



1. Summary information					
School	Stafford Manor High School		Authorised by Full Governing Board		
Designated Lead	R Lycett		Governor Lead		
Academic Year	2020/2021	Total PP budget	£151,800 (Based on 157 students at July 2020)	Date of most recent PP review	October 2020
Total number of pupils	389 (398 inc Y12/13)	Number of pupils eligible for PP	188 (September 2020) 48.3% of school population	Date of next internal review of strategy	April 2021

2. Current attainment and progress (2019 GCSE Outcomes)		
	SMHS pupils eligible for PP (2019 – 18 pupils)	SMHS/National pupils not eligible for PP (2019 – 29 pupils)
% Grade 4+ English and Maths	50.0%	SMHS 69.0% Nat (tbc)
% Grade 5+ English and Maths	22.2%	SMHS 51.7% Nat 50%
Attainment 8 score average	30.40	SMHS 42.46 Nat 50.15
Progress 8 score average	SMHS -0.63 Nat -0.45	SMHS -0.31 Nat +0.13
Ebacc Average Point Score	SMHS 2.67	SMHS 3.60 Nat 4.42
2020 GCSE exam performance has not been published due to schools issuing centre assessed grades following school closures as a result of COVID-19.		

3. Barriers to future attainment (for pupils eligible for PP)	
Priority Level 1	Some Pupil Premium children have low prior attainment. Lower attainment on average in reading, writing and SPAG in KS2 results.
	Attendance and punctuality for Pupil Premium students is lower than for non-Pupil Premium students.
	Weaknesses in learning behaviours e.g. lack of independence, lack of skills to prepare for exams, or lack of resilience when challenged. This has been exacerbated by the coronavirus pandemic, particularly when children are learning at home.
Priority Level 2	Social, emotional and behavioural issues affecting wellbeing and progress.
	Some Pupil Premium students are not fully prepared for the school day e.g. having access to a good breakfast.
	Some parents/carers and the school need to work more closely together to support their child.
Priority Level 3	Specific additional needs including those being supported by SEN.
	Limited exposure to a range of occupations and careers resulting in lower aspirations for the future.

4. Outcomes		
		<i>How will success be evaluated?</i>
A	Strong GCSE outcomes across all subjects and improved progress in each year group	GCSE exam performance & GL assessment data Internal tracking data across all year groups from each assessment window Destination data, retention data and applications to Higher Education
B	Improved attendance and preparedness for learning	Attendance and punctuality data (including Breakfast Club, Interventions etc.)

		Behaviour and rewards data Homework data
C	Enhanced social skills and character development, as well as improved literacy skills and engagement in reading	Library use, reading awards & relevant literacy assessments (e.g. reading age or spelling age tests) PiXL Edge completion rates Attendance with opportunities/visits beyond the school day

