



STONE LODGE
SCHOOL

Pupil Premium Strategy and Recovery Spending Plan 2023-2024

Date Drafted	October 2023
Date Agreed with Trustees	
Date to be reviewed	September 2024

Monitoring, Evaluation and Review

The Governing Body will review this policy at least annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.



Pupil Premium Strategy and Recovery Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

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	Stone Lodge School
Number of students in school	939
Proportion (%) of pupil premium eligible students	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	October 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Mr G Barnett
Pupil premium lead	Mr T Artmann
Governor / Trustee lead	Mrs S Kemsley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,260
Recovery premium funding allocation this academic year	£65,136
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£36,431
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£345,827

Part A: Pupil Premium Strategy and Recovery Plan

Statement of intent

At Stone Lodge School we are committed to ensuring that all students, regardless of their backgrounds, have the opportunity to a broad, balanced and ambitious curriculum to help them lead 'successful lives.' We are focused on ensuring all students have the opportunity to fulfil their potential. However, we recognise that in order to do this, many disadvantaged students (who national statistics show are more likely to underperform compared to their peers) need extra support to achieve ambitious goals. This support is provided via the Pupil Premium Fund.

The Impact Plan 2023/2024

A key drive for Stone Lodge School is to have exceptional standards in all areas for every student. This will raise expectations in all areas for everyone. The vision of the school is articulated through our values of Respect, Integrity, Determination, Equality and Self-management (RIDES). Instilling these values is particularly important for our disadvantaged students.

Within our staff structure, we now have a Governor responsible for leadership of Pupil Premium, and a Deputy Headteacher focussing on high impact strategies.

The current progress 8 scores nationally show there is large gap between disadvantaged and non-disadvantaged students:

	Progress 8 by pupil group				
	Overall P8	English element	Maths element	Ebacc Element	Open element
	National	National	National	National	National
Disadvantaged	-0.45	-0.44	-0.39	-0.50	-0.48
Non Disadvantaged	0.13	0.11	0.11	0.14	0.12

Source: ASP (Provisional) 2018/19

There is a difference of 0.58th of a grade in each subject. This is what on average a non-disadvantaged student will achieve above a disadvantaged student nationally. As a school we endeavour to close this gap and give disadvantaged students the same opportunities as their more advantaged peers.

We also recognise the significant impact of the first national lockdown. The EEF report that all the marginal gains in closing the gap between disadvantaged and non-disadvantaged students in the past 10 years has been eradicated through the impact of Covid 19.

In order to raise the profile of accelerating progress for Pupil Premium learners within our school, we have launched a whole school focus on strategies for the disadvantaged in the classroom, embedding the following expectations:

- a. Data Led Seating Plans with a whole school format (PP clearly identified, along with baseline reading ages and CATs data)
- b. Data Analysis (training delivered for all staff on this area during JPD sessions)
- c. Knowledge Organisers focus
- d. Quality First Teaching approach
- e. Extensive training on responsive feedback and adaptive instruction with all teachers

Every student in the School completes a questionnaire indicating the barriers and cultural capital experiences they have come across in their home and school lives. This helps us to target those Pupil Premium students who most need the enrichment experiences to develop their character.

Pupil Premium and Recovery the Tiered Approach

Teaching:

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Targeted academic support:

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider strategies:

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

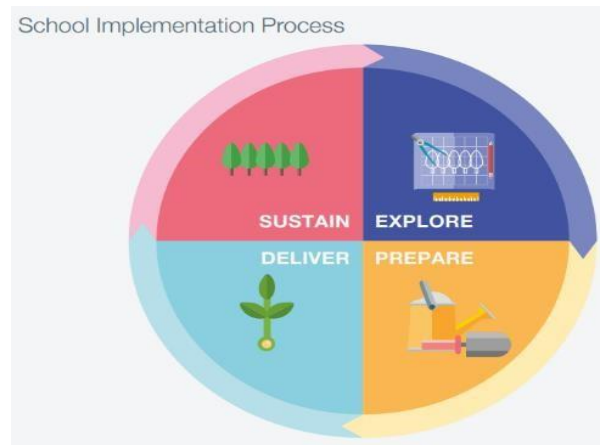
Quality teaching helps every child

Great teaching is the most important lever schools have to improve outcomes for disadvantaged students. Using the Pupil Premium spend to improve teaching quality benefits all students and has a particularly positive effect on students eligible for the Pupil Premium. This is one of our primary focuses during JPD sessions across our four 10 week learning cycles. Teachers and leaders use QLAs (Question Level Analysis) for their subject area assessments to target PP students when questioning and giving feedback to help close

gaps in their knowledge. This is done throughout the assessment cycle but has a particular emphasis during our Super Teach Week in week 10 at the end of the assessment cycle.

