

## Stopsley High School - 3 Year 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

School name	Stopsley High School
Number of pupils in school	1062
Proportion (%) of pupil premium eligible pupils	28.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	01/12/2023
Date on which it will be reviewed	September 2024
Statement authorised by	Karen Hand Headteacher
Pupil premium lead	Emily Hardy Assistant Headteacher
Governor / Trustee lead	Toni Chivers Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£349,830
Recovery premium funding allocation this academic year	£96,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£446,270

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make expected or more than expected progress throughout both key stages, subsequently achieving their targets across all subjects at the end of Key Stage 4. The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal.

We will consider the challenges faced by vulnerable students, such as those who are in care, those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, this is vital for all learners, regardless of whether they are disadvantaged. The quality of teaching makes the biggest difference to learning outcomes and closing the disadvantage attainment gap. It is the intention that the attainment of both non-disadvantaged and disadvantaged students will be sustained and improved in parallel to each other.

Alongside high quality teaching, we will continue to offer targeted support to more vulnerable and disadvantaged students tailored to mitigate against barriers to learning. This includes a focus on literacy across the curriculum, the use of our Inclusion Board and our use of both the Lexia and Accelerated Reader programs in KS3.

By continuing to implement a positive culture for learning across the school through our 'Top Class Student' programme, we aim to continue to promote an aspirational climate among our learners, particularly those who are disadvantaged.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment within all curriculum areas. The approaches we have adopted complement each other to help students to succeed. To ensure they are effective we will:

- Ensure disadvantaged students are challenged in the work that they're set
- Ensure disadvantaged students are provided with opportunities outside of the curriculum, for example extracurricular and leadership opportunities to develop life long skills
- Continue to develop an aspirational climate for learning for all students, including those who are disadvantaged
- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

# Challenges

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

Challenge number	Detail of challenge
1	<p>There is a <b>reading gap</b> between our disadvantaged and advantaged students, especially in years 7 and 8.</p> <p>According to NGRT reading information upon joining Stopsley High School in Year 7 shows us that:</p> <ul style="list-style-type: none"> <li>- <b>Year 7 2023 (Current Year 7):</b> PP are 61% at benchmark or above vs. non PP 62% at benchmark or above</li> <li>- <b>Year 7 2022 (Current Year 8):</b> PP are 53% at benchmark or above vs. non PP 62% at benchmark or above</li> <li>- <b>Year 7 2021 (Current Year 9):</b> PP are 40% at benchmark or above vs. non PP 63% at benchmark or above</li> </ul> <p>Assessments and observations of KS3 students' work indicates that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Two years of disruption related to the impact of Covid-19, has made it exceedingly difficult to effectively train students in the right reading habits. Key Stage 3 will remain a priority for us as a school and receive additional reading interventions.</p> <p><a href="https://explore-education-statistics.service.gov.uk/data-tables/permalink/9261fbd6-00c6-450b-85f6-08dad51ca1cc">https://explore-education-statistics.service.gov.uk/data-tables/permalink/9261fbd6-00c6-450b-85f6-08dad51ca1cc</a></p>
2	<p>The attainment of disadvantaged students in <b>Maths</b> is generally lower than that of their peers when they arrive in Year 7.</p> <p>In 2022, Key Stage 2 information indicates that 30% of disadvantaged students in year 7 are working below age related expectations. Compared to 19% of non-disadvantaged.</p>
3	<p><b>GCSE assessments</b> over the past 3 years show that disadvantaged students' pass rate at 9-4 including English &amp; Maths is lower than that of their peers.</p>
4	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by school closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>There is a '<b>knowledge-gap</b>' that is growing between disadvantaged and advantaged students, exacerbated by the circumstances surrounding Covid-19. Knowledge gaps are impacting significantly in the widening of this disadvantage. Furthermore, it is important to note that students' knowledge across the entire curriculum has been less secure because of the disruptions so the size of this gap does not fully indicate the work that will inevitably still need to be done across the student body-and of course most especially for our pupil premium students.</p>

