

## Pupil premium strategy statement

This statement details our school'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 school.

### School overview

Detail	Data
School name	The Stonehenge School
Number of pupils in school	967
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	1 <sup>st</sup> November 2021
Date on which it will be reviewed	1 <sup>st</sup> September 2022
Statement authorised by	Carole Dean / Nigel Roper
Pupil premium lead	Fiona Staker
Governor / Trustee lead	Gillian Clarke

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,965
Recovery premium funding allocation this academic year	£25,320
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	£192,285

## Part A: Pupil premium strategy plan

### Statement of intent

At The Stonehenge School, we are committed to ensuring that all our students make the best possible progress. Our focus on ensuring students across the school receive the best standard of teaching benefits all students, including those qualifying for the pupil premium. The Pupil Premium at The Stonehenge School supports high staffing levels ensuring reduced class sizes where vulnerable students are placed. Along with high quality teaching, attainment gaps are addressed by strong leadership, a personalised and relevant curriculum, a culture of high expectations and targeted intervention. Our Commitment to maximising the Pupil Premium Grant is embedded in our School Improvement plan based on the research completed by The Sutton Trust and EEF Toolkit.

Area of Principles	School Practice
<b>Whole-school ethos of attainment for all</b>	The curriculum at The Stonehenge School has been designed to allow <b>every</b> pupil to unlock and empower pupils to unleash their potential. Our pupils are empowered to ‘think big’. <b>All</b> pupils have the opportunity to study a diverse and challenging curriculum, unlocking pathways, thereby creating passion for lifelong learning and being global citizens.
<b>Addressing behaviour and attendance</b>	The Governing Body of The Stonehenge School believes that high expectations of student behaviour underpins the aims and ethos of the school, safeguards the rights of students and staff, and is necessary for effective teaching and learning. A child that feels safe and able to learn is a child who is more likely to attend. The Stonehenge School is therefore committed to creating an atmosphere of behaviour and attendance for learning.
<b>High quality teaching for all</b>	Quality First Teaching is at the heart of the curriculum, giving students the best chance of achieving their potential. Through rigorous cpd and the sharing of good practice, teaching pedagogies are embedded into every day teaching ensuring high quality teaching for all. As recognised by the EEF toolkit “good teaching is the most important lever schools have to improve outcomes for disadvantaged students”
<b>Meeting individual learning needs</b>	Every child has a right to access support to address barriers to learning as well as individual needs assessed and met. This can be of particular relevance to disadvantaged students and may be in terms of emotional support or academic support. Through collaboration with outside agencies as well as internal academic and pastoral support, it is our aim to meet every child’s individual need.

<b>Deploying staff effectively</b>	Teaching staff are deployed effectively at Stonehenge with a commitment to subject specialist teaching. Beyond this the wider team around the child, including TA's, Pastoral Managers and ELSAS are deployed in a cohesive manner, all with an awareness of the disadvantaged needs. .
<b>Impact driven and responsive to evidence</b>	Assessment for Learning remains a priority at Stonehenge, with a rigorous Teaching and Learning policy having been developed based on Rosenshine's principles and the interweaving of of metacognition. At KS3 AFL is driven through the "I can" system which allows students and teachers to recognize areas of success and areas for further development. Our marking and feedback policy is based on EEF research. At KS4 the use of GCSE testing is complimented through the "Pupil Progress" system which allows students and teachers to monitor progress and identify areas of concern. Termly raising standards meetings highlight any cause for
<b>Ambitious leadership</b>	The Leadership Team are committed to the School Ethos of driving towards excellence. Through a rigorous appraisal system, research led CPD and regular department reviews, these expectations are shared by the wider school community.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Gaps in learning due to Covid</b> Lockdown- engagement of disadvantaged was rigorously tracked during lockdown and follow up conversations took place as soon as school reopened. Nevertheless, as has been highlighted in national studies, the periods of lockdown have hit our disadvantaged students the hardest.
2	<b>Low literacy levels.</b> In years 9-11 the disadvantaged students who joined us not achieving the age related expectation in literacy at KS2 is between 30-55% This is not only impacting on KS4 English results but also the ability to access literacy content of ALL key stage 4 subjects.
3	<b>A High proportion of disadvantaged students also have SEN needs.</b> For example in the current year 10 and 11, 51% of students are not only ever6, but also identified as having SEN needs.
4	<b>Lack of Alternative Provision-</b> Due to the rural location of the school there is a lack of alternative provision. This means that disadvantaged students that may

