Pupil premium strategy statement

School overview

Metric	Data
School name	Stationers' Crown Woods Academy
Pupils in school	Year 7 to 11: **Number 1363** Whole School: **Number 1653**
Proportion of disadvantaged pupils	Figures (Autumn 2020): (see table below)

Year Groups	Disadvantaged (% and numbers)	Non-disadvantaged (% and numbers)
Full Cohort [1363]	21.2% [289]	78.8% [1074]
Year 7 [270]	17.8% [48]	82.2% [222]
Year 8 [274]	18.2% [50]	81.8% [224]
Year 9 [266]	18.8% [50]	81.2% [216]
Year 10 [269]	26.0% [70]	74.0% [199]
Year 11 [284]	25.0% [71]	75.0% [213]

Metric	Data
Pupil premium allocation this academic year	£295116
Academic year or years covered by statement	7 - 11
Publish date	September 20
Review date	March 21
Statement authorised by	Wayne Barnett (Principal).
Pupil premium lead	Fatos Fida (Vice Principal) and Faz Rahman (Associate Principal)
Governor lead	Sue Pandit (Chair)

Strategy aims for disadvantaged pupils (20/21)

Aim	Target	Target date
Progress 8	Disadvantaged: 0 Non-disadvantaged: 0	Autumn 2021
Attainment 8	Disadvantaged: 43.00 Non-disadvantaged: 51.00	Autumn 2021
Percentage of Grade 5+ in English and maths	Disadvantaged: 38% Non-disadvantaged: 58%	
Other		
Ebacc entry	Disadvantaged: 53% Non-disadvantaged: 78%	Autumn 2021

3. Barriers to future attainment (for pupils eligible for PP)

1.   Attitude to learning - a student's belief and attitude towards their own learning can have a significant impact on academic progress. A student is at risk of falling behind their peers if they do not engage with learning, representing a significant barrier to their own progression.

2.   Attendance - attendance below 95% has a negative impact on student progress. Persistent absence (below 90%) can seriously damage a student's chance of future success.

3.   Literacy - students who join the academy with lower than expected literacy and reading ages on entry. This prevents our students from engaging fully with the curriculum, hindering their ability to demonstrate progress in their studies.

4.   Numeracy - students who join the academy with less than expected numeracy levels. This represents a barrier to their own learning and hindering their ability to achieve in some key qualifications which have a greater emphasis on numeracy this can also lead to a narrowing in possible career pathways.

5.   Welfare - a significant number of our students require additional support for a range of emotional, social and family issues. These issues can limit the academic progress a student can have, as well as causing the student to feel negative emotions such as stress, anxiety and low self-esteem.

6.   Resourcing and cultural capital - some students are unable to access appropriate learning resources and experiences outside of the academy. This inability to develop their own understanding outside of normal learning hours can have a negative impact on their academic progress and participation of enrichment activities

7.   Quality of teaching and learning: Subject knowledge, quality of instruction, planning for individualised progress, the macro curriculum and length of lessons.

8.   Expectations of teaching staff. Low prior attainment does not mean low ability.

9.   A lack of informative data on which pupils are PPG/Disad and what strategies are required.

10.   Home Learning Devices - Some students do not have access to a suitable home learning device, such as an ipad, Personal Computer or Laptop. Due to the COVID-19 pandemic a far greater emphasis has been placed on 'Home Learning'. Students who do not have access to a suitable home learning device are therefore at a disadvantage to their peers in their ability to access this home learning. In a regular school year, there is a need for students to access home learning both electronically and through written work. During the COVID-19 pandemic, a far greater emphasis has been placed on home learning with "Blended Learning" being used. Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student or alternatively for the student to be able to

remotely access the electronic classroom and resources. Each physical class in the school is also linked to an electronic "Google Classroom". Any student who is not able to access these Google Classrooms is therefore at a disadvantage to their peers.

