledge.	2
Contribution to SENCo costs	36% of SEND students are also PP. Reflects proportion of SEND students who are also PP. Strategic leadership of SEND improved outcomes for pupils on the SEND register.	2
Lead Practitioner employed in English as a priority subject	Evidence: One year with a very effective teacher adds 25-45% of an average school year to a pupil's math score performance <sup>20</sup> . 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 <sup>21,22</sup> .  Sutton Trust, 2021-22 Report	2, 4

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

Budgeted cost: £102, 601

Activity	Evidence that supports this approach	Challenge number(s) addressed
Green Room PP provision.	Complete pupil premium pathway plans (y7) provide intervention support for school phobia students plus those allocated through the PPPP. Significant number of PP students improved their entry score by the end of the year.	1, 3
Year 11 GCSE intervention sessions – morning sessions, after school sessions 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	2, 4, 5
Resources/Subscriptions – (Year 7 NGRT, CAT tests, Unifrog)	Data informed approach to targeted intervention towards outcomes (improved reading ages; high quality Post-16 destination).	2, 5
Purchase of educational psychologist time	Additional hours to complete assessments and provide advice – all of PP students. 4 students supported with additional assessment time, training to staff and drop in clinic	1
Contribution to SEND LSAs	36% of SEND students are also PP. Key work support in place for PP SEND students	1, 3
PEP funding	TESOL for EAL student, Counselling time, Pastoral support, external 1:1 tutor. LAC student remained in school.	

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

Budgeted cost: £ 42, 528

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellor (contribution)	More than a third of the caseload are students who are also PP. Referral is through school pastoral team. Caseload significantly steered towards PP students.	1, 3, 5
Social inclusion	Provision off site for individuals who are having difficulty accessing full time mainstream support (Reach)  Placement at SSPS	1, 3, 5
Transport costs (includes contribution towards driver)	Support transport needs for parents to attend meetings, part time or reduced timetables, travel for alternative provision	1, 3, 5
Part contribution to pastoral support	To match percentage of disadvantage across the school. Welfare and pastoral support available day to students, prevents non attendance, provides telephone communication to PP parents, supports attendance at parents evenings	1, 5
Welfare grants	Support uniform costs, trip costs, transport costs – impact of COVID. In order to broaden the experiences and cultural capital.	1, 3, 5

**Total budgeted cost: £180,900**

**Total received: £183,220**

**Difference: - £2,320**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

#### CAG data 2020-21:

Pupil Premium P8 = +0.14

Pupil Premium Gap = +0.1

CAG analysis sees the year 11 P8 at +0.07 and A8 at 47.62.

71% 4+ English and Maths

44% 5+ English and Maths

This is the first year in the last 4, where P8 has been positive, and is due in no small part to a closing of the gap across FSM (-0.03) and Pupil Premium (+0.14).

The last two years have been a significant improvement on 2019 (-0.69), and 2018 (-0.67).