Implementation matters

Research from The Education Endowment Foundation challenge of implementation tells us that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.



Support middle and high attainers too

The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE. We recognise this research and focus our JPD coaching sessions on how do we create challenge and engagement in lessons to enable students of high ability to be challenged. There will be JPD sessions on effective questioning to ensure that students are being questioned in a challenging way using higher level thinking skills.

Training for all aspects

Accelerating the progress of Pupil Premium learners is a key theme for our JPD professional development programme across the academic year. This includes further training on Literacy and Numeracy strategies, effective feedback and responsive teaching (adaptive instruction), homework and metacognition; all recognised by the Sutton Trust Research and Education Endowment Fund as the highest impact strategies for accelerating the progress of disadvantaged learners. There is a relentless focus amongst teachers and leaders to deliver excellent outcomes reaching a Progress 8 for all students including disadvantaged, that is well above the national average at the end of year 11. Senior Leaders will work alongside middle leaders to focus on lesson observation, curriculum review, work scrutiny, home visits and Knowledge Organiser checks, spotlighting disadvantaged students.

We pride ourselves in implementing a range of successful interventions and strategies to develop academic progress, but also assist with addressing the lack of life opportunities and cultural capital that some of our students have not received.

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 students across the curriculum	End of year outcomes demonstrate that disadvantaged students achieve in line with their peers in all year groups.
Improved reading comprehension among disadvantaged students across KS3.	Reading comprehension tests show improvement in reading comprehension which are in line with non-disadvantaged peers, for disadvantaged students. Students in reciprocal reading groups show significant improvements at the end of each programme followed.

<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Improved attendance of target groups • High levels of positive feedback on wellbeing questions of parent and student surveys • less referrals to external support
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all students to be significantly above national averages with reduced gaps for disadvantaged students when compared to the national picture • the overall absence rate for all students to be significantly above national averages with reduced gaps for disadvantaged students when compared to the national picture
<p>To improve career aspirations disadvantaged for students.</p>	<p>All disadvantaged students can express a purposeful challenging career goal, which is commensurate with their skills and abilities.</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.

Quality First Teaching

Budgeted cost: **£150,000**

Activity	Evidence that supports this approach	Desired Outcome	Staff Lead
<p>Appointment of exceptional senior leaders with a subject specialism in core subjects. This will enable quality first teaching.</p>	<p>1. High-quality teaching EEF (educationendowmentfoundation .org.uk)</p>	<p>Disadvantaged students to be performing in line with Non-Disadvantaged students.</p> <p>Exceed national expectations in English and Maths in terms of progress.</p>	<p>Headteacher</p>
<p>Use and purchase of standardised tests to identify strengths and weaknesses in students. Training teachers to interpret results.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>GL assessment in mathematics and reading will show strong attainment and progress compared to national and minimal in school gaps.</p>	<p>Headteacher</p>

<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will purchase Accelerated Reader as part of our literacy drive.</p> <p>Staff training to acquire disciplinary literacy.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>‘All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects’</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>GL assessment in reading ages will show strong attainment and progress compared to national. Minimal gaps when comparing non-disadvantaged and disadvantaged students in other curriculum areas based on end of cycle assessments.</p>	<p>AHT- T&L</p>
<p>Homework club for disadvantaged students to complete homework</p>	<p>Students complete work that otherwise would not get done due to inappropriate environment/ lack of motivation/ self-regulation. This will be supervised by Teaching Assistants</p>	<p>Disadvantaged students to engage with home learning and further enhance the school wide - value of self-management. Disadvantaged students to have comparable homework gradings using ‘EPIN’ to Non-disadvantaged.</p>	<p>AHT – Inclusion T&L</p>
<p>IRIS Connect</p>	<p>IRIS Connect CPD & Professional Development For Teachers</p> <p>Educational Research Into Effective CPD IRIS Connect</p>	<p>To improve teaching and learning at whole school level. This will in turn ensure that students are developing mastery across the curriculum and teachers are better equipped to be responsive and provide students with swift feedback to close gaps and identified misconceptions. Evidence shows that quality first teaching which is</p>	<p>DHT- Teaching and Learning</p>

