Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Stafford Manor High School
Number of pupils in school	*443(2024)*
Proportion (%) of pupil premium eligible pupils	*45% (2024)*
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024- 2027
Date this statement was published	December 2024
Date on which it will be annually yearly summative reviewed	December 2025
Statement authorised by	Mr Adams (Headteacher)
Pupil premium lead	Mrs D Tunnah (Assistant Headteacher)
Governor / Trustee lead	Mel Cooper

Funding overview £247,249

Detail	Amount
Pupil premium funding allocation this academic year	£215,220
Total budget for this academic year	£ 215.220

Part A: Pupil premium strategy plan

Statement of intent

Stafford Manor High School is committed to ensuring that every student makes meaningful progress, excels academically, and gains diverse experiences and opportunities, regardless of their background or personal challenges. We are committed to seeing *all* disadvantaged students achieve in line with their non-disadvantaged peers across the curriculum. Our Pupil Premium Strategy centres on supporting disadvantaged students to reach this goal, addressing both the unique local and individual challenges they face, including the challenges of students with social workers, children who are young carers, and those engaged with mental health or other related support services.

Located in a close-knit community serving an area with higher-than-average deprivation in Stafford, our school's inclusive ethos drives and guides us to create an inspiring learning environment that fosters academic, social and personal growth for all disadvantaged students. We aspire to ensure that no child is left behind, socially or academically, due to disadvantage. Our goal is to remove the barriers and unconscious bias our disadvantaged children face; to significantly raise the expectations of these children, to embed high, (lifelong) aspirations, and to ensure all disadvantaged students overcome any obstacles to achieving well and through achieving well, developing more choices and agency.

Developing and improving the quality of education and the impact that teaching has on all students (including disadvantaged and SEND) knowledge and understanding is at the core of our drive to improve outcomes for disadvantaged learners. A great teacher, in every classroom consistently ensuring all students are thinking and working hard using 'The Stafford Manor Way' is what we strive for every day, in every classroom. This is supported by effective CPD for all teachers including regular feedback on their pedagogy to ensure that we:

- Enhance students' vocabulary, instil a love of reading, and raise chronological reading ages.
- Deeply understand each student as an individual.
- Integrate consistent retrieval practice.
- Scaffold and differentiate tasks appropriately.
- Challenge students to think beyond the immediate and consider broader perspectives.
- Promote independent work and self-reliance.

Our Pupil Premium Strategy seeks to ensure every disadvantaged child has equitable access and opportunity to thrive academically. We are implementing a whole-school approach where every staff member takes active responsibility for improving the outcomes of disadvantaged students, fostering high expectations for what each student can accomplish.

At Stafford Manor High School, we hold a collective responsibility to eliminate disadvantage by focusing on the unique needs of individual students - not simply by addressing labels. We proudly embrace 'a learning-led approach, not a label-led approach' to improving the life chances of disadvantaged learners. **Our students can and will be successful and we expect every adult working within our school to believe in our children and to challenge them to ensure 'every child reaches their full potential.'**

Challenges

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

Challenge number	Detail of challenge
1	**Unconscious bias** Teachers and school staff may have unconscious bias and make assumptions about what disadvantaged students are capable of and may perceive students from lower socioeconomic backgrounds as less capable and be less aspirational for disadvantaged students compared to non-disadvantaged students without knowing they are doing it. *This will have an impact because it will lower expectations for disadvantaged learners without staff realising it. If school staff have lower expectations of disadvantaged learners, then they will not be as successful as their peers.* **Equity v equality** It is important for teachers and all staff at Stafford Manor High School to be aware of unconscious bias, particularly when rewarding, sanctioning and assessing disadvantaged students' work and their behaviour and to be open minded and to evaluate whether any unconscious bias is shaping their work and to be mindful of this and to ensure that their work and behaviours ensuring equity not just equality. **Towards becoming 'advantaged'** If members of staff and school leaders at Stafford manor High School are going to remove barriers to learning for disadvantaged learners, then they have to ensure that they become 'advantaged' by the systems and practices that the school adopts. School leaders should evaluate how school systems are impacting on disadvantaged learners' and ensure that they are not disproportionately or negatively affected by them
2	**Lower attainment on entry to our school**: Many disadvantaged learners enter our school with lower attainment due to a range of complex, individual circumstances. These can include inadequate access to nutritious meals, insufficient or unsuitable spaces for studying, responsibilities as young carers, or limited positive role models. These factors often lead to gaps in their knowledge, skills, and understanding compared to their non-disadvantaged peers, affecting their ability to build on prior learning. *This will have an impact on the pupils learning because:* • Potential increased difficulty in grasping new concepts due to less core knowledge from key stage 2 and in particular in English and maths. • Lower confidence and less self-efficacy in their academic abilities, leading to reduced participation and engagement in lessons • Lower attainment compared to peers, which means there is already a gap in prior attainment which the school needs to narrow quickly. **Below is a table which shows the percentage of pupils coming into Stafford Manor High school with an average KS2 scaled score for grammar and reading below 100.** **Data from 2024 Y6 SATS results** <table><tr><td>**Pupil Premium**</td><td>33%</td></tr><tr><td>**Non- Pupil Premium**</td><td>26%</td></tr></table>

