

# Pupil Premium Strategy Statement (2023-24)

This statement details our school's use of pupil premium fund to help improve the progress and attainment of our disadvantaged pupils.

It outlines our three-year pupil premium strategy, detailing 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	Dorothy Stringer School
Number of students in school	1650
Percentage free school meal eligible students <b>TOTAL</b>	<b>21.2% 350 students</b>
Percentage pupil premium eligible students <b>TOTAL</b>	<b>23.9% 394 students</b>
Year 7	27.3% 89 students
Year 8	26.4% 87 students
Year 9	21.0% 69 students
Year 10	20.8% 69 students
Year 11	23.6% 78 students
Academic year(s) that our current pupil premium strategy plan covers	Commenced Spring 2022 2022-2023 <b>2023-2024</b> 2024-2025
Date this statement was published	November 2023
Date on which it will be reviewed	Ongoing
Date on which it will be re-published	November 2024
Statement authorised by	Matt Hillier, Headteacher
Pupil premium lead	Loretta Lloyd, Assistant Headteacher
Governor / Trustee lead	Full Governing Board

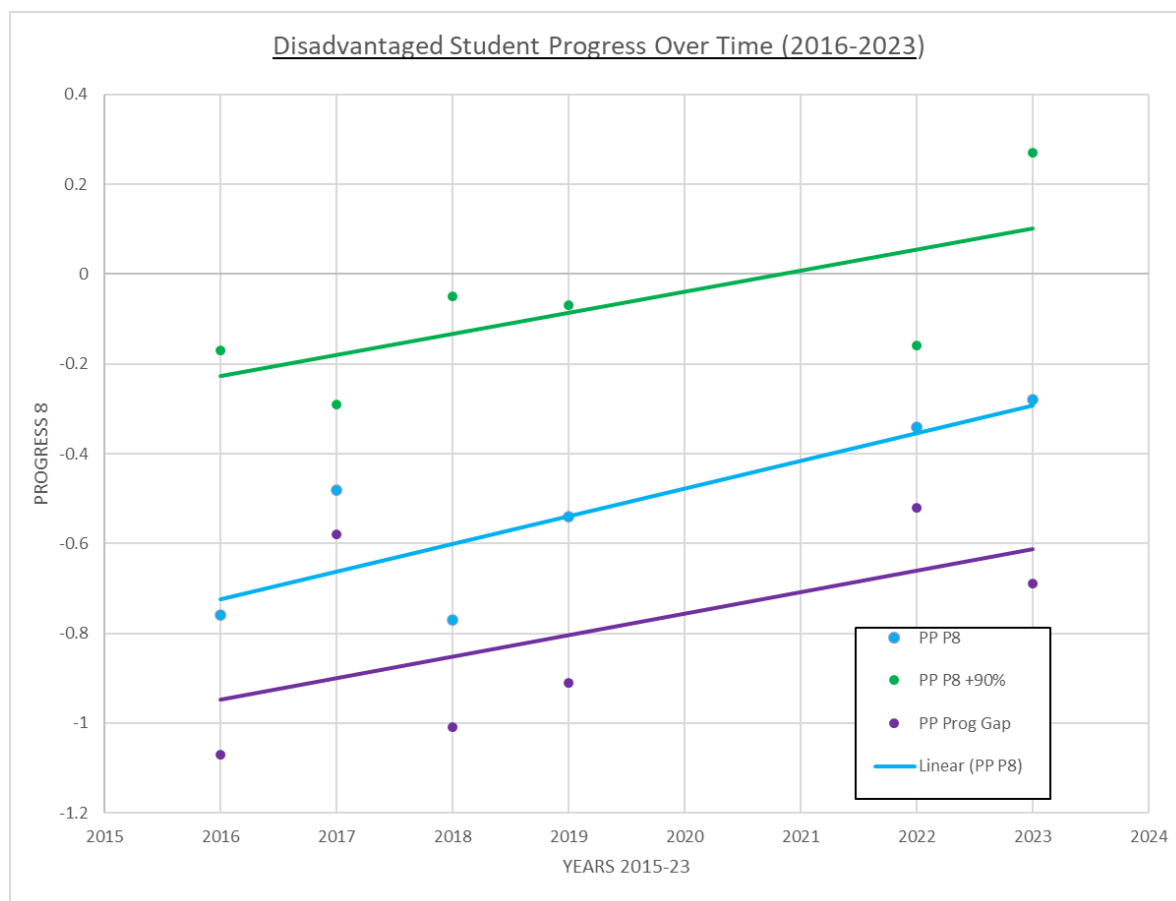
## Funding overview

Detail	Amount
Pupil premium funding carried forward from previous year(s)	£ 00.00
Pupil premium funding allocation this academic year	£396,950
Recovery premium carried forward from previous academic year(s)	£ 00.00
Recovery premium for allocation for this academic year	£ 95,220
<b>Total budget for this academic year</b>	<b>£492,170</b>
<b>Predicted spend for this academic year</b>	<b>£ 498,781</b>

## SECTION A: Pupil premium strategy plan

### Statement of intent

Although there are some fluctuations, the progress of disadvantaged students is improving over time, with the Progress 8 score for Year 11 disadvantaged increasing and the gap between disadvantaged students Progress 8 and non-disadvantaged Progress 8 is slowly closing.



(Data for 2023 currently from 4Matrix Share & Compare)

2023 data shows that disadvantaged students with good attendance at Dorothy Stringer School now make better progress than other students of equal ability, nationally. (As indicated by the green line in the above graph.) We believe that this means our Teaching & Learning strategies in the classroom are working for most disadvantaged students. While we continue to research and implement appropriate strategies in the classroom, we have turned our focus to improving disadvantaged student attendance in the classroom and reducing the number of persistently absent disadvantaged students, so that all disadvantaged students can make progress in line with their peers.

