

Pupil Premium strategy

2021/2022



Part A: Pupil premium strategy plan

Statement of intent

Our aim is to challenge and support every individual to have the highest aspirations and to achieve without limits whatever their background or starting point. Using the Education Endowment Fund (EEF) our aim is to identify appropriate techniques and provisions that will improve outcomes for PP as well as all other students. We will provide:

1. A high-quality education with many extra-curricular opportunities.
2. Support towards essential equipment needed for learning, including revision resources and other school-related necessities.
3. Extra provisions to increase reading ages.
4. To place consistently good teachers in front of every student in every lesson.
5. Extra support for students to attend school and remove some of the pastoral barriers.
6. Extra support to ensure that our students are safe.

Our approach will also support many of our pupils who are not eligible for Pupil Premium funding. Many of these students have faced significant challenge and loss in learning throughout the pandemic. This includes many of our large Roma community who rarely receive Pupil Premium funding but generally extra support is necessary to ensure that all access education successfully.

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	Stoke High School
Number of pupils in school	701
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	21/10/2021
Date on which it will be reviewed	01/09/2022
Statement authorised by	Andrew Robinson, Principal
Pupil premium lead	Simon Parkinson, Associate Assistant Principal

Governor / Trustee lead	Elizabeth Combes, Chair of Governors
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,200
Recovery premium funding allocation this academic year	£34,800
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	£264,000

Challenges

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

Challenge number	Detail of challenge
1	Recruitment and retainment of key members of staff
2	Low levels of parental support of some PP students.
3	Literacy/numeracy skills were lower than Non-PP students on average
4	Poor study and planning skills – many needed further support from school to ensure they make at least as much progress as other students
5	Family issues and financial circumstances that had a significant impact on educational outcomes (for example: no permanent residence impacting on a place to study, social and emotional challenges being experienced in family households). Learning environments at home sometimes not being conducive to was particularly significant during lockdown
6	Restricted access to resources necessary such as laptops/internet outside of school hours which is a barrier to PP students making as much progress as others. This was particularly significant throughout lockdown.
7	Low attendance
8	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.

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
Match reading age with chronological age	Reading ages are aligned.
Reduce of FTE for PP students aligned with their peers	FTEs are aligned.
Increase attendance to national average	Attendance aligns with national.
Increase P8 from previous fully tested year group (Gap = -1.15)	P8 increases by 0.75

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: £ 67 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning development & TLRs <i>Lead in Teaching and Learning in English/ Science & Lead Practitioner to support development of new teachers</i></p>	<p>A focus on Rosenshine's Principles, with a focus on Mastery Curriculum and effective feedback.</p> <p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>Focus on good quality feedback (purple sheets, green sheets, green pen marking, feedback in lessons) – see our Quality of Education booklet.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3</p>
<p>Partial funding towards smaller class sizes in Year 7 and 8 to support focused learning for key students.</p>	<p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>We can justify this for the Strive Group in Year 8 and to allow more focused teaching to students in Year 7. Some of the option groups in KS4 have low class sizes to support students.</p>	<p>3,8</p>

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

Budgeted cost: £ 52 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions across KS3 & KS4	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	3,8
<i>Brilliant Club</i>	<p>The Brilliant Tutoring programme supports the national post-Covid tutoring effort so that pupils can access a future they deserve. The programme re-engages and rebuilds secondary school pupils' confidence in core subjects by working with our subject expert tutors. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	3,4
<i>Speech and Language Alternate Provision</i>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p>	3

	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.	
<p><i>Targeted support for KS4 for English, Maths and Science.</i></p> <p><i>Small group support for all subjects through #5 programme.</i></p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	4,8

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

Budgeted cost: £ 145 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club established to provide a free breakfast to all students (target 100/day) to ensure students are physically prepared for the learning day.	To improve the attendance of students in the school overall, and to narrow the gap between the attendance of disadvantaged students and their peers.	5
The provision of a Family Liaison Officer and a Roma Community Officer. Provision of a Safeguarding officer.	Home visits carried out by Family Liaison officer ensured all families, especially the hard to reach, are contacted and communication is regular and attendance is improved and maintained. FSM Applications processed and advice and guidance on benefit entitlement given Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	2,5
4YP Counselling	Solution-focused counselling offers the chance for the young person to: Focus on the here and now Make specific goals towards change for a preferred future	5

	<p>Develop greater self-awareness</p> <p>Gain control over their own life choices</p> <p>Space in which to express thoughts / feelings / life experiences with a non-judgmental person who lends support, encouragement and has a listening and trustworthy ear. All this combined, provides students with the skillset to successful complete work in a classroom setting.</p>	
Extra Pastoral Support Manager	<p>To support the attendance of Pupil Premium students across the school.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5,7
Additional Teaching Assistants employed in EAL and Deputy SENCO/Whole School Literacy coordinator	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1,3,8
Laptop Access	<p>This is aimed to Reduce the number of PP students that do not have access the computer and/or the internet outside of school hours in order to ensure they use online resources to assist in their learning</p>	6
Deployment of staffing in extra-curricular activities with extended opening hours increasing availability of ICT to students with no home access.	<p>This will improve overall achievement within the school in this area of severe deprivation by making the school's resources available to more children.</p>	5,6

Total budgeted cost: £ 264 000

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.

The three key areas of last years Pupil Premium Strategy were; Improve attendance to align with the National average, improve reading ages to align with chronological age and a reduction in FTEs for PP students so that it aligns with the whole school cohort.

Improve attendance to national average;

YTD	7	8	9	10	11* (taken from pre-half term figs)	All
M	91.4	93.1	92.4	89.4	91.1	91.7
F	90.7	94.3	92.7	90.2	90.3	91.7
PP	85.5	92.5	92.9	84.1	93.3	87.8
nonPP	94.6	94.4	932.7	94.1	86.3	94.3
EAL	95.2	93.5	91.2	90.5	91.1	92.6
Roma	91.3	85.8	83.5	85.8	87.3	87.9
All	91.1	93.6	92.8	89.7	90.5	91.7
Since 8 th March	91.24	93.3	93.2	90.7	92	92.0

Achieve reading ages that are aligned with chronological age;

Year 8

	Sep-21	Jul-21	Mar-21	Sep-20
Whole year:	11/11	11/3	10/8	10/4
PP	11/4	10/11	9/11	9/7

Year 9

	Sep-21	Jul-21	Mar-21	Sep-20
Whole year:	13/2	12/11	12/8	12/1
PP	13/3	13/0	12/6	12/1

Year 10

	Sep-21	Jul-21	Mar-21	Sep-20
Whole year:	14/3	13/11	13/2	13/0

PP	14/1	13/8	12/9	12/6
Year 11				
	Sep-21	Jul-21	Mar-21	Sep-20
Whole year:	15/2	14/10	14/5	14/4
PP	14/6	14/3	14/2	14/0

Reduction in behaviour points, namely fixed term exclusions (FTE's) for disadvantaged pupils to be aligned with other 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.