	Remote Professional development EEF (educationendowmentfoundation.org.uk)	evidence informed benefits all but has significant impact on our most vulnerable students.	
Disadvantaged students to have a Key Worker to identify strengths and weaknesses and plan learning journeys. As well as providing pastoral support for these students.	Similar evidence to tuition, but also recommended by EEF.	Disadvantaged students to close learning gaps in curriculum areas.	AHT- Inclusion team

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Desired Outcome	Staff Lead

<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupil's and others, who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Purchase and provision of appropriate reading materials.</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>To improve the reading ages of disadvantaged students and close vocabulary gaps to enable students to make exceptional progress in all curriculum areas.</p>	<p>AHT – English lead</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>GL assessment in mathematics and reading ages will show strong attainment and progress compared to national. Minimal gaps when comparing non-disadvantaged and disadvantaged students in other curriculum areas based on end of cycle assessments.</p>	<p>DHT- Curriculum and Standards</p>

Small Group tuition, with teaching assistant to enhance areas of weakness.	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	GL assessment in mathematics and reading ages will show strong attainment and progress compared to national. Minimal gaps when comparing non-disadvantaged and disadvantaged students in other curriculum areas based on end of cycle assessments.	DHT- Curriculum and Standards
Easter School and holiday interventions to be led by Lead Coordinators and Subject Experts	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	To improved rates of attainment and progress for disadvantaged students.	DHT- Curriculum and Standards

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £140,827

Activity	Evidence that supports this approach	Desire Outcome	
Appointment of Educational Welfare Officer	What is an Educational Welfare Officer? Support Role & Tasks (cpdonline.co.uk)	To improve the rates of attendance for the school and reduce the amount of persistent absence with a specific focus on disadvantaged students.	AHT- Attendance

<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Specific work done by an additional Pastoral Wellbeing Manager with a primary focus in forming excellent relationships with parents and families.</p> <p>Parental meetings to discuss barriers to school attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>To improve the rates of attendance for the school and reduce the amount of persistent absence with a specific focus on disadvantaged students.</p>	<p>AHT-Attendance</p>
<p>Provide access to careers advice for disadvantaged students and buy in careers services in preparation for year 9 options for disadvantaged students.</p>	<p>All disadvantaged students can access all careers opportunities, which are charged to other students.</p> <p>Improving self-regulation https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/behaviourinterventions</p>		
<p>Strengthening Minds – Small group and one to one sessions with a life coach for students who would benefit from additional support</p>	<p>George M Strengthening Minds Chris Strengthening Minds</p>	<p>To enhance the life and social skills of the students who undertake the programme.</p>	

<p>Knowledge Organisers – Homework is one of the highest impact strategies to improve attainment for disadvantage students. Students have their Knowledge Organisers professionally printed for each 10-week assessment cycle.</p>	<p>EEF toolkit shows that this is a high impact strategy for student progress: Homework EEF (educationendowmentfoundation.org.uk)</p>	<p>Disadvantaged students to engage with home learning and further enhance the school wide -value of self-management. Disadvantaged students to have comparable homework gradings using 'EPIN' to Nondisadvantaged.</p>	<p>DHT- Curriculum and standards</p>
<p>Uniform Grants for Disadvantaged students</p>		<p>All students are in perfect uniform when standards checks are conducted regularly.</p>	<p>AHT Behaviour</p>
<p>Subsidised Costing for LBC and other trips (Guidance permitting)</p>	<p>Cultural Capital Early Education (earlyhttps://early-education.org.uk/cultural-capital) education.org.uk</p>	<p>To enable disadvantaged students to have equal opportunities to their more advantaged counterparts.</p> <p>To help increase the cultural capital of our disadvantaged students to help afford them more aspirational opportunities.</p>	<p>AHT- Trips and Extracurricular</p>

Total budgeted cost: £345,827

Part B: Review of outcomes in the previous academic years Pupil Premium Strategy

Quality First Teaching

Budgeted cost: **£34,800**

Activity	Evidence that supports this approach	Desired Outcome	Staff Lead
Appointment of exceptional senior leaders with a subject specialism in core subjects. This will enable quality first teaching.	1. High-quality teaching EEF (educationendowmentfoundation .org.uk)	Disadvantaged students to be performing in line with Non-Disadvantaged students. Exceed national expectations in English and Maths in terms of progress.	Headteacher
Evaluation			
<p style="text-align: center;"><u>End of KS3 Assessment: GL Assessment Year 9 Mathematics</u></p> All subgroups including Pupil Premium, and SEN have scored higher than National Average. This is particularly impressive when we consider the National Average of 100 was standardised using age related data collected before the pandemic, indicating that despite the impact the pandemic has had nationally, our most vulnerable students are still achieving relatively well.			

