

Pupil Premium Strategy Statement

Stopsley High School

This statement details our school's use of pupil premium funding for the 2025-26 academic year to help improve the attainment of our disadvantaged students.

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 students in school	1074
Proportion (%) of pupil premium eligible pupils	31.01%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26-2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Karen Hand Headteacher
Pupil premium lead	Emily Hardy Assistant Headteacher
Governor / Trustee lead	Chair of Standards and Students Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£350,450.00
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	£350,450.00

Part A: Pupil premium strategy plan

Statement of intent

At Stopsley High School we believe in delivering and achieving 'Excellence for All' so much so that it permeates every aspect of school life. When applied to our Pupil Premium strategy, our intention is that all students, irrespective of their background or the challenges they face, have the opportunity to develop as a whole person. We want students to leave Stopsley High School set for success both academically and socially; able to take pride in themselves and their local area. We want all our students to experience the full range of subjects, to make excellent progress, and to enjoy learning.

We have an above average proportion of students who are disadvantaged, therefore, initiatives need to affect and be applicable to as many students as possible, rather than being narrowly focused on only a small group of individuals. High quality teaching is at the heart of our approach and our intention is that all learners achieve excellent outcomes and make expected, or better than expected, progress.

Alongside high-quality teaching we recognise that some more vulnerable or disadvantaged students do benefit from more targeted intervention tailored to mitigate against barriers to learning. We therefore aim to identify these students early and put in place bespoke programs of academic, personal, social, health or economic support.

By continuing to implement and extend the use of our 'Top Class Student' initiatives, alongside the PSHCE, pastoral and careers programmes, we aim to promote an aspirational climate and a positive culture among our learners, particularly those who are disadvantaged.

The key foci of our strategy:

- To provide high quality teaching and develop an aspirational climate based on the CHI principles (Challenge, High expectations, Inclusion).
- To ensure initiatives supporting disadvantaged students are part of a whole-school approach that will support all students e.g. whole school literacy and oracy.
- To ensure robust systems are used to ensure early identification, with effective planned action, for students requiring more bespoke intervention.
- To ensure disadvantaged students are provided with opportunities outside of the timetabled curriculum to develop soft skills and promote student leadership.
- 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 students.

Challenge number	Detail of challenge
1	<p>Prior Attainment (inc. reading and writing)</p> <p>Internal data including New Group Reading Tests (NGRTs) indicate that many disadvantaged students start at Stopsley High School with a reading age below, sometimes significantly below, that of their peers.</p> <p>NGRT reading information upon joining Stopsley High School in Year 7 shows us that:</p> <ul style="list-style-type: none"> - Year 7 2025-6 (Current Year 7): PP are 59% at benchmark or above vs. non PP 69% at benchmark or above. - Year 7 2024-5 (Current Year 8): PP are 58% at benchmark or above vs. non PP 63% at benchmark or above. - Year 7 2023-4 (Current Year 9): PP are 61% at benchmark or above vs. non PP 62% at benchmark or above. - Year 7 2022-3 (Current Year 10): PP are 53% at benchmark or above vs. non PP 62% at benchmark or above. - Year 7 2021-2 (Current Year 11): PP are 40% at benchmark or above vs. non PP 63% at benchmark or above. <p>Our prior attainment data from KS2 assessments (not available for current Year 11 students) indicate that students start at Stopsley High School below the national average in reading and writing, however we know this gap is further widened for our disadvantaged students.</p>
2	<p>KS4 Outcomes</p> <p>The outcomes at the end of KS4 for some of our disadvantaged students remain lower than their non-disadvantaged peers. Contributing factors impacting on this gap include lower prior attainment and a higher proportion of disadvantaged students joining the school with below age related reading to that of their peers. Throughout Key Stage 3 and 4 a higher proportion of students have lower attendance figures than their non disadvantaged peers. In addition, some students experience further external barriers to sustained engagement with GCSE courses.</p> <p>In addition, our analysis of data indicates that many of our disadvantaged students struggle with homework completion.</p> <p>Ensuring excellent outcomes for all students and closing this gap is a key focus of our Pupil Premium strategy.</p>
3	<p>Aspiration and Motivation</p> <p>For some disadvantaged students at Stopsley High School there are issues surrounding long-term aspiration and appropriate role models. Students sometimes struggle to speak confidently in public and adapt their language and tone to engage with a range of audiences.</p>