	have barriers beyond those that can be addressed in a mainstream comprehensive, cannot access more suitable provision
5	<b>Levels of Persistent Absence-</b> Even pre Covid persistent absence was 15- 20% higher amongst disadvantaged students than their peers. Persistent absence means that disadvantaged students are missing curriculum time but also that they are not able to access the interventions in school designed to address their barriers.
6	<b>Lack of local HE/FE providers-</b> Having a lack of HE/FE providers creates a barrier to raising aspirations. We don't not have a sixth form and indeed our nearest college is 8 miles from Amesbury. This can lead to difficulty in students seeing the value of education.
7	<b>High levels of turbulence-</b> Due to the school's location near army basings, the school experiences high levels of turbulent entries. Even when the disadvantaged student may not be the turbulent entry, this often impacts on friendships and their support networks.

## 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
Achieve Progress 8 score on / or above 0.	Using 4 Matrix , FFT Aspire, and ASP analysis, GCSE exam results or TAGS will demonstrate that disadvantaged students have achieved a Progress 8 score on above 0.
Achieve target attainment 8 score	Using 4 Matrix , FFT Aspire, and ASP analysis, GCSE exam results or TAGS will demonstrate that disadvantaged students have achieved a their target attainment 8 score.
Achieve average English and maths 4+ scores for similar schools	Using FFT Aspire and ASP analysis we will be able to demonstrate grades 4+ achievement amongst the disadvantaged in line with similar schools
Lower Persistent absence amongst disadvantaged at KS4	Using PARS and FFT ASPIRE we will be able to demonstrate a reduction in persistent absence amongst the disadvantaged, especially at KS4.

## 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: £ 98,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Senior Leader for Pupil Premium</b></p>	<p>The position of Assistant Headteacher pupil premium Champion ensures that disadvantaged learners' interests are represented at every level. The position ensures coherent provision planning, taking educational research into account and cascading this information down to be transformed in quality teaching for all. The EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'</p>	<p>1,2,3,4,5,6,7</p>
<p><b>Development of new Teaching and Learning Policy and associated activities</b> <i>(LDGS, Cpd and inset days) with the aim of embedding Rosenshine's principles and Metacognition in order to promote Quality First Teaching. Blue Sky Education Package purchased in order to record evidence of learning walks and link performance management targets to specifically highlight areas needing further development across the school.</i></p>	<p>Quality First teaching is at the heart of any Progress made for disadvantaged and non-disadvantaged students alike.</p> <p><i>"This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds."</i> <b>(Supporting the Attainment of Disadvantaged Students, 2015).</b></p> <p>Furthermore, Metacognition is recognised within the EEF toolkit as providing the highest amount of impact (+7 Months)</p>	<p>1,2,3,7</p>
<p><b>Employment of KS2 Teacher to focus on teaching small classes at KS3 in Core subjects.</b></p>	<p>The 2015 Dfe report recognises that:</p> <p><i>"higher prior attainment of disadvantaged pupils is strongly related to higher attainment at the next key stage"</i></p> <p>We have therefore employed a KS2 specialist focussed on reducing the gaps in previous learning, leading to improved access to KS3 material. This is particularly important in light of</p>	<p>2, 3</p>

	the high levels of SEN/FSM6 crossover. The small numbers of students in these classes suggest an impact of + 2 months according to the EEF toolkit.	
<b>Appointment of Associate SLT to develop whole school literacy improvements. Responsibilities to include: LDGs, Inset Day sessions, Promotion and Monitoring of Bedrock as well as the organisation of events such as “Book Bombs” and Tutor literacy support.</b>	<p><i>“Disadvantaged children are more likely than their peers to not own a book (9.3% vs 6%)”</i> <b>(National Literacy Trust, 2017).</b></p> <p>Their research suggests that children from a disadvantaged background will start school with an up to 19 month disadvantage in terms of vocabulary. This gap in literacy does not only impact on attainment in English but also creates a barrier to accessing exam material across the curriculum This was highlighted in the 2017 EEF report on the impact of literacy levels in relation to science achievement. The EEF toolkit has identified the promotion of reading comprehension as having +6 months impact.</p>	1,2,3,7

