



STATIONERS'
CROWN WOODS ACADEMY

Pupil Premium Strategy 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Stationers' Crown Woods Academy
Number of pupils in school	1650
Proportion (%) of pupil premium eligible pupils	14.00% (231)
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Joseph Sparks, Principal
Pupil premium lead	Hayder Kahn, Assistant Principal
Governor / Trustee Lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,500
Recovery premium funding allocation this academic year	£59,616
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£297,116

Part A: Pupil Premium Strategy Plan - Statement of Intent

Our aim is to facilitate academic success for all students, irrespective of their socio-economic background, by offering access to a broad, balanced, and enriching curriculum delivered through high-quality teaching. We are committed to nurturing lifelong aspirations, removing barriers to learning, and fostering excellence, ensuring that no child is left behind due to socio-economic disadvantages.

We recognise the unique challenges faced by other vulnerable groups, including those with a social worker and young carers, and are dedicated to supporting their needs even if they do not fall under the pupil premium category. We adhere to a research-based, evidence-informed strategy, drawing upon studies conducted by reputable organisations such as the EEF.

Understanding that barriers to learning for disadvantaged children can be multifaceted — encompassing low literacy and communication skills, lack of confidence, diminished aspirations, self-regulation difficulties, attendance and punctuality issues, and a lack of cultural capital — we reject a "one size fits all" approach. We acknowledge that family circumstances can further impede a child's ability to thrive, necessitating a nuanced and adaptable strategy.

To effectively address these barriers, we will ensure that our teaching staff is fully cognisant of the potential hurdles faced by pupil premium students, and equipped with a deep understanding of their attainment data. This knowledge will empower our staff to pinpoint strengths and weaknesses from a subject perspective, facilitating strategic interventions to bridge knowledge and skill gaps through tailored, high-quality first-wave teaching, support, and intervention. Leveraging high-quality teaching not only narrows the disadvantage attainment gap but also enhances the learning experience for non-disadvantaged pupils, fostering a nurturing environment for all.

Our strategy extends beyond the classroom, emphasising holistic development through improved literacy levels, emotional resilience building, and targeted well-being support and interventions for our most vulnerable students. We are committed to offering enriching experiences outside of the classroom and reducing absenteeism. This inclusive approach engages our entire staff body, underscoring the pivotal role they play in the educational success of every pupil.

Through this comprehensive strategy, we aspire to create a nurturing educational environment where every student has the opportunity to succeed, fostering a community of learners who are resilient, well-rounded, and prepared for the future.

Challenges

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

Challenge	Detail of Challenge
1	Reading & Literacy Many disadvantaged students enter the academy with below-average literacy and reading levels, which hinders their full engagement with the curriculum and limits their academic progress. Last year, the average reading age of disadvantaged Year 7 students was 15 months below their peers, and for Year 8 students, it was 26 months below.
2	Mathematics & Numeracy The 2023 GCSE outcomes underscore a notable attainment gap in mathematics. The average point score (APS) for pupil premium (PP) students stood at 4.09, which is lower compared to 5.13 for non-PP students, illustrating a gap of 1.04. It is essential to address this gap to ensure equitable educational outcomes for all students.
3	Attainment Gap Disadvantaged pupils tend to progress at a slower rate than their peers, as reflected in their GCSE outcomes. In 2023, they recorded an Attainment 8 (A8) of 39.08, which is significantly lower than the 50.07 average A8 grade of their peers, resulting in a gap of -10.99. It is imperative to address this discrepancy to foster equal opportunities for all students.
4	Wellbeing We have identified considerable social and emotional challenges facing many pupils, including anxiety, medically diagnosed depression, and low self-esteem, through ongoing observations and dialogues with pupils and families. These issues are exacerbated by worries over lost learning time, uncertainty about future prospects, and a reduction in enrichment opportunities due to the pandemic, with disadvantaged pupils being particularly affected, impacting their attainment adversely.
5	Attendance Over the past year, there has been a notable disparity in attendance rates between disadvantaged and non-disadvantaged pupils, with the former attending 87% of the time compared to the latter's 91.7%, a gap of 4.7%. Moreover, nearly half (43.7%) of disadvantaged pupils were classified as 'persistently absent', a rate significantly higher than the 19.4% seen among non-disadvantaged pupils. This high level of absenteeism is detrimentally affecting the academic progress of disadvantaged pupils, highlighting the urgent need for interventions to improve attendance and foster greater engagement with their education.
6	Reducing Suspensions Pupil Premium (PP) students at Stationers' Crown Woods Academy are observed to have a higher rate of suspensions compared to their non-PP peers. This disparity not only impacts the immediate educational engagement of these students but also has long-term effects on their academic and social development. Factors contributing to this include behavioural issues, lack of engagement with the curriculum, and potential underlying social and emotional challenges. Addressing this requires a comprehensive approach that includes behavioural support, academic engagement, and socio-emotional learning.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	<p>20223/24 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> an Attainment 8 score of 45 MYP average grade at least a 4
Improved reading comprehension among disadvantaged pupils across KS3	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
Improved attainment among disadvantaged pupils within mathematics	Maths attainment will rise to be in line with the academy expectations as noted above. This will be evidenced through the impact of the maths mastery curriculum in internal KS3 assessments as well as KS4 outcomes.
To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	We will receive positive feedback from a range of qualitative data, including student voice, student and parent surveys and teacher observations, as well as data for referrals to wellbeing interventions. We will also see a significant increase in participation in enrichment activities (clubs, school trips, etc), particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils and reduce the number of pupils who are persistently absent, including those who are disadvantaged.	We will see the overall absence rate for all pupils at a rate that is higher than the national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. We will also see the percentage of all pupils who are persistently absent being below the national average and the figure among disadvantaged pupils being no lower than their peers.
To significantly reduce the number of suspensions among PP students by the end of the 2023/24 academic year, fostering a more inclusive and supportive school environment that aids in their academic and personal development.	<p>A measurable reduction in the number of suspensions among PP students compared to previous years.</p> <p>Positive feedback from students, staff, and parents/carers indicating improved student behaviour and engagement.</p> <p>Enhanced engagement and achievement in academic and extracurricular activities by PP students.</p>