	Mean SAS	SAS (with 90% confidence bands)													
		60	70	80	90	100	110	120	130	140					
National average	100.0						●								
All students	108.8										●				
Pupil Premium	103.7									●					

End of KS3 Assessment: GL Assessment Year 9 Science

Like Mathematics, Science also has all of its subgroups still performing above National Average.

	Mean SAS	SAS (with 90% confidence bands)													
		60	70	80	90	100	110	120	130	140					
National average	100.0						●								
All students	108.8										●				
Pupil Premium	103.7									●					

End of KS3 Assessment: GL Assessment Year 9 Reading Age Data

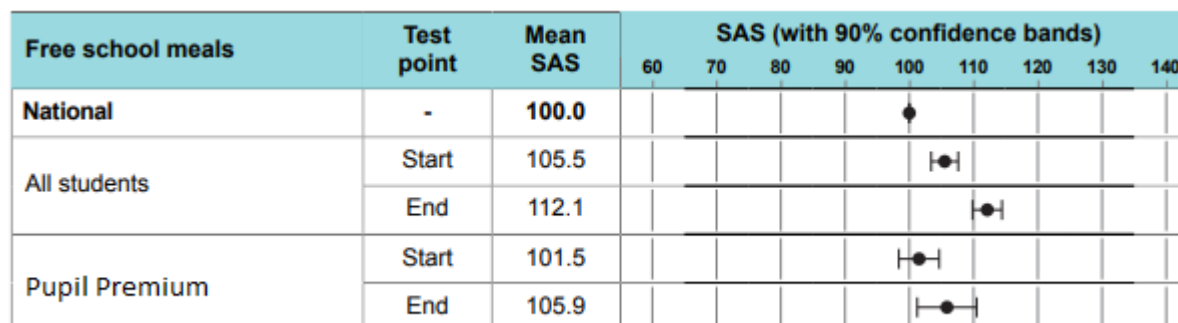
Free school meals	Test point	Mean SAS	SAS (with 90% confidence bands)												
			60	70	80	90	100	110	120	130	140				
National	-	100.0						●							
All students	Start	105.5									●				
	End	112.1										●			
Pupil Premium	Start	101.5									●				
	End	105.9									●				

<p>Use and purchase of standardised tests to identify strengths and weaknesses in students. Training teachers to interpret results.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>GL assessment in mathematics and reading will show strong attainment and progress compared to national and minimal in school gaps.</p>	<p>Headteacher</p>
<p>Evaluation</p>			
<p>As in the previous evaluation the standardised tests have enabled the school to show impact of the work being conducted for disadvantaged students.</p>			

<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will purchase Accelerated Reader as part of our literacy drive.</p> <p>Staff training to acquire disciplinary literacy.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: ‘All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects’</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	<p>GL assessment in reading ages will show strong attainment and progress compared to national. Minimal gaps when comparing non-disadvantaged and disadvantaged students in other curriculum areas based on end of cycle assessments.</p>	<p>AHT- T&L</p>
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Evaluation

End of KS3 Assessment: GL Assessment Year 9 Reading Age Data



Homework club for disadvantaged students to complete homework	Students complete work that otherwise would not get done due to inappropriate environment/ lack of motivation/ self-regulation. This will be supervised by Teaching Assistants	Disadvantaged students to engage with home learning and further enhance the school wide - value of self-management. Disadvantaged students to have comparable homework gradings using 'EPIN' to Non-disadvantaged.	AHT – Inclusion T&L
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Evaluation

PP	Cycle A	Cycle B	Cycle C	Cycle D
E	43%	45%	46%	45%
P	30%	27%	31%	35%
I	15%	16%	13%	11%
N	13%	12%	11%	9%
Total	100%	100%	100%	100%

As shown in the table above, the proportions of disadvantaged students completing ten pieces of homework to an excellent or good standard each year is high; 73% of the PP students at the start of the academic year, improving to 80% of PP students by the end of the year. Those who received inconsistent gradings for their homework still completed 6-8 pieces of homework each week, meaning 91% were completing a significant amount of homework weekly. These statistics are comparable to those of on PP students.