4	<p>Self-Awareness as a learner</p> <p>A significant number of our disadvantaged students lack self-awareness in relation to their academic performance and the skills to be a successful independent learner such as note taking, time management and ability to accurately self-assess.</p>
5	<p>Social, Emotional and Mental Health</p> <p>A number of students come to us with issues surrounding wellbeing, including significant mental and emotional health needs. Some of these are identified early through our robust communications with primary schools however some may present at a later time and are identified through the work of our pastoral team.</p> <p>Internal monitoring has shown that attendance of disadvantaged students continues to be below that of their non-disadvantaged peers which is a barrier to these students forming positive relationships and enjoying a successful school experience.</p>
6	<p>Behaviour and attitudes</p> <p>The proportion of disadvantaged students receiving negative behaviour points is higher than for non-disadvantaged students.</p>

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
<p>High quality teaching and learning for all leading to an improvement in attainment, especially disadvantaged students, across the curriculum at the end of KS4.</p>	<ul style="list-style-type: none"> As results rise across the school, we want the gap in student outcomes for disadvantaged to narrow and be in line with their peers. The continued implementation of the Voice 21 Oracy framework leading to tutors and teachers feeling confident applying pedagogical methods to develop students' reading and oracy skills and support the delivery of excellent literacy across the curriculum. Learning walks show the CHI principles (Challenge, High Expectations, Inclusion) in action and Middle Leaders are confident to lead and monitor the implementation of our key Stopsley T&L strategies.
<p>Improved reading comprehension and writing among disadvantaged students, particularly at KS3.</p>	<ul style="list-style-type: none"> 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 through the ongoing testing in Accelerated Reader and teacher assessments. 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.

	<ul style="list-style-type: none"> ● Qualitative data from student consultation, observations and teacher feedback will demonstrate students' improvement in these areas.
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing:</p> <ul style="list-style-type: none"> ● Qualitative data from student voice, student and parent surveys, teacher observations, The School's Student Health and Education Unit (SHEU) survey and feedback from the well-being ambassadors ● A significant increase in participation in enrichment activities, particularly among disadvantaged students. ● More disadvantaged students achieving their Top Class Student status.
<p>For our disadvantaged students to demonstrate a positive attitude towards school including sustained high attendance.</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"> 1. A positive conduct score (Achievement points - Behaviour points) 2. Attitude to learning of at least 3.6 across all subjects 3. Attendance over 97% 4. A leadership role within the community <ul style="list-style-type: none"> ● A reduction in the number of disadvantaged students who are persistently absent. ● The percentage of disadvantaged students who are suspended is reduced so they are not disproportionately represented. ● A reduction in the number of students with a negative conduct score.
<p>To ensure our PP students have access to the resources they need to be successful at home and at school.</p>	<ul style="list-style-type: none"> ● Robust homework monitoring combined with follow-up support meetings will ensure that all students have access to online resources. ● Support available to provide uniform, resources and wider experiences for disadvantaged students to mitigate against barriers to inclusion in lessons and at home.
<p>All students across all key stages have access to an aspirational CEIAG programme.</p>	<ul style="list-style-type: none"> ● 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 when transitioning 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 here at Stopsley High School. ● Teacher reports, learning walks and student wellbeing surveys will indicate that students feel prepared and well supported throughout this process. ● Destination Data demonstrates that disadvantaged students maintain their training education course or employment. ● High levels of parental engagement in sessions relating to 'next steps'. ● The continued roll-out and use of the online careers platform - Unifrog.

<p>Build memorable moments into students' school experience. By increasing opportunities for cultural capital within all subject curriculums and in extra-curricular provision.</p>	<p>Raised aspirations of all students through whole school initiatives and subject curriculums.</p> <ul style="list-style-type: none"> • Improved attendance and engagement of disadvantaged students in our extracurricular clubs and involvement with cultural enrichment opportunities. • A significant representation of disadvantaged students involved in student leadership activities. • An increased number of disadvantaged students achieve their Top Class status.
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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: £84,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued drive in high quality teaching and learning across the school - maximising academic outcomes of all students.</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>EEF GUIDE TO THE PUPIL PREMIUM EEF Teaching & Learning toolkit</p>	<p>1, 2, 3, 6</p>
<p>Developing teachers' understanding of how to teach reading and secure fluency</p> <ul style="list-style-type: none"> • Prioritising high quality staff training, including tiered vocabulary, disciplinary literacy and combined reading and writing instruction. <p>Continued drive to develop the reading and literacy culture of the school</p> <ul style="list-style-type: none"> • Continuing to fully resource the school library and running reading interventions. 	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</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</p>	<p>3, 6</p>

