

Pupil Premium Strategy Statement for Stephenson Academy

This statement details our academy'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 academy.

Academy overview

Detail	Data
School name	Stephenson Academy
Number of pupils in school	88 (January 2022)
Proportion (%) of pupil premium eligible pupils	59 PP students 67% YTD PP student
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 to August 2024
Date this statement was published	January 2022
Date on which it will be reviewed	December 2022
Statement authorised by	M. Ramsay
Pupil Premium lead	M. Ramsay
Governor / Trustee lead	L. Siddon

Funding overview

Detail	Amount
Pupil premium funding allocation the academic year 2021-2022	£43,930
Recovery premium funding allocation academic year 2021-2022	£14,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (predicted)	£58,430

Part A: Pupil premium strategy plan

Statement of intent

At Stephenson Academy, all students receive a balanced education specifically designed to meet their own individual needs. Student progress and attainment are measured in detail and reviewed regularly. Their attainment prior to starting Stephenson Academy is also important to us and all new students are baselined in a range of areas so that progress can be measured. One of the most important factors we face is overcoming external influences such as social deprivation, which can negatively influence what students can achieve.

The emphasis for Pupil Premium (PP) has been to ensure that every individual child is given the best possible chance of achieving their potential by overcoming the challenges they face with learning. Within the context of the Academy, the challenges to learning can be social and emotional as well as more academic. Our aim is to use pupil premium funding to help us to provide a wide range of opportunities.

We decide PP allocation by assessing additional provision needed for the individual students within our responsibility. The funding allocated each year varies depending on the number of eligible children, their needs and the existing available provision within the Academy.

Not all of our students face socio-economic disadvantage, but we have significantly more than the national average with 59 PP students, 67 % YTD PP student percentage (47% in 2019-20 and 61% 2020-21).

When students arrive, they have either transitioned from a primary specialist SEMH or alternative provision or a mainstream school. Their attainment levels and attendance is often below that expected for their age group. All the students have an EHCP with a primary need of SEMH, many with additional needs. We undertake additional baseline assessments just prior to entry to help inform planning with up to date information. This includes literacy (WIAT III) and social and emotional (Beck YI II) so that interventions can be put in place at the earliest opportunity.

We are keen to address both the academic and SEMH needs of our students, and minimise the risk of becoming NEET when they leave us. Our ultimate objective is to equip the students with the capacity to transition successfully to the next stage in their life, be it education or employment, with relevant qualifications and effective emotional regulation.

The key principles of the PP strategy are to address the needs of all our students (disadvantaged alongside those without socio-economic disadvantage) with a focus on Quality First Teaching and excellent pastoral care, with a 'team around the child' approach. The aim is that each student is assisted according to their needs and acknowledging their strengths.

The principles are to focus on:

- Academic attainment – looking to fill gaps, use of interventions
- SEMH needs – building emotional regulation and resilience
- Employability – focusing on next steps and preparing for adulthood
- Attendance - looking at ways to maximise engagement and attendance

It is accepted that the pandemic has impacted disadvantaged students across the country to a greater extent than other pupils (backed by research – including Young Minds/ British Medical Journal/ Children's commissioner).

www.youngminds.org.uk/about-us/reports-and-impact/coronavirus-impact-on-young-people-with-mental-health-needs/

<https://www.bmj.com/content/372.bmj.n376>

<https://www.childrenscommissioner.gov.uk/reports/child-poverty/lockdown-poverty-and-the-disadvantage-gap/>

As an academy, we have remained open throughout the pandemic to try and minimise the impact on our students and their families. We have invested significantly from PP and catch up funding over the previous academic year into ICT to support families and students through periods of time when they had to manage via on line learning. Our focus has now shifted to the younger students transitioning into the academy, highlighted in the following section.