Activity in this Academic Year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Activity	Evidence	Challenge(s) Addressed
Investment into the implementation of a strong CPD offer for staff with a sharp focus on research-informed approaches and pedagogy to help ensure high-quality teaching practice and, ultimately, stronger pupil outcomes for the most disadvantaged.	EEF research into effective professional development.	1-3
Continued investment into the implementation of a digital strategy where all pupils have their own Chromebook so that technology can be used to enhance the learning experience of students and to personalise their learning experience.	Research by the EEF into the use of technology to enhance learning.	1-3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>Evidence from the EEF suggests that to teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem-solving strategies, and help pupils to develop more complex mental models.</p> <p>Research and case studies available into the maths mastery programme.</p>	2-3
<p>Enhancement of our teaching of literacy (explicit teaching of reading, writing, oracy and vocabulary).</p> <p>We will fund teacher release time for CPD in order to understand best practices and provide time for staff to work collaboratively in subject disciplines to create appropriate resources and refine curriculum decisions.</p>	<p>EEF Improving Literacy in Schools guidance and toolkit.</p> <p>Research (and accompanying resources and strategies) by Alex Quigley into the importance of closing the vocabulary gap, reading gap and writing gap in order to support improved academic outcomes as well as enhanced life chances.</p> <p>Research into the importance of the word gap and its link to attainment.</p>	1, 3
Funding teacher release time to engage in NPQ programmes to support them to lead change within the academy, positively impacting our disadvantaged pupils.	From DfE recommendations as part of a wider set of teacher development reforms.	1-4

Investment into time for subject staff to work collaboratively to joint plan and share resources, thus reducing workload and helping to retain/attract quality staff.	From research commissioned by the DfE to support a reduction in staff workload to help retain and attract strong talent.	1-3
Retaining staff by reducing workload and pressures by evaluating and improving behaviour policies, practices and systems.	From research commissioned by the DfE to support a reduction in staff workload to help retain and attract strong talent. Tom Bennett's research into 'Creating a Culture' .	1-3
Implementation of a Whole-School Behaviour Management Programme: Based on the Education Endowment Foundation's (EEF) research highlighting the effectiveness of whole-school behaviour interventions, this programme will involve training staff in consistent behaviour management techniques and creating a clear, coherent behaviour policy. It will also include the development of positive behaviour reinforcement systems.	The EEF's research emphasises the importance of a consistent, school-wide approach to behaviour management in reducing disciplinary issues and improving student outcomes.	6
Social and Emotional Learning (SEL) Interventions: Implementing targeted SEL interventions for PP students, particularly those at risk of suspension. These interventions, informed by EEF guidance, will focus on developing skills such as self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making.	EEF research indicates that SEL interventions can have a positive impact on attitudes to learning, social relationships, and overall academic performance, which can indirectly contribute to a reduction in suspensions.	6
In-School Mentoring Programme: Establish an in-school mentoring programme specifically tailored for PP students. This programme will match PP students with trained staff mentors or peer mentors who can provide regular one-to-one support. The mentors will focus on developing positive relationships with students, offering guidance, academic support, and a listening ear for any personal or school-related issues. The programme will also include goal-setting sessions, where students and mentors collaboratively set and review personal and academic goals.	According to the Education Endowment Foundation (EEF), mentoring has the potential to improve outcomes by developing a close, supportive relationship between mentor and mentee. This approach can have a positive impact on pupils' attitudes towards school and learning, improve behaviour, and enhance self-confidence, all of which contribute to a reduction in the likelihood of suspensions.	6