Embedding Formative Assessment JPD for whole school	Feedback EEF (educationendowmentfoundation .org.uk)	To improve whole school use of effective feedback as this is highest impact indicator from the EEF toolkit. The highest impact on disadvantaged students is from quality first teaching which always involved quality formative assessment.	DHT- Curriculum and Standards
Evaluation			
<p>Learning walks and developmental observations have identified responsive teaching strategies and their impact to have increased since the EEF programme began. The emphasis is to embed responsive teaching across the school. Hence, the length of this programme being two years. As the two-year programme progresses further milestone evaluations will be conducted to measure the more long-term impact. 100% of staff fed back positively about these sessions and said that it improved their repertoire of feedback strategies. The school had an EFA visit from their EFA Mentor Juliet Park in July 2022 which focussed on a responsive curriculum for most effected from the pandemic. A copy of the report is in the link below:</p> <p>EFA end of y1 visit report July</p>			
Disadvantaged students to have a Key Worker to identify strengths and weaknesses and plan learning journeys. As well as providing pastoral support for these students.	Similar evidence to tuition, but also recommended by EEF.	Disadvantaged students to close learning gaps in curriculum areas.	AHT- Inclusion team
Evaluation			

The Key Worker provision in the school is enabling students to feel safe within the school and attend regularly. The school has a visit from David Bartram OBE who is an advisor for the DfE. One of the comments written in the report reads as follows:

Students were overwhelmingly positive about the support they receive from the school: *“I think overall the school is very good. I was meant to go to a special school. I was told I won’t cope in a mainstream school, but now I barely ever get in trouble. The teachers and the Base teachers are amazing and very understanding.”* Year 9 student

“I haven’t got anything negative to say. Since she started, the support for my child is outstanding but also the support for my husband and I is outstanding. The way her key worker has taken the time to bond with her and help her get into school has been just amazing.” Parent

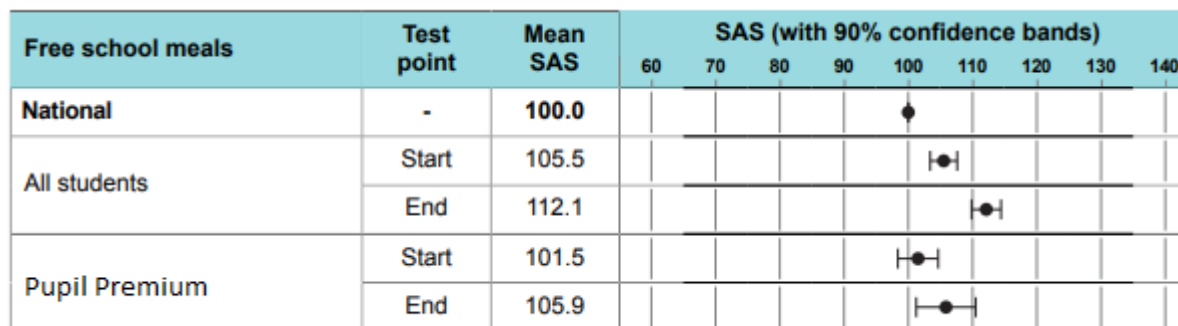
David Bartram highlighted the Key Worker programme as a real strength of the school’s approach to inclusion and supporting more vulnerable students.

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £35,500

Activity	Evidence that supports this approach	Desired Outcome	Staff Lead
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupil’s and others, who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Purchase and provision of appropriate reading materials.</p>	<p>Reading comprehension strategies can have a positive impact on students’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>To improve the reading ages of disadvantaged students and close vocabulary gaps to enable students to make exceptional progress in all curriculum areas.</p>	<p>AHT – Literacy Lead</p>

Evaluation

End of KS3 Assessment: GL Assessment Year 9 Reading Age Data



Activity	Evidence that supports this approach	Desired Outcome	Staff Lead
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundati on.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	GL assessment in mathematics and reading ages will show strong attainment and progress compared to national. Minimal gaps when comparing non-disadvantaged and disadvantaged students in other curriculum areas based on end of cycle assessments.	DHT- Curriculum and Standards

Evaluation

The school identified 45 students who would be deemed as pupil premium + to be the primary focus for the school led funding tuition. These sessions were delivered during tutor times and during intervention lessons to help assist disadvantaged students with their reading and numeracy skills. As previously stated, the impact of this can clearly be seen through increased rates of performance from GL Assessment data in these subject areas.