3	**Reading attitudes, confidence and reading ages:** Disadvantaged learners often face barriers to engaging with reading outside of school. They may have limited access to diverse and high-quality reading materials at home, infrequent use of public libraries, or little exposure to newspapers, journals, or other sources of information. These challenges can reduce their cultural capital, limit their understanding of wider local and national contexts, and impact their ability to engage fully with the school curriculum due to more limited vocabulary and a lower chronological reading age. *This will have an impact on the pupils' learning because:* • Reduced vocabulary and comprehension skills will make it harder for students to understand subject-specific texts, vocabulary and core knowledge. • It may mean students have a limited ability to make connections across topics, affecting critical thinking and academic discussion. • Restricted access to the broader curriculum due to poor literacy and reading levels will lead to poorer attitudes to school and less engagement and poorer further engagement with reading.
4	**Attendance and punctuality.** Disadvantaged learners do not attend as well as non-disadvantaged learners at Stafford Manor High School. In 2023/24 DA attendance was 83.5% compared to 87.3% for non-disadvantaged. Maintaining high levels of attendance and punctuality is often more difficult for disadvantaged learners due to a range of personal and family circumstances. Factors such as lower prior attainment, inconsistent parental support, caring responsibilities, frequent illness, or financial pressures can disrupt routines and create significant barriers to regular attendance. In addition, parental attitudes to education, are hampered by their own view of education and our school, as many families attended Stafford manor High School. *This will have an impact on the pupils learning because:* • Missed lessons lead to widening gaps in knowledge, making it harder for students to keep up with their peers. • Irregular attendance disrupts continuity in learning, leading to disengagement. • Poor punctuality can create stress and a lack of preparedness, affecting lesson participation and reduce mental health.
5	**Aspirations and wider participation.** Some disadvantaged learners may have lower or narrower expectations for themselves, influenced by their external environment or limited exposure to opportunities. These students may struggle to envision academic or professional success and may be hesitant to participate in enrichment activities due to financial constraints, peer influences, or a lack of prior experience. *This will have an impact on the pupils learning because:* • Reduced motivation and engagement in lessons due to a lack of long-term goals or unclear aspirations/career pathways. • Limited development of transferable skills gained through extracurricular activities. • Missed opportunities to build confidence, leadership, and teamwork skills. • Non engagement in careers interventions and programmes due to lower and poor attendance, low(er) self-efficacy and low aspirations.
6	**Attitude to learning and behaviour** Internal data indicates that disadvantaged learners may face greater challenges in consistently demonstrating a positive attitude to learning and meeting behavioural expectations (4Rs). These challenges can stem from adverse childhood experiences,

attachment issues, poor health or nutrition, and the absence of consistent role models outside school and unconscious bias.

This will have an impact on the pupils learning because:

- Difficulty concentrating and maintaining focus in lessons, reducing productivity.
- Lower levels of resilience, making it harder to overcome challenges or setbacks.
- Disruption in lessons, affecting not only their own learning but also that of peers.

