

Pupil Premium Strategy Statement

2021/2 - 2024/5

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 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

Detail	Data
School name	Stokesley School
Number of students in main school	960
Proportion (%) of pupil premium eligible students	18.2% (177 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs H. Millett, Headteacher
Pupil premium lead	Mrs J. Darbyshire, Deputy Headteacher
Governor / Trustee lead	Mrs Z. Lewis and Mr R. Fryer , Link governors for DA and Achievement

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,415
Recovery premium funding allocation this academic year	£23,345
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	£185,760

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including supporting those to make progress who are already high attainers. We will also consider the challenges faced by our vulnerable students, 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.

Quality first teaching is at the centre of our strategy, with a focus on areas in which disadvantaged students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to our wider school plans for education recovery, notably in its targeted support through our intervention initiatives and intervention programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene, both within and outside of the classroom at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Although not a statutory requirement, our statement of intent applies to students within our post-16 provision as well as those in main school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our data clearly shows that when our disadvantaged students attend school regularly (over 95%) attainment and progress is in line with that of their more affluent peers. The improvement in attendance over the last three years has resulted in marked improvement within our DA cohort outcomes.</p> <p>Overall attainment of a small group of disadvantaged students in each year group is generally lower than that of their peers and teacher diagnostic assessments suggest that this is across most subjects when attendance is a cause for concern or the student is classed as persistently absent. This has been, in some cases, exacerbated by the two periods of lockdown. Despite the fact that all DA students were given access to our virtual lessons, with any who had difficulty in engaging invited into school - in general - our DA cohort found it more difficult to make good progress when they weren't receiving face to face quality first teaching.</p> <p>Assessments on entry to year 7 in the last two years indicate that a small proportion of our disadvantaged students arrive below age-related expectations compared to that of their peers. Subsequent internal and external (where available) assessments show that this gap fluctuates across subjects.</p> <p>Assessment and feedback, coupled with strong moderation procedures at KS4/5 has enabled us to place appropriate intervention to be completed at the earliest stage in KS4 with notable impact.</p>
2	<p>NGRT tests and AR Star Reading Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Completion of the New Group Reading test on entry to year 7 in the last 2 years, indicates that between 14 - 28% of our disadvantaged students arrive below age-related expectations compared to 6 - 11% of their peers. This gap has started to close through our AR programme and targeted intervention but more intervention is required in this area for students' to make more rapid progress. We believe this</p>

	<p>has been exacerbated by lockdown and students' lost learning during Y5 and Y6. We intend to continue to invest in additional support in this area through this year's recovery premium.</p> <p>2020 intake 5 DA students below 14%</p> <p>2020 intake 17 non DA students below 11%</p> <p>2021 intake 9 DA students below 28%</p> <p>2021 intake 10 non DA students below 6%</p>
3	<p>Our assessments, student voice, increase in referral to Ethos as well as our observations and discussions with students and families suggest that the education and wellbeing of a number of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in some students falling further behind age-related expectations. Students requiring support are already working with our pastoral teams including Ethos and our EWO. To further support this we will be allocating funding from our recovery premium to extend the hours of EWO support for a selected cohort of DA students.</p>
4	<p>Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths, English and science at KS3.</p> <p>Our new independent learning policy is supporting the delivery of developing students' understanding of low stakes testing and the benefits of regular revision sessions from Y7 up over. This is also supporting our quality first teaching strategies in the classroom through BIG - Brain in Gear and our feedback and assessment policy. We intend to invest in CPD over this academic year to support staff in developing the best techniques in the classroom to further enhance this work to support all students in being fully engaged with their learning both in and out of the classroom.</p>

