

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Stepney All Saints Secondary School
Number of pupils in school	1026
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	13.12.21
Date on which it will be reviewed	30.09.22
Statement authorised by	P Woods
Pupil premium lead	Shiulee Begum
Governor / Trustee lead	Anne Slater

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£542,440
Recovery premium funding allocation this academic year	£82,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£624,800

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective for our disadvantaged pupils is to remove all barriers in order to have the opportunity to achieve their potential. The Pupil Premium strategy at Stepney All Saints School aims to address challenges impacting on attendance, access to learning, mental health and well-being, literacy and numeracy skills, opportunities for cultural capital in addition to the loss of learning during lockdown and isolation periods in the previous academic year.

We continue to focus on developing pre-learning and AAE (Application, analysis and evaluations) as the bedrock to a robust and challenging curriculum as well as widening participation in order to maintain or exceed the performance of our pupil premium (PP) pupils compared to those nationally. These strategies underpin the wider school vision of eliminating gaps for all pupils so that they flourish. We further commit to embedding and reviewing the whole school curriculum strategy to ensure that it is fair, unbiased and representative of the whole school community. Our student focused environment coupled with an ethos of self-reflection and evaluation through our careers programme, strives to improve the life chances of all pupils regardless of their backgrounds.

Challenges

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

Challenge number	Detail of challenge
1	High percentage (45%) of PP pupils have English as an additional language
2	Underachievement due to loss learning during lockdown and isolation periods
3	The attendance and participation of PP Students to enrichment activities / wider extra-curricular experiences
4	In-school analysis of progress data shows that there is a gap in performance of PP vs non-PP performance, with PP performing less well, and PP final outcomes are reliant upon the intervention plans in place
5	Average attendance of PP pupils 96.3% (overall attendance was 96.8%) Disadvantaged pupils' lack of access to appropriate facilities and extra – curricular activities

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
Pupils eligible for PP in KS3 to make at least expected progress in English, Maths and Science	90% of Students eligible for PP in KS3 to make expected progress to meet their end of year predictions.
To close the gap in achievement outcomes at GCSE in English, Maths and Science for students eligible for PP	Students eligible for PP in Year 11 to achieve Maths, English and Science GCSEs in line with non PP students
Improved attitude to learning from the identified students.	A reduction in the number of logged concerns. 100% attendance for tutoring programme.
All PP pupils participate in enrichment and extracurricular activities	Each PP pupil takes up minimum of one extra-curricular activity
Close the gap between the mock and final examinations for PP pupils	Gap between PP and non-PP pupils is minimal

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: £76,639

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Employ and use new TAs to provide literacy and numeracy intervention to support sustained improvement in Year 7/8	<p>We have a large number of pupils with EHCP's in the current Yr7 and Yr8 cohorts. We know that they were further disadvantaged by the transition into secondary school due to the pandemic.</p> <p>EEF research highlights the importance of effective deployment of support staff and the key role they can play in pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2
2. Smaller teaching groups in English, Maths and Science	<p>Data shows that low attaining disadvantaged pupils do less well in English, Maths and Science</p> <p>The EEF shows that one to one tuition and small group support have an impact on pupil attainment. Some studies suggest that progress is improved because of greater individual feedback from the teacher, more sustained the engagement, and work which is more closely matched to learners' needs.</p> <p>EEF-teaching-learning-toolkit/small-group-tuition EEF-teaching-learning-toolkit/teaching-assistant-interventions Closing-the-Gap https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1,2,4
3. Ensure the Accelerated Reading programme is specifically targeted at PP pupils	<p>Analysis of GCSE and end of KS3 results showed that PP pupils did less well in English/literacy based subjects.</p> <p>Evidence has shown that for “those who struggle, reading is particularly difficult and requires careful instruction and intervention. Problem areas must be determined, and instruction and intervention to address these areas must be carefully planned and delivered.”</p> <p>https://improvingliteracy.org/brief/learning-read-simple-view-reading EEF-guidance-reports/literacy-ks3-ks4/Simple_View_of_Reading.pdf EEF-teaching-learning-toolkit/reading-comprehension-strategies</p>	1,4

