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

Detail	Data
School name	Stafford Manor High School
Number of pupils in school	We are a school with increased numbers. 390 = (2020) 435 = (2021) 471 (2022)
Proportion (%) of pupil premium eligible pupils	*47% (2022)*
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022- 2025
Date this statement was published	November 2022
Date on which it will be annually yearly summative reviewed	November 2023
Statement authorised by	Mr Adams (Headteacher)
Pupil premium lead	Mrs A Rushton (Assistant Headteacher)
Governor / Trustee lead	Catherine Phillips

Funding overview £259,414

Detail	Amount
Pupil premium funding allocation this academic year	£197,590
Recovery premium funding allocation this academic year	£61824
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 259,414

Part A: Pupil premium strategy plan

Statement of intent

Stafford Manor High School is committed to ensuring that all students make positive progress, achieve well and gain a variety of experiences and opportunities, irrespective of their background or the challenges they face, and achieve in line with non-disadvantage peers across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, regardless of their prior attainment before they join us. We will consider the local challenges as well as personal challenges faced by each vulnerable student, including those who have a social worker or are young carers, mental health practitioners or other similar services.

We are a smaller than average high school within a lower-class area within Stafford. As an inclusive school, our intention is to provide an inspirational and inclusive learning environment with outstanding teaching. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to eliminate disadvantage, low expectations, raise lifelong aspirations and focus on overcoming challenges to learning and achieving excellence.

High-quality teaching is at the heart of our approach to supporting disadvantage students with regular staff CPD (linked with SEND support) to:

- Improve vocabulary; develop a love of reading and reading age.
- Know your students.
- Use regular retrieval.
- Scaffold and differentiate tasks.
- Challenge pupils to wider thinking.
- Encourage to work independently.

Our Pupil Premium Strategy aims to address and provide all children with the access and opportunities to enjoy academic success. To ensure our actions complement each other and are effective, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Everyone at Stafford Manor High School has a collective responsibility to tackle disadvantage. Be experts in individual children, not labels.

'A learning led approach, not a label led approach'.

Challenges

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

Challenge number	Detail of challenge
1 Prior Data From Primary	a) The prior attainment of disadvantage students coming to Stafford Manor High School has already got a gap compared to National figures (see SATS results data below). **KS2 SATS scaled scores 2022** 	Subject	NS	AS	No score	PP Average	Non PP Average	School Avg score	Nat Avg score 2022
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Reading	11	34	1	103	105	104	105
Grammar & Spelling	17	28	1	101	105	103	105
Maths	15	30	1	101	104	102	104
AS in all 3 subjects		25					| Disadvantaged Year 7 pupils from primary are arriving below age-related expectations compared to non-disadvantage, this is validated by GL assessments (21% of pupils year 7 pupils below chronological reading age). b) Current internal progress and attainment data demonstrates that disadvantage pupils in Y11 do not close the gap from the current prior attainment gap from primary school. Tables below suggests the disadvantage pupils achieve below their peers compared to National figures. | Progress		Attainment	
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Disadvantage	-0.87	Disadvantage	3.4
Non-Disadvantage NATIONAL	-0.15	Non-Disadvantage NATIONAL	5.2
All SMHS students	0.75	All SMHS students	3.8	
2 Lower attendance Higher PA	Our attendance data since the start of the academic year indicates that attendance among disadvantaged pupils of 89% has been lower than for non-disadvantaged pupils 90.1%. A higher proportion of disadvantaged pupils have been 'persistently absent' (37%) compared to non-disadvantage pupils (34%). Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils' progress.
3. Behaviour and attitude	Our behaviour data since start of the academic year indicates that 58.2% of behaviour incidents were disadvantage pupils compared to 41.8% non- disadvantage. There have been 26 students within the school with suspensions. 15 (58%) were disadvantage students.

towards school and learning.	
4 Pupils with PP and SEND	As above, our assessments, observations and discussions with pupils and families as well as various services supporting them, suggested that the education and already poor mental health and wellbeing of our disadvantage pupils has been further impacted by school closers, to a greater extent than for other pupils- reflected in national studies. Families have been open and suggested they are struggling to put food on the table and struggling with the rise in living costs. This in effect, has been linked with student's poor mental health. As evidenced by • Increase in access arrangements. In 2021 12 pupils had access arrangements compared to 2022 which shows 26 pupils having access arrangements – an increase of 11%. (High proportion of pupils are in the access arrangements room due to high levels of anxiety). • Out of the 26 pupils who are entitled to Access arrangements 18 pupils 69% are PP. 14% (66) students in SMHS are classed as Vulnerable. 37.9% (25) of those students are disadvantaged.
5 Reading Ages	The main attainment of disadvantages students is affected by **low levels of literacy, vocabulary, reading experience** and understanding. In the most severe of challenges this can impact on students' progress in all subjects across the curriculum. Table below shows current data for year groups and PP students who are below on their reading compared to National data. <table><tr><th>Year Group</th><th>Percentage of PP pupils Reading age below and below average of their chronological age</th><th>National figures</th></tr><tr><td>7</td><td>21%</td><td>8%</td></tr><tr><td>8</td><td>4%</td><td>7%</td></tr><tr><td>9</td><td>29%</td><td>9%</td></tr><tr><td>10</td><td>11%</td><td>8%</td></tr><tr><td>11</td><td>33%</td><td>9%</td></tr></table>

