

Stoke Newington School and Sixth Form 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	Stoke Newington School and Sixth Form
Number of pupils in school	1718
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Lucy Bryant (DHT)
Governor / Trustee lead	Matt Jeary (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£460,840
Recovery premium funding allocation this academic year	£66,902
School Led Tutoring Grant	£56,902
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£584,644 Staffing £479,590 Non-staffing costs £105,054

Part A. Pupil Premium strategy plan

Statement of Intent.

Our Pupil Premium Strategy aims to close the achievement gap between students entitled to pupil premium funding and other students. Our primary focus is Quality First Teaching (QFT) in every classroom which supports all students but particularly PPI, SEN and those students with gaps in knowledge and understanding. We aim to raise aspirations among our students from disadvantaged backgrounds, promote social mobility and ensure that every student is given the opportunity to progress to Sixth Form and higher education. The strategy will ensure that our allocated funding is spent to enable students from disadvantaged backgrounds to receive excellent teaching, targeted support and any additional resources that are required to eliminate barriers to learning and development. Use of the National Tutoring Programme will continue to support this. We will track the academic progress of individual students at key points throughout the year and provide any appropriate support strategies and intervention. The School Led Tutoring Grant will fund this. We will monitor the attendance and behaviour of our students from disadvantaged backgrounds, ensuring that any intervention is provided. We aim to provide a range of opportunities and activities which will enrich the curriculum and promote engagement.

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills. Entry data and attainment in Year 7 baseline tests, including CAT and reading tests, show a gap between disadvantaged and non-students from disadvantaged backgrounds. Progress Check data shows attainment gap across year groups.
2	Numeracy skills. Entry data and attainment in Year 7 baseline tests, including CAT and reading tests, show a gap between disadvantaged and non-students from disadvantaged backgrounds. Progress Check data shows attainment gap across year groups.
3	Attendance. Data shows a disparity between the attendance of disadvantaged and non-students from disadvantaged backgrounds.
4	Engagement and behaviour for learning amongst some low ability students from disadvantaged backgrounds identified through termly Progress Check data.
5	Student wellbeing and lack of resources to access curriculum and support.
6	Lack of curriculum enrichment opportunities.

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
Address attainment gaps in literacy and numeracy.	2022 outcomes to show a reduction in attainment gaps for headline measures. Outcomes for 2023 and 2024 show a continued narrowing, and internal attainment outcomes show a decreasing trend in gaps over time. Reading ages improve.
Attendance improves.	Attendance for students from disadvantaged backgrounds is at or above national average.
Improved behaviour for learning among	Termly internal progress checks show an increased BfL average for students from disadvantaged backgrounds across all year groups. Heads of School and Heads of

students from disadvantaged backgrounds.	Year use data to identify students from disadvantaged backgrounds requiring additional support provided through the School Led Tutoring Grant.
High quality teaching across the curriculum	Internal quality assurance provides evidence for consistency across the curriculum and middle leaders are offered a bespoke training plan to drive improvement. Quality Assurance outcomes reflect consistency and targeted questioning and support for all students from disadvantaged backgrounds identifies and addresses gaps in knowledge and understanding.
All students can work from home effectively	No barriers to accessing ClassCharts homework over time and every student has access to IT and eLearning resources and platforms. Student survey reflects intended outcome. Any additional resource needs are identified and provided.
Improved access to curriculum enrichment	Analysis shows no difference between the attendance of any groups of students over the academic year 2021-2022 and beyond.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £479,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing	<p>Employ additional English and maths teachers to allow for intervention groups and provide subject consistency if and when impacted by long covid among teaching staff.</p> <p>3x literacy groups in 7 and 8; 9x small maths groups across 7-11 equivalent 1.8 FTE teacher; 6x small English groups across 7-11 equivalent 1.1 FTE teacher.</p> <p>Small groups focused on literacy and numeracy to address gaps in understanding. Small groups allow for greater teacher-student interaction for feedback and targeted support.</p>	1 2 4
Professional Development / Teaching and Learning	<p>Quality First Teaching (QFT) in every classroom supports all students but particularly PPI, SEN and those students with gaps in knowledge and understanding.</p> <p>EEF Evidence Review, 2021: EEF Evidence review SEN</p> <p>EEF Guidance report, 2020: EEF Guidance report</p> <p>Trauma-informed practice across the school supports young people with SEMH and in acknowledgement of the increase in young people exhibiting mental health issues.</p> <p>Training for all teaching and student-facing staff on QFT techniques, September 2021 and on-going.</p> <p>Trauma informed practice training for all staff November 1st and on-going work with small group of 'champions'.</p> <p>SAGE review paper: https://journals.sagepub.com</p>	1 2 3 4 5