5a. Planned expenditure: Quality teaching for all

Academic year	2019/2020 & 2020/2021			
Objective	Improve quality first wave teaching across all curriculum subjects by taking advantage of the latest national developments and utilise expertise within school by sharing good practice from subjects and staff with a proven track record of success.			
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Ensure the curriculum offer for PP pupils is relevant and appropriate whilst allowing them to make positive next steps in their education.	The Extended Leadership Team to investigate approaches to teaching the curriculum that encourages deep learning and embraces meta-cognition. Appointment of quality and experienced teachers when the need and opportunity arises.	The new Ofsted framework focuses on the quality of education to ensure schools are delivering an appropriate curriculum for their pupils. Continual review of whole school curriculum offer should focus on the needs of PP pupils along with how best to deliver the knowledge and skills within a subject curriculum. RADY meetings have advocated approaches to meta-cognition and equity within the curriculum. <i>Supported by EEF.</i>	Further review of the new Ofsted framework including experiences from other schools. Analysis of curriculum needs of PP pupils through choices data and destinations data. Investigate alternative curriculum choices for KS4 to ensure equity for PP students. Through Quality Assurance systems support HOF and subject teachers to review the curriculum they deliver ensuring the implementation matches the curriculum intent. Evaluate the impact of any developments in teaching pedagogy around meta-cognition that are introduced. 5 year curriculum and workforce modelling identifies priority areas for staff recruitment.	R Lycett/ K Delaney
Lessons in all subjects are highly personalised to increase the quality of education by sharing existing good practice on differentiation and feedback.	TLR responsibility for Lead Practitioner (L&T) to work with specific staff and develop effective practice. CPD tailored towards specific needs of staff. Focus on target groups: PP including boys and HPA students.	Reviews of the quality of teaching highlight the fact that when lessons are fully differentiated, students make good progress and outcomes are strong. When students also have precise, diagnostic feedback they make rapid gains. All subjects need to develop these practices to maximise impact on student learning and grades. <i>The Sutton Trust supports the importance of high quality teaching having a significant impact on progress.</i>	Improvements in the use of assessment within lessons ensures lessons are pitched appropriately to make incremental gains. Support provide for priority areas. Improve the robustness of tracking of internal data to monitor the progress of groups and individuals in all year groups. Internal and external reviews of the quality of teaching will monitor the impact of training and implemented techniques. Evaluation of CPD to assess impact on practice.	A Barnes/ A Regnaud
Improve the quality of teaching in non-core subjects by widening attendance at relevant CPD	PiXL membership. Transport and fees associated with PiXL & RADY professional development events.	SMHS has been a member of PiXL for over three years and strategies have had a significant impact on the success of the school. PiXL have extended the range of support and training available and our non-core teachers	Whole school calendar reviewed to ensure a full range of opportunities to attend PiXL subject events (as well as exam board training).	R Lycett/ K Delaney/ A Rushton

events to take advantage of the latest developments in expertise in specific subjects.	Increase the amount of opportunities within school to share good practice and expertise from core subjects across the school. Ensure all PP pupils are accessing the core offer in all subjects and lessons.	would benefit from attending subject events to keep up to date with latest practice. Significant expertise and good practice exists within school and this must be shared more effectively.	Regular line management meetings with middle leaders to assess the quality of training. HOF to lead on a key development area at each Currency (HOF) meetings to share good practice. Minutes closely monitored. RSL meetings will focus on individual students and groups of students to identify intervention strategies and evaluate their success.	
Accurately utilise the full range of assessment information to ensure a precise knowledge of student's strengths and weaknesses.	Data analyst salary to support improved data tracking. Further develop the use of GL assessments across KS3. Application of RADY uplift and monitoring strategies. Question Level analysis of KS2 data and ASP. Reading and spelling age data. Use Assessment for Learning to identify learning gaps from school closure.	Where subjects have secured sustained improvements in student outcomes, assessment systems clearly diagnose students strengths and weaknesses and apply precise interventions to fill gaps in knowledge. Assessment should be regular but the information collected used to inform student progress. This is crucial following the pupil return to school after the closure period. It is also crucial to be aware of the strengths and weaknesses of students who join the school so gains can be made from the start of year 7.	Scrutiny of exercise books and folders and conversations with pupils. Tracking of internal data will monitor the progress of PP pupils and individuals in all year groups. RSL meetings will focus on individual students and groups of students to identify intervention strategies and evaluate their success. Regular meetings between English and Maths leads will focus on the 'mismatch' pupils.	A Barnes/ K Delaney
Accurate assessment at KS4 across all subjects with detailed question level analysis precisely informing DTT.	Engagement with PiXL Wave and exam boards. External moderation of GCSE PPEs in non-core subjects.	It is essential that PPEs are marked accurately so there is a clear understanding of areas that need to be improved. Moderation and standardisation practices are crucial in ensuring assessment is accurate particularly with the introduction of new GCSE specifications.	Staff with a proven level of accuracy in marking will complete moderation and, where possible, we will use professionals with exam board training – all verified by SLT. Faculty meetings, line management meetings and RSL meetings will be used to moderate assessments.	K Delaney
Students complete homework that supplements their learning in school and have the support and resources to complete it to the standard expected.	Show My Homework subscription. Folders and diaries for PP students as appropriate. Resources as required. Homework club. Information for parents on how to support with homework. Establish link with local library to provide access to IT outside school.	With increased demand of GCSE specifications greater amounts of input are required and homework provides an opportunity to consolidate learning. PP students can sometimes lack resources to access or complete homework and do not always have the support at home. Investigate alternative approaches to homework at KS3 to encourage completion by PP pupils.	Regular line management meetings and Character (ELT) meetings will monitor the implementation and success against success criteria and the SIP. Regular tracking of PP student completion of homework will identify areas of need. Homework QA will evaluate the effectiveness of strategies (including pupil & parental voice).	A Regnauld/ K Delaney
All students are fully prepared and equipped for learning at home should they need to self-isolate.	Students and parents have the digital literacy skills to access to Show My Homework and Microsoft Teams.	Government guidance on remote learning will be followed so the school meets all the requirements of the temporary continuity directive. Key principles of successful remote learning will be pursued:	A member of staff will be designated to lead on remote learning across the school. Training will be provided for staff and information shared with pupils and parents. A survey of parents will identify ICT need at home.	K Delaney

