

# 2024-2028 Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Stratford upon-Avon School
Number of pupils in school (Incl 6 <sup>th</sup> form)	1914
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/5 to 2027/8
Date this statement was first published	November 2024
Date on which it was last reviewed	November 2024
Date on which it will next be reviewed	November 2025
Statement authorised by	N.Wallace
Pupil premium lead	K.Lister
Governor / Trustee lead	R Barton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£366,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£366,450

# 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 well across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. 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.

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 the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, for all pupils whose education has been most affected by the pandemic related disruption, including non-disadvantaged pupils.

Our approach will be responsive to 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 pupils excel. To ensure they are effective we will:

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

## Challenges

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

Challenge number	Detail of challenge
1	<p>KS2 Maths SAT data for Y7 in 2024 place 35% of our disadvantaged students in the bottom 20% of the year for prior attainment in Maths, and just 2% of disadvantaged are in the top 20% of the year for maths.</p> <p>As such disadvantaged students are over represented in the lower attainment ranges, and under represented in the higher ranges.</p> <p>This gap is stubborn to close and results in average Maths Progress 8 scores for disadvantaged pupils in Year 11 is generally in the region of 0.5 lower than that of their non-disadvantaged peers at GCSE. (though worth noting that maths has the smallest gap compared to the other P8 categories)</p>
2	<p>KS2 Reading SAT data for Y7 in 2024 place 36% of our disadvantaged students in the bottom 20% of the year, and 11% of disadvantaged in the top 20% of the year.</p> <p>Again disadvantaged students are over represented in the lower attainment bands and under represented in the higher.</p> <p>This gap is stubborn to close and results in average English Progress 8 scores for disadvantaged pupils in Year 11 is generally in the region of 0.6 lower than that of their non-disadvantaged peers at GCSE.</p>
3	<p>Maintaining good attendance is a persistent challenge for our disadvantaged students.</p> <p>During the 2023-24 academic year from September to May the average attendance for Disadvantaged students (years 7-11) was 83.9%, while for all students it was 90.3%.</p> <p>Post Covid all attendance is lower, however our disadvantaged students have been less likely to re-establish good attendance patterns than their peers.</p>
4	<p>Our observations suggest many disadvantaged pupils struggle to make schematic links, lack self-belief and have limited metacognitive / self-regulation strategies when faced with challenging tasks. This is indicated across the curriculum.</p>
5	<p>Engagement from parents of disadvantaged students is markedly lower than for their peers. Typical attendance at parents' evenings by parents of PP students is around 13% lower than the whole school figure. This reads into lower general levels of support at home for disadvantaged students.</p>

6	PP families may struggle to afford basics to allow good access to school such as school uniform, revision guides, basic equipment, and depending on circumstances may also have barriers for transport to and from school.
7	Societal factors has seen the cost of living increase for all in the UK. The annual inflation rate has outstripped average salary rises for a substantial period. Bills for essentials such as fuel and food have risen substantially. With funds tight PP families will feel this impact immediately and that will knock on to general family activity and wellbeing.
8	<p>The aspirations of PP students are often lower than their peers for a number of factors. They may lack role models within their families of adults who have been to university or who work in aspirational professions. EEF research found that teenagers from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.</p> <p>They may also simply assume certain routes beyond school such as university are simply unobtainable to them as they do not have enough detailed knowledge of it.</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
1) To reduce the gap between disadvantaged and non-disadvantaged students in every year group for Maths	Assessment data at the end of each year group shows an in-year reduction in PP/non-PP gap from first assessment to last.
2) To reduce the gap in reading age and therefore begin to close the gaps in heavily written subjects at GCSE.	Assessment data at the end of each year group shows an in-year reduction in PP/non-PP gap from first assessment to last.
3) To improve attendance rates for PP students	Consistently reduce the attendance gap between PP and all students in whole school attendance figures (including Persistent Absence).
4) To develop metacognition and self-regulation amongst our disadvantaged students.	Consistently reduce the representation of PP students in the headline behaviour data (proportion of PP Suspended, Isolated in BSR, in receipt of Detentions).
5) Improve engagement from parents of disadvantaged students to maximise the support available from home.	<p>Consistently reduce the attendance gap between PP and all students at parents' evenings.</p> <p>Ensure PP students are significantly represented in extra-curricular opportunities and school trips.</p>

