

Pupil premium strategy statement – Stepney All Saints School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 outcomes for the disadvantaged students last academic year.

School overview

Detail	Data
Number of pupils in school	1031
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	
Date on which it will be reviewed	31.10.24
Statement authorised by	P Woods
Pupil premium lead	Shiulee Begum
Governor / Trustee lead	Tim Duncan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£526,815
Recovery premium funding allocation this academic year	£140,484
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£626,793

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective for our disadvantaged students is to eliminate barriers to help them realise their potential, irrespective of their backgrounds. The Pupil Premium Strategy at Stepney All Saints School is designed to address challenges affecting attendance, progress, mental health, and literacy skills. Furthermore, we are committed to placing greater emphasis on enriching the cultural capital of our students by offering experiences beyond the classroom, ensuring that all our students are on a level playing field.

The key principles of our strategy continues to focus on high quality teaching, achieved through the ongoing development of pre-learning, retrieval practices and AAE (Application, analysis and evaluations) as the bedrock to a challenging curriculum. This approach is rooted in robust diagnostic assessments and supported by wider teaching and learning strategies that align with the school's overarching vision of closing gaps in students' learning, enabling them all to thrive. We remain committed to the ongoing reviewing of the whole school curriculum, to ensure that it is challenging, relevant, and representative of our school community. Our student focused environment coupled with an inclusive ethos, is responsive to individual needs and addresses common challenges based on evidence-informed practices. These strategies aim to improve the life prospects of all our students, with a particular focus on our vulnerable students, regardless of whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	High percentage (44%) of PP students have English as an additional language
2	Underachievement due to loss of learning during the pandemic
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 wider 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 students 97.8% (overall attendance was 97.6%) Disadvantaged students' 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
Students eligible for PP in KS3 to make at least expected progress in English, Maths and Science	80% 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 nationally
Improved attitude to learning such as homework and punctuality to lessons.	A reduction in the number of logged progress concerns, 98% attendance and punctuality
All PP students participate in enrichment and extracurricular activities	Each PP pupil takes up minimum of one extra-curricular activity regularly
Close the gap between the mock and final examinations for PP students	Students eligible for PP in Year 11 to achieve Maths, English and Science GCSEs in line with non PP students nationally

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: £86,307

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 and Year 8, including those with EHCPs	<p>We have a large number of students 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 students 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 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 students	<p>Analysis of GCSE and end of KS3 results showed that PP students 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</p>	1,4

	EEF-teaching-learning-toolkit/reading-comprehension-strategies	
4. Embed schemes of learning to ensure KS3 curriculum is appropriate and assessments are accurate so that no child is left behind due to the disruptions of remote learning.	<p>An extensive analysis of lost learning due to RAAC and remote learning has informed curriculum development. Drop-ins and curriculum reviews have identified differentiation to be a key focus for development. This is most effective when middle leaders and responsibility holders are involved in the process.</p> <p>EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF (educationendowmentfoundation.org.uk)</p>	2,4
5. Provide funding for Music Tuition and prioritise disadvantaged students.	<p>A large proportion of our students don't have access to playing an instrument due to the living conditions and affordability. Direct funding ensures students from disadvantaged backgrounds get access to tuition that is normally unaffordable</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3

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

Budgeted cost: £532,569

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	<p>Temporary academic tutors to be recruited during the school year to support targeted students in lessons and where possible, offer 1-1/small group tuition during out of school hours, including morning clubs</p> <p>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.</p> <p>EEF-education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://www.gov.uk/government/publications/school-led-tutoring-grant</p>	2,4
2. Ensure intervention is targeted at PP (in class, withdrawal of groups and during extension sessions)	<p>Funding allows for smaller withdrawal groups and targeted, bespoke intervention</p> <p>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.</p>	4

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

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

Budgeted cost: £404,213

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Ensure there is a wide range of extra-curricular trips and activities on offer	Evidence has shown that extra-curricular activities are particularly beneficial for developing students' wider skills, especially when they complement the taught curriculum. Activities where students can learn to develop relevant skills such as teamwork, responsibility and perseverance are offered through a range of extra-curricular activities that all students are invited to attend. https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf All 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.	3