11.	Access to Connectivity - In addition to having a suitable device to facilitate digitally learning within the home, some students are unable to access the digital platforms such as "Google Classrooms", due to a lack of connectivity within the home. This means that they are unable to complete assignments that have been digitally set and review the work placed in these digital classrooms

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4. Planned Expenditure					
Academic Year	**2020-21**				
The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Whole school ethos of attainment for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Improving the professional capital of staff: Subject knowledge, Quality of instruction, challenge all abilities, awareness of cognitive load theory and dual coding, understanding of how memory works.	Cognitive Science training for all staff, follow up observation and coaching/mentoring.	Cognitive load theory is a theory of how the human brain learns and stores knowledge. The theory is supported by a large number of RCTs, and has significant implications for teaching practice. Cognitive load research demonstrates that instructional methods are most effective when designed to fit within the known limits of working memory, and therefore strongly supports guided models of instruction. Cognitive load theory offers a range of evidence-based recommendations for educational practice, especially for teaching novice learners in 'technical' subjects such as mathematics, science and technology.	Monitoring completion on Seneca Learning, lesson observation focused on disadvantaged pupils, targeted bespoke intervention programmes for teachers.	KLG/ACT	Termly through lesson observation feedback
				Total budgeted cost	£ 100,000

ii. Addressing behaviour and attendance					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Improved attendance	Immediate attendance response systems	Evidence from the Department for Education study shows a strong correlation between school attendance and GCSE success. A child who averages 80% attendance during their secondary school career effectively misses one whole year of education and significantly reduces their chances of success in line with expectations.	Actions based on Executive summaries Daily, weekly and module reporting	SBL	Reporting on a Daily, weekly and Module basis
Appropriate and effective use of behavioural services	Behavioural services	Evidence suggests that on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Behaviour interventions also have a wider reaching impact on the general student body. However, estimated benefits vary widely across the categories of programme described above. Impacts are larger for targeted interventions matched to specific students with particular needs or specific behavioural issues than for universal interventions or whole school strategies.	Executive summaries, daily and weekly reporting ABC tracking Learning mentors impact tracking	SBL/HLN	Reporting on a Daily, weekly and Module basis

Promotion of students' mental and emotional well-being.	Healthy minds framework implementation Explore support from Greenwich ELSA network to support mental health and wellbeing Mindfulness weekly sessions Mind and body – mental health screening	There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that disadvantaged children tend to have weaker noncognitive skills than their peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils.	One hour per week healthy minds session – observations ELSA support programme for targeted students Review of Mindfulness and Mind and body sessions - weekly		Ongoing monitoring , throughout the module as appropriate
				Total budgeted cost	£30000

iii. High quality teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved pedagogy	Quality of Education strategy.	Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which	Observation strategy Professional development programme Development of teachers new to the profession	KLG LWD	Ongoing, fortnightly

		has found that good teachers are especially important for pupils from disadvantaged backgrounds. For disadvantaged students the difference between an effective teacher and an ineffective teacher is a whole year's learning.			
Improved knowledge acquisition	Introduction of Knowledge Organiser Strategy across year groups 7-11	For students to succeed in a particular area, they must have a foundation of factual knowledge, understand those facts in the context of a conceptual framework and organise knowledge in order to facilitate retrieval and application (Bransford et al., 2000).	Observations of lessons, recall and retrieval practice. Quality assurance and production of Knowledge Organisers Reporting of outcomes	KLG/FFA	modular reporting
Efficient delivery of content, improved retention	Curriculum design	The principle of spaced learning is supported by evidence from two scientific fields, neuroscience and cognitive psychology. The neuroscience literature supports the use of shorter spaces between learning and the cognitive psychology literature supports longer spaces. 'What Makes Great Teaching' by the Sutton Trust tells us that spacing study leads to greater long-term retention; that interleaving leads to better transfer of skills than blocking; that generating responses is more effective than studying; and, that	Observations of lessons, recall and retrieval practice. Quality assurance and production of Knowledge Organisers Reporting of outcomes	KLG	modular