Challenges

Challenge number	Detail of challenge
1	EHCPs, and our assessments, show that disadvantaged students enter the academy with attainment levels lower than expected for their age group and their overall progress tends to be lower than their non-disadvantaged peers. Reading levels in particular are frequently lower than their mainstream peers.
2	Up to 50% of our student population have additional language and communication needs, many of whom classed as disadvantaged. We have access to a SALT up to one morning each week but interventions need to be available on a more frequent basis as language and communication needs can impact social and emotional needs.
3	<p>From:</p> <ul style="list-style-type: none"> assessments at induction observations during summer school observations and data from autumn term discussions with staff, students and their families <p>Younger students transitioning into the academy have had a more disrupted education due to the pandemic for the two years prior to attending which appears to have impacted their ability to settle.</p> <p>There is a need to enhance our offer to develop emotional resilience and address mental health and academic needs, which have resulted from the past two years.</p>
4	In meeting needs we need to ensure there is sufficient additional capacity amongst specialist, qualified staff to support the development of core subjects, including maths and science. Mentors do not have the specialist knowledge required to meet gaps and there is not enough capacity within the existing staffing structure to meet these needs. Although funding has been available for tuition typically students at the academy struggle to work with tutors with whom they do not have relationships due to their attachment needs. Historically for the academy, teachers from other subject areas are often not confident in delivering maths and science at specialist secondary level. As a small academy there are only a small number of subject specialists.

Intended outcomes

The following are 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. Improved attainment for disadvantaged students across all subjects, including maths and science, relative to their starting points as identified through baseline assessments and first half term working at grades data.	<p>Disadvantaged students to achieve at a level similar to non-disadvantaged students, as monitored via WAG data and reading attainment data.</p> <p>Disadvantaged students to achieve a qualification in the core subjects of maths and science commensurate with their potential.</p>
2. Improved emotional resilience and wellbeing of students	<p>Use of therapeutic team at school – who provide annual data linked to their input.</p> <p>Data linked to success of drop in facilities and ongoing support for targeted individuals.</p> <p>Data linked to students' ability to focus on academic work more effectively, following input from therapeutic staff (i.e. fewer exits from class, fewer exclusions).</p>
3. Younger students transition more successfully into the academy.	<p>Improved attendance and exclusion data.</p> <p>Reduced numbers of level 3 and 4 incidents.</p> <p>Reduced use of physical intervention.</p> <p>Improved peer relationships.</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: £3700 - initial recruitment; Retention of PP support TLR

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment	Recognised costs associated	4
TLR PP	From observation and experience from the past two years.	2

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

Budgeted cost: £7000

To include:

Accelerated Reader £2000; Employment of an additional STEM teacher at M1 plus SEN = £34, 635 (with on costs), only partial funding for this academic year (£5k), increased from September 2022 following successful recruitment.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher capacity to target disadvantaged students not accessing the core offer or to fill gaps	<p>Additional tutoring is widely recognised to produce results across the education system. Using qualified staff who are able to work successfully with students with SEMH will support this.</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes.</p> <p>Teaching mathematics at key stage 3-GOV.UK (www.gov.uk)</p>	1,4,3
Use of Accelerated Reader to encourage reading and improve vocabulary and subsequent language comprehension	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>https://cls.ucl.ac.uk/reading-improves-teenagers-vocab-whatever-their-background-say-researchers/ (Nov.2017 UCL)</p>	1, 2, 3

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

Budget: £47, 000

To include:

Employment of an Assistant Psychologist; Contribution to residential trips; Additional opportunities, e.g. Field of Dreams, Theatre trips

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commissioned additional capacity of Assistant Psychologist working with the most disaffected students (linked with highly challenging behaviours). Supporting the work of the SALT with students with language and communication needs.	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf</p> <p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>Also to support the SEMH of younger students (see above)</p>	2, 3
Access to wider social skills experience	<p>Annual residential trips to access opportunities disadvantaged students do not typically have at no charge to families to ensure inclusion.</p> <p>This supports the development of social skills in the wider community and receives positive evaluations from staff, students and families.</p>	2, 3
Broader curriculum enrichment activities	Theatre trips, or alternatives, extending opportunities to enrich student experience and curriculum, which disadvantaged students cannot afford to access.	2. 3

Total budgeted cost: £58,000

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 in the 2019 to 2021 academic period.