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
Improved levels of literacy, vocabulary, reading and comprehensive for disadvantage students- enabling them to assess subjects across the curriculum.	• Introduction of GL assessments for all year groups. Identifying students significantly below chronological age and monitoring them. • Reading GL assessments to be conducted in summer term to demonstrate improved comprehension skills for disadvantage students and a smaller gap between disadvantage and non- disadvantage. • Quality Assurance identify improved usage of literacy, vocabulary and comprehension by disadvantage pupils across all subjects (learning walks, book scrutinies and student voice). • Launch of the new library and accelerator reading. Monitoring and tracking Reading. • Improved culture of Reading throughout the school. Reading now developed in tutor time, which echoes opinions through student voice and student council.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and reduce PA.	Sustained high attendance from 2025 demonstrated by: • the overall absence rate for all pupils at least being in line with the national average, and the attendance gap between disadvantaged peers and their non-disadvantaged peers being significantly reduced. The percentage of all pupils who are persistently absent being in line with the national average, and the figure among disadvantaged pupils being closer to their peers.
Improved retention of learning among disadvantaged pupils across all subjects.	Evidence will show pupils will be able to articulate their learning and receive more engagement. Through: • Learning walks/ lesson observation • Book scrutiny • Student voice • Parent survey • GCSE outcomes.

Improved opportunities for disadvantage pupils to complete homework.	After school homework club introduced within the library and positive update of pupils using it.
Improved attainment among disadvantage students across the curriculum at the end of KS4.	By the end of 2025, the % of disadvantage students entered for EBACC is in line with non-disadvantage students. By the end of 2025, disadvantage students achieve more and closer the gap on non-disadvantage students in KS4.
To increase and maintain parental engagement for all, especially disadvantage students, in supporting their children's aspirations and progress.	An increase in the numbers of all parents 'attending' parents evening to at least 90%, with at least 85% attendance of parents of disadvantage students.

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: £120,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
Launch of the cross-curricular Reading Strategy to identify categories of readers in need of support: low fluency, poor decoding, poor comprehension and develop a love of reading for pleasure. CPD to all staff (conducted November 2022) and allocated MLT meeting time to embed across all subjects.	Purchase of GL assessments October 2022 for all year groups to determine current reading ages. Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clare 2011; Clare and Douglas 2011). EEF Blog on whole class reading: with "the teacher reading the passage with concise clarifications of key vocabulary built-in (as recommended by Lemov in another section of Reading Reconsidered), and then… students discussing and answering comprehension questions about the passage." This is to happen in tutor time- Launch a love of reading. Purchase of books and recap of library. https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading	1, 5,
Further develop use of GL assessments across KS3. Engagement with PIXL and exam boards to accurately assess KS4 pupils. Ensure external moderation of GCSE PPE's in non-core subjects.	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. It is essential PPEs are marked accurately so there is a clear understanding of areas that need to improve to tackle the mismatch in Maths/English. Moderation and standardisation practices are crucial in ensuring assessment is accurate and effectively informs the use of DTT.	

| Staff responsibility and TLRs: strategic and operational roles to support both pupils and staff, including Pupil Premium, Language for Learning, Gifted and Talented, Careers | By following recommendations set out in the evidence-based research documents, such as the EEF's updated Pupil Premium Guide https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf

and the EEF's Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy , we stand the best chance of raising the bar for all but disproportionately so for our disadvantaged pupils | 1,5 |
|---|---|---|
| Regular, calendared staff CPD on pedagogy, reminders of key strategies for supporting SEND and disadvantaged students and specific training support for need.

Focus on target groups (SEND, HPA & boys) alongside disadvantaged pupils. | Key lessons learned in the EEF's research show that the number one factor in improving academic progress for all, but in particular for disadvantaged is that what happens in the classroom makes the biggest difference. Improving the quality of teaching is therefore our primary focus – though has the smallest cost associated with it.