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
		pedagogical content knowledge can lead to higher gains.			
Mastery of mathematical concepts	Maths mastery	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.	Observations of lessons, recall and retrieval practice. Reporting of outcomes	SBL	modular
				Total budgeted cost	£70000

iv. Meeting individual learning needs					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated reading age gains	Introduction of Accelerated Reader	EEF study found that found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.		KLG	Bi annual reporting of scaled scores and reading ages
Improved attitude to learning	SCWA Behaviour & Engagement Strategy	The strategy aims to tackle the issues which are associated with our students who are often the hardest to reach. Students targeted include: -Those who are regularly non-compliant, but not aggressive or threatening, and cause repeated low-level disruptions. -Those who are regularly disruptive, challenging or both; they lead to repeated entries in the academy's behaviour log, recurring fixed-term exclusions or both. -Those who are absent for 10% or more of	Regular briefing updates Monitoring overview Review of outcomes Review of Attitude to learning Review of attendance and behaviour data Review of student devices Review of student's home learning Identification of students/groups of students who are lacking engagement	SBL	Fortnightly updates

		the available school sessions in the year. -Those who are quiet, withdrawn and uninterested in most lessons. -Those who are unable to access the curriculum fully due to digital poverty.			
Improvements in English, maths crossover and Science outcomes	Year 11 Raising Standards Strategy	More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours).	Regular briefing updates Monitoring overview Review of outcomes Review of Attitude to learning	FFA/SBL/KLG	Fortnightly updates
Improved access and research skills for and from online content	Google Read & Write	We believe that regardless of an individual student's ability and aspirations, literacy is an integral part of every young person's learning journey. The ability to read and write with confidence impacts all aspects of a child's academic, social and personal development, from the early years right through to graduation and beyond. Therefore, it is our mission to support students on their personal literacy and learning journeys through innovative technology that can help them read, write and express their thoughts with clarity and confidence. In doing so,	Regular briefing updates Monitoring overview Review of outcomes Review of Attitude to learning	KLG	modular

Improve digital access and equity	Chromebook scheme	With a greater emphasis on digital resources, blended learning approaches and virtual learning environments, we believe that all students should have access to an electronic device which will enable full access to education & research in the modern world.	Provide disadvantaged students with a device. Monitor engagement on our online learning environments and/or platforms.	SBL/FRN	Modular
				Total budgeted cost	£10000

v. Deploying staff effectively					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Focussed leads within 'barriers' key areas	Specialist leads Attendance Behaviour Teaching & Learning Data & Assessment	One of the most important jobs in a school is the Pupil Premium champion. Leading the management and delivery of provision for Pupil Premium is a key role and every school needs an effective Pupil Premium champion – we will have one in each key barrier	Action plan monitoring against central target setting	FFA/SBL /KLG	modular through executive summaries, observations and weekly reviews.
				Total budgeted cost	£80000

vi. Data driven and responding to evidence					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Improved tracking	4 Matrix	More efficient tracking of student outcomes	Direct observations	FFA/FRA	Annually
Improved tracking	SISRA	More efficient tracking of student outcomes	Direct observations	FFA/FRA	Annually

CLT Data Summary Report	In house generated report	Middle leaders having varying levels of confidence with regards to data analysis. The report enables middle leaders to easily access and focus on the key aspects. This allows for more time focusing on the actions on the back of the information provided.	Direct Observations; answers to the questions posed and actions	FFA/FRA	Modular
Improved delivery of individual strategies	Bromcom/Mint class	Improved student and strategy information in the hands of classroom teachers, which facilitates superior targeting and monitoring in the classroom.	Direct observations	FFA/FRA	Annually
Improved feedback for students and parents	Question level analysis and Knowledge Organiser breakdown	Research evidence about feedback and responsive teaching was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback	Direct observations	FFA/FRA	Annually
				Total budgeted cost	£18000

vii. Clear, responsive leadership					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improved pedagogy	Curriculum, pedagogy sessions, CPD and lesson observations, clear assessment guidelines	High quality teaching is the most important way to improve the attainment of disadvantaged pupils. Ensuring that pupils from all backgrounds have access to high quality teaching is crucial for social mobility.	Observation structure and related CPD programme for staff	KLG	Ongoing
			Total budgeted cost	£40000	