<p>Promoting a love of reading and monitoring reading age through the continued use of The Accelerated Reader (AR) programme.</p> <p>Using the data to ensure bespoke interventions and actions can be taken to support students. Including:</p> <ul style="list-style-type: none"> ● Reading partners to promote a love of reading, ● Accelerated reader data reviewed to ensure accuracy of reading data provided to all staff. ● Ensure the literacy needs register continues to be updated and shared with staff ● Ensure staff are aware of students who are below age related expectations and training provided in what strategies are best to support them. 	<p>support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.’ This shows that a 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>Homework</p> <ul style="list-style-type: none"> ● Ensure clear expectations for staff around the setting of homework including the use of appropriate online software. <ul style="list-style-type: none"> ○ Published homework timetables. <ul style="list-style-type: none"> ■ Homework setting monitored by HOD and SLT ○ Clear homework setting platform; Arbor Assignments. ○ Use of specific departmental software (Sparx maths etc.) <ul style="list-style-type: none"> ■ Middle leaders to monitor and ensure quality of task and desired impact. ● Providing homework support in an IT room <ul style="list-style-type: none"> ○ Staffing homework club provides support for all students, including SEND and disadvantaged, if required. ○ Running the club in an IT room ensures all students have regular access to IT facilities. ● Support students and families in families in accessing homework <ul style="list-style-type: none"> ○ Clear communication regarding parental logins. 	<p>Homework clubs can help to overcome these barriers by offering students the resources and support needed to undertake homework or revision.</p> <p>EEF Homework</p>	<p>1, 2, 3, 6</p>

<ul style="list-style-type: none"> ○ Regular ‘activity’ checks to monitor and support students and parent access to homework. ○ Parent workshops to provide parents with the skills to support their child with their homework. 		
<p>Further refining formative assessment and adaptive teaching approaches.</p> <ul style="list-style-type: none"> ● Continue 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. ● Revisit and deepen staff understanding of how to appropriately challenge all students offering adequate support and scaffolds. ● Subscription to online services, including Educake. ● Use of the new MLT T&L handbook and attached resources to guide staff with evidence informed approaches. 	<p>Formative assessment:</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>Adaptive teaching:</p> <p>According to the in-depth review of Science OECD countries as part of PISA 2015, whereby 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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 6</p>
<p>Early identification of students with greater levels of need;</p> <ul style="list-style-type: none"> ● Reading and spelling testing in place for Year 7 and Year 10 through NGRT and NGST. ● Additional NGRT test at the end of year 7. 	<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, 3, 6</p>

<ul style="list-style-type: none"> • CATs test and CATs catch-up testing for new students. 		
<p>Effective deployment of staff to provide expert support and qualified teaching in our Connexions Unit</p> <p>This is a small, dedicated setting separate from the main school that serves as an extended provision for students whose social, emotional and/or behavioural challenges require bespoke support for them to be able to fully participate in the mainstream setting.</p> <p>The offers a blend of academic teaching and counselling, providing individualised support to address both educational and emotional needs. The focus is on creating a structured and nurturing space that personalises learning and addresses learning gaps, builds self-regulation skills, and enables students to re-engage with staff and peers due to a focus on relational practice.</p> <p>The ultimate aim is to successfully reintegrate students back into mainstream education within a 6 week time frame.</p>	<p>Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement</p> <p>This study shows two possible positive effects.</p> <p>Firstly, it has the effect of reducing disruptive behaviour for those students remaining in the classroom, an effect size of 0.34 according to Hattie’s ranking.</p> <p>However, the disadvantaged students who are targeted by this approach are likely to experience a much higher effect as providing the lowest attainers who are in need of most support with high quality teaching is listed as having a very strong effect size of 0.77.</p>	<p>2, 3, 4, 5</p>
<p>Establish a strong and well-attended extracurricular offer:</p> <p>As well as using our staff body to provide extracurricular after-school opportunities, we will invest in other initiatives and activities that our disadvantaged students might not otherwise attend and may encourage them to feel a greater sense of belonging within our school community and increase attendance. This is in line with the government recommendations on extracurricular activities, soft skills and social mobility.</p> <p>Refine monitoring procedures of enrichment attendance:</p>	<p>Informal qualitative data from students and families has indicated that enrichment opportunities help develop social skills and a positive attitude to school.</p> <p>The EEF additionally states that “Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum” and “may offer a route to re-engage older pupils”. 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.</p> <p>EEF Life skills and enrichment</p> <p>An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility - DFE</p> <p>The Brilliant Club Annual Report - 2022-23</p>	<p>3, 4, 5, 6</p>