2. Provide opportunities for all (Yr9) PP students to develop self-confidence and resilience through opportunities at the residential centre	<p>PP students have few opportunities to develop these skills in a residential setting and out of London (limited to 30 students per group) – this is a key focus in the SIP and the Enrichment strategy</p> <p>We will continue to support 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 students 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</p> <p>the-impact-of-residential-trips</p> <p>https://www.cumulusoutdoors.com/ofsteds-views-on-learning-outside-the-classroom/</p>	3
3. Ensure the capacity of DSLs and the implementation of the Safeguard software including training	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	4,5
4. Continue to offer a breakfast club at KS3	Direct funding for clubs targeting students with needs. PP students directly invited to attend clubs.	3,4
5. Embed the behaviour policy and Inclusion strategy	<p>Continue to embed the inclusion strategy so that all students 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>students 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 supports students 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 students' attendance to schools	<p>Evidence shows that well-trained mentors have a positive impact on individual students, students often show improved motivation and engagement. The aim of the mentor is to identify and break down barriers to learning, teaching key skills for life so that students can access a broader range of opportunities, reaching their full potential.</p> <p>https://www.teachingexpertise.com/articles/learning-mentors-improve-behaviour/</p>	5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Early intervention with students with less than 96% attendance through the use of PAPs, can have a positive impact in engaging them with their learning and overall achievements	
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 through student voice and have consistently shown students 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 students 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 students understand the world of work. When embedded from year 7, students 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. Ensure that PP students are fully engaged	Ensure that PP female students are engaged in opportunities and activities on offer. Promote female empowerment through careers pathways and enrichment	

with the Female Empowerment Strategy	activities. Invite female alumni and visiting speakers to inspire and motivate students	
12. Collect feedback from parents through Parental questionnaires and surveys at every face-to-face parents' meetings	Questionnaires have been a valuable tool in engaging parents with strategies in embedding a positive dialogue about their child's learning	3,5

Total budgeted cost: £1,023,089

Total budgeted cost	£1,023,089
PP Funding	£526,815
Recovery Funding	£140,484
Overspend	£355,790

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2022-23

We have analysed the performance of our school's disadvantaged students during the 2022/23 academic year using key stage 4 performance data and our own internal assessments. Firstly, 55% students at Stepney All Saints were in receipt of the Pupil Premium compared to the national average of **22.5% (provisional)** which places the school in the highest eligibility band.

For 2023, the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) for our disadvantaged students was +0.59, whereas the national average score was -0.45. This means that SASS students have performed +1.04 grade above all Pupil Premium students nationally. When compared to all students nationally, SASS Pupil Premium students have performed +0.42 grades above all students nationally (0.59 PP - 0.17 non-PP). Our in-school gap is -0.29 when comparing non-Pupil Premium students (+0.88) to Pupil Premium students (+0.59).

For Attainment 8 (which is a measure of GCSE attainment across 8 subjects), the score for Stepney All Saints was 56.8 for all students whereas the national Attainment 8 score for disadvantaged students in 2023 was 50.20. In fact, our disadvantaged students outperformed national expectations compared to non-disadvantaged students for both headline indicators Progress 8 (+0.17) and Attainment 8 (50.20). See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2023 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for students and grading that reflected a midway point between grading in 2021 and 2019. Therefore, any comparison to national figures should be considered with caution given the caveats stated above.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged students in 2022/23 was below expectations when compared to in-school data but they remain above expectations compared to national performance.

The in-school gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged students has grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged students was +0.88, and the Attainment 8 score was 58.4, both higher than the performance of our disadvantaged students. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged students.

One of the challenges we faced was the recruitment of temporary academic tutors due to the roll-out of the National Tutoring Programme. As a result, we were unable to secure again an English Academic tutor throughout the year, with high turnovers for Maths and Science as recruits moved on for long-term contracts.

EBacc entry for disadvantaged students was 86%, which is an increase of 20% from 2019 and a gap of 2% compared to non-disadvantaged students.

Absence among disadvantaged students was 1.5% higher than their non-disadvantaged peers in 2022/23 and persistent absence 7.1% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged students remains a key focus in our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic and our counselling service was used to its maximum capacity.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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.