During and following the COVID-19 pandemic, the number of disadvantaged students persistently absent from school increased, both nationally and within our school. We know, to improve the life opportunities available to our disadvantaged students, we need to improve attendance to school and to lessons.

We know that our disadvantaged student cohort is not an homogenous group; we strive to 'be experts in our pupils, not experts in labels.' (*Margret Mulholland in ROWLAND M (2021) Addressing Educational Disadvantage.*) We pride ourselves in developing positive relationships with students, so they feel safe, nurtured and welcome in school.

We know that absence from and within school is the biggest barrier to progress among our disadvantaged student cohort, we also know that the reasons for absence are as diverse as our student body. As such, we employ multiple strategies to address this one challenge.

## Challenges

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

Challenge number	Detail of challenge
1	<b>ATTENDANCE:</b> A high percentage of disadvantaged students are persistently absent from school and therefore make lower than expected rates of progress.
2	<b>ATTENDANCE:</b> A disproportional number of disadvantaged students are absent within school because of poor self-regulation which results in them missing learning and making lower than expected rates of progress.
3	<b>ATTENDANCE:</b> Lower than expected starting points in literacy and oracy results in some disadvantaged students removing themselves from lessons (either physically or mentally) to avoid learning which they find challenging.

## Intended outcomes

This details the outcomes we are aiming for **by the end of our current strategy plan (August 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria and targets
<b>IMPROVED PROGRESS</b> All of the below strategies are ultimately employed to engage students with school life, learning and to improve rates of progress for the individuals within the disadvantaged student cohort.	<ul style="list-style-type: none"> <li>High Prior Attaining disadvantaged students to achieve a positive P8 score.</li> <li>Middle and Low Prior Attaining disadvantaged students to achieve a neutral P8 score.</li> <li>The P8 gap between disadvantaged and non-disadvantaged students within Dorothy Stringer School to be significantly smaller than the 2019 national P8 gap of -0.58 with a school target of -0.25</li> </ul>

<p><b>IMPROVED ATTENDANCE TO SCHOOL</b></p> <p>Reduce persistent absence from school among the disadvantaged school cohort.</p>	<ul style="list-style-type: none"> <li>• Persistent absence within the disadvantaged student cohort should be in line with disadvantaged student absence nationally, with an ultimate target of disadvantaged students' persistent absence in line with all students, nationally.</li> <li>• The number of fixed term external suspension sessions awarded to disadvantaged students should be proportional to the number of disadvantaged students in Dorothy Stringer School (approximately 20%).</li> </ul>
<p><b>IMPROVED ATTENDANCE WITHIN SCHOOL</b></p> <p>Improve student self-regulation to increase attendance to lessons and maximise learning time in the classroom.</p>	<ul style="list-style-type: none"> <li>• The number of unsupervised 'Out of Class' incidents logged for disadvantaged students should be proportional to the number of disadvantaged students in school (approximately 20%).</li> <li>• The number of unsupervised 'Out of Class' incidents should decrease over time.</li> <li>• The number of 'Minutes Late to Class' logged for disadvantaged students should be proportional to the number of disadvantaged students in school (approximately 20%).</li> <li>• The number of 'Minutes Late to Class' should decrease over time.</li> <li>• The number of internal suspension sessions awarded to disadvantaged students should be proportional to the number of disadvantaged students in Dorothy Stringer School (approximately 20%).</li> </ul>
<p><b>IMPROVED ENGAGEMENT</b></p> <p>Increased student engagement with learning, school life and 'life after Stringer', to encourage a sustained improvement in attendance.</p>	<ul style="list-style-type: none"> <li>• Median disadvantaged student attitude to learning score should be 1.5 (excellent) and the gap in attitude learning should diminish.</li> <li>• The enrolment of KS3 disadvantaged students in extra-curricular clubs should be proportional to the number of disadvantaged students in Dorothy Stringer School (approximately 20%).</li> <li>• The participation of disadvantaged students in school trips should be proportional to the number of disadvantaged students in Dorothy Stringer School (approximately 20%).</li> <li>• Disadvantaged students in student leadership positions should be proportional to the number of disadvantaged students in Dorothy Stringer School (approximately 20%).</li> <li>• All disadvantaged students to have attended at least one 1:1 career appointment before they leave Dorothy Stringer School.</li> <li>• Targeted disadvantaged students to engage positively with Career Information Education Advice &amp; Guidance activities.</li> </ul>

<b>IMPROVED RELATIONSHIPS</b> Develop opportunities to foster positive relationships with students, parents and carers to encourage a sustained improvement in attendance and progress.	<ul style="list-style-type: none"> <li>• Positive relative P8 scores recorded in nurture groups.</li> <li>• Students report improved relationships with staff following key outdoor adventure activities, particularly in the 2022-23 Y10 cohort.</li> <li>• The vast majority (80%) of disadvantaged student parent/carers attend parent evenings.</li> <li>• Well-attended events where key disadvantaged student parents/carers can meet with informally with staff.</li> </ul>
<b>IMPROVED LITERACY</b> Improve literacy standards among disadvantaged students to enable LPA and MPA disadvantaged students to facilitate access to learning across the curriculum and improve attendance and engagement in the classroom.	<ul style="list-style-type: none"> <li>• At the end of KS3, all disadvantaged student standardised reading scores to be at or above 85 with the median close to 100 (average for their age).</li> <li>• During curriculum learning walks all teachers observed to be teachers of literacy.</li> <li>• LPA and MPA disadvantaged students are able to articulate how they are supported with their literacy and oracy needs across the curriculum.</li> </ul>

## 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.

## SECTION A: CPD & Research and Teaching & Learning

**Budgeted cost: £279,685**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><u>Staff CPD and Research</u></b> <ul style="list-style-type: none"> <li>• Following our participation in the research project 'From Mitigation to Success' lead by Marc Rowland and supported by the Education Endowment Fund, staff and students to engage in Pupil Premium Strategy review with peers from other schools.</li> </ul>	<i>EEF - What are the Characteristics of Effective Teacher Professional Development? A Systematic Review &amp; Meta-analysis (Oct 2021)</i>	<b>1, 2, 3</b>

