



# The Stonebridge School

## Pupil Premium Report July 2022

Detail	Data
School name	The Stonebridge School
Number of pupils on roll	289 (Autumn 2021) 293 (Spring 2 2022) 299 (Summer 2 2022)
Proportion (%) of pupil premium eligible pupils	39.1% (118 - Autumn 2021) 45.2% (133 - Spring 2 2022) 43.1% (129 - Summer 2 2022)

Intended outcome	Evaluation
To improve progress in writing and maths at GDS to reduce progress gaps for FSM 6 pupils	See attainment data below. Additional capacity added in years 5 & 6. Years 5 & 6 children are in flexible grouping to reflect their attainment and progress.
To close the gap in reading attainment	Dynamic Reading groups with children being regularly assessed. Library club set up with targeted children. Additional reading interventions for targeted children. Online reading platform (Bug Club) monitored closely.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significant improvement in oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment
To close the gap through enrichment and character development and improve the wellbeing for all pupils, particularly disadvantaged pupils.	Increased uptake of enrichment offers. improved uptake of places on the Y6 residential. Increased confidence in learning and improved social interaction.
Improve parental engagement and to build strong links between home and school so that children are supported to be successful.	Termly Parent meetings led by KG to reinforce the home/school partnership. RSE information meetings Spring 2 Spring Term Virtual parents evening well attended (73%). Teachers are following up all parents that did attend. Current attendance (Spring 2 2022) PPG (N – Yr. 6) 89.6% (Yr. 1 – 6) 90.4% Not PPG (N – Yr. 6) 93.4% (Yr. 1 – 6) 94.7%



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Intended outcome	Evaluation
	Parents of children that are deemed to be Persistent Absentees (PA) are informed regularly and strategies put in place to support good attendance and punctuality.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils against our non-disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, Phonics Check Results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Attendance among disadvantaged pupils was 90.45% compare to 93.59 for their peers in 2021/22. This represents a gap of 3.14%. Persistent absence was 5.34% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.



These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. 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.

### Attainment data of PPG Pupils and not PPG Pupils

## Year 1 – 6

	Groups	No of pupils *	% of cohort	Reading ARE +		No of pupils*	Writing ARE+		Maths ARE+	
<b>Year 1</b>	All	46	100%	25	58%	44	35	80%	30	68%
	PPG	15	33%	7	50%	15	11	73%	9	60%
	Not PPG	31	67%	18	62%	29	24	83%	21	72%

- **Higher % of Not PPG children attaining ARE+ in all subjects. The largest gaps in Reading and Maths +12%**
- **Interventions for Reading – phonics**

<b>Year 2</b>	All	34	100%	13	38%	34	8	24%	15	44%
	PPG	18	53%	8	44%	18	5	28%	9	50%
	Not PPG	16	47%	5	31%	16	3	19%	8	38%

- PPG children's attainment is stronger than their Not PPG counterparts in all areas

<b>Year 3</b>	All	38	100%	7	18%	38	12	32%	18	47%
	PPG	16	42%	3	19%	16	6	38%	6	38%
	Not PPG	22	58%	4	18%	22	6	27%	12	55%

- PPG and Not PPG attaining at the same rate for Reading but there is a disparity for Writing and Maths.
- PPG children stronger in writing (+11%)
- Non PPG children stronger in Maths (+17%)

<b>Year 4</b>	All	29	100%	8	28%	29	10	35%	16	55%
	PPG	13	45%	3	23%	13	5	39%	7	54%
	Not PPG	16	55%	5	31%	16	5	31%	9	56%

- ARE+ attainment in Year 4 is relatively in the Reading and Writing. Maths is the strongest subject of the 3. With a marginal difference between the 2 groups
- Not PPG children are stronger readers and PPG children are stronger writers.

<b>Year 5</b>	All	47	100%	7	15%	49	8	16%	16	33%
	PPG	26	55%	4	15%	29	4	14%	4	14%
	Not PPG	21	45%	3	14%	21	4	19%	12	57%

- The gap between the 2 groups is relatively small for reading (PPG +1%) and Writing (PPG -5%)
- The gap is largest for Maths with PPG pupils attaining significantly lower than their peers.



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<b>Year 6</b>	All	58	100%	34	59%	59	12	20%	20	34%
	PPG	25	43%	15	60%	26	4	15%	5	19%
	Not PPG	33	57%	19	58%	33	8	24%	15	46%
<ul style="list-style-type: none"> <li>➤ <b>Reading is the strongest subject for all pupils. With very little differential between both groups</b></li> <li>➤ <b>Writing data is weak in Year 6, although a recent moderation exercise with Eleanor Martlew showed that TA was generally sound, sometimes on the harsh side</b></li> </ul>										
<p><b>*Reading data updated Spring 1</b>  <b>Writing and Maths Data Autumn 2</b>  <b>This explains the 2 columns for pupil numbers</b></p>										

<b>Breakdown of PPG pupils / Not PPG pupils and overlap of other potential barriers (years 1 – 6 / 252 pupils )</b>				
113 Pupils	PPG ONLY	PPG & EAL	PPG & SEN	PPG, EAL & SEN
	23 / 20%	68 / 60%	8 / 7%	14 / 12%
139 Pupils	Not PPG ONLY	Not PPG & EAL	Not PPG & SEN	Not PPG, EAL & SEN
	7 / 5%	113 / 81%	0	19 / 14%
<ul style="list-style-type: none"> <li>➤ Not PPG pupils most likely to have EAL (77% of all children in Years 1 – 6 have EAL)</li> <li>➤ Although there are no children that are Not PPG &amp; SEN, there is a higher % of Not PPG children that have EAL &amp; SEN.</li> </ul>				

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
National Tutoring Programme	Protocol
Philosophy for Children	The Philosophy Foundation