

Pupil premium strategy statement – Stratton Upper School → Stratton School (Sept 2024)

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	19.7% (Autumn Term 2024)
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)	2022 - 2025
Date this statement was published	November 2022, updated November 2023, November 2024
Date on which it will be reviewed	July 2025 –
Statement authorised by	Sam Farmer
Pupil premium lead	Paul Forster

Governor / Trustee lead	Cristina Rimini
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,620
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>	£136,620

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.

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 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.

Challenges

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

Challenge number	Detail of challenge
1	<p>All disadvantaged students will make academic progress in line with their peers over the next 3 years</p> <p>When students complete their GCSE exams or equivalent, all disadvantaged students will have made progress in line with their peers from their initial starting point, now as a Year 7.</p>
2	<p>All disadvantaged students' attendance will be above or in line with national average attendance over the next 3 years</p> <p>Disadvantaged students who attend Stratton will have an attendance that is above national average attendance when compared to other disadvantaged students and in line with the national average attendance of all students.</p>
3	<p>All disadvantaged students will be supported to develop memorable enrichment experiences that broaden their horizons, develop their skills and grow their independence over the next 3 years</p> <p>All disadvantaged students to have completed the PLEDGES Award to at least Bronze level before they leave Stratton. All disadvantaged students to have attended at least 3 'off-site' or 'on-site' activities to support broaden their horizons, develop their skills and grow their independence. This may include completing the Duke of Edinburgh Award. Trips and visits to be subsidised.</p>
4	<p>All disadvantaged students will be supported to foster independent learning, greater autonomy and self-directed learning through teacher strategies and supportive pastoral care over the next 3 years</p> <p>All disadvantaged students will have at least 3 1:1 meeting's with their tutor during an academic year to ascertain barriers to learning. Where there are barriers, Stratton will work with the student and parents to remove these, i.e.</p>

	access to online platforms, equipment, travel arrangements. Staff will successfully employ Quality First Teaching to meet the needs of their disadvantaged students with a particular focus on high quality feedback.
5	<p>Each student will have an understanding of the progression route and opportunities available to them post 16</p> <p>Every disadvantaged student will have 2 Careers' Meetings, IAGS support and an Independent Careers Advisor scrutiny of provision. Every disadvantaged student will be offered, along with a parent, a personal invite to 'Careers Insight' events Every disadvantaged student will take part in an 'Aspirational Work Experience' placement. All disadvantaged students will gain a suitable post-16 educational placement (MK 66th Form, College, 6th form, apprenticeship) when transitioning at the end of Year 11</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	Evidence Basis
Senior tutors to drive and focus on PP attendance, supporting barriers to learning and supporting mental health/well-being through the implementation and monitoring and analysis of academic mentoring of disadvantaged students within their House across the academic year – 1:1 mentoring	Behaviour interventions EEF Social and emotional learning EEF Aspiration interventions EEF Peer tutoring EEF Mentoring EEF
Dedicated tutors to mentor disadvantaged students within their form group across the academic year – 1:1 mentoring	Aspiration interventions EEF Peer tutoring EEF Mentoring EEF
SLT with specific focus on the achievement and well being of students in receipt of PP funding through analysis of data and implementation of PP charter across the school.	Behaviour interventions EEF Mentoring EEF
All pupils will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular	Aspiration interventions EEF

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: £ 7000

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: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Graduate Interns to support small group interventions in English and Maths	<p>Targeted interventions for PP students in Years 7-11 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

<p>Ensure each PP pupil receives at least three 1 to 1 targeted tutor interviews each year and these are always in the first week of each new term</p>	<p>PP students to have at least 3 mentoring sessions a year. They will be the first ones to be mentored by their tutor.</p> <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>	<p>3</p>
<p>Every student across year groups 7-11 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>	<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>	<p>3</p>
<p>Ensure every PP student has access to relevant online revision and learning platforms for KS3 and GCSE study</p>	<p>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>	<p>1 and 2</p>
<p>Ensure every PP student that needs it has access to Access Arrangement Testing</p>	<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>	<p>1-3</p>
<p>Ensure selected PP students have access to a 'Appropriate Provision' if deemed necessary</p>	<p>Selected students have small group literacy, numeracy, work skills, specialist subject area teaching in Hair and Beauty and Motor Vehicles with an outside agency.</p>	<p>1 and 2</p>