<ul style="list-style-type: none"> <li>• Staff briefings and INSET day workshops to focus on improving attendance, literacy and learning cultures.</li> <li>• Disadvantaged students invited to give feedback about their learning experience during Curriculum Learning Walks.</li> <li>• Develop and implement student focused observations during which staff observe then discuss target student engagement during a lesson.</li> <li>• Disadvantaged student voice activities to be conducted to explore barriers to attendance.</li> <li>• Disadvantaged student voice activities to be conducted to explore barriers to school club participation.</li> </ul>		
<p><b><u>Smaller Class Sizes</u></b></p> <ul style="list-style-type: none"> <li>• Continued additional staffing in English &amp; Maths to permit smaller/nurture classes in Maths and English, particularly for LPA &amp; lower-MPA disadvantaged students. This facilitates the development of positive relationships and permits more opportunities for 1:1 support within the classroom.</li> </ul>	<p><i>Reducing class sizes - EEF assessed impact: +2 months (English) +1 month (Maths)</i></p> <p><i>Mastery Learning – EEF assessed impact: +6 months (Maths)</i></p>	2, 3
<p><b><u>Literacy in the Classroom</u></b></p> <ul style="list-style-type: none"> <li>• Reciprocal Reading and other literacy strategies used by staff across the curriculum.</li> <li>• Expert Readers (teachers) to model good quality reading of academic texts.</li> <li>• KS3 Reading test scores shared with staff to inform Adaptive Teaching of curriculum.</li> <li>• Tutor Group Reading Programme to model good quality reading and promote reading for pleasure.</li> </ul>	<p><i>Reading comprehension strategies – EEF assessed impact: +6 months</i></p>	3
<p><b><u>Facilitating student return to the classroom</u></b></p> <ul style="list-style-type: none"> <li>• Teaching staff to develop 'Empty Chair' strategies to help students catch-up with missed learning if/while absent.</li> <li>• Disadvantaged students in KS4 prioritised for the loan of a school laptop to improve access to remote learning platforms such as Seneca, Educake, National Oak Academy &amp; BBC Bitesize. KS3 disadvantaged students loaned laptops depending on need and availability.</li> </ul>	<p><i>Homework – EEF assessed impact - secondary +5 months)</i></p> <p><i>Digital Technologies - EEF assessed impact: +4 months</i></p>	1

<p><b><u>Ensuring students are ready to engage with learning</u></b></p> <ul style="list-style-type: none"> <li>Subsidising the government free school meal grant so that FSM students can access a free breakfast as well as a meal deal during the school day.</li> <li>Fully stocked pencil cases (and calculators) to be provided to form-tutors to loan to disadvantaged students who may have come to school without the equipment required to fully engage with class activities.</li> </ul>	<p><i>Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement</i> Eric Jensen (2013)</p>	<p>1,2</p>
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## SECTION B: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 28,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Targeted Literacy Support</u></b></p> <ul style="list-style-type: none"> <li>All KS3 students to undertake a literacy assessment at the start of each academic year, to enable targeted intervention. Identified students to receive targeted literacy support.</li> <li>Under the guidance of a specialist literacy teacher, literacy tutors to work with small groups of identified students. This involves both inference reading and reciprocal reading interventions. Students involved take pre and post assessments to reveal progress and to inform next steps. Post intervention assessments are reviewed by the tutor with the oversight of our specialist literacy teacher.</li> </ul>	<p><i>Reading comprehension strategies – EEF assessed impact: +6 months</i></p> <p><i>Phonics – EEF assessed impact: +5 months</i></p> <p><i>Brooks. G (2016) 'What works for children and young people with literacy difficulties'</i></p>	<p>3</p>
<p><b><u>Rolling Y10 &amp; Y11 Study Skills Workshops</u></b></p> <ul style="list-style-type: none"> <li>High Prior Attaining disadvantaged students targeted to participate in a two-year programme of study skills workshops. These sessions explicitly teach students how to self-regulate their revision programmes.</li> </ul>	<p><i>Homework / Metacognition - EEF assessed impact: +5 / +7 months</i></p>	<p>2</p>

<b><u>Y9 Brilliant Club Scholars Programme</u></b> <ul style="list-style-type: none"> <li>• High Prior Attaining Y9 disadvantaged students targeted for this super-curricular academic programme which teaches self-regulation, resilience and independence while stretching student knowledge. It also engages students with 'Life after Stringer'. (These students will go on to participate in the Y10 then Y11 study skills programme.)</li> <li>• Students who participate in the Scholars Programme will be strongly encouraged to enrol in the Year 10 Level 2 High Project Qualification.</li> </ul>	<i>Brilliant Club Annual Impact Report 2019/20</i>	<b>2</b>
<b><u>1:1 / Small Group Tutoring</u></b> <ul style="list-style-type: none"> <li>• Where appropriate, external tutors to provide tutoring for severely absent students.</li> <li>• Small group tutoring provided via our Alternative Curriculum to support student re-entry into mainstream education.</li> </ul>		

## SECTION C: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 190,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><u>Promoting Positive Behaviours</u></b> <ul style="list-style-type: none"> <li>• Launch the Stringer Way to reinvigorate the positive learning culture within the school following the COVID-19 pandemic.</li> <li>• Learning mentors to work with students during internal suspensions to improve continuity in staffing and encourage a more consistent working environment. This also gives key staff the opportunity to work more closely with some of our more challenging students.</li> <li>• Inclusion Coordinator to work closely with key disadvantaged students, families and staff.</li> <li>• Creating opportunities for students and staff to develop and celebrate positive relationships with challenging students. For example, Forest School, Go Wild and Branching Out.</li> </ul>	<i>Behaviour Interventions - EEF assessed impact: +3 months</i>  <i>Outdoor Adventure Learning - EEF assessed impact: +4 months</i>	<b>1, 2</b>