5	<p>Our assessments (including two whole school wellbeing surveys), observations and discussions with students and families have identified social and emotional issues for many students, 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 students, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 71 new student referrals were made to our Ethos team via their online referral system for additional support with social and emotional needs, with our Ethos team providing 850 small group intervention sessions in total, 41% of the students in these sessions are disadvantaged students.</p>
6	<p>Our attendance data over the last three years indicates that attendance among disadvantaged students has significantly improved and has been significantly better than national figures throughout the pandemic and in the run up to the start of the pandemic. It is not yet in line with our ambitious target to be better than normal levels of attendance (normal - not in the time of the pandemic) for DA students. In the last three years, despite the pandemic, we have improved DA attendance from 86.8% to 89.6%.</p> <p>32.5% of year 7-10 disadvantaged students have been 'persistently absent' compared to 13.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting a small number of disadvantaged students' progress. DA students who are persistently absent has fallen every year from 42.2% in 2018.</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 students across the curriculum at the end of KS4.	<p>By the end of our current plan in 2024/25, KS4 outcomes will demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> · an average Attainment 8 score of at least 40 (the cohort is fairly small and we have set this based on the ability of the profile of this year's cohort. It may be adjusted year on year.) · a Progress 8 score of at least 0 (which would be 0.44 better than DA students nationally prior to the pandemic)
Improved reading comprehension among disadvantaged students across KS3.	<p>NGRT and AR reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	<p>Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning.</p> <p>This finding is supported by independent work completion rates across all classes and subjects.</p>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 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 students.

To achieve and sustain improved attendance for all students, particularly our disadvantaged students.

Sustained high attendance from 2024/25 demonstrated by:

- the overall absence rate for all students being no more than 4%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by a further 3%.
- the percentage of all students who are persistently absent being below 12% and the figure among disadvantaged students being no more than 4% lower than their peers.

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: **£96,288**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</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>	<p>1, 2, 3</p>
<p>Developing metacognitive and self-regulation skills in all students.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>This was rolled out to all departments last academic year and is being further developed and embedded through our new independent learning policy.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>

<p>Enhancement teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access appropriate CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>All teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies specific to their subject, and help students to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>The Literacy Strategy 2021-22 will be embedded with all key vocabulary being explicitly taught from Y7 onwards, with an interactive website area dedicated to promoting all areas of literacy and reading including parental support mechanisms, our successful reading for pleasure activities, and our OLC.</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>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>2</p>

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

Budgeted cost: **£66,770**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further embed a targeted reciprocal teaching programme as a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Engagement with our school wide mentoring and intervention programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>

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

Budgeted cost: **£69,570**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Relevant staff will get training and release time to develop and implement new procedures.</p> <p>The new attendance officer will be appointed to improve attendance and work as a team with our Education Welfare Officer and Pastoral Support Assistants and the wider pastoral teams in supporting tutors, Heads of Year and Ethos to continue to remove all barriers for students to attend regularly.</p> <p>Current systems were reviewed and implemented last academic year with success. We want to embed those systems this year and continue to develop strong relationships with all our families, especially our harder to reach parents/carers through home visits as we have over the last eighteen months. This will be further</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>6</p>

<p>supported through the additional hours for EWO work secured through the recovery premium.</p> <p>Implement our Shell group for those students who have particularly struggled with returning to school following lockdowns.</p>		
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £181,007

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 students in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged students was higher than in the previous 3 years in most areas of the curriculum.

All students have made significant improvements in all key areas over the last three years. We saw a widening of the gap for CAG's. When awarding TAG's we implemented a rigorous process to ensure any unconscious bias was removed during the moderation process and during the second lockdown we ensured all students, especially DA students had access to our virtual lessons, were regularly monitored for attendance and home visits/contact took place if a student missed a lesson. Over 200 home visits, virtual mentoring, thousands of meetings and daily phone calls took place during lockdown two to support our work across this area.

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 students, 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 curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Overall attendance in 2020/21 was 89.6% for years 7-10 and 87% when year 11 were included. This is well above the national average for state funded secondary schools in 2020/21. The gap between absence rates for disadvantaged students and their peers was 5.3%, which is broadly the same as the previous year, 5.7%, which is why attendance remains 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 students. We used pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. Parent/carer, student and staff voice were very positive about the care and support we offered

throughout lockdown as well as our recovery plan for reintegration back from both lockdowns. We are building on that approach in our new plan.

Externally provided programmes

We have not used externally provided programmes during the 2020-2021 academic year.

Service pupil premium funding (optional section)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Less than 1% of our PP cohort are service students. We have set up enrichment school clubs for all students and activities such as music lessons and cultural visits which all service students have access to and engage with.</p> <p>Our Ethos team is available to support service students with anxiety and loss when a family member is deployed.</p>
What was the impact of that spending on service pupil premium eligible students?	<p>38% of all service children attended after school clubs or lunchtime clubs.</p> <p>All service children attended class visits and other educational experiences offered.</p>

Further information (optional section)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive, how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's WBIM to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium trust review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged students in schools similar to ours and contacted schools with high-performing disadvantaged students to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.