<p>We have moved to Arbor and are trialling monitoring through this.</p> <p>Provide external opportunities to broaden student aspirations, particularly for students who are disadvantaged.</p> <p>For example; The Brilliant Club, The Wadham project, The Scholars Programme, The Orwell Award - Eton College</p>	<p>Orwell Award - Eton College</p>	
<p>Accelerated Reader for all students in years 7 and 8.</p> <p>All students in Year 7 and Year 8 participate in this programme to support reading for pleasure and reading comprehension skills.</p> <p>To further enhance effectiveness:</p> <ul style="list-style-type: none"> • Check all data for anomalies to ensure accuracy of reading data provided to all staff. We also use Year 7 data using NGRT data. • Use more mechanisms to reach parents to continue to maximise the effectiveness of the program through parental support. 	<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>1, 2, 3, 6</p>
<p>Careers</p> <p>We are proud of our strong commitment to offering students a wide-ranging and well-supported careers programme. Last year, this dedication was recognised when we achieved the <i>Quality in Careers Standard</i>.</p> <p>Online - Rollout of the Unifrog careers platform to support aspiration and the Year 10 work experience programme launching in academic year 2025/26.</p> <p>Outside organisations</p> <ul style="list-style-type: none"> • External careers advisor providing 1:1 appointments; positive discrimination of 	<p>The Economic Benefits of Career Guidance</p> <p>This paper opens with the statement that "<i>career guidance is primarily concerned with realising the aspirations and potential of the individual</i>".</p> <p>The paper seeks to demonstrate that where these are maximised a wide range of social and economic benefits follow.</p>	<p>3, 4, 5, 6</p>

<p>Disadvantaged students by timetabling them first.</p> <ul style="list-style-type: none">● Increased career opportunities in KS3 including work with the Talent Foundry.● RISE workshop with 60 student places per year group. Focus on ensuring disadvantaged students are selected for this intervention.● Personalised careers support including working with the Careers Academy (yr10 - focus on SEND and disadvantaged students),● Careers Fairs; Each year group provided with a bespoke program. All students are involved.● Timetabled interview practice for all KS4 students. All students receive a mock interview with an external visitor.● As a school we are committed to engage with companies and businesses who are offering experiences of the workplace. This year that includes, but is not limited to, EasyJet and the Legacy Group.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £77,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>60 Lexia licences to support those with significant literacy needs in Year 7, prioritising disadvantaged students.</p> <p>An additional 30 licenses to support students between Years 8-11 who would benefit from the Lexia programme, with a specific focus on PP and SEND.</p> <p>We have appointed a Lexia Champion who will support this intervention programme alongside the Literacy coordinator, 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, 6</p>
<p>Phonics intervention used as part of the Fresh Start programme to provide targeted and bespoke support to our students with the weakest literacy skills.</p> <p>Targeted small group sessions led by the SENDCo and EAL coordinator.</p>	<p>Word recognition relies on phonics and learning the relationship between written letters and the sounds they make. Children should be taught how to decode words using phonics. For students who have not learnt these skills, intervention is required to ensure they can access the curriculum.</p> <p>EEF Phonics</p>	<p>1, 3, 6</p>
<p>Paired reading: 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> <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>EEF Peer Tutoring</p>	<p>1, 3, 4, 5, 6,</p>