## 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: £50,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>24% of our PP cohort also have some form of SEND need. 3.4% have an EHCP. "The Hub" which is our SEND and inclusion support team provide support mainly focused on SEND, though also support other students in class and via withdrawal groups. A contribution from the PP budget partially funds some salaries of our Hub team.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2
<p>Purchase of NGRT testing to monitor Literacy standards across KS3</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/standardised-tests-assessing-and-monitoring-pupil-progress">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2
<p>Additional teaching provided for key PP students in Year 7 &amp; 8 via MFL withdrawal to support Numeracy and Literacy intervention. Approx 10% of the Year 7 and 8 cohort do not study MFL. Bespoke intervention groups are created targeting numeracy and literacy support, specific to individual needs. Interventions groups of approx. 5 students work through programmes such as 'Fresh Start' 'Schofield &amp; Simms' and 'Passport Maths'</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2
<p>Additional teaching of core subjects for key PP students via the Year 11 Shadow timetable.  Specialist TA3 provision in Maths, English and Science is deployed to support students in Year 11 for whom a</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2

<i>timetable alteration is required to support learning. A significant proportion of the students that benefit from this are PP.</i>		
<i>FLEX online learning provision established for students who cannot access the main school building (often related to physical or mental health), a remote learning package ensure delivery of a core curriculum via specialist staff. PP students are disproportionately represented in this cohort.</i>	This is simply providing remote education to those that otherwise would access no education. As such evidence is simply based on students achieving some qualifications where otherwise they would risk completing their schooling with nothing.	3

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

Budgeted cost: £160,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>LEAP – Alternative Provision For a small, select groups of students in Yr10 and 11, a curriculum programme has been designed to support their needs. Strong ratio of staff to student supports a personalised, vocational pathway. This group of students are 86% PP</i></p> <p><i>For KS3 students who struggle to access the full curriculum we also run the “Bridge” where students access full or part time support, sometimes alongside external alternative provision. The cohort accessing the Bridge varies however currently 100% of the students are PP.</i></p> <p><i>The PP budget contributes to the running costs of both the LEAP and Bridge programmes as well as aspects of related external alternative provision.</i></p>	<p>This is providing a specific curriculum and life skills programme to those that otherwise may not successfully complete any qualifications. This is in line with the Timpson Review of School Exclusion (<a href="https://publishing.service.gov.uk">Timpson Review of School Exclusion (publishing.service.gov.uk)</a>)</p> <p>A key focus for these particular students is to ensure that they have an onward route to post 16 study. Avoiding permanent exclusion and keeping these students engaged in education to the end of KS4 is a vital part of this.</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	3,5

<p><i>As part of the timetable we deploy staff to deliver additional intervention sessions to small groups in English, Maths, Science and humanities subjects after school during “Period 6”. All Year 11 students are invited to at least one session. Students are targeted to aim at high grades (“Aim higher) or strong pass grades (“Grade Booster”). A small proportion of the PP budget contributes to the additional staffing in these core subjects to facilitate these sessions.</i></p>	<p><a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="http://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,4</p>
<p><i>Members of staff specifically targeted to oversee the progress of students with specific focus on the progress of PP.</i></p> <p><i>“Pushing Positive Progress” – key PP students are targeted for mentoring actions, behaviour interventions, and also removing barriers to catch up (e.g. distribution of Laptops/devices to students that need them to support their learning) – this role is “Progress Leader” of which we have 1 per year 7-11. A contribution from the PP budget partially funds their salary.</i></p>	<p><a href="http://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>  <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4,5</p>
<p><i>Key PP students are selected in Year 7, 8 and 9 to participate in our extra curricular “Stratford Scholars” programme, delivered after school in “Period 6”. Running this programme requires us to carry slightly higher core staffing as deployment to this session counts as part of directed time and overall lesson load. As such the PP budget contributes to the overall staffing costs of the school.</i></p>	<p><a href="http://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>

<p>Careers support is provided to all students throughout their time at SuAS. We support them in particular when selecting their KS4 options and towards the end of KS4 when they are choosing their post-16 routes for onward study. We also support our KS5 students in finding a suitable route beyond school, be that university, apprenticeships or direct into work.</p> <p>While we provide this support to all our students the PP cohort typically requires more guidance than their peers. As such the PP budget makes a contribution to the whole school careers staffing costs.</p>	<p><a href="#">Careers education   EEF</a></p>	<p>8</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £156,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Physical provisions – uniform, revision guides, set texts, removing transport barriers</p>	<p>Simply removing barriers to accessing school.</p>	<p>6</p>
<p>Nominal credit of £40 per PP student in recognition of the hardships associated with inflation and rising costs and the challenge it has posed upon families. This credit will be used in various ways in discussion between parents/carers and the school.</p>	<p>Will mean that PP students can take part in things they may not otherwise be involved in. This results in general mental health benefits from being more included in wider activities.</p>	<p>7</p>
<p>Full or Part funding of trips and visits for PP students.</p>	<p>Will mean that PP students can take part in things they may not otherwise be involved in. General mental health benefits from being more included in wider activities.</p>	<p>6, 7, 8</p>
<p>Supporting student mental health and wellbeing is essential to closing the gaps. Our student mentor sees</p>	<p><a href="#">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>