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 89,270

Activity	Evidence that supports this approach	Desire Outcome	
Appointment of Educational Welfare Officer	What is an Educational Welfare Officer? Support Role & Tasks (cpdonline.co.uk)	To improve the rates of attendance for the school and reduce the amount of persistent absence with a specific focus on disadvantaged students.	AHT- Attendance
Evaluation			
<p>An EWO worked alongside senior leaders and the pastoral team to help assist with ensuring attendance was exemplary during a difficult period in the backlash of the pandemic. Attendance rates for the Academic year 2021-2022 were significantly above the national average as a result.</p>			

<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Specific work done by an additional Pastoral Wellbeing Manager with a primary focus in forming excellent relationships with parents and families.</p> <p>Parental meetings to discuss barriers to school attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>To improve the rates of attendance for the school and reduce the amount of persistent absence with a specific focus on disadvantaged students.</p>	<p>AHT-Attendance</p>
<p>Evaluation</p>			
<p>Pastoral Wellbeing Managers engaged well with students and liaised closely with the EWO and year team leads to employ effective strategies to improve the rates of absence for disadvantaged students especially those students who were persistently absent whilst conducting parental meetings for these students to discuss barriers to school attendance.</p>			
<p>Provide access to careers advice for disadvantaged students and buy in careers services in preparation for year 9 options for disadvantaged students.</p>	<p>All disadvantaged students can access all careers opportunities, which are charged to other students. Improving self-regulation https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/behaviourinterventions</p>		
<p>Evaluation</p>			
<p>The school did lots of work around careers for all students and have had a number of guest speakers in to assist students with career aspiration and support with the Year 9 Option process. The school has also embedded the use of the platform Unifrog to further assist with careers advice for students and mapping of their careers path in line with the Gatsby benchmarks.</p>			

<p>Strengthening Minds - Individual one to one session with a life coach for students who would benefit from additional support</p>	<p>George M Strengthening Minds Chris Strengthening Minds</p>	<p>To enhance the life and social skills of the students who undertake the programme.</p>	
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Evaluation

Students that took part on this programme on average had a 2.8% improvement in attendance when comparing with the previous academic year.

Behaviour incidents resulting in inclusion for participating students fell by 14.2%.

<p>Knowledge Organisers – Homework is one of the highest impact strategies to improve attainment for disadvantage students. Students have their Knowledge Organisers professionally printed for each 10-week assessment cycle.</p>	<p>EEF toolkit shows that this is a high impact strategy for student progress: Homework EEF (educationendowmentfoundation.org.uk)</p>	<p>Disadvantaged students to engage with home learning and further enhance the school wide -value of self-management. Disadvantaged students to have comparable homework gradings using 'EPIN' to Non-disadvantaged.</p>	<p>DHT- Curriculum and standards</p>
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Evaluation

PP	Cycle A	Cycle B	Cycle C	Cycle D
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E	43%	45%	46%	45%
P	30%	27%	31%	35%
I	15%	16%	13%	11%
N	13%	12%	11%	9%
Total	100%	100%	100%	100%

A you can see, the proportions of disadvantaged students completing ten pieces of homework to an excellent or good standard each year is high; 73% of the PP students at the start of the academic year, improving to 80% of PP students by the end of the year. Those who received inconsistent gradings for their homework still completed 6-8 pieces of homework each week, meaning 91% were completing a significant amount of homework weekly. This is in line with non PP student efforts with Homework across the same period.

Uniform Grants for Disadvantaged students		All students are in perfect uniform when standards checks are conducted regularly.	DHT- Curriculum and standards
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Evaluation

	Stone Lodge Standards Check - Pupil Premium				
	Blazer	Tie	School Shoes	Black Bag	Pencil Case
Cycle A 1	100%	100%	100%	98%	100%
Cycle A 2	100%	100%	100%	100%	100%
Cycle B 1	100%	100%	100%	100%	100%
Cycle C 1	100%	100%	100%	100%	100%
Cycle D 1	100%	100%	100%	100%	100%
Cycle D 2	100%	100%	100%	100%	100%

Whole school data on Standards Checks show that students are fully prepared for learning at Stone Lodge with all students able to access the full curriculum whilst having the highest possible standards in terms of uniform and equipment.

Subsidised Costing for LBC and other trips (Guidance permitting)	Cultural Capital Early Education (earlyhttps://early-education.org.uk/cultural-capital/education.org.uk)	<p>To enable disadvantaged students to have equal opportunities to their more advantaged counterparts.</p> <p>To help increase the cultural capital of our disadvantaged students to help afford them more aspirational opportunities.</p>	AHT- Curriculum and standards
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Evaluation

100% of Pupil Premium students attended all of LBC trips that took place across key stage 3. Each student went on 3 trips across the year to such places such as Kidzania, Port Lympne, Southend-on-Sea, Joss Bay, The Science Museum and Trosley Country Park.