

Pupil Premium Strategy Statement

2021/2 - 2024/5

This statement details our school’s use of pupil premium 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	914 Years 7-11
Proportion (%) of pupil premium eligible students	15% (139 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	October 2025
Statement authorised by	Mr M Fenwick, Headteacher
Pupil premium lead	Dr C. Reed, Senior Assistant Headteacher
Governor / Trustee lead	Mr R. Fryer, Link governor for DA and Achievement

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,928
Recovery premium funding allocation this academic year	n/a
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	£177,928

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 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.</p> <p>Assessments on entry to year 7 in the last two years indicate that a 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. KS3 moderation is now also in place in English and Mathematics.</p>
2	<p>NGRT tests and additional 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 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 targeted literacy intervention, but further intervention is required in this area for students to make more rapid progress.</p>

3	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.
4	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 for DA students. Our assessments and observations indicate that absenteeism is negatively impacting a small number of disadvantaged students' progress.

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.	By the end of our current plan in 2024/25, KS4 outcomes will demonstrate that disadvantaged students achieve: 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.) Progress 8 score of at least 0
Improved reading comprehension among disadvantaged students across KS3.	NGRT and 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>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<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.
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> · 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: **£20,961**

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>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>The Literacy Strategy 2021-25 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>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£31,367**

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 disadvantaged. 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £131,872

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 newly appointed Pastoral Heads of Year will play a vital role in supporting and sustaining high levels of attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Attendance (EEF)</p>	<p>4</p>

<p>Bespoke programmes of support to be implemented for behavioural, emotional and social challenges, including counselling and therapeutic approaches</p>	<p>EEF guidelines support the implementation of behavioural interventions, to remove barriers to learning</p> <p>Behavioural interventions (EEF)</p> <p>Teaching self regulation is evidenced to support disadvantaged student progress and outcomes</p> <p>Self Regulation (EEF)</p>	<p>1,2,3,4</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: £184,200

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our internal assessments across all years groups suggested that the performance of disadvantaged students was higher than in the previous 4 years in most areas of the curriculum. The overall P8 for Y11 students was -0.31, suggesting a continued focus on academic attainment and targeted intervention should continue throughout this academic year. Additionally, the implementation of many pastoral support system to help overcome barriers to achievement must also continued to be evaluated and implemented for effectiveness.

In relation to attendance, Pupil Premium students' attendance over the academic year 23-24 was 85%, compared to 94.85% of non pupil premium students. Home visits, support for school refusers, part time timetables and mental health support will continue to be implemented this year, with use of the pupil premium funding, to try and reduced the gap between these cohorts of students. In order to support the attendance team, the employment of five full time pastoral heads of year, will enable further actions to address this area of concern.

Externally provided programmes

The school has subscribed to EdClass, a Department for Education accredited online provider of education, to support students unable to access a full-time timetable. The total cost for this programme for a year £10,555.

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 school 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>50% 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.
- 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.

Post-16 Provision

Although pupil premium funding is allocated for pupils aged 11-16, Stokesley School supports Disadvantaged Students who continue their academic studies through the 16-19 Bursary and additional discretionary support.