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	Challenge number(s) addressed
1 All members of staff and partners will engage with and acknowledge unconscious bias and reflect on this through their continued work in school.	• All staff attend CPD on unconscious bias • Teachers are able to reflect on any unconscious bias' in their own work and plan to mitigate this through QA, planning and challenging themselves and each other. • Gaps between KPI data for attendance, behaviour, the quality of students work, engagement with extra-curricular reduces over time and there is no gap in Year 3 (2027) for PP students.	1-6
2 Learners will improve their reading skills, they will be encouraged to read widely and often, experience a wide range of genres and understands the benefits a love of reading can bring.	• Once baselines on reading ages are established (GL assessments and STAR ASSESSMENTS on AR) success criteria will be detailed. This will include percentage of PP learners in line with and above chronological reading age. This will also include more take up of pupils using the library and have access and opportunities to external libraries (trip planned for Y7). Pupils will be accessing and have completed the AR STAR testing and using accelerator reading program. • CRA gap decreases for PP students Y7-11. • DA students will read widely and often. • DA students will report developing a love of reading.	1, 2
3 The life chances and opportunities for all PP learners at Stafford Manor High School will be enhanced through improved exam results, broadened aspirations, and	• Over the next three years, PP learners will stay on track with assessments from Year 7 to Year 11, and Progress 8 scores for PP learners will improve significantly. • They will make accelerated progress over the next 3 years, closing the attainment gap and achieving outcomes comparable to their non-PP peers. • Additionally, students will have increased opportunities to explore careers through visits to universities, workplaces and other training providers.	1, 4

greater engagement in diverse aspects of school life.		
4 PP learners will attend well in both lessons and enrichment opportunities	• By July 2027, the attendance of PP learners will increase from 87.1% to 92%, and persistent absence will reduce to below 10%. PP learners will also achieve proportional representation in enrichment opportunities, including school teams, councils, and trips/visits. • Over the next three years, the gap in attendance between PP and non-PP learners, which currently stands at 7.6% (an increase from 5.7% last year), will be closed, reversing the trend of widening disparity.	3
5 PP learners will be able to reach the same high standards of behaviour as all other students in the school.	• Suspensions will decline from their current rates of 31% for PP v 7% for non-PP, the gap will narrow. and PP learners will be no more than proportionally represented in these figures. In Year group monitoring of attitude to learning and detentions will show improvements in attitude to learning scores and decline in detentions over the 3 years with a trend over 3 years.	5

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £101,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Launch of the cross-curricular Reading Strategy (Stafford Manor Way) to identify categories of readers in need of support: low fluency, poor decoding, poor comprehension and develop a love of reading for pleasure.	Purchase of GL assessments October 2024 for all Year groups to determine current reading ages. [Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF](#) Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clare 2011; Clare and Douglas 2011). EEF Blog on whole class reading: with "the teacher reading the passage with concise clarifications of key vocabulary built-in (as recommended by Lemov, D. (2021) in another section of Reading Reconsidered), and then… students discussing and answering comprehension questions about the passage." This is	1, 5,

	to happen in tutor time- Launch a love of reading. Purchase of books and recap of the library.	
Further develop use of GL assessments across KS3. Engagement with exam boards to accurately assess KS4 pupils. Ensure external moderation of GCSE PPEs in non-core subjects.	In subjects where sustained improvements in student outcomes have been achieved, assessment systems effectively identify students' strengths and weaknesses and accurately predict the pupils' outcomes, enabling targeted interventions to address gaps in knowledge. Students have clear targets displayed in their books for both Key Stage 3 and Key Stage 4, ensuring consistent progress tracking. Accurate marking of Pre-Public Examinations (PPEs) is critical to provide a clear understanding of areas requiring improvement, particularly to address disparities in performance between Maths and English. Additionally, robust moderation and standardisation practices are essential for ensuring the accuracy of assessments and optimizing the impact of Diagnose, Therapy, and Test (DTT) strategies. Evidence 1. **GL Assessments for KS3**: GL Assessment tools are highly effective for tracking progress, identifying hidden potential, and addressing learning barriers. Their suite of assessments, such as the Cognitive Abilities Test (CAT4), Progress Test Series (covering core subjects), and the Pupil Attitudes to Self and School (PASS) survey, provides a robust framework for baselining and tracking student progress throughout Key Stage 3. These tools also help ensure consistency and reliability in monitoring educational outcomes. 2. **Engagement with AAT training and collaboration opportunities** supports schools with strategies to raise attainment through tailored resources and professional collaboration. Their focus on accurate assessment aligns with the needs of KS4 learners, helping identify gaps and track progress effectively. In addition, our partnership with platforms like GCSEPod provides mapped content, scaffolded learning resources, and data-driven tools for exam preparation 3. **External Moderation of PPEs (Pre-Public Examinations)**: External moderation is a vital process to ensure that internal assessments align with national standards. It validates teacher judgments and enhances the reliability of results, particularly in non-core subjects where variation in assessment criteria can exist. Moderation helps identify discrepancies and ensures fair benchmarking against external standards, which is crucial for preparing students effectively for their GCSEs These strategies collectively provide a comprehensive approach to improving assessment accuracy, closing learning gaps, and aligning internal practices with national	