Learning walks - Reviews of the quality of teaching highlight the fact that when lessons are fully differentiated, students make good progress and outcomes are strong.

Diagnostic feedback (personalised to the pupils) they make rapid gains. All subjects need to develop these practices to maximise impact on student learning and grades. The Sutton Trust supports the importance of high-quality teaching having a significant impact on progress | 1, 3 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting targeted programmes as a reading intervention for disadvantage pupils:	Sutton Trust - Education Endowment Foundation (EEF) research states - 'On average, reading comprehension approaches improve learning by an additional five months' progress.' The ability to read fluently and understand and retain what has been read improves students' ability to access the whole curriculum. These include: 1. Introduction of Accelerated Reader programme. (December 2022) 2. Tutor reads (TA's to work with smaller groups). 3. Reading interventions (November 2022) TA – Toe by toe and Fresh Start (Phonics)- which will happen after school. 4. Launch of the Library	1,5
CPD and more Awareness of attachment & Trauma (emotion coaching) Identify and provide capacity and support for champions to lead and share good practice Provide Emotion Coaching training for all staff.	Staffordshire Virtual School are supporting all schools to achieve greater understanding due to the positive impact it can have on children, particularly those from disadvantaged backgrounds. There is evidence to suggest that Emotion Coaching can have a significant impact on improving behaviours that will improve learning capacity including disadvantage pupils. https://www.staffordshire.gov.uk/Education/Virtual-school/Calendar/Developing-Your-Emotion-Coaching-Skills-070720.aspx	1. 3, 4, 5
Small group targeted support using recently (November 2022) employed one to one tuition.	Targeted one to one support for English and Maths disadvantaged pupils to support (catch up) identified as significantly behind peers. Extra tuition to address specific needs identified through data or teacher observations. This is firstly prioritised towards the disadvantaged but also to any subgroup that is seen to be in need https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4

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

Budgeted cost: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed principles of good attendance.		
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will be appointed to create capacity to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Barriers for individual disadvantaged pupils can vary significantly and are often very personal. The reasons that lead to poor attendance affects not only the school day, but can also be a barrier to attending after school revision, completing homework etc. Supported by EEF research and Professor Rebecca Allen on building relationships with teachers. SMHS has had support from John Taylor MAT support for strategies to support the improvement of attendance.	2
Re-introduction of Breakfast club.	Breakfast Club has been historically successful in the morning. This stopped for a short period of time due to capacity. Re-introduced (November 2022). .	1, 2, 3, 4
Raise profile of parents of disadvantaged/ SEND pupils for school events and with follow up for events such as Coffee mornings (attending in SEN parents evening not morning), Celebration evenings, Parents evenings Direct parents also to uniform banks.	Data shows that parents of PP and SEND 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. Vast proportion of SMHS pupils are both PP and SEND. Introduction of SEND parents evening. External agencies have been invited to the evening including: SENDIAS Mental health nurse Senior social worker Autism Outreach. *Supported by EPI Policy Recommendations in their July 2018 Annual Report.*	1, 2, 3, 4
Support for students on	With around half of the school population on average in each year group eligible for PP funding, the cost of	1, 2, 3, 4

theatre visits, museum visits, Y7 Dyffryn residential etc. Purchase of resources and/or support for students to access curriculum sessions after school.	school visits can be challenging for families. However, cultural and social experiences are valuable and we ensure disadvantaged students have equality of opportunity by subsidising transport and providing individual support as appropriate. Adopting the RADY principle of 'at least proportional representation' of disadvantaged pupils on visits. Supported by EPI Policy Recommendations in their July 2018 Annual Report Homework club supported by Teacher and TA to support disadvantage students after school to complete homework. Computers accessible for students to use ICT resources and show my homework.	
Careers package for students Raising aspirations for disadvantage students.	The DfE's Careers Strategy identifies the importance of the school having an effective careers programme working towards the Gatsby Benchmarks. Disadvantaged pupils require the trident approach of raising awareness, aspirations and expectations. PIXL Edge programme is recognised as developing a student's character and the skills required to cope with different situations. This significantly increases disadvantaged pupil capacity to meeting higher expectations.	3

Total budgeted cost: £259,414

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality provision, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding years, at times it was in line with the national average. When all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence also higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

We have evaluated our strategies and with the new appointment of Mr Adams (Headteacher). We have introduced and implemented a lot of new policies and strategies to move the disadvantage student forward. We are fully committed to ensuring that all students make positive progress, achieve well and gain a variety of experiences and opportunities, irrespective of their background or the challenges they face, and achieve in line with non-disadvantage peers across the curriculum.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.