	Qualitative data from our Middle Leaders has also indicated that swift action needs to be taken to ensure foundational content is mastered by students and as a result, highly meaningful formative assessment opportunities are of paramount importance.
5	<p>Aspirations and academic motivation is recognised nationally as a key barrier for disadvantaged students.</p> <p>Disadvantaged students have <b>fewer opportunities for cultural enrichment</b> than their advantaged peers.</p> <p>It will be important for us to address this explicitly by continuing to broaden the range of activities and enrichment on offer and by ensuring we are working directly with students and families to target attendance.</p> <p>The 2022 and 2023 summer holiday project (Transition and PE) was superbly attended by disadvantaged students.</p>
6	Our <b>suspension data</b> over the last 5 years indicates that rates of exclusion amongst disadvantaged students, has become significantly higher when compared with those accrued from a non disadvantaged background, negatively impacting on disadvantaged students progress.
7	<p>Our assessments (including wellbeing survey), observations and discussions with students and families have identified <b>social, emotional and mental health needs</b> issues for many students, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p> <p>Further evidence can be seen in the attendance figures for disadvantaged students compared to non- disadvantaged students. In the 2022/23 Academic year, attendance of non-disadvantaged students was 91.3%, and attendance for disadvantaged students was 86.4%. (National average for disadvantaged students was 85.1%). In 2022/23, 38.7% of persistent absentees were Pupil Premium.</p>
8	Creating a ' <b>culture of achievement</b> ' in which our disadvantaged students are given enhanced opportunities to succeed, this will include Top Class reward trips and will support the reinforcement of school as a location for success.

# 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
Improvement in <b>attainment</b> among disadvantaged pupils across the curriculum at the end of KS4.	By the end of our current plan in 2024/25 2024/25 KS4 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"><li>• Disadvantaged students at Stopsley High School achieving above the National average Progress Score</li><li>• Continued reduction in the gap between the progress of disadvantaged and non-disadvantaged students</li><li>• % Grade 4+ GCSE English &amp; Maths - 75%</li><li>• % Grade 5+ GCSE English &amp; Maths - 50%</li></ul>
Improved <b>reading comprehension</b> among disadvantaged pupils, particularly at KS3.	The reading gaps between disadvantaged and non-disadvantaged students will have closed and continue to close across all 3 year groups in KS3, as evidenced by ongoing STAR reader tests.  Interventions in place will demonstrate impact for our weakest readers.  Teachers will feel confident in teaching general and subject-specific reading approaches to students, as evidenced by learning walks, staff surveys, link meetings and student feedback.  Qualitative data from student panels, observations and teacher feedback will demonstrate students' improvement in this area.
Sustained improvement in disadvantaged student's oracy.  Using Voice 21 as the vehicle for increasing opportunities for interaction and discursive classrooms where low stakes opportunities for talk will benefit many disadvantaged learners.  Developing a tutor programme to model excellent skills in oracy and reading.	Students who experience disadvantage are confident orators within the classroom and beyond. Tutors and teachers use every opportunity to develop reading and oracy skills in students and support the delivery of excellent literacy skills across the curriculum  Successful Voice 21 implementation from Jan 24  Qualitative data from student panels, observations and teacher feedback will demonstrate students' improvement in this area.

