

PUPIL PREMIUM STRATEGY STATEMENT



Statement authorised by: Karen Hand

Pupil premium lead: Sophie Bailey

Publish date: 12th March 2021

Review Date/Term: September 2021

2021

Stopsley High School pupil premium strategy statement

School overview

Metric	Data
School name	Stopsley High School
Pupils in school	1117 (Jan census) (plus 4 dual roll students)
Proportion of disadvantaged pupils	30.6%
Pupil premium allocation this academic year	£315,460
Academic year or years covered by statement	2020 - 21
Publish date	12th March 2021
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Statement authorised by	Karen Hand
Pupil premium lead	Sophie Bailey
Governor lead	

Disadvantaged pupil performance overview for last academic year

Ebacc entry	8%
Attainment 8	38%
Percentage of Grade 5+ in English and maths	23%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve at least national average for disadvantaged pupils amongst similar schools.	Sept 21
Attainment 8	Achieve at least national average attainment made by disadvantaged pupils amongst similar schools	Sept 21
Percentage of Grade 5+ in English and maths	Achieve 37% grade 5+ in English and maths for disadvantaged students	Sept 21
Other	Improve whole school attendance of disadvantaged students to inline with national average	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Identify gaps in knowledge and understanding as a result of lockdown and address these through adapting the curriculum, frequent low stakes testing/retrieval practice.
Priority 2	To ensure high quality learning for our disadvantaged students by continuing to develop high quality, differentiated, schemes of learning and prioritise the effective use of feedback across both key stages.
Priority 3	To continue to implement a culture for learning across the school which is aspirational, particularly for disadvantaged students.
Barriers to learning these priorities address	Some of our students lack the resilience and self awareness/ do not have the support at home to help them structure their revision; as such, quality first teaching in the first instance and ensuring a positive 'learning culture' embedded in the school.
Projected spending	Difficult to quantify as it is staff time and resources.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Monitoring disadvantage attendance and PA figures for these students to ensure disadvantaged students are in line with whole school, i.e.: at least at the national average.
Priority 2	Personalised intervention strategies for disadvantaged students who are vulnerable and at risk of underachieving.
Priority 3	Detailed analysis of data drops to enable more personalised support, including more effective targeted strategies for the three vulnerable groups, of which one is disadvantaged students.
Barriers to learning these priorities address	Absence from school and other external factors can impact academic achievement. Involving parents in their child's academic progress.
Projected spending	Non-Teaching Pastoral leaders – 25% of salaries for September 2019 to August 2020 £46,195

	<p>-Youth Workers employed to support behaviour for learning, they work directly with underachieving disadvantaged students at cost of £61,534</p> <p>-External support from Motivation Aspiration Confidence Knowledge input, Directional, Alterivate Learning Progression Service, MACK Inspire, Active Support, Apollo £119,280</p> <p>-Education Psychologist to work with students and families that require intervention and support £10100</p> <p>-EAL Higher Level Teaching Assistant - £29,181</p> <p>Breakfast club - £6,500</p> <p>-Top Floor Nurture Coordinator working with vulnerable students who are at risk of permanent exclusion, leading on personalised timetable - £32759</p>
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Wider strategies for current academic year

Measure	Activity
Priority 1	Enhance access to technology
Priority 2	GAPS /Wellbeing - focus on mental health
Priority 3	GCSE Pod software
Priority 4	Maths watch package
Barriers to learning these priorities address	Some of our disadvantaged students have barriers in accessing technology which will hinder their progress in remote learning for this academic year.
Projected spending	<p>Primary Intervention TA - £20677</p> <p>Show my Homework £9126.25</p> <p>CIC package - £23,395</p> <p>Maths Watch - £450</p> <p>GSCEpod -£5331.87</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> Ensuring enough time is given to allow for staff professional development Ensuring that CPD translates into sustained change in practice at department level. 	<ul style="list-style-type: none"> Use of INSET days to embed T&L strategies for PP students into the curriculum. A range of CPD sessions for staff to develop expertise, in addition to T&L handbook and Middle Leader development to drive

		<p>improvements in departments.</p> <ul style="list-style-type: none"> Teaching and learning QA cycle picks up the impact of these strategies within lessons, including adaptations made to reflect remote learning.
Targeted support	<ul style="list-style-type: none"> Disadvantaged students nationally have poorer attendance than their peers. Ensuring that all stakeholders continue to be heavily involved in the process of maximising PP students' potential. Upskill Curriculum Leaders in analysing data to continue to target underachievement of disadvantaged students 	<ul style="list-style-type: none"> Continued effective use of attendance officers and non-teaching Pastoral Leaders to ensure PP attendance remains above the national average. Senior Leaders assigned to coach Year 11 students who are identified as underperforming Frequent data drops in exam years
Wider strategies	<ul style="list-style-type: none"> Engaging vulnerable families with barriers to learning Ensuring that PP students have access to technology to avoid learning being hindered if a blended learning approach is employed. TT30 - Y11 mentoring programme for top achieving students - including disadvantaged students 	<ul style="list-style-type: none"> Working closely with the LA and external agencies to engage students and families Ensuring that our systems are safe, usable and successful under Covid-19 restrictions, for example book and quiz access. Pastoral teams to contact home to check access to technology, laptops provided for disadvantaged students without access, Google access provided for all students to enable them to access the programmes required. Personalised mentoring and support to ensure students continue to meet projected targets at the end of KS4

Review: last year's aims and outcomes - what were last years aims/outcomes?

Aim	Outcome
Use of book scrutinies, along with other monitoring strategies, to review the effectiveness of PP provision in classrooms.	These reviews were helpful but systems could be more consistently used by all so that the information gleaned across the school can identify the barriers students face in classrooms. Ensuring learning 'sticks' through retrieval practice are areas of focus for the year ahead to improve quality of teaching.
Targeted additional revision and intervention.	PP students were prioritised but the intervention offer was disrupted by the pandemic, so this will a core driver for the year ahead. Closer monitoring of PP attendance at intervention next year.
Continue to close the gap for PP students.	We hope to improve the performance of PP students at GCSE. There was a -0.8 internal gap.

What else did Stopsley High School spend a proportion of the PP money on during the academic year 2019-2020?

- Satchell one
- Disadvantaged students in KS3 that are significantly below chronological expectations are targeted through the Accelerate Programme. This provides small group targeted intervention to boost students literacy and numeracy to a functional level.
- Supporting families with financial support for trips
- Aspirational 'culture for learning' embedded the Stopsley High School values; Ambition, Endeavour, Success - resources for 'Top Class Student' programme- including rewards, signage etc
- Mathswatch subscript
- Pastoral Leaders- non-teaching staff dedicated to each year group to ensure swift communication with FSM families, with a special focus on monitoring attendance and punctuality of FSM students and ensuring parental attendance at student support evenings/ parents' evenings.
- Youth workers- employed by the school to mentor students who are underachieving
- Educational Psychologist assessments and support
- Additional Careers advice and programmes
- The Week Junior- Literacy

These strategies will continue into next year due to their success.