4. Embed schemes of learning to ensure KS3 curriculum is appropriate and assessments accurate to enhance progress at each key stage.	An extensive analysis of lost learning due to the pandemic has informed curriculum development. Drop-ins and pilot development reviews have identified differentiation to be a focus, This is most effective when middle leaders and responsibility holders are involved in the process.	2,4
5. Provide funding for Music Tuition for all those pupils eligible for Free School Meals	A large proportion of our pupils don't have access to playing an instrument due to the living conditions and affordability. Direct funding ensures pupils from disadvantaged backgrounds get access to tuition that is normally unaffordable https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3

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

Budgeted cost: £476,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Deploy department Academic Tutors to support in KS3 English, Mathematics and Science targeting PP for those impacted by lockdown and isolation periods	Temporary academic tutors to be recruited during the year to support targeted pupils in lessons and offer 1-1/small group tuition out of school hours including morning clubs The EEF shows that tutoring can have a high impact (up to 5 additional months progress) when the correct resources are provided and the staff are well supported and well trained. Having a lead to oversee this support will ensure that pupil outcomes are tracked carefully and the tuition adapted if and when needed. EEF-education-evidence/teaching-learning-toolkit/one-to-one-tuition https://www.gov.uk/government/publications/school-led-tutoring-grant	2,4
2. Ensure intervention is targeted at PP (in class, withdrawal of groups and during extension sessions)	Funding allows for smaller withdrawal groups and targeted, bespoke intervention The EEF shows that one to one tuition and small group support have a moderate impact on pupil attainment. Some studies suggest that progress is improved because of greater individual feedback from the teacher, more sustained the engagement, and work which is more closely matched to learners' needs. EEF-teaching-learning-toolkit/small-group-tuition	4
3. Ensure that all Saturday and holiday classes	Funding enables specific support to PP pupils and then benefit of additional tuition	4

target PP pupils for intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	
4. Year 6-7 transition summer programme	<p>Pupils with poor attendance from primary school including vulnerable pupils and SEND pupils are most likely to benefit from early intervention and set clear expectations</p> <p>Tours of the school should acclimatise pupils to size. Pupils will have a one-day induction into school life with core subjects setting a summer project.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	3,4
5. Ensure that a Homework Club is staffed by TAs for KS3	<p>Direct funding for club targeting pupils with need. PP students are directly invited to attend clubs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1,4
6. Focus all extension, Half term and Easter revision classes for KS4 on the needs of PP students	<p>Direct intervention and revision targeted at PP pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	4

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

Budgeted cost: £272,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Ensure there is a wide range of extra-curricular trips and activities	<p>Evidence has shown that extra-curricular activities are particularly beneficial for developing pupil's wider skills, especially when they complement the taught curriculum. Activities where pupils can learn to develop relevant skills such as teamwork, responsibility and perseverance are offered through a range of extra-curricular activities that all pupils can be invited to attend.</p> <p>https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf</p> <p>95% of PP are targeted to attend at least one club in the academic year. Priority is given to PP students in order to access enrichment activities such as trips to the theatre and museums.</p>	3
2. Provide opportunities for PP students to develop self-confidence and resilience through	<p>PP students have few opportunities to develop these skills in a residential setting and out of London (limited to 30 pupils) – this is a focus in the SIP in the Enrichment strategy</p>	3

opportunities at the residential centre	<p>We will reintroduce trips designed to enrich curriculum areas with particular focus on use of the Mountain Centre</p> <p>Research shows the positive impact school trips can have on academic attainment because of the key skills and problem solving skills it gives pupils access to.</p> <p>https://www.lotc.org.uk/wp-content/uploads/2010/12/Ofsted-Report-Oct-2008.pdf</p> <p>Learning-Away-Comparative-Research-Report.pdf the-impact-of-residential-trips</p> <p>https://www.cumulusoutdoors.com/ofsteds-views-on-learning-outside-the-classroom/</p>	
3. Ensure the capacity of DSLs and the implementation of the Safeguard software and training	<p>Safeguarding is a priority for every member of staff in the school and this is reviewed at the start of each academic year. Teaching and support staff continue to promptly communicate safeguard concerns to the DSL in a confidential manner and should be able to use the Safeguard software</p>	4,5
4. Re-introduce a Breakfast club at KS3	<p>Direct funding for clubs targeting pupils with need. PP students directly invited to attend clubs.</p>	3,4
5. Embed the behaviour policy and Inclusion strategy	<p>Continue to embed the inclusion strategy so that all pupils return to mainstream lessons. There is a dual purpose for the SLC supporting students through referrals for behaviour and subject withdrawal</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf</p> <p>Pupils always have access to a safe space and consistent adults who have a range of expertise to help solve a range of problems. The team support pupils with their regulation, their emotional awareness, their sensory processing difficulties and their social understanding.</p> <p>EEF- Behaviour interventions</p> <p>EEFImprovingBehaviourinSchoolsEvidenceReview.pdf</p>	5
6. Use of Behaviour Progress Officers to target PP pupils' attendance to schools	<p>Evidence shows that well-trained learning mentors have a positive impact on individual pupils, pupils often show improved motivation and engagement. The aim of the learning mentor is to break down barriers to learning by teaching key skills for life so that pupils can have access to a broader range of opportunities and they can reach their full potential.</p> <p>https://www.teachingexpertise.com/articles/learning-mentors-improve-behaviour/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	5

