

Pupil premium strategy statement – [Stratton Upper School]

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Stratton Upper School
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021 - 2024
Date this statement was published	November 2021, updated 2022, updated November 2023
Date on which it will be reviewed	July 2024 – End of Upper School designation, moving to full secondary school

Statement authorised by	Sam Farmer
Pupil premium lead	Paul Forster
Governor / Trustee lead	Eddie Kane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136620
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£36,432
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£136620 + Recovery Premium

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our objectives for pupils in receipt of PP funding are threefold:

1. To ensure all PP students make progress in line with their peers in all subjects;
2. To ensure a childhood set of experiences at least in line with their peers;
3. To ensure all students receive additional and specialised intervention so they make informed choices about the next stage of their learning.

In order to achieve the objectives above the school will focus on the following key principals:

1. All PP pupils will make academic progress in line with their peers

Exceptional teaching is at the heart of ensuring PP students make progress in line with their peers, including those who are already high attainers. At Stratton Upper School we will ensure all PP pupils receive the very best teaching in every subject. The pandemic has also meant that many PP pupils have fallen further behind in some subjects. We will ensure recovery in line with their peers through dedicated and personalised intervention strategies; intervention classes; inclusion in the national tutoring programme initiative; holiday learning.

2. All PP Pupil's attendance will be above or in line with national average attendance

Attendance will be assured through a rigorous attendance strategy partnered with supportive home school dialogue. Every effort will be made at all levels including tutor, House, attendance officer and other agencies, to ensure sustained attendance is achieved.

3. All pupils will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities and supportive personalised pastoral care.

All PP students will have access to a tutor who will ensure the conditions for learning in school and at home do not hinder academic progress or attainment. Teaching strategies and whole school initiatives will strive for PP pupils gaining greater autonomy, resilience and being able to self-direct their learning.

4. All PP pupils will take part in a childhood set of activities which broaden pupil outlook and perspectives.

There is much evidence to suggest that those in receipt of pupil premium funding do not always experience a rich set of activities and opportunities which broaden their outlook and perspective. This has been further compounded by the national lockdowns and the pandemic. Stratton Upper School will ensure a memorable set of experiences which support engagement and independent growth.

5. All PP pupils will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from year 9 (then 7).

The school will ensure an enhanced CEIAG package of activities this will include personalised mentoring and dedicated careers interviews. The pandemic reduced the opportunities for face to face discussions on career opportunities and detailed discussion on next steps in learning, career development and progression routes. The aim is to recover that which was lost and enhance the delivery of CEIAG through:

- IAG Meetings (Students/ family/ tutors)
- Enhanced Career interactions, measured through student feedback
- UniFrog membership to record all interactions
- All LotC opportunities to consider a careers priority
- All curriculum area to enhance careers tuition

Challenges

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

Challenge number	Detail of challenge 2021 - 2024
1	<p>The Maths and English attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>The combined Maths and English data at Key Stage 2 for our current Year 9 indicates that 59% of our disadvantaged pupils arrive below age-related expectations compared to 32% of their peers.</p> <p>The % will change year on year, but we know that post pandemic, the gap has widened in core subjects nationally and we need to respond.</p> <p>The 3 tier system in Central Bedfordshire creates additional variances which we need to address.</p>
2	<p>Assessments, 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.</p>

	On entry to year 9 using Key Stage 2 data in the last 3 years, between 36-59% of our disadvantaged pupils arrive below age-related expectations compared to 26-35% of their peers.
3	Our assessments, observations and discussions with pupils and families suggest that the education, wellbeing and aspirations 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. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.
4	Our observations suggest many lower attaining disadvantaged pupils 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 and science.
5	Our attendance data this year indicates that attendance among disadvantaged pupils has been between 7.38% lower than for non-disadvantaged pupils. 48.30% of disadvantaged pupils have been 'persistently absent' compared to 28.06% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' 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
All PP pupils will make academic progress in line with their peers with a focus on English, Maths and Science	<ul style="list-style-type: none"> Outcomes in all subjects matches that of their peers, with a particular focus on English, Maths and Science. By the end of our current plan in 2024/25, our disadvantaged pupils will be taking options that ensure they are successfully prepared for the next steps of their learning journey and start to fulfil aspirational career pathways. We would also like to encourage more disadvantaged students to take a full range of -E-Bac subjects and more disadvantaged pupils enter the English Baccalaureate (EBacc) than 2021. 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: Secure data in PP/DIS group, demonstrating sustained progress over time and a narrowing of the gap created again through Covid.