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

Budgeted cost: £30,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring programme (MyTutor).	Year 11 students below significantly below English and maths target grade to receive small group targeted support from qualified tutors online.	1 2 4 5
Targeted student support focusing on behaviour and engagement.	Students benefit from one-to-one bespoke support following termly BfL progress data. Provides an opportunity for pastoral and curriculum leads to look at subject planning and pedagogy, identifying any anomalies.	1 2 3 4 5
Hackney Pirates – Literacy project. 45 Year 7 students.	Students take part in a virtual digital programme to improve reading and writing. The average impact is 5 to 6 months in reading age.	1 4 5
Small group handwriting support.	Average impact speed of writing improves by 5 wpm. Over 10 sessions. Writing more legible. Students able to sustain writing for longer periods of time.	1 4 5
Reading tests carried out online. 255 students per year	Reading ages disseminated to staff following tests allow for teaching to be appropriately differentiated. Reading ages used to target intervention effectively.	1 4 5
Small group literacy teaching/English curriculum teaching. 16-25 year 7s 16-25 year 8s	85% of these students developing or secure at Progress Check 2 for English, showing students are making good progress.	1 4 5
2-1 (and small group) reading support. 15 students year 7 15 students year 8	Average progress year 7 = 1.7 years Average progress year 7 and 8 = 2.1 years	1 3 5
Every subject to receive £1K for subject-specific resources such as revision books.	Subjects able to provide targeted support and resources according to need.	Various
Year 9 maths intervention.	Rotation of small group support for key students.	2 4 5

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour, wellbeing and self-reflection booklet for all students.	Students given time to consider wellbeing and provided with targeted reflection and discussion time.	5
The Boxall Profile.	SEMH screening – identifies targeted interventions and informs planning and pedagogy.	1 2 3 5
Online Tuition/ lessons services for absent students.	When a student has missed a sustained period of schooling due to behaviour issues or illness, we provide, on a case-by-case basis, online work, either through in-house or external providers.	1 2 4 5
Laptops provided for home learning.	Additional funds raised and used to provide laptops for students to support home learning and if students need to isolate.	4 5
Enrichment programme – Advantage Arsenal.	Arsenal Programme – working with the young people to mentor them and provide them with knowledge of different careers in football (such as marketing, PR etc).	4 5 6
1 st day calling priority.	Absent PPI students are called as a priority first and put onto a priority list for discussion with HOYs.	3
KS5 Student Progress Tutor appointed.	All students from disadvantaged backgrounds benefit from bespoke support and academic tutoring.	3 5
Creative and drop-down days	Creative Day motivational speakers and other intervention activities will broaden student horizons and make them aware of different ways of succeeding.	4 6
External partnerships	External partnerships such as Headliners is intended to provide students with a voice, which is heard and recognised by trusted adults. Two fully funded school trips during half term are included in this partnership. Many of the students in the group are PPI and are at risk of exclusion.	4 5 6
Enrichment	Our broad extra-curricular clubs programme, with over 80 clubs, is open to all.	6
GCSE – what a parent can do booklet	Parents and carers supported and informed about examination process.	5

Total budgeted cost: £ £584,644

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes.

Pupils with 5 or more GCSE grades 9-4 (including 4+ E&M)				
	2021	2020	2019	2018
PPI	45	56	53	48
Non-PPI	81	83	82	78

The outcome of Teacher Assessed Grades in 2021 for students from disadvantaged backgrounds was lower than the previous year, when Centre Assessed Grades were used. The Centre Assessed Grades in 2020 were awarded using assessment outcomes covering the majority of examination content with comparatively little disruption in terms of the pandemic. There was a great deal of disruption to learning and examination content coverage leading up to the awarding of Teacher Assessed Grades in 2021.

TES November 2021 "The disadvantage gap widened in this summer's GCSE results after narrowing the year before through the grades awarded by schools, official figures published today show. New data from the Department for Education has revealed that the 2021 GCSE results – when teacher-assessed grades (TAGs) were awarded – saw a wider attainment gap between disadvantaged pupils and their peers than when centre-assessed grades (CAGs) were used the year before. Both cohorts saw exams cancelled because of the Covid crisis. The new performance data outlines the changing grade profile of GCSE cohorts during the pandemic.

The attainment gap widened when TAGs were used. The disadvantaged gap index had narrowed from 2018-19 to 2019-20 – when CAGs were used – but widened again in 2020-21 when teacher-assessed grades were awarded. In 2021, 26.4 per cent of GCSE pupils were recorded as disadvantaged compared with 26 per cent in 2019-20 and 26.5 per cent of pupils in 2018-19.

The widening of the disadvantaged gap index may reflect the difficult circumstances that many pupils will have experienced over the last academic year which saw various restrictions put in place in response to the Covid-19 pandemic (eg, periods of lockdowns and tiers) that resulted in restricted attendance to schools and periods of home learning."

During lockdown, we worked tirelessly to ensure that students from disadvantaged backgrounds had access to the curriculum and provided a range of targeted support, pastoral care, laptops and internet access. Home visits and mentoring were arranged for our most vulnerable and Looked After Students. The school ran onsite provision for students with an EHCP or those deemed to be vulnerable throughout lockdown. In spite of the country-wide negative impact on outcomes for students from disadvantaged backgrounds, we are pleased that so many of our students have been accepted onto courses of their choice and are able to access the next stage of their learning with confidence.

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
NTP	MyTutor