	Preventative approach to working with PP pupils who may become disaffected using PAPs including targeting pupils who have less than 96% attendance	
7. Use school counselling service to provide drop-in service	Concerns around increased need for well-being support because of pastoral contacts during lockdown. Use to support those who use the drop-ins to have high attendance and improved outlook on current situation and school https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf	3,5
8. Continue to use and monitor impact of new rewards system linked to academic attainment	In order to positively affirm learning in the classroom and behaviour for learning we will continue to develop the breadth of rewards at Stepney All Saints School More rewards for different students recognising all of their achievements.	3,4
9. Continue to use the merit process for reward and praise for targeted groups. Special focus on attendance rewards.	We promote positive behaviour Pupil voice has consistently shown pupils value the reward system. They feel they should be rewarded for effort, progress and behaviour. Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	5
10. Ensure the Careers programme is focussed on the needs of disaffected PP students Use a blended approach to include remote sessions	To improve aspirations for all pupils to include the promotion of further and higher educational opportunities plus workplace opportunities. The DfE requires all young people in secondary school have access to 'an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience' and they reinforce that <u>all</u> young people should be able 'to understand the full range of opportunities available to them, to learn from employers about work and learn the skills that are valued in the workplace and to have first-hand experience of the workplace.' We believe that a whole-school approach is the best way to ensure that all pupils understand the world of work. When embedded from year 7, pupils are clear on the key skills needed for their own futures and can talk openly about their own aspirations for the future. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education DfE Careers Strategy DfE Careers guidance	3
11. Collect feedback from parents through Parental questionnaires and surveys at every parents' meeting	Questionnaires have been a valuable tool in engaging parents with strategies in embedding a positive dialogue about their child's learning	3,5

12. Implementation of parental portal on Edulink	To improve communication with parents via online portals. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,5
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Total budgeted cost: £825,494

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PP Funding	£542,440
Overspend	£283,054 (excl. recovery fund)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

A total of 528 pupils at Stepney All Saints were eligible for Pupil Premium (PP) funding in 2020-2021, because of the free school meals criteria. The breakdown of eligible pupils was:

	Year 11	Year 10	Year 9	Year 8	Year 7	Total
Number of PP	111	98	114	108	97	528
% of cohort	54	48	55	52	52	51

Stepney All Saints has a high percentage of Pupil Premium students; 51% compared to the national average of 13% in 2019. This places the school in the highest PP eligibility band. The school is measured on the performance of our Pupil Premium students in comparison with non-Pupil Premium students nationally. The school primarily spends the funding on ensuring Pupil Premium students achieve outstanding progress that is at least in line, if not exceeding that of our non-pupil premium students.

In 2020-21 the Pupil premium funding was spent on the following:

	Pupil Premium income (estimated)	Pupil Premium Actual
	£542,300	£534,800

	(September 2020 – August 2021)	(September 2020 – August 2021)
Category	Budget allocation (£)	Actual cost
Staffing costs for Curriculum Analysis	£67,345*	£67,345*
Booster classes/ Revision Programmes/ Saturday and holiday classes	£62,649*	£62,649*
Academic Tutors	£197,718	£167,718
Accelerated Reading programme	£3,500*	£3,500*
Learning Support Assistants	£161,534*	£161,534*
Behaviour Support Assistants	£83,355*	£83,355*
Safeguard Software	£3,581*	£3,581*
KS3 Catch Up co-ordinator TLR	£2,786*	£2,786*
Learning Support Unit	£60,230*	£60,230*
Attendance & Welfare	£40,428*	£40,428*
Careers Guidance/ Work Experience	£33,017*	£33,017*
School Counsellor	£30,513*	£30,513*
Tower Hamlets Arts and Music Education Service (THAMES)	£18,859*	£18,859*
Enrichment – Cass Mountains for 5 groups	£16,542	£0
Laptops		£10,980
Total	£779,541	£744,178
Overspend	£237,241	£209,378

*these costs are all associated to permanent members of staff or services we buy. These continued throughout any periods of enforced closure.