<p>All PP Pupil’s attendance will be above or in line with national average attendance</p>	<ul style="list-style-type: none"> • Attendance data for all PP pupils in line with or above national. • Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils consistently improving year on year and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent and who are PP decreased over the three year programme
<p>Improved reading comprehension among disadvantaged pupils across KS3</p>	<ul style="list-style-type: none"> • 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>All pupils will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by</p> <ul style="list-style-type: none"> • Staff successfully employing teaching strategies which foster independent learning. • PP pupil’s participation in extracurricular opportunities, including access to residential trips. • PP participation in whole school initiatives such as wider reading schemes and dedicated home school projects. <p>qualitative data from student voice, student and parent surveys and teacher observations.</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: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strand 1 of the CPD focus for the year for all teachers: All teachers in all lessons will raise aspirations, and challenge students to a high degree	<p>This strand is a common theme across the school to ensure higher aspirations and challenge. It will challenge all students, but particular focus will be on raising the aspirations and challenge of PP students.</p> <p>EEF Teaching and Learning tool kit: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/aspirationinterventions</p>	3 and 4

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the National Tutoring programme	<p>Targeted intervention for all PP students using the NTP programme.</p> <p>Targeting Years 9-11 needing catch up in Maths, English and Science.</p>	1, 3 and 4
Use of Graduate Interns to support small group interventions in English and Maths	<p>Targeted interventions for PP students in Years 9-11 using the Connolly Foundation Graduate Interns.</p> <p>They will be used during lesson time to take the students out for small group interventions in English and Maths. This will target the PP students that will not access the online tutoring.</p> <p>EEF Teaching and Learning tool kit: Small group tuition</p>	1,2,3 and 4
Ensure each PP pupil receives at least three 1 to 1 targeted tutor	PP students to have at least 3 mentoring sessions a year. They will be the first ones to be mentored by their tutor.	3

interviews each year and these are always in the first week of each new term	<p>EEF Teaching and Learning tool kit Aspiration Interventions</p> <p>EEF Teaching and Learning tool kit: Behaviour interventions</p> <p>EEF Teaching and Learning tool kit: Oral Language</p> <p>EEF Teaching and Learning tool kit: Mentoring</p>	
Every student across year groups 9-11 completes a PASS survey each year to ensure targeted interventions/attitudes to learning and trends in attitudes can be monitored and addressed where necessary	<p>Every PP student will have a PASS survey twice a year, at the beginning and the end of the academic year.</p> <p>HOY will ensure the information created is passed to tutors to be discussed during mentoring sessions.</p> <p>EEF Teaching and Learning tool kit: behaviour interventions</p> <p>EEF Teaching and Learning tool kit: Peer tutoring</p> <p>EEF Teaching and Learning tool kit: social and emotional learning</p>	3
Ensure every PP student has access to relevant online revision and learning platforms for KS3 and GCSE study	<p>Through robust monitoring of groups. Data from class books and registers from all events after school Teachers use online revision tools such as SENECA, Hegarty and TT Rockstars to support students with their revision.</p> <p>Teachers provide students with revision guides to ensure they have the tools to revise for their GCSEs.</p> <p>EEF Teaching and Learning tool kit: Digital technology Toolkit Strand Education Endowment Foundation EEF</p>	1 and 2
Ensure every PP student that needs it has access to Access Arrangement Testing	<p>Where identified by a member of staff, the student would be screened through Lucid and then if needed seen by a Level 7 OCR Specialist Teacher for EAA.</p> <p>Evidence for this is self-explanatory. Those that are entitled to access arrangements are assured at this school.</p>	1-3
Ensure selected PP students have access to a 'Appropriate Provision' if deemed necessary	Selected students have small group literacy, numeracy, work skills, specialist subject area teaching in Hair and Beauty and Motor Vehicles with an outside agency.	1 and 2

	EEF Teaching and Learning tool kit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition	
Ensure every PP Year 9 student takes part in the CATs testing each year ensure targeted interventions can be monitored and addressed where necessary	Every PP student will have a CATs scheme of testing to ensure they are targeted correctly and are then given targeted interventions where needed. EEF Teaching and Learning tool kit: Mentoring EEF Teaching and Learning tool kit: Small group tuition	3

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

Budgeted cost: £ 66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that every PP student's parent/s attend at least 1 face to face or online parent evening each year	Ensure all tutors, as part of quality assurance, have made contact with each PP students' family and parent observed through; <ul style="list-style-type: none"> - Academic mentoring reports - Unifrog engagement - Parents' evening feedback - Parent Forum - Parent and student survey data <p>Ensure each of the subject heads of English, Maths and Science have had a detailed discussion with every PP student's family and at least one parents evening.</p> <p>EEF Teaching and Learning tool kit: Parental Engagement</p>	1-4
Each student to complete the Bronze PLEDGE in Year 9 and strive for	Tutor engagement in encouraging students to be involved in the activities provided. Registers for extracurricular clubs at assess engagement in these clubs and regular monitoring through Edulink analysis programme for PP/DIS. Consider Evolve Clubs, which is an enhanced package to monitor all internal events on top of external	3 and 4