<p>All students across all key stages have access to an aspirational <b>CEIAG programme</b>.</p>	<p>All students will continue to have access to opportunities relating to onward pathways and the next steps in their learning. All students are confident in making their choices in Year 9 and Year 11 moving when moving into the next stage of their education. Students in Year 7 and Year 10 experience a smooth transition into the next stage of their education. Teacher reports, learning walks and student wellbeing surveys will indicate that students feel prepared and well supported throughout this process.</p>
<p>Build on <b>cultural capital</b> within all subject curriculums and in extra-curricular provision. Build memorable moments into students' school experience.</p>	<p>Raised aspirations of all students through whole school initiatives and subject curriculums.</p> <p>Raised awareness of the world in which students live.</p> <p>Improved <b>attendance</b> of disadvantaged students at our <b>extracurricular clubs</b> and involvement with <b>cultural enrichment opportunities</b>.</p> <p>A significant representation of disadvantaged pupils involved in student leadership activities.</p> <p>A wider range of activities and opportunities are offered based on student feedback</p> <p>An increased number of disadvantaged students achieve their Top Class Community status.</p>
<p>To achieve and sustain improved <b>wellbeing</b> for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys, teacher observations, SHEU survey and feedback from the well being ambassadors</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged students.</li> <li>• More disadvantaged students achieving their Top Class Community status</li> </ul>
<p>For our disadvantaged students to demonstrate a <b>positive attitude</b> towards school including <b>sustained high attendance</b>.</p>	<p>Increased numbers of disadvantaged students achieving their Top Class Bronze, Silver and Gold Status. Top Class Status is awarded to students for the following criteria:</p> <ol style="list-style-type: none"> <li>1. A positive conduct score ( Achievement points - Behaviour points)</li> <li>2. Attitude to learning of at least 3.6 across all subjects</li> <li>3. Attendance over 97%</li> <li>4. A leadership role within the community</li> </ol> <ul style="list-style-type: none"> <li>• The PA figure for PP students to be no higher than 10%</li> <li>• The percentage of PP students who are suspended is reduced so they are not disproportionately represented.</li> </ul>

## 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: 48996

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Continued drive in high quality teaching and learning across the school - maximising academic outcomes of all students.</b></p> <p>Continue to recruit and retain excellent classroom practitioners and staff into middle leadership so that teaching and learning across the school is highly effective.</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged students.</p> <p><a href="#">EEF GUIDE TO THE PUPIL PREMIUM</a>  <a href="#">EEF Teaching &amp; Learning toolkit</a></p>	1,2,3,4,8
<p>Developing teachers' understanding of <b>how to teach reading and secure fluency</b> through high quality staff training, including; tiered vocabulary, disciplinary reading and reading strategies.</p> <p>Continued drive to develop the reading and literacy culture of the school, by continuing to fully resource the school library and running reading interventions.</p> <p>The Accelerated Reader programme was successfully introduced to Years 7 &amp; 8 in 21/22 as part of the English Curriculum. During 22/23, systems for monitoring and using this information further will be streamlined to ensure bespoke interventions and actions can be taken to support students. Including:</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Reading comprehension strategies, according to the EEF, adds 6 months progress and the evidence strength for this assertion is highly secure. They have advised that, 'It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.' This shows that a</p>	1,2,3,4,8

<ul style="list-style-type: none"> <li>•Check all STAR reader data for anomalies to ensure accuracy of reading data provided to all staff.</li> <li>•Use more mechanisms to reach parents to ensure the effectiveness of the programme through parental support.</li> </ul> <p>Literacy needs register created and shared with all staff to ensure staff are aware of students who are below age related expectations and what strategies required to support them.</p> <p>Access additional high quality and expert external support; David Diau, Kathryn Mortimore (speakers or resources)</p>	<p>whole-school approach is needed when it comes to teaching and promoting general teaching strategies; however, middle leaders will also be leading their departments on subject-specific literacy approaches to further deepen and refine students' reading skills.</p>	
<p><b>Embedding new homework procedures across the school.</b></p> <p>Staff training in how to ensure homework is purposeful.</p> <p>Parent workshops to provide parents with the skills to support their child with their homework.</p> <p>Homework clubs after school to provide students with a quiet space to complete homework.</p> <p>Online software to support students and staff in providing purposeful homework. Middle Leaders to monitor to ensure desired impact.</p>	<p>Homework clubs can help to overcome these barriers by offering students the resources and support needed to undertake homework or revision.</p> <p><a href="#">EEF Homework</a></p>	<p>1,2,3,5,8</p>
<p><b>Further refining formative assessment and adaptive teaching approaches.</b></p> <ul style="list-style-type: none"> <li>• Embedded the new assessment and feedback policy across the school to ensure that assessment and feedback is planned appropriately and that feedback methods are as meaningful, motivating and manageable as possible, including making the distinction between assessment and feedback.</li> <li>• Revisit and deepen staff understanding of how to 'teach to the top' with adequate support and scaffolds (and adapted materials where needed for SEND/EAL) where needed for lower attaining students in the context of each lesson.</li> <li>• Subscription to online services, including Educake.</li> </ul>	<p><b>Formative assessment:</b></p> <p>As part of formative assessment, feedback has been identified by John Hattie as having an effect size of 0.79 in his 'Visible Learning' review of educational literature, but an important caveat is that the fundamental principles have been followed as outlined by the EEF guidance report on 'Teacher feedback to improve pupil learning' (2021) and an acknowledgement that feedback is much broader than simply 'marking' (an area of teaching that is remarkably understudied, according to EEF's 'A Marked Improvement' review – 2016).</p> <p><b>Adaptive teaching:</b></p> <p>According to the in-depth review of Science OECD countries as part of PISA 2015, whereby</p>	<p>1,2,3,4</p>