	benchmarks. For more details, visit resources from [GL Assessment](#) and GCSE Pod.	
Regular, calendared staff CPD on pedagogy, reminders of key strategies for supporting SEND and disadvantaged students and specific training support for need. Focus on target groups (SEND, HPA & boys) alongside disadvantaged pupils.	EEF's research show that the number one factor in improving academic progress for all, but in particular for disadvantaged is that what happens in the classroom makes the biggest difference. Improving the quality of teaching is therefore our primary focus – though has the smallest cost associated with it. Learning walks, drop in and a brought package of step lap-Reviews of the quality of teaching highlight the fact that when lessons are fully differentiated, students make good progress and outcomes are strong. Diagnostic feedback (personalised to the pupils) they make rapid gains. All subjects need to develop these practices to maximise impact on student learning and grades. The Sutton Trust supports the importance of high-quality teaching having a significant impact on progress	1,3

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

Budgeted cost: £61,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised testing. Lack of KS2 data for some cohorts has meant lack of accurate baseline tests. All students will complete GL assessments annually.	DfE guidance (March 2022) 'Using pupil premium: guidance for school leaders' outlines that schools must use evidence to identify appropriate and effective responses. The GL assessments will give us the required accurate information to close gaps in knowledge, skills and understanding.	1
Adopting targeted programmes as a reading intervention for disadvantaged pupils:	Sutton Trust - Education Endowment Foundation (EEF) research states - 'On average, reading comprehension approaches improve learning by an additional five months' progress.' 3 DfE guidance (March 2022) 'Using pupil premium: guidance for school leaders' outlines that schools must use evidence to identify appropriate and effective responses. The GL assessments will give us the required accurate information to close gaps in knowledge, skills and understanding.	1,5