	<p>Children have appropriate devices and internet connections to complete work at home. Children have all other resources to complete work at home. Parents know how to support their child with work at home.</p>	<ul style="list-style-type: none"> • Focus on the quality of teaching rather than the delivery method. • Prioritise access to technology. • Provide opportunities for peer interactions to encourage motivation. • Support independence. • Appreciate that different delivery methods are appropriate for different types of content <p><i>EEF research on remote learning (2020)</i></p>	<p>Government laptop schemes will be accessed to provide technology for children at home. Regular communication with home will ensure any gaps are identified and children are supported as necessary. Learning will be evaluated regularly and assessment will indicate success of different approaches.</p>	
Total Budgeted Cost				£57000

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5b. Planned expenditure: Targeted support

Academic year	2019/2020 & 2020/2021			
Objective	Use systems and resources to clearly diagnose individual barriers to progress and attempt to remove these by targeting support and interventions at specific students and groups of students.			
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will your ensure it is implemented well?	Staff lead
Improved learning environment in the core subjects for students who are completing their KS4 courses.	Salary support for an additional teaching group in Y11 2020. Support an additional option class in Y10 2019/2020 to facilitate a full range of courses being offered.	Y11 (53 pupils) have been taught in 3 groups through their GCSE courses. Creating 4 option classes in 2020/2021 Y10 (99 students currently taught in four classes in all subjects). This allows for an improved choice and an increased focus on the highest grades in new GCSE specifications.	Timetabling to ensure student choices are met. Scrutiny of exercise books and folders, student surveys and conversations with students. Tracking of internal data will monitor the progress of groups and individuals in all year groups. Internal and external reviews of the quality of teaching will monitor the impact of strategies facilitating increased interventions.	K Delaney
Improved outcomes for specific groups and individuals in English and maths.	Closer tracking of performance in English and Maths to identify learning gaps. Support for English faculty to ensure quality provision & interventions for identified students. Funding for Maths university graduates/interventions. Access PiXL pupil workshops to support exam preparation.	The value of English and maths qualifications to PP pupils when choosing future pathways are significant. English continues to be a key area for development. Additional investment and time in the English department with specialists, will build on strategies that have previously had an impact on outcomes. This includes the accurate moderation of work and small group interventions. Ensure whole school systems are embedded within the English faculty through additional monitoring and support.	Scrutiny of exercise books and folders and conversations with students through LM. Tracking of internal data will monitor the progress of groups and individuals in all year groups. Internal and external reviews of the quality of teaching will monitor the impact of strategies facilitating increased interventions. Regular meetings between the Head of Maths and English allows the sharing of good practice and expertise.	K Delaney/ M Taylor/ F Gurmin
Improved outcomes for target groups of students in identified subjects.	Staff salary to support the appointment of an AHT whose focus will be PP & SEN interventions. Staff training for literacy and numeracy development.	A high proportion of PP pupils are on the SEN register and therefore provision and interventions can support the progress of both groups. Multiple disadvantage exacerbates the challenges PP students face. Through the RADY project, strategies have been adopted by different schools to raise staff awareness of these barriers (e.g. staff link, poverty proofing your school).	Tracking of internal data will monitor the progress of SEN/PP students in all year groups. Scrutiny of exercise books and folders and conversations with appropriate students. Regular review of support plans and intervention strategies to evaluate their success. Introduction of coordination meetings between SLT, Behaviour Support & SEN team. LM meetings and Culture (HOF & ELT) meetings will ensure communication and tracking is strong.	A Rushton
Reduced occurrence of the social and emotional issues that can affect well-being and progress.	Following the return of pupils after the school closures, Staff salary to support the work of the behaviour and support teams.	PP pupils tend to have lower attendance, higher proportion of behaviour incidents and greater potential to suffer from social and emotional issues. Government changes to GCSE assessment place greater pressures on PP pupils.	Weekly SLT meetings to track behaviour and attendance data as well as targets against the SIP. Monitor systems and data to track the needs of PP pupils.	P Manfredi/ A Bradbury/ A Rushton