<ul style="list-style-type: none"> <li>• Motivational Dare to Dream workshops for all Y9 and Y10 students with mentoring for key students.</li> <li>• Where necessary, we continue to support disadvantaged students to feel part of our community by providing those students who live in challenging financial circumstances with school uniform. Maintain the role of Financial Support Officer to ensure prompt response to requests for support.</li> </ul>	<p><i>School uniform - EEF assessed impact: unclear</i></p>	
<p><b><u>Promoting Good Attendance</u></b></p> <ul style="list-style-type: none"> <li>• Additional staffing in attendance team to increase capacity. Strong focus on engaging parents on a regular basis.</li> <li>• Maintain pastoral managers in each year group. These members of staff (without a teaching timetable) are able to support disadvantaged students with attendance, behaviour and well-being issues.</li> <li>• Develop student voice activities with persistently absent disadvantaged students to analyse trends and provide bespoke support, for example, help with bus fares.</li> <li>• Additional staff deployed to patrol corridors during lesson time to speak with students who are out of class and to reduce incidents of late arrivals to lessons.</li> <li>• All staff to be vigilant in the corridors during lesson changeovers to reduce lateness to lessons.</li> <li>• Trial/Introduce a transition period of 5-minutes between lessons to facilitate prompt lesson starts.</li> </ul>	<p><i>DfE Guidance - Improving school attendance: support for schools and local authorities. (27 Sep 2021)</i></p>	<p><b>1,2</b></p>
<p><b><u>Engaging students with school life</u></b></p> <ul style="list-style-type: none"> <li>• Heads of Department to make executive prefect appointments for disadvantaged students who show leadership potential but lack the confidence to apply.</li> <li>• All Year 7 students entitled to free school meals are offered support with the cost of a week-long residential trip to Dolawen, our field study and adventure centre in Snowdonia National Park, with their form group. This is a focused opportunity for form tutors to develop enduring positive and cooperative relationships with students. Positive relationships are developed between peers from different social backgrounds. Form tutors and assemblies to actively encourage disadvan-</li> </ul>	<p><i>Outdoor Adventure Learning - EEF assessed impact: +4 months</i></p> <p><i>Sports &amp; Arts Participation - EEF</i></p>	<p><b>1,2</b></p>

<p>taged students to join at least one extra-curricular club, increasing engagement with school life and widening their circle of friends. Continue to run a Clubs Fair at the start of the year for Y7 students, to encourage disadvantaged students to engage with school life. Students invited to contact the Financial Support Officer if they need support with transport/kits costs on an individual basis.</p> <ul style="list-style-type: none"> <li>Encourage Y7 disadvantaged students to learn to play an instrument for free, by making use of the 'Create Music' fund and paying for 30% shortfall out of the Pupil Premium Fund.</li> </ul>	<p><i>assessed impact: +2 months</i></p> <p><i>Arts Participation – EEF assessed impact: +3 months</i></p>	
<p><b><u>Engaging disadvantaged student parents</u></b></p> <ul style="list-style-type: none"> <li>The parents of identified disadvantaged students personally invited to attend parent evenings. An appointment is scheduled before slots are opened up for general booking.</li> <li>Increase the number of opportunities in which parents/carers can engage with teachers in formal and informal capacities, for example, Meet the Tutor, coffee mornings for the parents/carers of neurodiverse students and Quiz Night.</li> </ul>	<p><i>Parental Engagement - EEF assessed impact: +3 months</i></p>	<p><b>1</b></p>
<p><b><u>Supporting disadvantaged students in crisis</u></b></p> <ul style="list-style-type: none"> <li>Maintain a designated contact for CIC and Post-CIC support to provide personalised support for this group of disadvantaged students. This member of staff does not have a teaching timetable so is able to develop significant relationships with students and attend CP / PEP meetings.</li> <li>Provide opportunities for our CIC and post-CIC students to develop positive relationships with our pastoral team during a week-long trip to Jamie's Farm.</li> <li>Ring-fenced support fund for PP+ students in need (typically used for 1:1 tuition or professionally recommended therapy.)</li> </ul>	<p><i>Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement</i> <i>Eric Jensen (2013)</i></p> <p><i>Outdoor Adventure Learning - EEF assessed impact: +4 months</i></p> <p><i>One-to-One Tuition - EEF assessed impact: +5 months</i></p>	<p><b>1, 2</b></p>

<p><b><u>Promoting future pathways</u></b></p> <ul style="list-style-type: none"> <li>Increased provision for 1:1 careers appointments with independent careers advisor so that all disadvantaged students are offered at least one careers guidance appointment. Vulnerable disadvantaged students will be invited for more than one appointment between Years 9 and Y11.</li> </ul>	<p><i>“Personal guidance is the highest-performing Gatsby Benchmark.”</i></p> <p><i>GATSBY: Personal Guidance in Careers – Summary of Research (Mar 2021)</i></p>	<p><b>2</b></p>
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**Total budgeted cost: £ 498,781**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

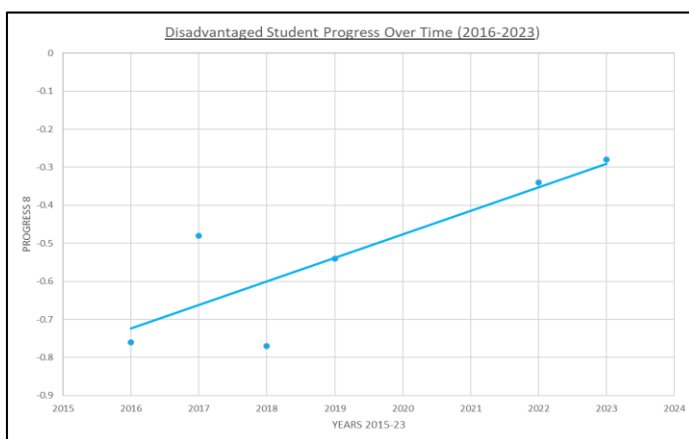
This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

#### Progress towards targets (See PART A - Intended Outcomes)

### IMPROVED PROGRESS

#### Progress 8 Scores

The 2022-23 P8 score is the best score that our disadvantaged students have received since this measure was introduced in 2016. Although the results fluctuate between years, there is clearly an improving trend.