Provision

As an Academy, we have positively acted to ensure that all students can have their basic needs met (food, warmth, emotion) to ensure these do not become challenges to learning for any student. This includes the provision of uniform, breakfast and lunch, therapeutic input and a high staffing ratio. We have appointed additional Learning Mentors to enhance the development of literacy in recognition of the significant difficulties many of our students have. This also allows for 1:1 support in the development of literacy and numeracy skills. We have provided vocational learning courses run in school, for example Motor Vehicle, Construction and Catering. We operate a minimum ratio of 8:2, 4:1, which offers a more nurturing group size with a consistent tutor group for their time in the Academy. In addition to this, our

Year 7 students all follow a Nurture Style curriculum with additional staff with them throughout the year. We typically provide the opportunity for a range of after school clubs and opportunities to experience places beyond their local area and to Europe, including France, Italy and Spain, (although COVID hampered this), and therefore trips in 2021 were within the UK.

We typically use PP to fund three activity types: Support, Intervention and Enrichment. Examples of the range of provision associated with Pupil Premium we have put in place during the last academic period have included elements of:

- 1:1/2:1 support with skilled and experienced staff to focus on overcoming challenges to learning and make additional progress to close the gap in achievement
- 1:1 ongoing therapeutic input to focus on social and emotional barriers to learning
- Targeted group interventions focused on improving the school environment with a specialist artist.
- Facilitating student access to education and the curriculum through additional or specialist resources e.g. specialist technology and software
- Additional learning opportunities through intervention and inclusion mentors, e.g. Pathway C, Inclusion Unit, The Nest
- Extra curriculum support sessions in core subjects to 'narrow the gap', e.g. after school sessions
- Individualised interventions to support the ambitions and interests of specific students, e.g. music
- Delivery of personalised accredited curriculum in KS4 to ensure success at the end of that Key Stage
- Providing a richer learning environment to stimulate learning and attainment more widely

Reporting Outcomes

The SLT produce a report for the Governing Body that includes:

- The progress made towards closing the gap for disadvantaged students
- An outline of the provision made during the academic year
- An evaluation of the cost effectiveness of specific interventions
- The impact of implemented initiatives
- A Governor with responsibility for PP
- A staff member with a TLR for monitoring the progress of students receiving PP

Stephenson Academy - Pupil Premium Summary 2019/21

Focus	Income	2019-20 £41,284 2020-21 £43,000	Evaluation
	Total	£84,284	
	Expenditure:		
Tailored Programmes - <i>To provide additional off site provision with a focus on maths and English for students who struggle to access education on the main site. (.5 of DZ; .4 CP/RP)</i>	<i>Intervention Mentors</i> Sep. 20 – Aug. 21 – .9 fte Total (including on costs) Sep. 19 – Aug. 20 – .4 fte Total (including on costs)	14,500.00 7,456.00 11,597.00	<i>Student exclusion, attendance and attainment data improved for those identified.</i>
LAC- <i>This is to ensure that all necessary forms and support is given to parents with both pupil premium and other benefits or potential support. Many of our parents do have difficulties accessing support so this has been vital.</i>	<i>Pupil Premium TLR</i> <i>Sep 2019-Aug 2021</i>	5,160.00	<i>Co-ordinates input from a range of LAs, all PEPs completed in a timely fashion.</i>
Extended curriculum- <i>Many of the students we have will not be able to get access to appropriate trips in their lives. Stephenson has taken the decision to offer, educational and enriching trips to help aid each student's overall development. This money funds one third of the trips with the rest funded from the school budget.</i>	<i>School Residential Trips</i>	7,000.00	<i>The anticipated expenditure for residential trips did not happen last year and this due to COVID. There will be planned day trips for July 2021 as an alternative to reinforce positive engagement.</i>
Curriculum <ul style="list-style-type: none"> ICT investment 2019-20 2020-21 (Supplemented by £28,000.00 from additional government Catch Up funding and school budget).		15,915.00 21,749.00	<i>Enables access and contributes to the overall success of the students. COVID highlighted a significant need for further skill development with laptop use across the school. Provision enhanced significantly with the additional investment to the government's existing investment in technology.</i>
Other miscellaneous interventions- For example Lego, sensory material	<i>Variety of activities</i>	805.00	
	Total	£84,182	