Targeted Academic Support

Activity	Evidence	Challenge(s) Addressed
Engaging with the National Tutoring Programme to provide small group or one-to-one tuition to some of our most disadvantaged pupils.	Research suggests that tuition (one-to-one or small group) can have a positive impact when it has a sharp focus on uncovering gaps and ensuring that these knowledge gaps are closed.	1-3
The development of a bespoke small group Y11 intervention programme to support pupils to close knowledge gaps and excel academically.	Supported by research from the EEF , which outlines the effectiveness of small group intervention.	1-3
Expanding our team of SEN specialist staff to include: <i>a mainstream SENCO & deputy SENCO; a DSP SENCO & deputy SENCO; a specialist SEN teacher; an SEN interventions coordinator; and an EAL coordinator.</i> This much larger team will enable the academy to provide a greater amount and high quality of support to SEN/EAL pupils, many of whom are also disadvantaged. This will also enable an increased number of interventions to support the academic progress of pupils.	EEF guidance on SEN teaching and practices.	1-5
Investment into the employment of a Director of Literacy/Lead Practitioner for Literacy, a teaching member of staff who will deliver bespoke phonics, reading fluency and reading comprehension interventions for small groups to support the development of reading for those who are not yet meeting age-related expectations in the early years of secondary school.	Various research and government guidance relating to the significance of supporting pupils who are behind with literacy to ensure that they can successfully access a broad and balanced curriculum across their time in secondary school. EEF reading intervention strategy research. EEF research into small group tuition.	1 & 3
Investment in bespoke intervention programmes and resources to support the work of the Director of Literacy.	The significance of supporting pupils who are behind with literacy & EEF reading intervention strategy research.	1 & 3
Investment in platforms to promote a love of reading in order to broaden the vocabularies, imaginations and comprehension abilities of pupils (e.g. the Accelerated Reader programme and myON platform).	EEF study found that Year 7 pupils who were offered 'Accelerated Reader' made three months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals, the figure was five months' additional progress. Enhanced by the Chromebook scheme, we provide further access to texts from myON Reader, which provides unlimited, 24/7 access to thousands of high-quality fiction and nonfiction titles.	1 & 3
Investment in online platforms for the development of literacy skills (e.g. Literacy	The significance of supporting pupils who are behind with literacy & EEF reading intervention strategy research.	1 & 3

Planet) or specific vocabulary development (e.g. Bedrock).	Impact of Literacy Planet & Bedrock .	
The implementation of a peer reading scheme to support the development of reading for those pupils who are below age-related expectations.	EEF research into peer tuition .	1 & 3

Wider Strategies

Activity	Evidence	Challenge(s) Addressed
Invest in supporting the mental health and wellbeing of pupils through the introduction of a Wellbeing Manager within the academy to enable more pupils to access counselling and support.	A range of research and case studies evidence the effectiveness of this type of support for pupils.	4
Development of an enriching co-curricular offer which ensures that disadvantaged pupils are able to access a range of clubs, societies, activities, trips and experiences which they may not otherwise have the chance to experience. Investment in the monitoring of this programme using SOCS.	Children from the poorest backgrounds are three times more likely to not take part in any extra-curricular activity compared to those from the richest families, study finds. A report by the Social Mobility Commission revealed that young people from better-off families are much more likely to engage in a range of activities out of school – including music and sport. Cost barriers, access difficulties and a fear they will not fit in are all reasons behind the disparities.	4

Part B: Review of Outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

In the 2023/24 academic year, our comprehensive CPD offerings, including weekly training and membership to the National College, have fostered high-quality teaching, with 88% of teachers rated "effective" or better, and 31% as "highly effective".

Pupil attendance surpassed the national average last year, thanks to our collaboration with the local authority's Attendance Advisory Service. We continue to work on reducing persistent absenteeism through proactive communication with parents and carers.

Our newly established Inclusion & Wellbeing Centre, staffed with specialists, offers therapy and support sessions, significantly reducing Fixed-Term Exclusions (FTEs) and eliminating permanent exclusions.

We achieved our goal of providing every pupil with an electronic device to enhance learning and foster digital citizenship, integrating these tools into daily learning activities.

Our enrichment programme expanded, offering an unprecedented range of clubs and activities, with notable participation from Year 7 to Year 9 Pupil Premium (PP) pupils.

The Accelerated Reader Programme has been instrumental in improving literacy among KS3 pupils, with Year 7 and Year 8 PP pupils making notable progress in their reading age. We also introduced the Herts for Learning reading fluency intervention, where participants saw an average increase of 40 months in reading comprehension and 11.1 months in reading accuracy.

As we move forward, we remain committed to nurturing literacy, enhancing digital learning, and fostering wellbeing through targeted interventions and enriched learning experiences.

Externally Provided Programmes

Programme	Provider
myON digital library	Renaissance
Accelerated Reader	Renaissance
Reading fluency programme	Hearts for Learning
Maths Mastery programme	Ark
Literacy Planet	Literacy Planet
Bedrock	Bedrock
Read and Write	Texthelp
Seneca Learning	Seneca Learning
Sparx Maths	Sparx Maths
Tassomai	Tasomai
Registration and information sharing platform for extracurricular provision	SOCS