In addition to the above costs, we decided the best way to mitigate some of the impact of Covid was to loan every child in the school with their own laptop. This incurred an initial cost and later was covered by our partners The Portal trust.

COVID School Closure – January 2021 to March 2021

As a result of national lockdown of school from January 2021 to March 2021, aspects of our Pupil Premium Strategy were suspended and new support measures were put into place to help pupils in receipt of pupil premium during lockdown:

- The school remained open throughout the lockdown period for key worker students and vulnerable students. Teaching staff were deployed throughout this period to support students with their online learning
- Mobile phones for BPOs, school counsellors and HOYs to enable welfare call when working from home
- Additional support was led by the safeguarding team and pastoral teams to ensure that students were receiving wellbeing checks by staff. This also saw students receiving support with their online learning where needed and a growing number were asked to come into school for more directed support
- New laptops were bought and distributed to those students who did not have access to a their own laptop at home
- A whole school commitment was made to provide laptops to students in the school to ensure that every child at Stepney All Saints had access to technology thus further reducing obstacles to learning

Resources to support teaching and curriculum

Investment was made into the following resources:

- LSA's were trained in delivering the Lexonic programme
- Investment into Century Tech online for English, Maths and Science
- Digital books for those departments who wanted them for remote learning

KS3 progress 2020-2021

KS3 assessments took place in the final term of the academic year. Lockdown and isolation periods continued to disrupt learning and teaching through absences, illnesses that impacted on the general progress of all pupils.

A more coherent and systematic approach to KS3 assessment was developed and we continue to embed and consolidate practices. Departments have been asked to adjust their curriculum plans and schemes of learning to mitigate some of the impact of last year's disruption to pupil learning.

Attendance summary

We knew that most pupils were disadvantaged by the lockdowns in both academic years affected and therefore maintaining high attendance was key for progress and wellbeing.

	Pupil Premium attendance	Non-Pupil Premium	Overall attendance
Yr7	TBC	TBC	
Yr8	95.8%	95.6%	95.7%
Yr9	96.8%	96.3%	96.6%
Yr10	94.8%	96.9%	95.8%
Yr11	95.3%	97.5%	96.3%

Our overall attendance was high and met targets set for the school. We knew that the best chance of academic success starts with attending school every day and this has been a particular strength in 2020-21.

Rewards summary

	Total # awarded	Non-PP	PP	PP gap
bronze	903	445	444	-0.1%
silver	664	338	322	-2.4%
gold	239	122	113	-3.8%
platinum	14	4	10	+42.8%

On average, non-pupil premium students received slightly more rewards for bronze, silver and gold compared to Pupil premium students. However, a significantly higher number of students received the platinum award. A raffle was held for the platinum winners for the chance of receiving a min-iPad. Also, every child who achieved gold and platinum have will have the opportunity to go to the Harry Potter Studios in October 2021 as a reward for their achievements.

100% attendance

	Yr7 (FSM6)	Yr8	Yr9	Yr10	Yr11
Total with 100% attendance	73	58	63	51	84
Non PP	46	26	33	29	47
% PP	27 (#27)	30 (#32)	26 (#30)	22 (#22)	33 (#37)

A separate reward trip will be arranged in the autumn term for the pupils who achieved 100% attendance.

Music Tuition

An important service that is funded by the Pupil premium grant is the access to music tuition to increase the cultural capital of our pupils. This year 52% of the pupils that participated in music tuition were in receipt of the Pupil Premium grant. 86% of these participants are made up of KS3 pupils.

The focus for next year is to meet and exceed this in line with our PP funding and encourage pupils to take up the some of the less popular instruments such as guitar and brass instruments.

Duke of Edinburgh participation

Since November 2019, 70 pupils signed up to the Duke of Edinburgh award and of these 36 are Pupil premium which makes up 51.4% of participants. All activities that went ahead were set up remotely due to the bubble arrangements for health and safety.