<p><i>those students escalated from the pastoral team. Currently 38% of our mentor's student caseload are PP.</i></p> <p><i>A contribution from the PP budget partially funds the salary of our Student Mentor</i></p>		
<p><i>The Attendance Support Room consists of our Attendance officer and 2 other members of support staff. The role of the ASR is to remove barriers to attendance for all students. As PP students are disproportionately represented in absences the ASR team's activities are more focused on PP students than non-PP. A contribution from the PP budget partially funds the salary of the ASR staff.</i></p>	<p>EEF are currently conducting research in this area: <a href="https://www.educationendowmentfoundation.org.uk/attendance-interventions-rapid-evidence-assessment">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p><i>PP students and their families often require more pastoral support than their non PP peers. Our pastoral team consists of 7 College Leaders who lead on behaviour interventions and student wellbeing. They are supported by our Behaviour Support Room manager. Our behaviour support room has been relocated and expanded to provide more targeted support and an additional staff member recruited to assist this.</i></p> <p><i>Also part of this team is our Pastoral Support Manager who coordinates some of the more straightforward aspects of PP spend such as provision of uniform, removing travel barriers, etc.</i></p> <p><i>A contribution from the PP budget partially funds the salaries of this pastoral team salary.</i></p>	<p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3,5</p>

**Total budgeted cost: £366,450**

## 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 completing KS4 in the 2023 to 2024 academic year.

Our outcomes from examinations show a strong improving trend in recent years.

While a gap remains, it is important to note that the absolute level of progress has improved over the years. In 2019 our disadvantaged P8 was -0.92; post pandemic we have recorded figures of -0.64 and -0.32, demonstrating a clear improvement. Given the reported national trends for disadvantaged students continuing to be more severely impacted post pandemic the fact that our absolute progress measure continues to improve is a definite positive. Notably the figures for all other students has remained essentially static across this period so this is a clear improvement in the relative performance of disadvantaged students.

In terms of progress in Maths (with ref to challenge 1) we have improved our outcomes markedly in recent years. Pre-pandemic our disadvantaged students delivered an average maths grade of 3.43 and average maths element P8 of -0.8. In recent years the average grades have been 3.74 and 3.54, with much improved P8 of -0.35 and -0.39.

Similarly for progress in English (with ref to challenge 2) we have seen a bigger improvement. Pre-pandemic we had an average grade of 3.78 and average English element P8 of -1.03 for our disadvantaged learners. In 2023 and 2024 we have delivered average grades of 3.84 and 4.1, with English element P8 scores of -0.68 and -0.27.

This improving trend is also reflected in the proportion of disadvantaged students securing a grade 4 or better in both English and Maths. Pre-pandemic in 2019 this was 38.1% and this has significantly increased to 49.1% and 46.8% over the last two years.

We had 77 students eligible for pupil premium in our 2024 Year 11, up from 57 in 2023. This meant that 25% of the Y11 cohort were in receipt of pupil premium, which is a marked increase over 21% in 2023 and 18% in 2019. It is pleasing to be able to deliver improvements in outcomes while the numbers of the students in this category are increasing.

There is a direct correlation between attendance and achievement. Those disadvantaged students whose attendance was on average 90% or better had an

estimated\* Progress 8 average of +0.1. Those whose attendance averaged below 90% had a Progress 8 average of -0.97.

KS2 data for the 2024 Year 11 indicate an average SAT score of 101.5 for disadvantaged students, compared to 106.5 for all others. This is a lower starting point for disadvantaged students compared to 2023 (102 average for disadvantaged), and a bigger gap to their peers (105 average), so the fact that the gap at the end of KS4 has reduced is further evident of the impact that our actions have made.

Regarding onward progression, 2019 of the 43 PP students in Year 11 only one did not enter some form of education, employment or training, and this was related to ill health. In 2024 of the 75 PP students completing Y11, 74 successfully found onward routes rather than NEET, and the remaining other was not available to the labour market for other reasons.

We continue to invest significantly in bespoke solutions to support the specific needs of disadvantaged individuals. “The Bridge” continues to develop to support the learning of those students in KS3 who are most disengaged and most in need of wellbeing support. We also run our “LEAP” provision for similar students in KS4. We continue to develop “FLEX”, our internal online provision to engage with those students who are unable to attend school regularly. A disproportionate number of these students are disadvantaged. Of the 4 PP students completing LEAP in 2024, two went on to further education at local colleges and two sought employment with education rather than NEET, demonstrating our commitment to securing positive futures for all of our learners.

Every cohort of students presents their unique set of challenges, our core approaches of removing barriers and raising attainment is working and we will continue to evolve our provision as student needs change.

\* estimated Progress 8 – at time of writing this document the final official national Progress 8 figures had not been released for the 2024 exam result series so we are basing these data on the provisional figures released by the DfE.

## 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
n/a	