<ul style="list-style-type: none"> <li>• Use of the new MLT T&amp;L handbook to guide staff with evidence informed approaches.</li> </ul>	<p>students were extensively interviewed, adaptive instruction was the second highest factor students stated made a difference to their learning. Ofsted has also indicated that ‘differentiation’ does not make a notable positive impact on attainment and prefer the more ambitious ethos behind adaptive teaching. Our staff will gain a deeper understanding of how to adapt teaching but ensure all students have access to demanding work and are not limited, particularly disadvantaged students.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	
<p><b>Prioritising the development of subject curriculums:</b></p> <p>Upskill all staff, but especially Middle Leaders to be experts in Curriculum design. Staff training at regular points and constant review of the curriculums impact through; learning walks, typicality reviews, book looks and student consultation groups.</p> <p>Department lead CPD sessions to enhance collective teacher subject knowledge and implementation of their newly designed curriculum.</p> <p>Refining our curriculum planning processes and ensuring that key areas of subject knowledge, intent and how it is implemented are adequately embedded within curriculum planning documentation.</p>	<p>It is important that our curriculum ‘knowledge-rich’ and that curriculum leaders are clear on the invaluable knowledge they want their pupils to know. A successful knowledge-rich curriculum should be designed to help pupils remember what they have been taught</p> <p>Michael Young’s famous emphasis on “powerful knowledge”.</p> <p>Our curriculums must be well-sequenced and underpinned by an understanding of how children learn. But, in addition, it must be based on a rich conception of knowledge that includes the skills and attitudes that contribute to success</p> <p>Explicit instruction has a positive effect on student learning (What makes great teaching? Coe et al – 2014). As part of this, teacher explanation is fundamental, including having the subject knowledge to draw on a range of suitable examples and pre-empt misconceptions that might occur, especially given the ‘knowledge gaps’ and misconceptions that are likely to have emerged as a result of school closures.</p> <p><a href="#">EEF Blog - Knowledge rich</a></p>	<p>2, 3, 4, 8</p>
<p><b>Re-establish a strong and well-attended extracurricular offer:</b></p> <p>As well as using our staff body to provide extracurricular after-school opportunities, we will invest in the following: Consider potentially other innovative activities that our</p>	<p>Informal qualitative data from pupils and families has indicated that enrichment opportunities help develop social skills and a positive attitude to school.</p> <p>The EEF additionally state that “Arts participation approaches can have a positive impact on</p>	<p>4, 8</p>

<p>disadvantaged students might not otherwise attend.</p> <p><b>Refine monitoring procedures of enrichment attendance:</b></p> <p>Provide external opportunities to increase student aspirations, particularly for students who are disadvantaged. For example; The Brilliant Club Scholars programme, Vauxhall Vans R Us project</p>	<p>academic outcomes in other areas of the curriculum” and “may offer a route to re-engage older pupils” which is a key consideration for us arising from school closures. These can enhance students; progress by an additional 3 months. In addition, the EEF found that “Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported”. These opportunities provide equality of access for our disadvantaged students, and also lengthen the school day, which Sr Kevan Collins, in his positive as Covid Recovery tsar, has stated was fundamental in helping secure recovery of learning as a result of school closures.</p> <p><u>EEF Life skills and enrichment</u></p> <p><u>Brilliant Club 2019/2020 Annual Report</u></p>	
---	---	--

