

Pupil premium strategy statement

School overview

| Metric | Data | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------------------|-------------------------------|-----------------------------------|--------------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|---------------|-------------|--------------|---------------|------------|--------------|
| School name | Stationers' Crown Woods Academy | | | | | | | | | | | | | | | | | | | | | |
| Pupils in school | Year 7 to 11: 1339 Whole School: 1598 | | | | | | | | | | | | | | | | | | | | | |
| Proportion of disadvantaged pupils | <p>Figures taken from census:</p> <table border="1"> <thead> <tr> <th>Year Groups</th> <th>Disadvantaged (% and numbers)</th> <th>Non-disadvantaged (% and numbers)</th> </tr> </thead> <tbody> <tr> <td>Full Cohort [1339]</td> <td>22.4% [300]</td> <td>77.6% [1039]</td> </tr> <tr> <td>Year 7 [267]</td> <td>11.24% [30]</td> <td>88.76% [237]</td> </tr> <tr> <td>Year 8 [262]</td> <td>24.43% [64]</td> <td>75.57% [198]</td> </tr> <tr> <td>Year 9 [267]</td> <td>26.97% [72]</td> <td>73.03% [195]</td> </tr> <tr> <td>Year 10 [287]</td> <td>28.22% [81]</td> <td>71.78% [206]</td> </tr> <tr> <td>Year 11 [256]</td> <td>20.7% [53]</td> <td>79.30% [203]</td> </tr> </tbody> </table> | Year Groups | Disadvantaged (% and numbers) | Non-disadvantaged (% and numbers) | Full Cohort [1339] | 22.4% [300] | 77.6% [1039] | Year 7 [267] | 11.24% [30] | 88.76% [237] | Year 8 [262] | 24.43% [64] | 75.57% [198] | Year 9 [267] | 26.97% [72] | 73.03% [195] | Year 10 [287] | 28.22% [81] | 71.78% [206] | Year 11 [256] | 20.7% [53] | 79.30% [203] |
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| Pupil premium allocation this academic year | £331440 | | | | | | | | | | | | | | | | | | | | | |
| Academic year or years covered by statement | 7 - 11 | | | | | | | | | | | | | | | | | | | | | |
| Publish date | November 19 | | | | | | | | | | | | | | | | | | | | | |
| Review date | March 20 | | | | | | | | | | | | | | | | | | | | | |

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| Statement authorised by | Wayne Barnett (Principal). |
| Pupil premium lead | Fatos Fida (Vice Principal) and Faz Rahman (Associate Principal) |
| Governor lead | Sue Pandit (Chair) |

Disadvantaged pupil performance overview for last academic year

| | | |
|---|--|--|
| Progress 8 | | |
| | Disadvantaged | Non-disadvantaged |
| | -1.091 | -0.405 |
| Ebacc entry | | |
| | Disadvantaged (Number of Students Entered) | Non-disadvantaged (Number of Students Entered) |
| | 12 | 71 |
| Attainment 8 | | |
| | Disadvantaged | Non-disadvantaged |
| | 33.7 | 45.79 |
| Percentage of Grade 5+ in English and maths | | |
| | Disadvantaged (% and numbers) | Non-disadvantaged (% and numbers) |
| | 23.1% [18] | 44.6% [79] |

Strategy aims for disadvantaged pupils

| | | |
|------------|---------------|--------------------|
| Aim | Target | Target date |
|------------|---------------|--------------------|

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|---|--|----------------------------------|
| Progress 8 | Disadvantaged: -0.25 Non-disadvantaged: -0.25 | Autumn 2020 |
| Attainment 8 | Disadvantaged: 45.00 Non-disadvantaged: 45.00 | Autumn 2020 |
| Percentage of Grade 5+ in English and maths | Disadvantaged: 45% Non-disadvantaged: 47% | |
| Other | Click or tap here to enter text. | Click or tap here to enter text. |
| Ebacc entry | Disadvantaged: 37.1% Non-disadvantaged: 67% | Autumn 2020 |

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.

4. Planned Expenditure

| Academic Year | 2019-20 | | | | |
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| 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: | Cognitive Science training for all staff, follow | Cognitive load theory is a theory of how the human brain learns and stores | Monitoring completion on Seneca Learning, | KLO/ACR | Termly through lesson observation feedback |

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| Subject knowledge, Quality of instruction, challenge all abilities, awareness of cognitive load theory and dual coding, understanding of how memory works. | up observation and coaching/mentoring. | 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. | lesson observation focused on disadvantaged pupils, targeted bespoke intervention programmes for teachers. | | |
| 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 | Pastoral support unit and 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 | Executive summaries, daily and weekly reporting ABC tracking PSU tracking | SBL/HLN | Reporting on a Daily, weekly and Module basis |

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| | | universal interventions or whole school strategies. | | | |
| Promotion of students' mental and emotional well-being. | <p>Healthy minds framework implementation</p> <p>Explore support from Greenwich ELSA network to support mental health and wellbeing</p> <p>Mindfulness weekly sessions</p> <p>Mind and body – mental health screening</p> | <p>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.</p> | <p>One hour per week healthy minds session – observations</p> <p>ELSA support programme for targeted students</p> <p>Review of Mindfulness and Mind and body sessions - weekly</p> | | 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 has found that good teachers are especially important for pupils from disadvantaged backgrounds. For disadvantaged students the | Observation strategy Professional development programme | KLO | Ongoing, fortnightly |

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| | | 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 | KLO | 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 pedagogical content knowledge can lead to higher gains. | Observations of lessons, recall and retrieval practice. Quality assurance and production of Knowledge Organisers Reporting of outcomes | KLO | modular |
| 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 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. | | KLO | Bi annual reporting of scaled scores and reading ages |
| Improved attitude to learning | PiXL Level Best Strategy | Programmes which have a clear structure and expectations, provide training and support for mentors, and use mentors from a professional background, are associated with more successful outcomes. | Regular briefing updates Monitoring overview Review of outcomes Review of Attitude to learning | SBL | Fortnightly updates |
| Improvements in English, maths crossover and Science outcomes | PiXL Build 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/SB L/KLO | 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 | Regular briefing updates Monitoring overview Review of outcomes Review of Attitude to learning | KLO | modular |

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| | | learning journeys through innovative technology that can help them read, write and express their thoughts with clarity and confidence. In doing so, we can unlock everyone's full potential. | | | |
| 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/ KLO | 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 |

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| Improved delivery of individual strategies | Mintclass | Improved strategy information in the hands of classroom teachers, monitorable. | Direct observations | FFA/FRA | Annually |
| Improved feedback for students and parents | Question level analysis and Knowledge Organiser breakdown | Research evidence about feedback 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 | | | | | |
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| 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 | KLO | Ongoing |
| Total budgeted cost | | | | | £40000 |