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

Budgeted cost: £48,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Termly Raising Standards Meetings</b></p> <p><i>This encompasses regular data provision and analyses, provided by a data manager, discussed in termly meeting, with clear resulting action points.</i></p>	<p>The 2015 DFE report: <b>Supporting the attainment of disadvantaged pupils: articulating success and good practice</b> states</p> <p><i>“More successful schools were using data more comprehensively to monitor pupils’ progress.”</i></p> <p>These strategies ensure that data is produced and used in a comprehensive manner in order to inform teaching and intervention. It also aims to minimise the impact of the turbulent nature of the disadvantaged register.</p>	1,2,3,7
<p><b>Year 11 Mentoring</b></p>	<p>Year 11 disadvantaged students identified as requiring extra support are assigned an academic Mentor which the EEF toolkit suggests provides +2 months in terms of impact.</p>	1,2,3,7

<p><b>Tutoring</b> Targeted disadvantaged after school core tuition.</p>	<p>The EEF toolkit has highlighted that small group tuition offer + 4 months in terms of impact.</p>	<p>1, 2, 3, 7</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 48485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>School Cloud</b></p>	<p>A subscription to school cloud was originally purchased for the 2020 academic year in order to overcome limitations placed on face to face contact and covid. Now that these limitations are lifted we have decided to continue our subscription in order to offer parents blended parent's evenings i.e.: the choice of online or in person contact. This is done in response to parental feedback. Parental surveys after the online parents evening suggest that 85% of parents would like to continue to have this option alongside traditional parents evenings. The EEF toolkit suggests that parental engagement offers +4 months in terms of impact</p>	<p>1,2, 3, 7</p>
<p><b>Pastoral Manager</b> Each year group has a dedicated Pastoral manager with a focus on the disadvantaged. This allows them to conduct 1:1 support, identifying individual barriers to learning and communication with staff regarding how to address these. All Pastoral Managers ELSA trained in order to provide social and emotional support</p>	<p>Social and Emotional Learning and Behaviour interventions are both identified as offering + 4 months impact in the EEF toolkit</p>	<p>4,5,7</p>
<p><b>Attendance Watch</b> Comprehensive package to include actions from Attendance officer (first day calling), Pupil Premium Lead (Weekly disadvantaged attendance updates) Progress Leaders and Tutors ( follow up actions)</p>	<p>Our strategies to improve disadvantaged attendance are in line with the DFEs guidance on improving school attendance as published in September 2021. The importance of addressing attendance is highlighted in the NFER report: <b>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils” (2019)</b></p> <p>“We found that for every week of school missed at KS4 by a disadvantaged pupil, their Att8 score would be predicted to reduce by an average of 0.8 points”</p>	<p>5</p>

<p><b>Qualified Careers Advice and guidance.</b></p> <p><i>Disadvantaged students have priority access to careers advice and guidance from Level 5 Qualified CEIAG.</i></p>	<p>Whilst the EEF toolkit does not offer any evidence of the effectiveness of comprehensive careers guidance, as a rural school with limited access to FE and HE opportunities, it is important that disadvantaged students are aware of the opportunities beyond the locality. Looking beyond the EEF toolkit the IES report <b>“Supporting Disadvantaged Young People into meaningful work”</b> published in 2020 states: There is a broad consensus in the literature that effective support for young people furthest from the labour market is underpinned by intensive advisory support and personalised information, advice and guidance,</p>	<p>6</p>
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**Total budgeted cost: £ 192,285**



## 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 2020 to 2021 academic year and progress towards intended outcomes. KS4 data used based on Teacher assessed grades in the absence of externally assessed assessments in the 2020 to 2021 academic year.

