

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	435 (Sept 2021) 390 (30 th August 2020)
Proportion (%) of pupil premium eligible pupils	50% (Sept 2021) 46.4% (30 th August 2020)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Lycett (Headteacher)
Pupil premium lead	Mrs A Rushton (Assistant Headteacher)
Governor / Trustee lead	Catherine Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,712 (Sept 2021 Estimate) £172,855 (DfE figure based on pupils on role in August 2020)
Recovery premium funding allocation this academic year	£ 31,537 (Sept 2021)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 8,000
Total budget for this academic year	£ 247,249

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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 challenges faced by vulnerable pupils, such as 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.

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 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, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in our intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our Pupil Premium Strategy aims to address the main challenges our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success. Our approach will be responsive to common challenges and personal to need, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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	<p>Attainment data demonstrates that disadvantaged pupils achieve lower grades in GCSE English and Maths (and the majority of other subjects).</p> <p>The proportion of disadvantaged pupils attaining a standard pass in GCSE English and Maths is consistently lower than that of their peers with the gap fluctuating between 12 and 18% over the last 3 years.</p> <p>Assessments on entry to year 7 indicate that our disadvantaged pupils arrive below age-related expectations compared to their peers. Subsequent internal and external (where available) assessments show that this gap has widened during the pandemic.</p>
2	<p>Our attendance data since the start of the academic year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. This gap existed in previous years.</p> <p>A higher proportion of disadvantaged pupils have been 'persistently absent' compared to their peers during the same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) 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 pupils, impacting on their behaviour and attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. Disadvantaged pupils are also receiving more behaviour points (and fewer achievement points).</p>
4	<p>Observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Evidence suggests that they have a lower reading age and use a narrower range of everyday words.</p> <p>On entry to year 7, our disadvantaged pupils arrive below age-related expectations compared to their peers.</p>
5	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in English and maths.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Maths and English, as well as entry to EBacc subjects.	<p>By the end of the current plan in 2023/24, SMHS intends that the proportion of disadvantaged pupils attaining a grade 4 or higher in English and Maths, and a grade 5 or higher in English and Maths will be in line with national data.</p> <p>In the years prior to 2021, no disadvantaged students entered the English Baccalaureate (EBacc). By the end of 2023/24, we are aiming for approximately 25% to be entered for the EBacc.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being in line with the national average, and the attendance gap between disadvantaged pupils 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 metacognitive skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects. Monitoring of behaviour and rewards data reflects achievements in line with peers.</p>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £117,249

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accurate and aspirational target setting.		
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>Application of the RADY uplift to raise aspirations.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 4, 5
<p>Further develop use of GL assessments across KS3.</p> <p>Engagement with PIXL and exam boards to accurately assess KS4 pupils.</p> <p>Ensure external moderation of GCSE PPE's in non-core subjects.</p> <p>Salary to support improved data tracking with a focus on English and maths mismatch.</p>	<p>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.</p> <p>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.</p> <p>Moderation and standardisation practices are crucial in ensuring assessment is accurate and effectively informs the use of DTT.</p>	
Quality Inclusive Teaching: Effective questioning and enhancing retrieval practice.		
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>Lead Practitioners (T&L) develop approaches to</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p>	1, 5

<p>teaching the curriculum that encourages deep learning and embraces meta-cognition.</p> <p>Appointment of quality and experienced teachers.</p>	<p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>RADY meetings have advocated approaches to meta-cognition.</p> <p>A review of the school curriculum offer should focus on the needs of PP pupils along with how best to deliver the knowledge and skills within each subject curriculum.</p> <p>This approach is supported by the EEF</p>	
<p>Quality Inclusive Teaching: Personalising the curriculum for all pupils.</p>		
<p>Lead Practitioner (L&T) to work with prioritised staff/subjects to develop effective practice.</p> <p>CPD and the sharing existing good practice on differentiation and feedback.</p> <p>Focus on target groups (SEND, HPA & boys) alongside disadvantaged pupils.</p>	<p>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. The Sutton Trust supports the importance of high quality teaching having a significant impact on progress</p>	<p>1, 5</p>
<p>Enhance teaching and the curriculum across the school beyond core subjects.</p>		
<p>Support attendance at relevant CPD events to take advantage of the latest developments in expertise in specific subjects.</p> <p>Increase the opportunities to share good practice and expertise in core subjects across the school.</p> <p>Ensure all disadvantaged pupils are accessing the core offer in all subjects and lessons.</p>	<p>SMHS has been a member of PiXL for a number of years and strategies have had a significant impact on the success of the school.</p> <p>PiXL have extended the range of support and training available and our non-core teachers 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</p>	<p>1, 4, 5</p>
<p>Improving literacy across the curriculum.</p>		
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<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>4</p>