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

Budgeted cost: £98084

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Purchase of 60 Lexia licences</b> to support those with significant literacy needs in KS3, prioritising disadvantaged students.</p> <p>We have appointed a Lexia Champion who will lead on this intervention programme, including the monitoring of data and additional 1:1 support.</p>	<p>In looking at how best to implement reading comprehension approaches, the EEF has identified that, 'Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary.' This online tool very carefully diagnoses students' areas of needs so that interventions can be meaningfully placed either as part of the responsive programming or through 1:1 face to face intervention, including identifying and addressing where there are gaps in phonics.</p>	<p>1, 3, 8</p>
<p><b>Accelerated Reader and STAR reading tests for all students in years 7 and 8.</b></p> <p>Continued use of this programme to support reading for pleasure and progress in reading across all of KS3.</p> <p>To further enhance effectiveness:</p> <ul style="list-style-type: none"> <li>• Check all STAR reader data for anomalies to ensure accuracy of reading data provided to all staff.</li> <li>This year, we will additionally be checking year 7 data using NGRT.</li> <li>• Use more mechanisms to reach parents to ensure Home Connect is utilised to maximise the effectiveness of the programme through parental support.</li> </ul> <p><b>Additional reading and spelling testing in place for Year 10.</b></p>	<p>According to the EEF, the additional months' progress this offers is 0 – however, the schools used as benchmarks had other interventions in place to support whole school reading. We have consistently found that AR encourages reading across our school and enables us to meaningful track progress and organise interventions. Furthermore, the EEF has cited in its review of reading comprehension strategies that 'it is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension'. We provide our teachers with the up to date reading ages for all our year 7, year 8 and year 10 students to help them plan appropriate tasks and scaffolds in their lessons.</p> <p>To ensure accurate and up to date reading ages of students in Year 10, additional testing has been put in place through NGRT and NGST. This information is used to establish reading and spelling ages so that intervention and support can be provided by teachers of GCSE subjects at KS4.</p>	<p>1, 2, 3, 4, 6, 7, 8</p>

<p><b>Interventions put in place to support Key Stage 3 students to improve reading and comprehension.</b></p> <p>Targeted small group support led by English Teachers, SEND specialist and EAL specialist.</p> <p>The introduction of additional literacy platform to provide targeted and bespoke support to our weakest readers.</p>	<p>Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of students appear to benefit from peer tutoring, there is some evidence that students who are low-attaining and those with special educational needs make the biggest gains.</p> <p><a href="#">EEF Peer Tutoring</a></p>	
<p><b>Paired reading:</b> KS4 students acting as reading mentors paired up with KS3 underachieving/reluctant readers</p>	<p>Expert training provided to KS4 students as this is shown to be crucial for peer tutoring success.</p> <p>The EEF has indicated that peer-tutoring can create 5 months additional impact.</p>	1
<p>Level 3 TA who focuses on improving literacy and numeracy with students whose cognitive levels are a significant barrier to them accessing the curriculum.</p> <p>A separate intervention for EAL students who will have small group teaching to support their progress as well as targeted intervention. This is supported by the appointment of an EAL champion.</p>	<p>The impact of Teaching Assistants providing intensive support to small groups or individual students in a particular area of the curriculum (such as literacy or mathematics) can have a higher impact than deployment in everyday classroom environments.</p> <p><a href="#">EEf Teaching Assistants delivering targeted interventions</a></p>	1,3,2,4
<p><b>Year 11 exam improvement mentoring programme</b> for disadvantaged students who are underachieving- mentored by Senior Team and Core Heads of Department.</p> <p>Additional resources provided to disadvantaged students to support independent study and prevent barriers to revision.</p>	<p>Mentoring interventions may be more beneficial for these students, as the development of trusting relationships with an adult can provide a different source of support.</p> <p><a href="#">EEF Mentoring</a></p>	3,4
<p><b>Increased paid teaching hours for targeted students:</b></p> <p>Holiday revision/ teaching for targeted disadvantaged students (KS4)</p> <p>This operates within the broader framework of our intervention programme, which includes after-school revision for year 11 across all subjects and a broader school strategy to raise achievement in readiness for the examination period</p>	<p>Sir Kevan Collins, during his tenure as Covid tsar, advocated longer school hours for students in order to accelerate achievement. More teaching hours means more quality first teaching and therefore will inevitably increase student attainment.</p>	3,4