	The ability to read fluently and understand and retain what has been read improves students' ability to access the whole curriculum.	
	These include:	
	1. Accelerated Reader programme.	
	2. Tutor reads (TAs to work with smaller groups).	
	3. Reading interventions TA – Toe by toe and Fresh Start (Phonics).	
	4. Launch of the Library	
	5. Paired reading	
	6. Book club	
	7. Soroptimists reading groups	
	8. GL assessments as knowledge to identify gaps.	
CPD and more Awareness of attachment & Trauma (emotion coaching) Identify and provide capacity and support for champions to lead and share good practice Provide Emotion Coaching training for all staff.	Staffordshire Virtual School are supporting all schools to achieve greater understanding due to the positive impact it can have on children, particularly those from disadvantaged backgrounds. There is evidence to suggest that Emotion Coaching can have a significant impact on improving behaviours that will improve learning capacity including disadvantage pupils. https://www.staffordshire.gov.uk/Education/Virtual-school/Calendar/Developing-Your-Emotion-Coaching-Skills-070720.aspx	1. 3, 4, 5
Work experience Every student will have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks. All PP students will be supported through this process by their form tutors/Progress Leader/Careers advisor	"The impact of work experience on student outcomes: implications for policy and practice" (McCulloch et al, 2014) outlines the range of positives including employability that learners gain from a quality work experience placement.	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed principles of good attendance.		
Evaluate the take up of wider curriculum opportunities including clubs and student leadership and act where PP learners are under-represented.	**An Unequal Playing Field:** Extra-Curricular Activities, Soft Skills and Social Mobility (Department of Education (England) and Institute for Policy Research) presents huge amounts of evidence of the impact of wider participation on PP learners.	
Continue to subsidise and/or provide uniform and breakfast club for those who need it. Including less branding of uniform limiting this to just the blazer and pe top.	Breakfast Club has been historically successful in the morning. This stopped for a short period of time due to capacity. Re-introduced (November 2022).	1, 2, 3, 4
	Learners at our school need to be dressed in uniform in line with school expectations. Our standards should not be lower for those who cannot afford to purchase uniform and therefore we will provide this if required. It also means that students do not feel different from their peers and helps them to fit in.	1, 2, 3, 4
	Research shows children who eat breakfast concentrate more at school '*According to teachers, youngsters who do eat before school are more willing to take part in group activities, have higher concentration levels, and appear to be happier in class*' Lucy Brimble Friday 10 March 2023 21:57 GMT independent news	
Raise profile of parents of disadvantaged/ SEND pupils for school events and with follow up for events such as Coffee mornings (attending in SEN parents evening not morning), Celebration evenings, Parents evenings	Data shows that parents of PP and SEND pupils have lower engagement rates with school when it comes to parent's evenings and events. Further work could be done to increase opportunities for parents and carers to build relationships with school, access school to gain advice on how to support their child and celebrate achievements and improve chances for students. Vast proportion of SMHS pupils are both PP and SEND. Introduction of SEND parents evening. External agencies have been invited to the evening including: SENDIAS Mental health nurse Senior social worker	

	Autism Outreach.	
Direct parents also to uniform banks.		
Provide subsidies and/or total funding for learners to attend curriculum-linked visits and experiences	In house evidence shows that those who are able to participate in meaningful, curriculum-linked visits are more positively engaged in their studies.	1, 2, 3, 4
Careers package for students Raising aspirations for disadvantage students.	The DfE's Careers Strategy identifies the importance of the school having an effective careers programme working towards the Gatsby Benchmarks. Disadvantaged pupils require the trident approach of raising awareness, aspirations and expectations. PIXL Edge programme is recognised as developing a student's character and the skills required to cope with different situations. This significantly increases disadvantaged pupil capacity to meeting higher expectations.	3

Total budgeted cost: £247,249

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil Premium Strategy Impact Report at Stafford Manor High School (2021–2024)

Over the past three years, Stafford Manor High School has made significant strides in improving the educational experience and outcomes for our disadvantaged pupils, particularly those who are eligible for the Pupil Premium (PP). Our comprehensive Pupil Premium Strategy, aimed at reducing the attainment gap and improving the overall well-being of these pupils, has focused on several key areas: attendance, behaviour, achievement, and engagement. Below, we detail the progress made, alongside the challenges we continue to face, and the ongoing measures we are taking to further enhance the support for our PP pupils.

1. Improved Attendance

Attendance has been a priority focus for Stafford Manor High School, particularly in relation to our PP students. In 2021, the attendance rate for PP students was 84.9%. Since then, we have seen a gradual, but steady improvement, with the figure rising to 87.1% by 2024. While this is still below the whole-school attendance rate, this increase reflects the success of our targeted interventions, including more personalised pastoral support, mentoring programs, and improved communication with families.

The introduction of incentives tied to improved attendance, such as VIP lounge access and end-of-term breakfast clubs, has also played a crucial role in encouraging pupils to attend school more regularly. Additionally, by fostering a more inclusive and supportive environment, we have been able to help PP students overcome barriers to regular attendance, such as financial difficulties or issues at home.

2. Behavioural Improvements and Challenges

One of the significant developments in the last three years has been the implementation of new systems to manage and improve behaviour. We initially used the SMHW system to track and manage behaviour, which showed gradual improvement throughout 2023. We have now moved over to using ClassCharts, which is a better platform and allows improved tracking of cohorts and individuals. Behaviour analysis shows that disadvantaged students have proportionately higher suspension rates and behaviour incidents.

While this is a challenge, we acknowledge that it is not unusual for disadvantaged pupils to face greater social and emotional challenges, and we are committed to addressing this in a targeted manner. The decision to introduce the ClassCharts system has been an important step in providing more real-time data, better tracking of behaviour, and greater accountability. Although the system is still relatively new, early indications suggest that it may help to address some of the behavioural concerns among our PP cohort.