We will fund professional development and instructional coaching focussed on each teacher's subject area.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £77,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopt a targeted reading programme to improve comprehension.		
Adopting a targeted programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. Development of resources and staffing expertise to support disadvantaged pupils with the reading programme.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2
Tutoring to target knowledge gaps for those most impacted by the pandemic.		
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 4, 5
Develop emotional coaching skills to support pupil behaviours and learning.		
Work towards becoming an Attachment Aware & Trauma Informed school. Identify and provide capacity and support for	Staffordshire Virtual School are supporting all schools to achieve Attachment Aware and Trauma Informed status due to the positive impact it can have on children, particularly those from disadvantaged backgrounds.	2, 3, 5

champions to lead and share good practice Provide Emotional Coaching training for all staff.	There is evidence to suggest that Emotional Coaching can have a significant impact on improving behaviours that will improve learning capacity.	
Staff salary to add capacity to the Student Support team. Develop staff (and pupil) skills at mentoring to enhance pastoral support to prepare pupils for learning. Investigate and utilise external organisations that can develop and support pupil learning behaviours.	Following the school closures it is nationally recognised that disadvantaged pupils and families have been impacted on the most. Lower attendance, increased anxieties, and heightened emotional issues all impact on behaviour and learning capacity. EIF's report on adolescent mental health found good evidence that interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	

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

Budgeted cost: £52,500

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. Staff will get training and release time to develop and implement new procedures.	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.	2
Improve parental engagement and support emotional health and family wellbeing.		

<p>Salary to support breakfast club provision.</p> <p>Review purchase of food for breakfast club to ensure healthy options. Investigate national Breakfast Club programme.</p> <p>Support provision of food for pupils attending after school interventions.</p>	<p>Breakfast Club successfully in the morning. This has impacted significantly on student attendance and encourages all students, but particularly disadvantaged students, to have a healthy food before school starts.</p> <p>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).</p>	<p>1, 2, 3, 5</p>
<p>Meeting time with individual families and establish reliable communication channels.</p> <p>Target parents of disadvantaged pupils for school events and with follow up for events such as Coffee mornings, Celebration evenings, Parents evenings</p> <p>After school 'social activities' for families to engage with.</p>	<p>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.</p>	
<p>Identify relevant support services and direct pupils and families as appropriate.</p> <p>Continue to pursue opportunities for organisations who can operate in the community facilities at school.</p>	<p>A high proportion of disadvantaged pupils are also on the SEN register. Multiple disadvantage exacerbates the challenges they face.</p> <p>Increasing the range of services available in the immediate community would facilitate improved support to pupils and families.</p> <p><i>Supported by EPI Policy Recommendations in their July 2018 Annual Report.</i></p>	
<p>Build ambition for the future: Careers, Cultural Capital & Enrichment.</p>		
<p>Support for students on theatre visits, museum visits, Y7 Dyffryn residential etc.</p> <p>Support for wider curriculum enrichment opportunities club sustainability (e.g. Science and DT).</p> <p>Purchase of resources and/or support for students</p>	<p>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 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</p>	<p>1, 2, 3, 5</p>

to access curriculum sessions after school.	on visits. Supported by EPI Policy Recommendations in their July 2018 Annual Report	
Salary costs associated with leading the careers strategy and improving CIAG to gain the quality mark. Quality advice and experiences are provided and effective liaison with HE (and FE) to increase retention and progression. Whole school implementation of the Character Curriculum (PIXL Edge) programme along with accreditation.	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.	
Contingency fund for acute issues.	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.	All

Total budgeted cost: £247,249

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.

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.