The best rates of progress have been observed in our small group of LPA disadvantaged students, who have benefited from our literacy programme.

The lowest rates of progress were seen in our HPA students. This group did not benefit from the full 3-year rolling intervention programme designed to support these students. For this group the programme started in Y10, not Y9 as designed. As a result, positive relationships were not developed between the lead member of staff and students; students regarded the intervention as punitive. The programme is proving to be much more successful with the current Y11 HPA disadvantaged group.

We are observing significant and sustained improvements in the disadvantaged student P8 score in Maths and EBacc subjects. Disadvantaged students' P8 scores are moving towards pre-pandemic scores in English.

Disadvantaged students with an attendance of 90%+ now make better progress than their peers of equal ability nationally, with a P8 score of +0.27

#### Small Group Tutoring Programmes (Funded by School Led Tutoring Fund and Pupil Premium Fund)

- **Maths:** 27 Y11 students at risk of not achieving their Target Grade 5 at GCSE were provided with small group support. 15 out of 27 improved their grade from mock 1 to mock 2 by three or more subgrades. 25 students improved by at least a subgrade. Those students who did not improve were moved into a smaller Foundation class where longer term close support could be provided. 11 students demonstrated a clear improvement in their ATL. Most students gave feedback that they quite liked being taught in smaller classes because

they were able to access more of the teacher's time and felt more confident in terms of putting up their hand up to answer questions which were put to the whole class.

- **History:** 19 Y10 low prior attainers to boost engagement and support the jump in content from KS3-4. Students who attended the sessions said it helped them with understanding the bigger concepts in History they didn't unpack in KS3. For example: migration, church v state, monarchy, government, imperialism. They also said it helped fill-in gaps in knowledge due to absences in Y9.
- **MFL:** To improve speaking skills in French and Spanish GCSE for students following lack of speaking opportunities during the 2020 and 2021 lockdowns. Students were selected by class teachers, with the aim of reaching as many students as possible in the timeframe. 104 students were reached. Teachers reported increased confidence in speaking following these short 1:1 or small group sessions. Students reported the sessions were useful.
- **GCSE PE:** Five Y11 students were identified for support in improving confidence to approach extended exam questions. Students all demonstrated improved confidence at end of session and did not leave extended questions blank in future internal assessments.
- **Music (GCSE & Performance):** To strengthen Music Theory for weaker students, improve grades for mid-range students, and support all students with both composition and research-based coursework. Good progress made by whole group when compared to earlier flight-path data.
- **Product Design:** Y11 students targeted to complete their NEAs. Prior to this small group support all were underachieving and had not completed their NEAs. Following support, all student completed and submitted their NEAs. The average improvement in NEA score was 1 grade.
- **Sports Studies:** Nine Y11 students identified to catch up with their NEAs. Students who had missed deadlines were targeted. Students found it valuable to work in small groups with a teacher and were able to complete more work because of improved concentration. Not all students responded well, and some caused a distraction; these students were sent home. Parents/Carers were appreciative of the extra effort being put in place to support their children.
- **Health & Social Care:** Nine Y11 students with poor attendance were targeted to complete their NEAs. Prior to this small group support all nine were underachieving and had not completed their NEAs. Following this support, all student completed and submitted their NEAs and most improved their written component to gain more marks.
- **Alternative Curriculum:** This is a relationship focused programme to support and encourage students back into mainstream lessons, so it is hard to use quantitative data. 5 students in Years 7-9 were identified as needing this support. They received academic support in English, Science and Humanities. None of the students have had a fixed term suspension since they have been on the Alternative Curriculum and all the students' achievement points have increased and behaviour points reduced. The students feel supported; they recognise that they are receiving a high level of support and they are building better relationships with staff. Parents/Carers recognise that there is a lot of additional support in place and appreciate the efforts and work being done. Group dynamic is always a challenge, the nature of the students on the AC are those that find school and lessons a very difficult place to be. Putting these students together can create a lot of challenges. In future we will look at the makeup of the groups more and try and keep unhelpful combinations of students apart.

### **1:1 Tutoring** (Funded by School Led Tutoring Fund and Pupil Premium Fund)

- **Nudge Education (1 x 10 student tutored):** It was observed that the student can meet targets with appropriate support in place. The student demonstrated 90% attendance to sessions.

- **Internal Provision (4 x Y11 students tutored):**

**Student 1:** Additional work with XXXX improved his engagement in school and with a exams. As a result, they attended all but one exam (when there was a family crisis). We were not expecting them to attend any exams. Positive relationship developed so was able to intervene and have an impact when he shut down during some of his exams. Improved Maths to a Grade 3.

**Student 2:** XXXX was removed from Statistics and concentrated on his Maths/Advanced Maths qualifications when the remainder of their Maths class were studying the Statistics syllabus. As a result, they achieved an 8 in Maths, a 7 in Further Maths and, really pleasingly, an A in FSMQ Additional Maths which is a Level 3 qualification. They have gone on to study double Maths A Level. The decision also had a positive impact on the student's mental health. Their P8 score was +0.56, and neither Further Maths or Additional Maths count towards this.

