



Stoke Newington School and Sixth Form
Pupil Premium Strategy 2023 - 2024

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Chair of Governors	Shekeila Scarlett
Policy Author	Lucy Bryant, Deputy Headteacher
Statutory Policy	Yes
Review Cycle	Annually
Last Review	December 2023
Next review	December 2024

Date of Review	Section/Subheading	Details of changes



Contents

1. Aims.....	3
2. School Overview	3
3. Funding Overview.....	3
4. Part A: Pupil Premium Strategy Plan	3
5. Part B: Review of outcomes 22-23:	7

1. Aims

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2023/2024, 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.

2. School Overview

Detail	Data
School name	Stoke Newington School and Sixth Form
Number of pupils in school	1685
Proportion (%) of pupil premium eligible pupils	Years 7 to 11 36% Sixth Form 9%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Governing Body
Pupil premium lead	Lucy Bryant (Deputy Headteacher)
Chair of Governors	Shekeila Scarlett

3. Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£475,065
Recovery premium funding allocation this academic year	£129,444
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£604,509

4. Part A: Pupil Premium Strategy Plan

4.1. Statement of Intent

Our **Pupil Premium Strategy** aims to close the achievement gap between students entitled to pupil premium funding and other students. We aim to raise aspirations among disadvantaged students, promote social mobility, and ensure that every student is given the opportunity to progress to Sixth Form and higher education. The strategy will ensure that our allocated funding is spent to enable disadvantaged students to receive excellent teaching, targeted support and any additional resources that are required to eliminate barriers to learning and development. We will track the academic progress of individual students at key points throughout the year and provide any appropriate support strategies and intervention. We will monitor the attendance and behaviour of our disadvantaged students, ensuring that any required support and intervention is provided. We aim to provide a range of opportunities and activities which will enrich the curriculum and promote engagement.

4.2. Challenges

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

Challenge number	Detail of challenge
1	Literacy and numeracy skills
2	Attendance and punctuality
3	Low aspiration
4	Lack of resources when working from home
5	Challenging behaviour and risk of exclusion
6	Lack of curriculum enrichment participation

4.3. 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
Address attainment gaps	2024 GCSE outcomes show a reduction in attainment gaps for headline measures when comparing students from disadvantaged and non-disadvantaged backgrounds
Attendance improves	There is no in-school attendance gap
All students can work from home effectively	No gaps to accessing ClassCharts homework over time and every student has access to IT and eLearning resources and platforms
Improved access to curriculum enrichment	Analysis shows no difference between the engagement of disadvantaged and non-disadvantaged students 2023-2024
High quality teaching across the curriculum	Internal quality assurance provides evidence for consistency across the curriculum and teachers are given bespoke training to drive improvement and address attainment gaps using "8 Steps to Excellence" and Education Endowment Foundation strategies
Regular review of curriculum impact through data drops, identifying attainment gaps and actioning as required at subject level.	Leaders use attainment outcomes to inform evidence-based, targeted support and gaps are narrowed across the curriculum.
Reduction in exclusions	2023-24 figures show a decrease in exclusion numbers of disadvantaged students.
Increased literacy levels	2024 outcomes show a decrease in attainment gaps in English.
Increased numeracy levels	2024 outcomes show a decrease in attainment gaps in mathematics.



4.4. Activity in This Academic Year

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of students.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. EEF Pupil Premium guidance 2023	1 2 3 5
Teaching, learning and professional development: "8 Steps to Excellence" in every classroom supports all students from disadvantaged background. Focus on quality of feedback and homework. Metacognition and self-regulation Mastery Learning Improved quality of verbal and written feedback Collaborative learning approaches Consistency and quality of homework Use EEF Special Educational Needs in Mainstream Schools guidance	EEF teaching tool kit EEF Overview PP EEF guide to PP	1 2 3 4 5
Staffing	Small groups focused on literacy and numeracy to address gaps in understanding. Small groups allow for greater teacher-student interaction for feedback and targeted support.	1 3 5
Track the academic progress of groups, classes and individual students at key points throughout the year and provide support strategies and intervention.	EEF Teaching and Learning toolkit.	1 3 5

4.5. Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	Students benefit from additional small group academic support. Education Endowment Foundation Teaching Toolkit.	1 3 4
Targeted academic support	Targeted academic support can support pupil progress and can be employed to help boost language development,	1 3 5



	literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum. EEF Pupil Premium guidance 2023	
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. EEF Pupil Premium guidance 2023	1 3 5
Targeted student support focusing on behaviour and engagement.	Education Endowment Foundation Teaching Toolkit. Students benefit from one-to-one bespoke support following termly Behaviour for Learning (BfL) progress data.	5 3
Reading comprehension strategies	Education Endowment Foundation Teaching Toolkit	1

4.6. Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent behaviour strategies and interventions	EEF Pupil Premium guidance 2023	5
Supporting pupils' social, emotional, and behavioural needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole class approaches as well as targeted interventions, monitoring the impact of these choices carefully. EEF Pupil Premium guidance 2023	5
Robust careers programme	EEF research: poorer young people more likely to have career aspirations that don't match their educational goals	3
Priority contact home for absent students and robust attendance follow-up	National Foundation for Educational Research and EEF Pupil Premium guidance 2023 / DfE Working Together to Improve School Attendance	2
Enrichment and arts participation	EEF Pupil Premium guidance 2023 and EEF Toolkit Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning.	6
Breakfast Club	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. EEF Pupil Premium guidance 2023	2
Improve parent engagement through ClassCharts access and wider school communication	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools. EEF Pupil Premium guidance 2023	2 5



5. Part B: Review of Outcomes 2022-23

Pupils with 5 or more GCSEs grade 9-4 including 4+ E&M									
	No.	Targets	2023	2022	2021	2020	2019	2018	2017
PPI	88	85	45	43	45	56	53	48	40
Non-PPI	154	94	76	79	81	83	82	78	78