Intended outcome	Success criteria		
<b>Achieve Progress 8 score on / or above 0.</b>	Using 4 Matrix , FFT Aspire, and ASP analysis, GCSE exam results or TAGS will demonstrate that disadvantaged students have achieved a Progress 8 score on above 0.		
<b>Year</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Size of Cohort</b>	16	22	20
<b>Evidence</b>	GCSE Exam Results	Centre Assessed Grades	Teacher Assessed Grades
<b>Progress 8 Score</b>	-0.75	+0.31	-0.03

Intended outcome	Success criteria		
<b>Achieve target attainment 8 score</b>	Using 4 Matrix , FFT Aspire, and ASP analysis, GCSE exam results or TAGS will demonstrate that disadvantaged students have achieved a their target attainment 8 score.		
<b>Year</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Size of Cohort</b>	16	22	20
<b>Evidence</b>	GCSE Exam Results	Centre Assessed Grades	Teacher Assessed Grades
<b>Target Attainment 8 Score</b>	47.78	45.07	37.76
<b>Actual Attainment 8 Score</b>	36.19	44.5	34.89

Intended outcome	Success criteria		
Achieve average English and maths 4+ scores for similar schools	Using FFT Aspire and ASP analysis we will be able to demonstrate grades 4+ achievement amongst the disadvantaged in line with similar schools		
Year	2019	2020	2021
Size of Cohort	16	22	20
Evidence	GCSE Exam Results	Centre Assessed Grades	Teacher Assessed Grades
Achieving 4 + English	40%	77%	50%

Intended outcome	Success criteria
<b>Lower Persistent absence amongst disadvantaged at KS4</b>	Using PARS and FFT ASPIRE we will be able to demonstrate a reduction in persistent absence amongst the disadvantaged, especially at KS4.

It is difficult to track the progress towards reducing persistent absenteeism in the 2020/2021 academic year due to the impact of covid. Looking at the internal term end of term 5 data (term 6 not used due to early departure of year 11) it shows an increase of persistent absenteeism amongst the disadvantaged by 11%.(figure1 ) However this increase in persistent absenteeism was replicated across the school due to covid and the gap between disadvantaged and their peers was actually in line with previous years, and even slightly reduced. (figure 2). Using fft aspire and looking at the national picture , attendance rates amongst the disadvantaged were 4.5% higher than the national attendance statistics for disadvantaged students.

**Figure 1**

	Class of 2025		Class of 2024		Class of 2023		Class of 2022		Class of 2021		School	
	#	%	#	%	#	%	#	%	#	%	#	%
Terms 1-5 2020/21	14	31.8%	19	42.2%	13	46.4%	21	50.0%	10	50.0%	77	43.0%
*Terms 1-4 2019/20			10	25.6%	10	37.0%	16	36.4%	8	36.4%	50	32.1%
<b>Difference</b>				<b>16.6%</b>		<b>9.4%</b>		<b>13.6%</b>		<b>13.6%</b>		<b>11.0%</b>

**FSM vs non FSM**

2024	2023	2022	2021	2020	Sch
% PA	% PA	% PA	% PA	% PA	% PA
27.9%	48.7%	24.3%	34.3%	0.0%	23.4%
-	23.0%	26.1%	20.9%	48.6%	23.9%
-	25.8%	-1.8%	13.4%	-48.6%	-0.5%

**Figure 2**

**Figure 3**

FSM6	150	86.7%	80.4%	85.4%	87.7%	82.0%	85.7%	87.5%	71.5%
Not FSM6	767	94.6%	83.2%	95.1%	95.2%	88.4%	92.2%	92.4%	80.0%

Green circle = attendance is above the national attendance for pupil group. Red circle = below the national for pupil group.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Showmyhomework	Satchel One
Kahoot	Kahoot
GCSE Pod	GCSE POD
Linguascope	Linguascope
Vocab Express	Vocab Express
Tassomai	Tassomai
Bedrock	Bedrock
Mathswatch	Mathswatch
PARS	Pars
School Cloud	School Cloud

## Further information

### 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.

### ACCOUNTABILITY

The Local Governing Body has an allocated Governor with oversight of the impact of the Pupil Premium Grant (PPG) and outcomes for pupils. Governors will scrutinise the school's strategy for using the Pupil Premium Grant on an annual basis as well as monitoring the attainment and progress of disadvantaged pupils during the course of any academic year.

The Headteacher and Pupil Premium Leader will be accountable for securing high standards and positive outcomes for all pupils in receipt of the PPG and, often, Performance Management for all school staff will reflect this priority.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school annually publishes its strategy for using the Pupil Premium Grant (PPG) on the school website.

The use and impact of Pupil Premium funding is evaluated once a year by our School Improvement Advisor.