	Continue to pursue opportunities for organisations who can operate in the community facilities at school. Keep up to date with available services and direct pupils and families where appropriate.	Maintaining the increased capacity of the behaviour/support team would allow improved communication to support parents/ carers and direct them to appropriate services. <i>Supported by EPI Policy Recommendations in their July 2018 Annual Report</i>	Review SEL (PSHE) curriculum input to ensure appropriate education is being provided to support pupil mindfulness and well-being. Impact will be monitored through regular LM meetings.	
Increased parental engagement with school to target relevant support for students and families.	Meeting time with individual families. Ensure communication with parents is possible via email/text. Target parents of PP pupils earlier and with follow up for events such as Coffee mornings, Celebration evenings, Parents evenings After school 'social activities' for families to engage with'.	Data shows that parents of PP pupils have lower engagement rates with school when it comes to parent's evenings and events. Further work could be done to increase opportunities for parents and carers to build relationships with school, access school to gain advice on how to support their child and celebrate achievements and improve chances for students.	Monitor attendance to parent's evenings and other school events to ensure PP students are well represented. Discuss strategies for alternative events with PP parents that are already well engaged with school. Adopt RADY principles for engagement by inviting parents and carers of PP students to events earlier than non PP parents and carers to allow follow up time. Consider the introduction of SIMS Parent App to improve communication. Investigate the possibility of using technology to deliver remote parents evenings.	R Lycett/ A Rushton
Improved attendance of PP students so that they are in school and accessing quality education.	Introduce regular communication with parents and students to provide attendance updates and clear information and guidance on supporting priority PP pupils. Celebrate improvements in attendance through rewards system. Utilise the support of the Local authority in extreme cases.	Barriers for individual PP pupils can vary significantly and are often very personal. The reasons that lead to poor attendance affects not only the input during the school day through lessons, but can also be barrier in attending after school revision sessions, completing homework etc. <i>Supported by EEF research and Professor Rebecca Allen on building relationships with teachers.</i>	Tracking of internal data will identify priority pupils to follow up. Regular communication with parents will help ensure absence is followed up and does not become persistent. Communication and feedback from parents will provide further evidence of impact and inform future strategies. Regular review of support plans and intervention strategies to evaluate their success.	P Manfredi/ A Rushton
			Total budgeted cost	£63000