	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: £ 54,000

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. Tracked through Bromcom 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. EEF Teaching and Learning tool kit: Parental Engagement	1-4
Each student to complete the Meridian Bronze PLEDGE in Year 7+ 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. EEF Teaching and Learning tool kit: Arts Participation	3 and 4

their silver PLEDGS at KS4	EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation	
All KS4 PP pupils complete at least two sections of the Duke of Edinburgh's Award Scheme by the end of year 11	Tutor engagement in encouraging students to be involved in DfE. Parental engagement in this opportunity. Use Graduate Interns to call parents to encourage this. 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	3
Ensure every PP student has access to music lessons	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. EEF Teaching and Learning tool kit: Arts Participation	1 and 2
Ensure every PP student has access to equipment needed for their lessons	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. EEF Teaching and Learning tool kit: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/school-uniform	1-5
CEIAG Interviews for all PP students. They are the first on the list for any appointments	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. Gatsby 8 Benchmarks	5
Outward Bound and SEMH support for students	PP students with SEMH concerns will have an opportunity to attend Outward Bound sessions run by a member of staff. There will be SEMH intervention sessions for PP students in small groups to support with SEMH issues. The challenge will be student engagement in these interventions.	3 and 4

	<p>EEF Teaching and Learning tool kit: Outdoor Adventure Learning</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</p>	
<p>To ensure all PP students have their attendance monitored on a daily basis by SSAs and Senior Tutors</p> <p>To ensure all PP students have attendance in line with national expectations</p>	<p>PP students will meet with Tutors, SSAs and Senior Tutors regularly to discuss attendance concerns</p> <p>Attendance rewards and parental engagement meetings with SSAs/Senior Tutors /SLT leads</p> <p>Attendance expectations</p>	1-5
<p>Aspirational university trips and programmes</p>	<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
<p>Cultural Capital trips and visits</p>	<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>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>	3 and 4

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary Points – Overview of GCSE Outcomes

1) Since 2022, the national progress P8 gap has slightly widened between PP and Non-PP slightly, stabilising between 2023 and 2024. Ours has narrowed for all students and stabilised between 2023 and 2024, bucking the trend for 2022 to 2023 and mirroring the national trend between 2023 and 2024. The progress gap has been very substantially reduced between 2022 and 2023.

2) For attainment 8, our gaps remain identical mirroring the national trend.

For CVA we can show progress between 2023 and 2024 overall and for the girls. Boys performance remains a priority action point

3) Notably, CVA shows PP girls outperforming their Non-PP peers in 2024.

4)

English

Summary Points

1. A8 showing a small improvement between 2022 and 2023,

2. P8 Gaps showing a positive lift between 2022 and 2023 (improvement by 0.66 of a grade).

3. P8 Gaps showing PP students do **better** than their non-PP peers on CVA measures.

Mathematics

Summary Points

1. A8 has mirrored English – A slight improvement between 2022 and 2023 and then falls back slightly.

2. PP gaps reducing year on year. (0.85 of a grade improvement in PP P8 value since 2022)

3. Three year improving PP gaps trend in both CVA and VA measures.

Summary of Support - Whole School

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.

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.

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.

In line with our intent, all student's good attendance was, and is, celebrated. Throughout 2023 and 2024 every student that had good attendance was regularly entered into an attendance draw in celebration assemblies to receive a prize to recognise their efforts and to inspire others to do the same.

Throughout 2024 new systems were implemented; a focus on Attendance with a new monitoring system was implemented by the SLT Lead and supported by the Attendance House teams in our pastoral system

Tutor first intervention was initiated with the tutor taking the lead on any initial concerns and making contact with the family, this would be supported by the House SSA and layered up through the ST and HoH.

All students were able to attend clubs during the school day and beyond, including sports fixtures and school performances. In addition, all disadvantaged students were able to access specialist provision such as access to Central Beds Inspiring Music tuition.

All students engaged with the 'Pledges', an award system which offers students a range of character-building opportunities that enhance their learning and development of key qualities such as leadership, a sense of community, moral purpose and taking responsibility. A dedicated session of the tutor curriculum has been created to support this in 2024- 2025.

All disadvantaged students in years 10 and 11 engaged with one-to-one career advice and guidance and received regular assemblies from local further education providers throughout their final year to support them in their decision-making process. In addition, every student had access to 'Unifrog,' a web-based platform to support students with their understanding of further education and employment. The impact of this is that all students had confirmed destinations for further education on results day for local colleges and sixth form providers.