<b>Resources and equipment</b>  Contingency fund to support disadvantaged students on a case by case basis to ensure students are not limited as a result of lack of resources and equipment. Food supplies Stationery Revision guides Dictionaries and scientific calculators		All
--	--	-----

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

Budgeted cost: £308,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Brilliant Club Scholars Programme:</b>  Two cohorts of students have been enrolled onto the Brilliant Club again this year to raise aspirations for our more able disadvantaged pupils.	<p>For the last 5 years, independent analysis by UCAS showed that pupils on The Scholars Programme are significantly more likely to apply to, receive an offer from and progress to a highly selective university than pupils with similar socio-demographic background and GCSE attainment.</p> <p>Our students have, on the whole, successfully engaged with this programme over a number of years.</p>	5, 8

<p>Enhance the early help menu of interventions to improve mental health, wellbeing and behaviour:</p> <p><b>* social and emotional learning interventions:</b> self esteem, anger management and social skills workshops introduced and led by the intervention team.</p> <p><b>*positive psychology interventions and mindfulness-based interventions:</b> bespoke group and 1:1 sessions targeted specifically at those students whose vulnerabilities,(SEND; PP; LAC; repeat FTE), have led to them being emotionally adversely impacted by the pandemic.</p> <p><b>*positive youth development interventions:</b> introduction of nurture cohort within the body of the mainstream environment</p> <p><b>*mental health literacy interventions:</b> A series of talking therapies which helps students recognise and manage negative thoughts and behaviours. To include: relaunch of ELSA sessions, continuation application of the 'zones of regulation' programme and interaction with Terrapia Counselling services.</p>	<p>There is evidence to suggest that CBT can have a high impact on the barriers posed by risky behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	<p>6,7</p>
<p>Ensuring effective data systems and leadership are in place around <b>attendance</b>, to ensure the targeted implementation of intervention and support for students.</p> <p>This includes the introduction of an attendance champion to assist in raising the profile of good attendance amongst the student body.</p> <p>In school monitoring and support of students to keep their attendance on track.</p> <p>The use of collaborative meetings aimed directly towards 'at risk' students and their families to encourage them to attend school more regularly.</p>	<p><a href="#">Working together to improve school attendance - GOV.UK</a></p>	<p>7, 8</p>

<p><b>PSHCE curriculum continually updated to reinforce 'Top Class' expectations.</b></p> <p>Bespoke interventions in place to support the most vulnerable students. Bespoke intervention plans created to support them in achieving their Top Class Status, to further improve their engagement and therefore progress at school.</p>	<p><a href="#">Extract: Motivated Teaching by Peps Mccrea</a></p>	<p>5,6</p>
<p><b>Use of Educational Psychologist.</b></p> <p>Use of EP to support with assessment of our most vulnerable disadvantaged students; and to support staff with strategies to help engage these students.</p>	<p>As with EWO and specialised support agencies referenced above. An Educational Psychologist is able to offer bespoke and targeted support to students, families and staff and thereby ensure better engagement and outcomes for our disadvantaged students.</p>	<p>7</p>
<p>Contingency fund for acute issues which significantly impact on students ability to engage in the mainstream environment full time.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

# 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments. This data shows there is still more work to be done to ensure greater consistency in outcomes for all student groups across all subjects. Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils remains below that of their non-disadvantaged peers. Stopsley High School's leadership team continues to work with middle leaders to target this as a whole school priority.

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.7 compared to the national average score for disadvantaged pupils of -0.57. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 34.27, compared to the national Attainment 8 score for disadvantaged pupils in 2022/23 was 34.9.