5c. Planned expenditure: Other approaches

Academic year	2019/2020 & 2020/2021			
Objective	To provide a wide range of extra-curricular opportunities that enrich the education of students, widen their cultural capital and raise aspirations for the future.			
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will your ensure it is implemented well?	Staff lead
Students have healthy meals through the day to support their learning during and after school.	Salary to support breakfast club provision. Review purchase of food for breakfast club to ensure healthy options. Support provision of food for pupils attending after school interventions. Provide information via the school website, text and email around healthy eating and the importance of diet to sustain performance.	Breakfast Club has now run successfully in the morning for over 3 years. This has impacted significantly on student attendance and encourages all students, but particularly PP students, to have a healthy breakfast before school starts. PiXL have work with professionals to produce menus that encourage students and families to prepare meals that contain ingredients that could boost learning (Power to Perform). Following school closures reconsider the purpose of breakfast to bring an added dimension to support pupil wellbeing.	Track attendance of students to breakfast club and monitor attendance and behaviour data for PP students. Work with Y11 tutor team to implement healthy eating strategies. Review the impact of strategies through LM and ELT meetings. Track attendance to revision classes and ensure appropriate food is provided to improve learning. Discuss with students their thoughts and views.	P Manfredi/ R Lycett/ A Rushton
Improve access to school library at lunch time so that an increased proportion of students are reading for pleasure and accessing computers to complete homework.	Salary costs associated with support for the library. Review the resources in the library and plan for replenishment of stock. Increase the number of competitions and awards associated with reading. Consider the introduction of literacy/reading & spelling assessments.	Communication with parents highlights some students have difficulty accessing homework. Access to ICT facilities at lunch time to complete homework and reading facilities. Competitions and quizzes also help to promote the reading culture across the school.	Monitor student use of the library during lunchtime and reading levels through appropriate assessments. English team to monitor the impact of newly introduced reading schemes. Gain PP pupil views on the availability of facilities and materials. Evaluate the impact of the introduction of reading and spelling age assessments.	K Delaney/ F Gurmin
Students have increased knowledge of potential future pathways and increased aspiration so that a greater proportion remain in EET and apply to HE.	Careers advisor to work with KS4 & 5 students. Salary costs associated with leading the careers strategy and improving the quality of CIAG to gain the quality mark. Salary costs associated with liaison with HE (and FE) to increase retention and support at Post 16 for UCAS applications. <i>(See Careers Development Plan)</i>	The Careers Strategy identifies the significance of working towards the Gatsby Benchmarks. PP students require the trident approach of raising awareness, aspirations and expectations. Increased opportunities for 'virtual' employer engagement will improve career knowledge and raise aspirations All PP students receive an enhanced offer with the careers advisor during Y11 (and Y12/13) to ensure Post 16 choices are appropriate.	Regular LM meetings with careers lead to review improved IAG input across the school. Compass tool & Careers Hub help monitor this. Improved Post 16 transition programme monitored through fewer students moving courses at the start of Y12 and improved retention figures. Increased success of applications to FE & HE along with reduced numbers changing or leaving courses. Achievement of CIAG quality mark. Track progression data and student views on quality of careers advice.	K Burns/ R Lycett

Improved social skills of students including resilience and independence.	Salary costs associated with implementation and delivery of PiXL Edge. Costs associated with accreditation through the programme.	PiXL Edge has been used in schools to develop student skills at coping with different situations. Developing the 'Character' of PP pupils through the programme, potentially adds further capacity to students meeting higher expectations.	Review PiXL Edge delivery through the PE curriculum. Focus on KS3 through staged implementation – monitor success through student voice and LM meetings. Review accreditation data and students achieving different levels of award.	J Thorley/ R Lycett
All students have equal access to a wide range of enrichment opportunities (curriculum and extra-curricular) that enhance the cultural capital of students.	Support for students on theatre visits, museum visits, Y7 Dyffryn residential etc. Support for wider curriculum enrichment opportunities club sustainability (e.g. Science and DT). Purchase of resources and/or support for students to access curriculum sessions after school.	With around half of the school population on average in each year group eligible for PP funding, the cost of school visits can be challenging for families. However, cultural and social experiences are valuable and we ensure PP students have equality of opportunity by subsidising transport and providing individual support as appropriate. Adopting the RADY principle of at least 'proportional representation' of PP pupils on visits ensures representation. <i>Supported by EPI Policy Recommendations in their July 2018 Annual Report</i>	Review visits offer and ensure a wide range of opportunities are available for students. Student attendance on each visit will be scrutinised prior to it taking place to ensure PP students have equality of opportunity. Monitor use of ParentPay and introduction of visits so PP pupils have equal access. Business Manager will keep a track on funding and use to support PP students in enrichment activities across the school.	A Rushton/ D Pope
Students are proud of their achievements and aspire to do even better.	Reward systems to incentivise learning. Involve parents in acknowledging achievements and awards for PP pupils. Funding for awards.	The 'Rewards' culture has developed significantly over the last 3 years and students are keen to be rewarded for positive behaviour. Success breeds success.	Regular rewards assemblies & visits on whole school calendar that include PP students as appropriate. Actively recognise achievements of PP students and monitor success of PP pupils. Pupil and parent surveys.	G Mainwaring/ R Lycett
			Total budgeted cost	£31800