All disadvantaged pupils in 23-24 were supported by a strong House pastoral team, including their Tutor, Student Support Assistant, Senior Tutor, Head of House. The team provided individual support for disadvantaged students to help them overcome any barriers that prevented them from developing their independent learning skills through the development of relationships with the families and students.

The focus on tutor first intervention throughout 23-24 has also further developed the schools' relationships with families and opened up lines of communication and support for our students in receipt of PP funding.

An example of tutor first intervention is Academic Mentoring, introduced in 2022, students received three sessions of mentoring spaced throughout their academic year to encourage students to identify and work towards aspirational goals, at each session the goals would be reviewed and discussed alongside students' attendance and progress data.

All students (including in receipt of PP funding) have recorded positive views of staff in recent surveys and voiced positive feedback and attitude towards this process. Teaching strategies such as QFT and adaption, alongside the drive for greater use of feedback through the implementation of the EFA programme supported students to develop skills to foster their independent learning skills.

All disadvantaged students engaged with a CEIAG (Careers) package that meets all the Gatsby Benchmarks for excellent Careers guidance. Our disadvantaged students also received an enhanced package that included personalised post 16 mentoring, access to dedicated Careers interviews with an independent Careers Advisor as well as having the opportunity to complete an aspirational work experience placement in Year 10.

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
Baseline assessment package for Year 7 students joining with no baseline data	GL Assessments – Progress Tests (English, Maths and Science)
Student survey package used to evaluate student perception of school and to themselves as learners – Used to inform pastoral and wellbeing intervention.	GL PASS surge
Resources to support Maths curriculum	Sparx maths
Science Learning and Revision Platform	Tassomai
Wider Subject Support online toolkit	SENECA Learning
Internal Trust Programme	Powerful Word
Library tracking software / online reading	School Library Service

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.

There are a number of activities outlined in 'The strategy document' which have been taken from the 'Meridian Trust Pupil Premium Charter'. This Charter closely follows the principles outlined in the 'Meridian Trust Statement of Principles'. The Charter focuses on closing the gap in attainment, attendance, parental engagement, CEIAG (Careers, Information, Advice and Guidance) and pupil experiences. 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. Therefore, a significant strand of the Charter focuses on giving pupils a set of experiences and memories they will never forget. We encourage all pupils, but especially those in receipt of Pupil Premium Funding, to Extend the Boundaries of Learning and take part in school trips, visits and to live a broad range of childhood experiences offered in Meridian Trust schools. The impact of activities outlined in the Charter and in the strategy document above, are reviewed throughout the academic year both internally by the school, as well as through quality assurance visits coordinated by the Trust.

PUPIL PREMIUM CHARTER

'Students are entitled to a broad and rich curriculum and schools across the Meridian Trust will provide opportunities for children to participate in activities to develop wider skills beyond the classroom...' (Meridian Trust Pupil Premium Statement of Principles)



ACADEMIC MENTORING AND SUPPORT

Each student will benefit from a personalised academic mentor who will work to ensure:

The annual 'PASS' survey is used to identify needs and target the right personalised help and support to succeed

At least three 1:1 interviews take place each year with an Academic Tutor or PP Mentor

Parents/carers are kept informed and actively encouraged to attend at least one face to face consultation about their child's progress a year

CAREERS GUIDANCE

Each student will have access to the best possible career guidance and as a minimum will:

Attend at least three interviews with an independent careers adviser (usually one during Y7-8 and two during Y9-11)

Benefit from at least five different careers 'encounters' with employers or the work place between Y7-11

Complete at least one aspirational and high quality work experience placement during Y9-11

EXPERIENCES AND ENRICHMENT

Each student will have memorable experiences that will support engagement and grow independence through:

Achieving, as a minimum, the Meridian Trust Bronze PLEDGES Award by the end of Y9, and Silver PLEDGES Award by the end of Y11

Attending at least three off site 'experiences' trips or visits during Y7-8

Experiencing a residential trip by the end of Y11 and/or being given significant and free access to music tuition or other specialist tuition

ATTENDANCE AND PROGRESS

Each student will be supported to ensure attendance and achievement in line with their peers through:

Access to appropriate, targeted and meaningful additional support to ensure progress in line with their peers in English and maths during Y7 and Y8

Close monitoring and early help or support to remove any barriers to poor attendance

Individual support and assistance to remove the barriers to success such as help with homework and personal study