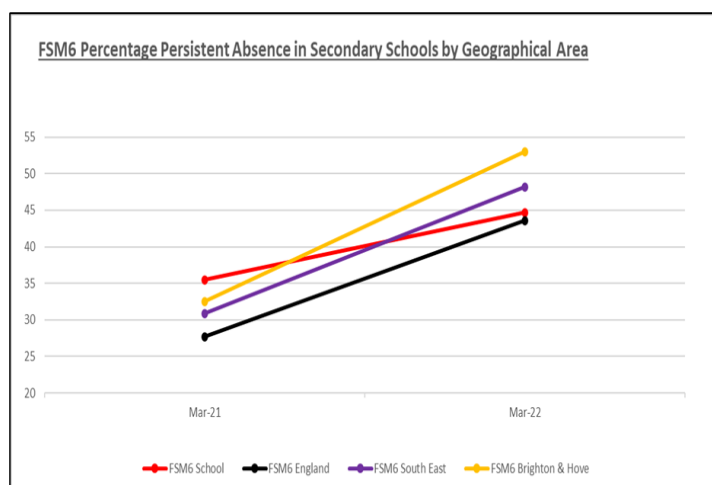
**Student 3:** 1:1 tutoring allowed XXXX to improve his NEA, particularly in Food Tech and Sports Studies, which ensured that they achieved Pass grades. They achieved a P8 of +0.27 – significantly above expectations.

**Student 4:** XXXX was able to spend extra time on their Music Performance. There is an ongoing review over their result, involving a resubmission, which will be received in December/January.

## **IMPROVED ATTENDANCE TO SCHOOL**

### **Persistent Absence**

Persistent absence among disadvantaged students has been widely reported as a national problem and our school has not avoided the obstacle. Our data reveals that disadvantaged students who are not persistently absent do better than their peers of equal ability nationally, with this group achieving a P8 score of +0.27. However, nearly half of our disadvantaged students are persistently absent.



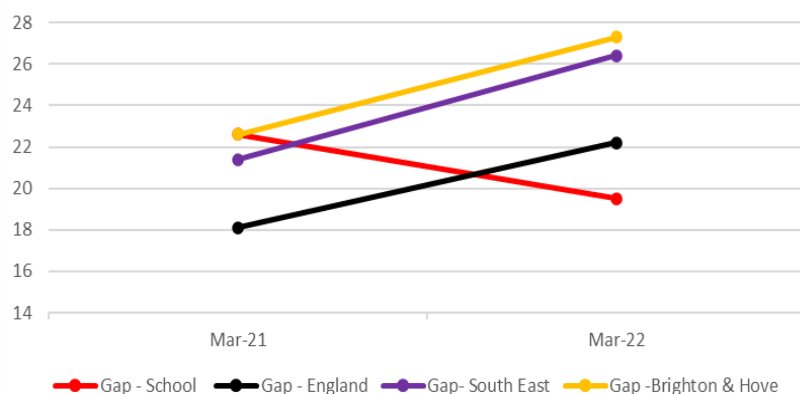
While we endeavour to reduce persistent absence rates to pre-pandemic figures and ultimately, to close the attendance gap, it is important to note that in 2022 our persistent absence in disadvantaged students was roughly in line with other disadvantaged students in state-funded secondary schools nationally, lower than regional rates of disadvantaged student absence in the South-East and significantly lower than local rates of disadvantaged student

absence in secondary schools in Brighton & Hove. Although the official statistics for 2023 will not be released until March 2024, a review of the experimental data released on GOV.UK Educational Statistics indicated that our FSM6 persistent absence is likely to be similar to FSM6 persistent absence rates nationally.

At the end of 2022-23, persistent absence was lowest in our Y7 and Y11 cohorts and highest in our Y8 cohort. However, it is encouraging that the efforts to improve attendance in the 2022-23 Y10 and Y11 cohort have had some success, with persistent absence reducing in this year group.

Analysis reveals that the biggest drop in attendance is typically as students rise from Y7 into Y8. This was also observed last year, with the biggest increase in persistent absence in 2022-23 being in Y8. We will explore using similar strategies with this year group as employed for our current Y11 cohort. We will also explore sustained strategies to prevent future declines at this

**Percentage Persistent Absence Gap in Secondary Schools by Geographical Area**



point in Key Stage 3. We look forward to the results of our student voice research which will provide us with additional information about barriers to attendance.

While we still have a lot of work to do in this area, it is promising that in 2022, our persistent absence gap was smaller than national, regional and local rates.

### **Percentage of fixed-term external suspensions awarded to disadvantaged students**

In 2022-23 only 3% of our disadvantaged student cohort were issued fixed term external suspensions. This is a similar number to previous years. As part of our strategy to keep students in school, we have made a significant change to our suspension guidelines, and where we can, issue internal suspensions instead. Qualitative analysis revealed that some students who were awarded fixed-term external suspensions did not regard this measure as a sanction and enjoyed being sent home. Asking students to report to school, but working away from their peers means that all students who are suspended have supervised and guided learning. This reduces the risk of students falling behind their peers, which can create another barrier to attendance.

## **IMPROVED ATTENDANCE WITHIN SCHOOL**

### **Disadvantaged Student 'Out of Class' incidents (Toilet)**

Following strategies to reduce the number of students who are in school but out of class, the percentage of disadvantaged student who have been reported as going to the toilet during lesson time has dropped from 24% in 2021-22 to 5% in 2022-23. The median number of disadvantaged trips to the toilet during lesson time also reduced from 25 to 6. However, there

are still a minority of disadvantaged students who are regularly using lesson time for rest breaks; these students are now identified and are escorted to the toilet by duty staff, to reduce the allure of taking a break.

### **Disadvantage Student 'Minutes Late to Class'**

In 2021-22 and in 2022-23, the proportion of minutes late to class for disadvantaged students is significantly higher than would be proportionally expected. However, the mean number of disadvantaged student minutes late to class has dropped from 147 to 94 minutes. The strategies employed are effective for the majority of disadvantaged students, however, there is a core group of disadvantaged students who are persistently late to class, with 11% of our disadvantaged student cohort being responsible for 50% of recorded disadvantaged student minutes late. A clear system for class teachers to address lateness has been introduced in the 'Stringer Way'; we will monitor the impact of these new guidelines.