Impact

Over the 2019-20 academic year 69% of the school y11 population were in receipt of pupil premium, and therefore statistically they formed the largest group. Over the 2020 -2021 academic year 44% of the school population were in receipt of pupil premium and did not form the largest group.

Pupil Premium students over both years had similar results to non-PP students overall, as shown in the tables below.

Year 11 June 2020 leavers	ALL	LAC	BME	PP
	16	2	3	11
Five 9 - 1 or equivalent (*non DfE recognised)	44%	0%	0%	45%
Five 9 - 1 or equivalent inc. English & Maths (*inc. non DfE recognised)	44%	0%	0%	45%
One GCSE 9 - 1 or equivalent	100%	100%	100%	100%
9 - 1 English GCSE	88%	0%	100%	82%
9 - 1 Maths GCSE	81%	50%	100%	82%
9 - 1 Science	38%	0%	0%	36%
At least one qualification	100%	100%	100%	100%
At least one English qualification	88%	0%	00%	82%
At least one Maths qualification	94%	100%	100%	91%
Pass in English Functional Skills L1	25%	0%	33%	27%
Pass in Maths Functional Skills L1	50%	100%	0%	45%
Average No of Qualifications	6	2	3	6

Year 11 June 2021 leavers	ALL	LAC	BME	PP
	16	1	2	7
Five 9 - 1 or equivalent (*non DfE recognised)	75%	100%	100%	71%
Five 9 - 1 or equivalent inc. English & Maths (*inc. non DfE recognised)	69%	100%	100%	57%
One GCSE 9 - 1 or equivalent	100%	100%	100%	100%
9 - 1 English GCSE	75%	100%	100%	57%
9 - 1 Maths GCSE	81%	100%	100%	71%
9 - 1 Science	88%	100%	100%	86%
At least one qualification	100%	100%	100%	100%
At least one English qualification	94%	100%	100%	100%
At least one Maths qualification	94%	100%	100%	100%
Pass in English Functional Skills L1	56%	0%	100%	57%
Pass in Maths Functional Skills L1	25%	0%	0%	29%
Average No of Qualifications	8	9	9	8

Teacher assessed grades, which were used to award students their grades last year, were based on controlled assessments in school and classwork, following a rigorous moderation process.

COVID has been a significant factor in the interventions we would typically put in place for the past 18 months. For example, we would typically provide the opportunity for a range of after school clubs and opportunities to experience places beyond their local area and across Europe. This has not been possible in recent times.

COVID also highlighted a significant skills gap amongst our students and families and we have invested heavily in ICT to improve the quality of our systems, hardware and software. Our aim is that students are better equipped to manage on line learning and have the skills necessary for a technological future.

Year 11 engagement in 2020-21 has improved with provision of additional learning mentor support both on and off site and the majority of y11 have been successful in accessing their core offer on site.

Outline planning for 2021-22 is to include enhancing the music provision, well received by a minority of students able to access it in the past twelve months. In addition, to enhance support and interventions for language and communication needs.

Other

Externally provided programmes were not purchased in the past period.

There was nobody in receipt of service pupil premium funding during this period.

It is important to note that these strategies are in addition to what we provide for all our students. Whilst we have a high percentage of students who qualify for Pupil Premium funding, all of our students can access the wide variety of interventions, strategies and provision