their silver PLEDGS at KS4	<p>EEF Teaching and Learning tool kit: Arts Participation</p> <p>EEF Teaching and Learning tool kit: Outdoor Adventure Learning</p> <p>EEF Teaching and Learning tool kit: Sports Participation</p>	
All KS4 PP pupils complete at least two sections of the Duke of Edinburgh's Award Scheme by the end of year 11	<p>Tutor engagement in encouraging students to be involved in DfE. Parental engagement in this opportunity. Use Graduate Interns to call parents to encourage this.</p> <p>EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation</p>	3
Ensure every PP student has access to music lessons	<p>Encouraging all PP students to access music lessons. The challenge is students wanting to play an instrument and having the equipment to play outside of school. Termly reports to be provided by Music lead and shared across SLT</p> <p>EEF Teaching and Learning tool kit: Arts Participation</p>	1 and 2
Ensure every PP student has access to equipment needed for their lessons	<p>Provide PP students with Art/Photography equipment packs. Provide PP students with catering equipment when needed. Provide PP students with calculators and stationery needed to access the curriculum Provide PP students with school uniform where needed The challenge is parents asking for support for uniform and equipment.</p> <p>EEF Teaching and Learning tool kit: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/school-uniform</p>	1-5
CEIAG Interviews for all PP students. They are the first on the list for any	<p>PP students to attend the appointments. Use work experience to support with student's academic progress and motivation in lessons. Parental engagement in the action points from the meetings.</p> <p>Gatsby 8 Benchmarks</p>	5

appointments		
Outward Bound and SEMH support for students	<p>PP students with SEMH concerns will have an opportunity to attend Outward Bound sessions run by a member of staff.</p> <p>There will be SEMH intervention sessions for PP students in small groups to support with SEMH issues.</p> <p>The challenge will be student engagement in these interventions.</p> <p>EEF Teaching and Learning tool kit: Outdoor Adventure Learning</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</p>	3 and 4
<p>To ensure all PP students have their attendance monitored on a daily basis by SSAs and HOHs</p> <p>To ensure all PP students have attendance in line with national expectations</p>	<p>PP students will meet with Tutors, SSAs and HOYs regularly to discuss attendance concerns</p> <p>Attendance rewards and parental engagement meetings with SSAs/HOYs/SLT leads</p> <p>Tracking systems used on Edulink and PowerBi to flag PP attendance students and demonstrate progress – reward push for all progress seen.</p>	1-5
Aspirational university trips and programmes	<p>PP students to take part in aspirational activities to encourage attendance to universities in their future Student and Parental engagement.</p> <p>Students meeting very strict criteria to gain access to the programmes.</p> <p>EEF Teaching and Learning tool kit: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/aspiration-interventions</p>	3 and 4
Cultural Capital trips and visits	<p>PP students to be able to take part in cultural capital trips and visits to support engagement in the curriculum and motivation within their learning.</p> <p>A group of students in Y9 will be selected for the Wales residential (Meridian Trust)</p> <p>Tracking through Evolve</p> <p>EEF Teaching and Learning tool kit: Arts Participation</p>	3 and 4

	EEF Teaching and Learning tool kit: Outdoor Adventure Learning	
	EEF Teaching and Learning tool kit: Sports Participation	

Total budgeted cost: £ 136000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We were able to put in place Period 6 for PP students in the first term, this saw students on average making 0.5 grades progress in their Year 11 mocks.

We used the National Tutoring programme Catch-Up PP money to pay for PP 1:1 and 1:3 online tutoring the students made on average 1 grades progress after the 15 hours of tutoring, with some of the students making 2 -3 grades progress.

Many of our students attended half term, Easter and Summer school to address the COVID Gaps in knowledge, with particular focus on English, Maths and Science.

We were able to mentor students through our successful academic mentoring programme, further enhanced by our new IAG session with Y11s.

IAG meetings used data regularly and UniFrog to demonstrate overall provision and areas in need of further development.

A number of our students still managed to complete their Bronze Duke of Edinburgh award. We targeted a number of our PP students to take part in Outward Bound courses to support with SEMH issues as a result of COVID and on-going issues. 11 PP students completed in 23.24

We supported students with technology providing them with laptops to support online lessons. We were also able to support with online CEIAG whilst in lockdown, giving PP students priority for these appointments.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year. 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.

The Outward Bounds Trip to Wales, supported 8 PP students to attend a week of outward bounds / residential development. This was produced centrally by the Trust, but PP fundings provided free places for the 8 students who attended.

Attendance data saw improvements in monitoring from staff. Conversations were recorded on Sims and Academic mentoring flagged attendance at each meeting.

IAGS picked up on attendance as well.

Individual success stories formed the basis of wider SLT discussions around improving attendance.

TFTF support programmes were used to target key students and enhance / promote/ develop their SEMH needs. PP students were a large number of this group.

Lessons Learned 22.23 for 23.24

- Enhanced monitoring system for all students used (Power BI)
- Review the value and currency of rewards in school as a motivational toolkit. This is one area we can do more to extend and motivated/ target support

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Outward Bound	Outward Bound Trust

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Each 'service' pupil received additional academic mentoring and career interview at KS4 to ensure informed choices for future learning.

The impact of that spending on service pupil premium eligible pupils

Each pupil in the Academy normally receives at least one academic mentoring session each term. This is enhanced for the children of service children to include additional interviews and specific interviews which focus on independent careers advice and guidance. The impact was no NEETs, all pupils in training employment or apprenticeships.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.