### **Percentage of internal suspensions sessions awarded to disadvantaged students**

Approximately half of our internal suspensions are given to disadvantaged students, with an increasing proportion of our disadvantaged students being awarded internal suspensions. The year groups with most internal suspensions awarded in 2022-23 were Y8 and Y10, with these two year groups being responsible for 65% of disadvantaged student internal suspensions. The guidelines for awarding sanctions have been reviewed as part of the Stringer Way, and corrective conversations with students and contact with parents/carers are now recommended to reduce the escalation of incidents, which result in internal suspensions.

Our Pastoral Team continue to work with these disadvantaged students with multiple barriers to learning. It is important to note that 65% of our disadvantaged students were not given any internal suspensions.

## **IMPROVED ENGAGEMENT**

### **Behaviour for Learning**

In 2022-23 the disadvantaged student median learning behaviour score in years 7,9,10 and 11 indicated that most disadvantaged students demonstrate good or outstanding learning behaviours. Observations also reveal that when in the classroom, our disadvantaged students typically demonstrate positive learning behaviours, similar to those of their non-disadvantaged. The gap in median learning behaviours in these year groups also remained small.

Following strategies to engage the Y10 cohort, we were pleased to see an improvement in learning behaviours and a reduction in the gap from -0.44 to -0.29. However, we observed a decline in median learning behaviours in Y8 and a widening of the learning behaviour gap. Additional strategies to help key students within this group improve their learning behaviours are being explored, for example we will introduce the new student focused observation in this year group, to provide us with information that will enable us to support students and give them informed targets.



### **Proportional enrolment in school clubs**

The data reveals that we still have a little way to go to fully integrate our disadvantaged students into the wider life of the school. At the moment, approximately 13% of students who participate in school clubs are disadvantaged. Sports clubs are most popular. We would like to see this at about 20%, which would be proportional. We hope that the new initiative in music, whereby all Y7 disadvantaged students can enrol for free music lessons, will have a really positive impact on student engagement with clubs.

Disadvantaged student enrolment in clubs varies, typically reducing as students get older. However, student voice activities revealed that as students get older, many have enrolled in clubs away from school. Data analysis supported this information. In the 2022-23 Y10 cohort, disadvantaged students only make up 7% of enrolment in school clubs. However, this figure increases to 14% when including engagement in clubs outside of school.

### **Proportional attendance on school trips** (excluding Enrichment Week)

15% of students attending school trips were disadvantaged. To ensure that students who may not benefit from family trips benefit from school trips, we would like this number of students to exceed proportional representation. The only year group which exceeded 20% disadvantaged student enrolment was in Y9. The worst engagement with school trips was observed in Y8, although this is typical for this year group, and this particular cohort would benefit from positive opportunities.

Further analysis reveals that some disadvantaged students are going on more than one school trip, while 55% of disadvantaged students did not attend any. Additional research will be conducted to explore applications for financial support for school trips and what can be done to widen engagement.

### **Proportional representation in student in leadership positions**

A proactive approach to the appointment of disadvantaged students into positions of leadership is proving to be successful with disadvantaged students almost proportionally represented in the role of Prefect. There has also been increased representation in Peer Mentors and the JLT. The number of disadvantaged Sports Captains remains stubbornly low and is surprising considering that extra-curricular sports clubs are by far the most popular with our disadvantaged students. The Head of PE has been made aware of this anomaly.

### **Y11 disadvantaged students who have attended at least one 1:1 career appointment.**

All disadvantaged students received individual careers support. Although there were 9 disadvantaged students who would not attend face to face careers guidance meetings in school, our careers advisor met with their parents/carers or key support staff to ensure that students received personalised guidance.

### **Y9 Scholars Programme (Brilliant Club)**

- 15 HPA disadvantaged students enrolled. 13 students graduated.
- 7 students graduated with a 1<sup>st</sup> or 2:1.

### Student Voice:

- *"It was great. I liked writing my essay and enjoyed the tutorials. It taught me a lot and it was a subject I've never done which was cool to try and it was much more different than the school I'm currently in so it was a good experience. I also learnt how to write an essay which could be useful for later on in life. Overall I liked the experience and it was great."*
- *"I found working with our tutor an amazing opportunity and I am really grateful that I was chosen. It definitely helped me with essay writing and where I can find useful resources to help me with writing. I found understanding the dystopia writing a bit of a struggle at first. But, I was able to complete and I am happy with what I achieved."*
- *"I thought it was a good opportunity to learn about different university environments and I thought the scholars programme was worth signing up for as it helped greatly."*

Dorothy Stringer School	% Strongly Agree + Agree	
Academic Skills	Before	After
I could cope with the level of study required at university	42 %	50 %
I can find key ideas easily when reading a text	58 %	67 %
I can assess how reliable information is when reading a text	42 %	75 %
I can clearly explain my ideas, even when writing about complicated things	50 %	58 %
I can confidently explain my ideas in small group discussions	50 %	67 %
I use a range of learning strategies for revision and homework	33 %	50 %
University Knowledge	Before	After
I know the steps I need to take to go to university in the future	17 %	50 %
I know a lot about what it is like to be a student at university	8 %	58 %
I know a lot about the differences between learning at school and learning at university	33 %	67 %
Sense of Belonging	Before	After
University is for people like me	42 %	50 %
I would fit in well with others at university	42 %	67 %
I could really be myself at university	67 %	58 %

**Note** – Students responded to the statements using a five-point scale from 'strongly disagree' (1) to 'strongly agree' (5). The tables on this page show the percentage of students who agreed or strongly agreed with the statements.