<p>EAL Coordinator</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 also supported by the appointment of an EAL champion.</p> <p>Sparx Lead</p> <p>A member of staff with a T&L responsibility for overseeing student engagement in Sparx Maths, supporting access and providing opportunities for small group support.</p>	<p>The impact of 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>EEf Teaching Assistants delivering targeted interventions</p>	<p>1, 3, 4, 6</p>
<p>Inclusion Board</p> <p>Regular meetings of The Inclusion Board made up of the Support & Intervention Team, Teaching & Learning team, SEND and EAL coordinators to discuss students' progress, with a specific focus on disadvantaged students. Bespoke strategies are discussed and actioned by members of the team. This is then reviewed regularly to ensure the correct intervention is put in place.</p> <p>Additional resources are provided to disadvantaged students to support independent study and prevent barriers to revision.</p>	<p>As part of this bespoke support, Year 11 mentoring also takes place where students are identified to benefit from this type of support.</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>EEF Mentoring</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Increased paid teaching hours for targeted students:</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>This ensures that the academic progress for vulnerable learners is maintained. Revision booster sessions are beneficial when targeted and well-run, with the Education Endowment Foundation (EEF) highlighting that small-group/one-to-one tutoring and extending learning time help close gaps, particularly for disadvantaged students needing quiet spaces or resources.</p>	<p>2, 6</p>

<p>Resources and equipment</p> <p>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. This may include;</p> <ul style="list-style-type: none"> • Food supplies • Stationery • Revision guides • Dictionaries and scientific calculators • Uniform 		3, 4
<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>	2, 3, 4, 5, 6

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

Budgeted cost: £188,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Brilliant Club Scholars Programme:</p> <p>Two cohorts of students have been enrolled onto the Brilliant Club again this year to broaden aspirations for our more able disadvantaged students.</p>	<p>For the last 5 years, independent analysis by UCAS showed that students on The Scholars Programme are significantly more likely to apply to, receive an offer from and progress to a highly selective university than students with similar socio-demographic background and GCSE attainment.</p> <p>Our students have successfully engaged with this programme over a number of years.</p>	2, 3, 4, 5, 6

<p>Mental health and wellbeing interventions</p> <p>Enhance the early help menu of interventions to improve mental health, wellbeing and behaviour:</p> <p>Social and emotional learning interventions: self esteem, anger management and social skills workshops introduced and led by the Intervention Team.</p> <p>Mental health literacy interventions: A series of talking therapies which help students recognise and manage negative thoughts and behaviours. This includes the use of 'zones of regulation' programme.</p>	<p>Social and emotional learning (SEL) approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. The average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Social and Emotional Learning</p>	<p>3, 4, 5</p>
<p>Attendance</p> <p>The attendance of specific cohorts is closely monitored with the data regularly shared in order to create actions to affect change in attendance. We track progress by week as well as general attendance and absence.</p> <p>Through assemblies, targeted work in form time and rewards, we aim to create a better understanding among disadvantaged students about attendance and its direct link to attainment.</p>	<p>Working together to improve school attendance - GOV.UK</p>	<p>3, 4, 5, 6</p>
<p>PSHCE curriculum continually updated to reinforce 'Top Class' expectations.</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>Extract: Motivated Teaching by Peps Mccrea</p>	<p>3, 4, 5, 6</p>
<p>Orwell Award</p> <p>Eton College's Orwell Award: A fully-funded scholarship program for boys at UK state schools who demonstrate academic potential and face personal challenges.</p>	<p>Three Stopsley students were supported and guided through possible applications and one student spent a weekend experiencing life at Eton.</p>	<p>3, 4, 5, 6</p>

<p>We signpost and supported some of our academically able disadvantaged students through the application process.</p>		
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using Key Stage 4 performance data and the Inspection Data Summary Report (IDSR). The latest Year 11 results reflect the positive impact of the carefully planned strategies implemented to support these learners. Notably, there has been a significant rise in the attainment of our disadvantaged students, with the Attainment 8 score increasing by 1.3 points compared with the previous year.

Throughout 2024/25, a wide range of actions were implemented at Stopsley High School to support disadvantaged students and mitigate the risk of underachievement. The list below outlines some of the key strategies used to support these learners.