More positively, our system of achievement points, which rewards positive behaviour and academic progress, has seen remarkable growth. Between 2022 and 2023, the number of achievement points awarded to PP students has more than doubled, rising from 7,527 to

15,403. This suggests that teachers are increasingly recognising the positive contributions and progress of PP students. Additionally, we have enhanced the rewards system by introducing bronze, silver, and gold levels of recognition. This not only encourages positive behaviour but also ties it to tangible rewards, such as school trips, which further incentivise both engagement and attendance.

3. Achievement and Attainment

In terms of academic achievement, while we have made considerable progress in certain areas, there are still significant gaps that we must continue to address. One of the key indicators of our progress is the increase in achievement points for PP students, which, as mentioned, has seen a dramatic rise over the last year. This suggests that, while behaviour management has been a challenge, the overall engagement and academic effort of PP students have improved.

However, the attainment gap remains a concern, particularly for Year 11 PP students. Data from the most recent assessments show a widening gap in English and Maths between PP and non-PP students. Specifically, 24.2% of PP students achieved a Grade 4 or above in both English and Maths, compared to 54% of non-PP students. While these figures highlight the continuing challenges, they also underline the importance of our renewed focus on teaching and learning in the classroom.

Our new whole-school priority is centred on improving the quality of teaching and learning. We are committed to ensuring that our PP students receive high-quality teaching, with targeted support where necessary, in order to narrow the gap in attainment. We have invested in further professional development for teachers, especially around differentiation and strategies for supporting disadvantaged learners. Additionally, we are increasing the frequency of one-to-one and small group interventions, particularly in key areas like literacy and numeracy, which we know are pivotal for PP pupils.

4. Student Engagement and Well-being

Feedback from our PP students has been overwhelmingly positive in several areas, particularly with regard to engagement and well-being initiatives. A survey of PP pupils revealed that: **83% of PP pupils feel that the low-level disruption in school has improved** since the introduction of the new behavioural policy. This aligns with the data showing a reduction in whole-school behaviour points, indicating that our changes to behaviour management are beginning to have a positive impact.

- **96% of pupils enjoy the breakfast club** and expressed a desire for it to continue. The breakfast club has become an essential part of our pastoral offer, providing not only a healthy start to the day but also a safe space for pupils to socialize, catch up with work, and access additional support if needed.
- **71% of pupils feel that their reading has improved** since the introduction of tutor reads. This is a clear indication that our focus on literacy, particularly through our tutor reading scheme, is benefiting PP students, who may otherwise have limited access to reading resources outside of school.

5. Next Steps and Future Focus

While we have made substantial progress over the past three years, we acknowledge that there are still many areas in which we need to continue our work. Our Pupil Premium Strategy will remain a key focus of school development, and we are committed to:

- **Continuing to improve attendance** for PP students, aiming for at least a 90% attendance rate across the cohort by the end of 2025.
- **Addressing the widening achievement gap**, particularly in Year 11, through a targeted revision program, additional tutoring, and after-school interventions.
- **Enhancing the impact of the ClassCharts system**, using the data to refine our behaviour management and reward strategies to ensure that PP students are consistently supported and recognized for their positive contributions.
- **Maintaining and expanding our enrichment opportunities**, such as school trips and extracurricular activities, which help to increase engagement, broaden pupils' horizons, and reward hard work.
- **Strengthening the quality of teaching and learning** through continuous professional development, with a specific focus on the needs of PP students.

Conclusion

The impact of the Pupil Premium Strategy at Stafford Manor High School over the last three years has been largely positive, though we recognise there is still much work to do. We have made notable improvements in attendance, behaviour, and achievement for our PP students, but the attainment gap, especially in English and Maths, remains a significant challenge. We remain focused on ensuring that our disadvantaged pupils have access to the best possible education and are fully supported both academically and socially. Through ongoing commitment, targeted interventions, and continuous feedback from our students, we are confident that we will continue to make strides in improving outcomes for all our pupils, particularly those from disadvantaged backgrounds.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.