### Y10 & Y11 HPA Study Skills Workshops

**2021-22 Elevate Education:** Although the feedback from students who came to these workshops was positive, attendance was very low. Many felt their invitations to these sessions was punitive. As such, we have decided not to use Elevate in 2022-23

**2022-23 'In House' study skills workshops:** Very poorly attended by Y11 students so discontinued for this year group; students considered the intervention as punitive. However, it was welcomed and well attended by Y10 students who participated and developed positive relationships with the lead teacher during the Y9 Scholars Programme. This group has an improving forecast P8 trend.

### **2022-23 Y10 Dare to Dream Programme**

In addition to three whole year group motivational assemblies, 15 students were selected to attend workshops, a workplace visit and receive 1:1 mentoring. Out of these 15 students, following this programme: 7 improved attendance; 8 improved punctuality; 10 improved achievement points; 6 got less behaviour points; 4 got fewer detentions. Qualitative analysis suggested that, in particular, all students benefitted from the workplace visit and sense that the wider community is invested in caring for young people.

## **IMPROVED RELATIONSHIPS**

### **Progress in 'nurture' maths and English classes.**

Student progress rates within nurture groups do fluctuate from year to year. However, observations reveal a focused learning environment in which are students are engaged and developing positive relationships with their teachers. A review of learning behaviour scores for students in these groups typically reveals more positive behaviours in these groups.

### **Year 7 Form Group Residential Outdoor Adventure Trip (Dolawen)**

- 74% of disadvantaged students said they have got to know their form tutor much better during this week. (Note: Some form tutors were unable to attend this trip with their form group.)
- 50% of disadvantaged students said that following this week, they are more likely to speak with their form tutor if they have a problem.

### **2022-22 Y9 Outdoor Adventure Training (Really Wild Bushcraft)**

Originally a group of 30 Year 9 students were invited, but this was reduced to a core of 16 students over a period of weeks. Of this 16, two students graduated with commendations, and all made progress over the six-week period. Whilst behaviour generally still has a long way to go, some very positive observations were made.

Student Voice:

- *'It was our first experience out of school with teachers.'*
- *'It was good to spend time with teachers and get to know them.'*
- *'I really got to know Mrs XXXX. She is actually nice, I respect her now.'*
- *'Feel my behaviour got better through the weeks. Better now.'*
- *'I have better relationships with teachers now.'*
- *'It helped being out of school. Made the week easier, so was able to concentrate and behave.'*

All students felt that they were better behaved now. They would like to do it again next year, and also think it would help similar students in next year's Yr9.

### **2022-23 Y11 Jamie's Farm**

One day trip for 4 Y11 asylum seeking students to celebrate their time at Dorothy Stringer School. Unfortunately, only 1 student attended on the day. In future the trip will be held towards the start of the academic year over multiple days for a small group of CICs, during which they can develop positive and trusting relationships with key members of the Pastoral Team.

### **2023-23 Year 8 Go Wild**

Ten students were invited to attend a series of outdoor education sessions to help them develop positive relationships with staff and each other. Immediate impact unclear, students did not demonstrate improved behaviour in school following these sessions. However, the students did enjoy and engage in the activities, many excelled in the leadership challenges and were mostly polite to the instructors. They developed more respectful relationships with the Head of Year and Pastoral Manager. The most positive impact of these sessions was an improved relationship with parents/carers who were really appreciative of the efforts the school was putting in place to support their children. In future, this type of intervention might have more of a positive impact for students who lack confidence rather than for those who can present challenging behaviours.

### **Percentage of disadvantaged student parent/carer attendance to parent evenings**

Following the Covid-19 pandemic and the movement of parent evening appointments online, the percentage of disadvantaged student parents attending meetings with class teachers dropped significantly, with approximately 60% of disadvantaged student parents attending. Pre-pandemic, when we had face-to-face appointments with parents, disadvantaged student parent attendance was typically between 70-90%, with some variation between year groups. We returned to face-to-face appointments in 2022-23 and are actively encouraging disadvantaged student parent/carer attendance. We hope to return to pre-pandemic levels over time.

## **IMPROVED LITERACY**

### **End of Key Stage 3 Reading Scores**

By the end of Year 9, 85% of disadvantaged students have a standardised reading score of 85 or more. The median disadvantaged student reading score at the end of Year 9 is 107. These results are slowly improving over time as a result of ongoing literacy interventions, which are supported by evidence from assessments and interventions in Year 7 and/or Year 8.

While some students are still below the standardised score of 85 at the end of the year, some of these students make significant progress (10 points) from a standardised score of below 70 in the initial screening. Further support will be ongoing for these students both through intervention, English 'nurture' lessons and with the drive for promoting literacy across the curriculum.

### **Tutor Group Reading Programme**

Wide engagement with programme reported across both year groups, but highest in Year 7. Students commented on their enjoyment of books/topics and their positive experience of listening to teachers read. Almost all staff involved engaged fully with the programme and

enjoyed reading with their classes. Will explore using a wider option of text for less-engaged students, for example shorter texts and some non-fiction.

**Literacy across the curriculum** (evidence gathered during Curriculum Learning Walks)

- Students asked to identify Tier 2 and 3 vocabulary in texts.
- Explicit explanations of Tier 2 and 3 vocabulary.
- Word association used to help students learn key terms.
- Key vocabulary put into subject specific sentences on the whiteboard.
- Students aware of revisiting vocabulary.
- New vocabulary linked to root/related words - breaking down prefixes and suffixes.
- Keywords spoken to model correct use. Students encouraged to use key terms.

## Externally provided programmes

Programme	Provider
1:1 Tutoring	Nudge Education Bright Teach
Scholars Programme	Brilliant Club
Dare to Dream	Love Local Jobs

## Service pupil premium funding (optional)

Measure	Details
Study Skills	1 student was engaged in the Brilliant Club Scholars Programme. The student made progress from a 2:2 in their baseline assessment to a 2:1 in their final assessment. They then engaged in the Y10 study skills workshops