The number of Pupil Premium students achieving a (5+) Strong Pass in English and Maths has increased significantly since 2019, showing that the hard work to support disadvantaged students has had a considerable impact. The gap has been significantly reduced between the number of Pupil Premium Students v Non Pupil Premium students; in 2019 there was a 28.5% gap, in 2023 there is a 7.93% gap.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has been further impacted since the start of the pandemic, which is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, since 2019 we have further reduced the gap between disadvantaged students and that of their peers.

	2019	2022	2023
<b>Attainment 8 All v PP/FSM</b>	GAP - 7.7	ALL - 42.6 FSM - 39.7 PP - 36.5 Av GAP - 4.5	ALL - 38.91 FSM - 32.8 PP - 34.27 Av GAP - 5.38
<b>Eng &amp; Maths 4+ All v PP/FSM</b>	GAP - 20.5%	ALL - 62.45% FSM - 60% PP- 52% Av GAP - 6.4%	ALL - 54.95% FSM - 46.97% PP - 46.58% Av GAP - 8.18%
<b>Eng &amp; Maths 5+ All v PP/FSM</b>	GAP - 28.5%	ALL - 45.7% FSM - 38.1% PP- 28.8% Av GAP - 12.2%	ALL - 37.39% FSM - 28.79% PP - 30.14% Av GAP - 7.93%



In 22/23 all Year 11 students were provided with a comprehensive careers programme to support their transition to the next stage of their education. This was particularly important due to the lack of experiences and exposure to the world of work that students received as a result of Covid-19.

Throughout 2022/2023 much was done at Stopsley High School to ensure our disadvantaged students were supported in order to mitigate against the risk of underachievement. Below is a list, which is not exhaustive, of what we implemented to support our disadvantaged pupils:

### **Quality First Teaching Approaches:**

- We have reviewed and replanned our curriculum to ensure that it is ambitious to ensure that all students, including those who are disadvantaged and those with SEND, are challenged appropriately to enable 'Excellence for All'.

- In Sept. 2022 we introduced a new whole school assessment and feedback policy with staff. Over the course of the academic year, departments reviewed the use of their formative and summative assessment ensuring they were properly sequenced and that the information collected allowed teachers to identify gaps and be responsive to the needs of all their students.

- Staff received CPD on High Quality Teaching methods based on building a challenging culture where no child is left behind. This included work on restructuring lessons by introducing a retrieval based 'Flying Start', adding more challenge through high quality questioning and using live marking, hinge questions and whole class response systems to enable more adaptation within the classroom. The launch of the MLT T&L handbook has provided our staff with a reference tool for these evidence based approaches.

- We have continued use of the Accelerated programme reader in Year 7 and extended it into Year 8 as part of the English Curriculum.

### **Targeted academic support:**

- The Brilliant Club Scholar's Programme was successfully run, with a combination of online and face-to-face sessions, for two cohorts of students. They showed high levels of motivation and the majority of the students completed a final assignment that demonstrated their engagement in the programme and students were given the opportunity to visit a number of universities as part of this programme.

- We used a National Tutoring Programme provider to put in targeted tutoring to 55 students across Key Stage 4 helping them raise their attainment in the core subjects. This provided students with 15 hours of one-to-one or small group tutoring to support gaps in learning.

- We provided additional targeted revision sessions for Year 11 students during the Easter Holidays to ensure students felt better prepared for their exams.

- As part of our Exam Improvement Strategy 20 of our most vulnerable students were mentored by a Senior member of staff and had regular one-to-one meetings to ensure they were supported throughout their exam preparation. In addition, revision resources were supplied to these students to support their learning at home.

-Our pastoral team worked with targeted students throughout the summer term to support positive outcomes for our vulnerable students, particularly those who are disadvantaged.

- We introduced lexia to support 60 KS3 students to improve their literacy skills.

### **Enrichment**

- At Stopsley we recognise that providing cultural enrichment is a crucial part of raising aspirations for our PP students. This academic year we funded an external theatre group to perform a pantomime for all our year 7 students. This enhanced their curriculum linking into the scheme of work in drama and provided them with a cultural experience beyond their normal experience.

## **Externally provided programmes**

Programme	Provider
Scholars programme	Brilliant Club
National Tutoring Programme	Pearsons