

Report Summary: Pupil Premium Three-Year Strategy (2021–2024)

Stafford Manor High School

Overview

Stafford Manor High School is unwavering in its commitment to ensuring that all students achieve their full potential, regardless of their socio-economic background or the barriers they face. Over the past three years, the Pupil Premium (PP) strategy has concentrated on addressing key areas of concern: **attendance, behaviour, attainment, and engagement**.

As of 2023, 48% of our students are eligible for Pupil Premium funding, reflecting the school's location in a community facing economic and social challenges. This strategy aligns with our broader mission to eliminate disadvantage, raise aspirations, and provide a high-quality, inclusive education where every student can thrive.

Progress and Impact Highlights

1. Attendance

Progress Achieved:

- Attendance among PP students has risen steadily from **84.9% in 2021 to 87.1% in 2024**, demonstrating the impact of targeted initiatives.
- Specific actions include:
 - **Personalised pastoral support:** Mentors work directly with PP students and their families to identify and address barriers to regular attendance.
 - **Incentive programs:** Access to VIP lounges and breakfast clubs has encouraged regular attendance by making the school experience more rewarding.
 - **Dedicated attendance officer:** A newly appointed lead has streamlined processes for tackling persistent absenteeism through home visits, direct family engagement, and monitoring attendance patterns.

Challenges Remaining:

- The persistent absence rate for PP students remains high at **59%**, compared to 43% for non-PP peers.
 - Addressing external factors, such as socio-economic pressures and mental health challenges, requires sustained intervention and support.
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2. Behaviour

Key Developments:

- The introduction of behaviour monitoring systems, such as **SMHW** (Show My Homework) and **ClassCharts**, has enhanced tracking, accountability, and interventions for behavioural concerns.
- Achievement points awarded to PP students have risen dramatically, from **7,527 in 2022 to 15,403 in 2023**, reflecting an increase in positive contributions and engagement.

- The implementation of **Bronze, Silver, and Gold reward levels** tied to school trips has motivated students to improve behaviour and academic effort.

Challenges Identified:

- Behaviour incidents among PP students accounted for **53% of total logged incidents in 2023**, a slight decrease but still a disproportionate figure.
 - Emotional and social challenges continue to impact behaviour, necessitating further interventions to support resilience and emotional regulation.
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3. Achievement and Attainment

Current Status:

- The percentage of PP students achieving **Grade 4+ in both English and Maths** stands at **24.2%**, compared to 54% for non-PP peers.
- The attainment gap, particularly in Year 11, underscores the need for intensified support to meet academic benchmarks.

Interventions and Progress:

- Increased **CPD** (Continuing Professional Development) for staff has improved the quality of teaching and differentiation for PP learners.
- Targeted academic support includes **one-to-one tutoring, small group interventions**, and focused literacy and numeracy programs.
- **Tutor reading schemes** and GL assessments have supported improvements in literacy, with 71% of students reporting enhanced reading skill in 2023 - 2024 over the course of the year.

Ongoing Needs:

- Further acceleration of progress is essential to close the attainment gap. Strengthening foundational literacy and numeracy skills is a priority, especially for students significantly below age-related expectations.
 - Development of teaching and learning within the school with the new Stafford Manor way and say for 2024 academic year.
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4. Engagement and Well-being

Positive Outcomes:

- **Breakfast clubs** are a cornerstone of pastoral support, with 96% of PP students indicating they benefit from the program.
- Feedback from PP pupils questionnaire in 2023 reveals that **83% perceive a reduction in low-level disruption since introducing the new behaviour policy**.
- Enrichment activities, including school trips and extracurricular programs, have broadened horizons and boosted engagement for disadvantaged pupils.

Areas for Development:

- Parental engagement, while improving, remains an area of focus, particularly for PP families. Initiatives such as SEN-specific parents' evenings have had positive results, but further outreach is required to increase attendance at all school events.

Key Challenges

- 1. Literacy and Numeracy Gaps:**
 - 33% of Year 11 PP students have reading ages significantly below national averages, highlighting the need for sustained early intervention and consistent monitoring.
 - 2. Parental Engagement:**
 - Increasing participation in parents' evenings and school events for PP families is critical for fostering home-school partnerships and raising aspirations.
 - 3. External Factors:**
 - Economic pressures, including the cost-of-living crisis, contribute to barriers such as poor attendance and behavioural issues.
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Next Steps and Priorities

Attendance:

- Achieve a **90% attendance rate among PP students by 2025**, with sustained reductions in persistent absenteeism.
- Expand home visits and family liaison efforts to address barriers to attendance.

Behaviour Management:

- Enhance the use of **ClassCharts** to target at-risk PP pupils and identify patterns early.
- Continue refining reward systems to promote positive behaviour, ensuring equitable recognition across all cohorts.

Attainment:

- Narrow the achievement gap in English and Maths through:
 - **After-school revision programs** tailored to PP learners.
 - Increased **one-to-one tutoring** and **small group interventions**.
- Leverage ongoing CPD to strengthen differentiation and classroom strategies.

Well-being and Enrichment:

- Expand breakfast clubs and reading initiatives to ensure all students have access to essential resources and support.
- Broaden opportunities for cultural and extracurricular engagement to boost motivation and social inclusion.

Teaching Quality:

- Implement consistent teaching approaches across departments, focusing on scaffolding and differentiated instruction.
 - Provide ongoing CPD to equip staff with advanced strategies for supporting disadvantaged learners.
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Conclusion

Stafford Manor High School's Pupil Premium Strategy (2021–2024) has made significant progress in improving attendance, behaviour, and engagement for disadvantaged students. While challenges remain—particularly in attainment and persistent absence—the school is committed to sustaining its efforts to close the gaps.

By building on current successes, enhancing teaching quality, and maintaining targeted interventions, we aim to provide every disadvantaged student with the tools they need to succeed academically and socially.