

# Pupil premium strategy statement 2020/2021

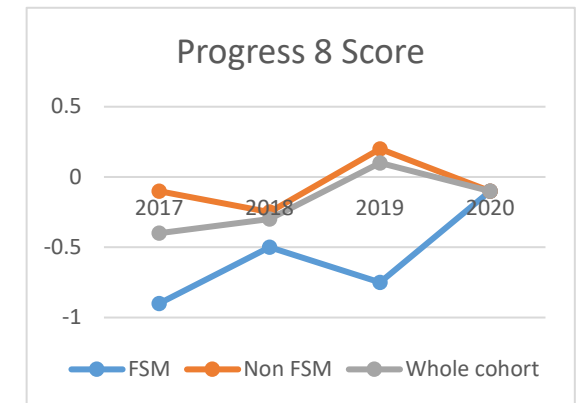
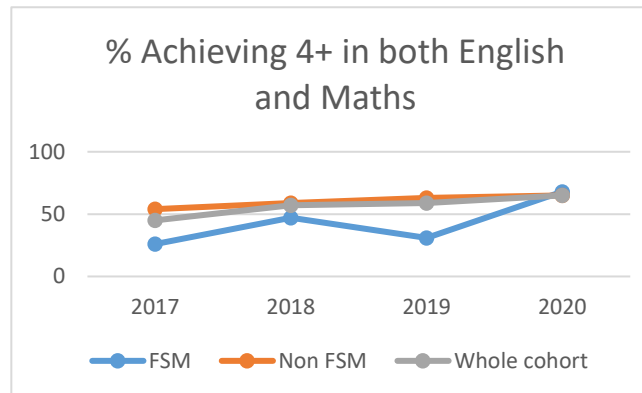
## School overview

School name	The Stonehenge School
Pupils in school	924
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£143.250
Academic year or years covered by statement	2019-2022 (annual update of 3 Year strategy)
Publish date	November 2020
Review date	September 2021
Statement authorised by	Nigel Roper
Pupil premium lead	Fiona Staker
Governor lead	Gillian Clarke

## Disadvantaged pupil performance overview for last academic year (2019/2020)

### (Centre Assessed Grades)

Progress 8	-0.1
Ebacc entry	25%.
Attainment 8	36.19.
Percentage of Grade 4+ in English and maths	13%



## OUR REVIEW PROCESS

Our review process is dynamic and is constantly taking changes in individual need into account. Through dialogue between students, teaching staff and pastoral support, targeted intervention remains relevant and up to date. In terms of academic intervention; the impact is also under constant review. During learning walks, departmental reviews and raising standards meeting, the impact on the disadvantaged take priority. Although this is a three year action plan, identified trends will also be reviewed annually and the plan adjusted accordingly.

<b>LONG TERM (3 YEAR) OVERVIEW</b>		
<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress 8	Achieve Progress 8 score on / or above 0.	Sept 22
Attainment 8	Achieve target attainment 8 score	Sept 22
% Grade 4+ in English and Maths	Achieve average English and maths 4+ scores for similar schools	Sept 22
Other	Lower Persistent absence amongst disadvantaged at KS4	Sept 22

### **SUMMARY OVERVIEW OF SCHOOL BARRIERS (ACADEMIC & NON-ACADEMIC) IDENTIFIED TO ADDRESS THROUGH THE PUPIL PREMIUM GRANT (PPG)**

- Gaps in Learning due to Covid 19
- Low literacy levels impacting on KS4 English results but also the ability to access literacy content of ALL key stage 4 subjects.
- High proportion of disadvantaged students with SEN needs
- Persistent Absence
- Seeing the value of education in a rural school without any local HE/FE providers,
- Turbulence
- Lack of Alternative Provision

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Identifying and Overcoming gaps in learning caused by COVID-19 Lockdown
Priority 2	Embedding of Teaching and Learning Principles such as metacognition and Roseshine's Principles across the departments through the appointment of Teaching and Learning Assistant Headteacher
Barriers to learning these priorities address	Gaps in Learning and Inconsistency of Practice.
Projected spending	£65,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Appointment of associate LT to drive improvements in literacy across KS3 and KS4
Priority 2	Appointment of KS2 teacher to bridge gap of low attaining disadvantaged students in year 7
Barriers to learning these priorities address	Low literacy levels impacting on KS4 English results but also the ability to access literacy content of ALL key stage 4 subjects.
Projected spending	£50,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Engagement with those at risk of Non attendance
Priority 2	Effective and Timely Careers Advice
Barriers to learning these priorities address	Higher proportion of disadvantaged students receiving informed and individualised careers advice in order to avoid future possibility of NEET, Seeing the value of education at KS4 but also beyond life at Stonehenge.
Projected spending	£ 30,000

## SECTION 3: ACADEMIC YEAR 2020/2021 ACTION PLAN & IMPACT STATEMENT

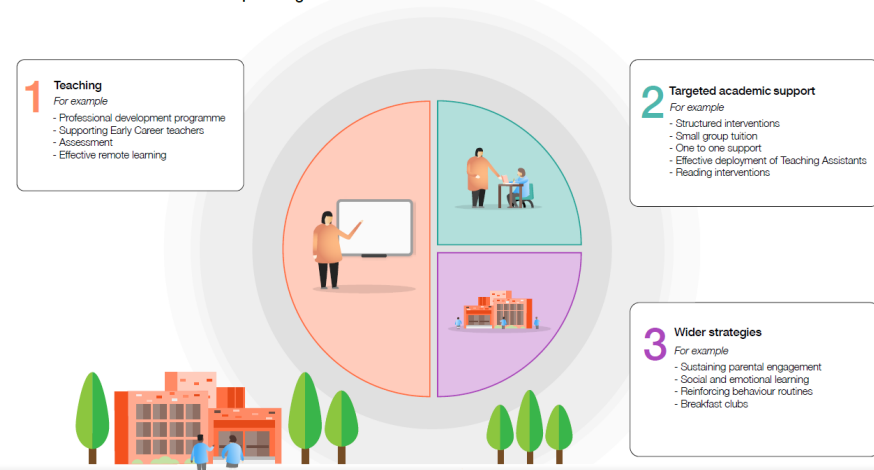
Areas for development reflect the EEF tiered model approach and support achievement of the school 3 year strategically planned outcomes:

**Tier 1 Teaching:** Objectives that ensure effective teaching in every class and support teachers to keep getting better (Professional development; Training; Support for Early Career teachers; Recruitment and retention)

**Tier 2 Targeted Academic Support:** Objectives that link interventions to support classroom teaching, and includes teachers and Teaching Assistants (Structured interventions; Small group tuition; 1:1 support)

**Tier 3 Wider Strategies:** Objectives that relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Linked to the needs of the community (Behaviour strategies; Breakfast Club; Increasing attendance)

Figure 1: The tiered model for school planning



<b>LINKED TO 3 YEAR STRATEGIC OUTCOME:</b>		<p style="color: red;">Achieve Progress 8 score on / or above 0.</p> <p style="color: red;">Achieve target attainment 8 score</p> <p style="color: red;">Achieve average English and maths 4+ scores for similar schools</p>			
<b>ACADEMIC YEAR 2020/2021 OBJECTIVES:</b>		<ul style="list-style-type: none"> <li>Identifying and Overcoming gaps in learning caused by COVID-19 Lockdown</li> <li>Embedding of Teaching and Learning Principles such as metacognition and Roseshine's Principles across the departments</li> </ul>			
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS & TIMINGS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Assistant Headteacher for Teaching and Learning	£58000	DPW/CAD	<ul style="list-style-type: none"> <li>*Development of Blended Learning Policy</li> <li>*Training of staff on remote learning</li> <li>*LDG groups focussing on Pedagogical Principles</li> <li>*Departmental reviews with focus on blended learning and application and Quality First Teaching.</li> </ul>	<ul style="list-style-type: none"> <li>*Embedding of Metacognition and Rosenshine's Principles</li> <li>*Robust Blended learning Policies in Each Department</li> <li>*Progress towards KS4 Target data for disadvantaged students.</li> </ul>	

Investment in Various Assessment and Learning Packages	£7000	DPW/CAD	<ul style="list-style-type: none"> <li>Subscription to and Effective use of Pupil Progress</li> <li>Subscription to and Effective use of online Packages such as Tassomai</li> </ul>	<ul style="list-style-type: none"> <li>Rigorous Tracking of Learning</li> <li>Effective systems for Home-learning</li> </ul>	
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<b>LINKED TO 3 YEAR STRATEGIC OUTCOME:</b>		Achieve average English and maths 4+ scores for similar schools			
<b>ACADEMIC YEAR 2020/2021 OBJECTIVE:</b>		Appointment of associate LT to drive improvements in literacy across KS3 and KS4 Appointment of KS2 teacher to bridge gap of low attaining disadvantaged students in year 7			
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
<b>Appointment of Associate Lt (TLR)</b>	£10,000	<b>GJW/CAD</b>	<ul style="list-style-type: none"> <li>*Development of whole school drive on Literacy</li> <li>*Leading of LDG groups to drive literacy throughout the curriculum</li> <li>*Early Entry to English Literature exam for those most at risk</li> </ul>	<ul style="list-style-type: none"> <li>*Improved access to the demands of literacy demands at KS4 for ALL subjects</li> <li>*Literacy experts in each department to drive change on a departmental level</li> <li>*Progress towards KS4 Target data for disadvantaged students.</li> </ul>	
<b>Appointment of Ks2 Teacher</b>	£36943	<b>JLW/KAD</b>	*Specialist to work with students with the biggest gaps from KS2 to bridge the transition to key stage 3	<ul style="list-style-type: none"> <li>*Improved access to the demands of KS3</li> <li>*Improved access to the demands of KS4</li> </ul>	
<b>Bedrock</b>	£2965	<b>GJW/CAD</b>	*Use of Bedrock in order to improve vocabulary	*Improved vocabulary leading improvement in literacy levels across the key stages	

<b>LINKED TO 3 YEAR STRATEGIC OUTCOME:</b>		<b>Lower Persistent absence amongst disadvantaged at KS4</b>			
<b>ACADEMIC YEAR 2020/2021 OBJECTIVE:</b>		<i>Engagement with those at risk of Non attendance</i> <i>Effective and Timely Careers Advice</i>			
<b>AREA OF SPEND</b>	<b>PP SPEND</b>	<b>RESPONSIBILITY</b>	<b>DESCRIPTION OF ACTIONS</b>	<b>INTENDED OUTCOMES &amp; EVIDENCE</b>	<b>IMPACT</b>
<b>Employment of CEIAG</b>	<b>£19,000</b>	<b>SBO/FKS</b>	*Disadvantaged to have Priority consultation with CEIAG	*Comprehensive Careers advice *Lowering of NEET figures *Raising aspirations- Lowering of Persistent Absenteeism	
<b>Dedicated Pastoral Manager Time for Disadvantaged</b>	<b>£11,000</b>	<b>TLR/MRF/FKS</b>	*Pastoral Manager to compile individual Disadvantaged Profile *Regular check in with Disadvantaged students.	*Early Identification of Barriers to Learning *Increased Attendance and lowering of Persistent Absenteeism	