High Quality Teaching Approaches:

- We have continued to review our curriculum to ensure that it is ambitious and ensures that all students, including those who are disadvantaged and those with SEND, are challenged appropriately to enable 'Excellence for All'.
- All staff have received training on the CHI (Challenge, High Expectations, Inclusion) principles, with accompanying evidence-based strategies, reading materials, and templates made available through our online MLT Teaching and Learning Handbook to support consistent implementation.
- Departments have continued to review and refine their approach to formative and summative assessment, ensuring assessments are carefully sequenced and that the information collected allows teachers to identify learning gaps and respond adaptively to student needs.
- We have continued use of the Accelerated programme reader in Year 7 and Year 8 as part of the English Curriculum.
- This year marked our second year of staff training in developing classroom talk through the *Oracy21* framework. Staff observations and student voice feedback indicate that key oracy strategies are being embedded across departments, leading to increased subject specific student talk and engagement in lessons.
- Our ongoing lesson monitoring has allowed us to identify departmental and individual training needs, leading to bespoke professional development and targeted support.
- The promotion of SEND and EAL profiles has highlighted the strategies that make a difference for both the individuals being presented, but ultimately all students are showcased in the weekly briefing meetings. These are shared with all staff as the strategies are, in some cases, just as applicable outside the classroom. This provides staff with regular high-quality T&L techniques which have been observed in practice through learning walks. In the coming year, we will extend these sessions to include specific PP students and strategies.

Targeted academic support:

- The Inclusion Board continued to meet regularly to identify students at risk of underachievement at Key Stage 4, enabling cross-school professionals to plan bespoke interventions. This included

both Pastoral and Academic mentoring for a number of students in the lead up to their examinations.

- The Brilliant Club Scholar's Programme was successfully delivered to two cohorts of students. Participants visited several universities and completed final assignments that demonstrated high levels of engagement and motivation.
- Alongside afterschool interventions, we provided additional targeted revision sessions for Year 11 students during the Easter Holidays to ensure they felt better prepared for their exams. These were well attended across all subject sessions and PP students were proportionally represented.

Literacy interventions

64 students targeted overall for Lexia and/or Phonics (some of which took part in both programmes) (full set of data available for 54 students).

- 32% of the cohort were eligible for pupil premium and 38% of cohorts have SEND.
- 84% of the cohort made progress in their reading age during the year.
- Students eligible for pupil premium: 75% improved their overall reading age, suggesting that the programme, alongside other interventions, positively impacts students' reading progress.

The introduction of phonics and the development of Year 2 of our Lexia programme has had a transformative impact on student progress. Building on this success, we plan to extend both programmes to include more students, with a particular focus on ensuring consistent engagement with the sessions. Evidence demonstrates that students who engage regularly make excellent progress.

To measure the impact of our whole-school literacy strategy more comprehensively, we have introduced an additional NGRT test at the end of Year 7 for all students. This will enable us to assess not only those participating in targeted literacy interventions, but the entire year group and more specifically analyse the progress of all PP students. This approach will help us evaluate the effectiveness of our literacy strategy across the school, including class teacher interventions delivered within lessons.

Emotional and mental health support

- We have continued to develop our '**Top Class Rewards**' initiative, offering experiences designed to celebrate success in attendance, behaviour, attitude to learning, and contribution to the school community.
- Targeted tuition and mental health support programmes provided the necessary support for disadvantaged students.
- Our pastoral team worked with specific students throughout the summer term to support positive outcomes, particularly those who are disadvantaged and needed increased levels of reassurance and motivation.
- Disadvantaged students achieved attendance higher than the national. This 3 year trend is evident in the IDSR with the 2023/4 and 2024/25 data highlighted in green with regards to the national distribution banding. Our target is for there to be no gap between our disadvantaged and non-disadvantaged attendance figures which will further prove the effectiveness of our attendance strategies.

Enrichment

- At Stopsley High School we recognise that providing cultural enrichment is a crucial part of raising aspirations for our disadvantaged students and we are proud of our varied extra-curricular offer.
- We are also dedicated to providing a comprehensive and well-supported careers program. Last academic year, we were proud to achieve the *Quality in Careers Standard* with the report noting: *'Learners talked about their career learning in PSHCE lessons and within the curriculum. They were able to give good "real world" examples of how a subject may be of use to them in a future career "I am interested in being an actor and we had to prepare a stage in drama" and "we have talked about various routes into accountancy and what we would be doing in maths lessons" (Key stage 3 learners), "we have covered careers in neuroscience and other careers in biology"; and "we have designed careers posters in Design & Technology and worked with a packaging company in maths" (Key stage 4 learners).'*

Externally provided programmes

Programme	Provider
Scholars programme	Brilliant Club
Wadham Project	University of Oxford
RISE (Careers)	The Talent Foundry
Careers Academy	The Job Centre Plus; support for schools team
STEM Day	Leonardo and The Small Piece Trust
Mentoring	ACE
Mentoring	Green House