

# Pupil premium strategy statement – Stoke High School – Ormiston Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	745
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 22 – 23 September 23 – 24 September 24 – 25
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Karen Baldwin
Pupil premium lead	Rachel Lloyd
Governor / Trustee lead	Elizabeth Coombes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,295
Recovery premium funding allocation this academic year	£69,828
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£13,016
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£326,139

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium Grant (PPG) is allocated to schools for the purpose of raising the attainment of disadvantaged students of all abilities to reach their potential and supporting children and young people with parents in the regular armed forces.

The PPG for 2022 to 2023 will include students recorded in the January 2021 school census who are known to have been eligible for free school meals (FSM) at any time in the past six years. It also includes children in care, adopted from abroad or who have left care who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order); these are collectively referred to as post-LAC in these conditions of grant.

The recovery premium will be spent on evidence-based approaches to support students. In line with the [Education Endowment Foundation's pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

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:

- A high-quality education with many extra-curricular opportunities
- Support towards essential equipment needed for learning, including revision resources and other school-related necessities
- Extra provisions to increase reading ages
- To place consistently good teachers in front of every student in every lesson
- Extra support for students to attend school and remove some of the pastoral barriers
- 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 including throughout, but not limited to, the pandemic. This includes many of our large Roma community who rarely receive Pupil Premium funding but generally require extra support to ensure that all access education successfully.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy skills and access to the relevant curriculum
2	Wellbeing and mental health
3	Access to technology and educational resources at home
4	Close the gap of disadvantaged attendance and levels of persistent absence
5	The cost-of-living crisis

## 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
To raise reading ages of eligible students	Reading ages improve to be in line with or higher than chronological age
Progress of eligible students at least in line with national averages	Progress 8 is in line with national averages or better
Attainment of eligible students at least in line with national averages	Attainment 8 in line with national averages or better
Attendance of eligible students improves	Attendance of PP students is in line with national averages or better

## 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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved reading comprehension  Reading and vocabulary development will be prioritised across the curriculum	<a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1 – Literacy skills and access to the relevant curriculum
Universal offer		
Expert CPD for all staff on the explicit teaching of vocabulary (Ruth Everett and Reading Lead)		
Expert CPD for all staff on modelling expert reading (Ruth Everett and Reading Lead)		
CPD time allocated for deliberate practice, reflection and evaluation		
Literacy sessions delivered during tutor time		
Knowledge organisers used in all subjects across the year groups		
Reading assessment online to support improvement with reading ages in KS3 (including re-testing)		
Students have access to the school library		
Appointment of Literacy/Reading Lead Teacher		
Appointment of LSAs to facilitate reading interventions		
Targeted offer		
SEND team withdraw targeted students for additional reading work and re-test students		
Small group reading interventions in KS3		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve retention and retrieval of knowledge  All lessons to include Do Now activities based on retrieval of prior knowledge	Retrieval practice is a strategy in which calling information to mind subsequently enhances and boosts learning. This develops and encourages flexible understanding, improving higher order thinking skills and transfer of	1 – Literacy skills and access to the relevant curriculum

	knowledge. We are encouraging this approach: <a href="#">RetrievalPracticeGuide.pdf</a>	
Universal offer		
Expert CPD for all staff on approaches to retrieval and dual coding		
Expert CPD for all staff on Book Study to improve retrieval practises		
CPD time allocated for deliberate practice, reflection and evaluation		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all feedback is formative and timely to secure improvement.	<b>Effective use of feedback (EEF)</b> There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. Feedback involving metacognitive and self-regulatory approaches have a greater impact on disadvantaged students and lower prior attainers than other students.	1 – Literacy skills and access to the relevant curriculum
Universal offer		
Expert CPD for all staff on approaches feedback		
CPD time allocated for deliberate practice, reflection and evaluation		
Departmental review and continuous improvement of reflection and deliberate practice through Book Study reviews		

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

Budgeted cost: £126,139

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions and alternative provisions	Positive impacts can be seen through close monitoring and small group interventions. Although a lot of our provisions feed into the whole school approach, some students require more focussed small group interventions and sometimes the support from alternative provisions.  <a href="#">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a>	1 – Literacy skills and access to the relevant curriculum  2 – Wellbeing and mental health

<p>Targeted support for KS4 for English, Maths and Science.</p> <p>Small group support for all subjects through #5 programme.</p>	<p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></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><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
Universal offer		
Wide range of catch-up and extra support provided in after school sessions.		
Targeted and intervention offer		
Alternative provision (both external and internal) made available to the most vulnerable students providing them with life skills (e.g., Access Group, PLOT)		
The Brilliant Club		
Close monitoring of GCSE students with focussed intervention sessions for students identified as underachieving in subjects		
Timetable of small group interventions operated by staff, put in place for students who show signs of significant under achievements. Support provided in class but also with the potential for small group interventions planned by the teacher		
Revision school during the holidays		
Brilliant Club		
Speech and Language Therapy		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Access to technologies at home to support learning.</b></p> <p>Enable students to have access to technology to supplement or enhance teaching.</p>	<p>There is a significant risk that disadvantaged children have less access to teaching than their peers, in part due to having reduced access to technology. Technology has the potential to increase the quality and quantity of practice that students undertake, both inside and outside of the classroom.</p> <p>In studies with the largest recorded impacts, technology typically provides access to additional resources and opportunities for additional learning time.</p> <p><a href="#">EEF Digital Technology Summary of Recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>3 – Access to technology and educational resources at home</p>

Universal offer
All students have access to computers after school in the Year 11 Hub or SU
Access to laptops are made available during lesson times
Computing facilities made available outside of lessons to support online learning
Targeted offer
Laptops provided to students in greatest need

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing and Mental Health</p> <p>Ensure disadvantaged students have access to high quality inclusion, pastoral and mental health support to enable them to succeed academically and have high aspirations for themselves.</p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (<a href="http://mind.org">mind.org</a>). Mental health issues are an increasing concern. Wrap around support is collaborative and there is an improvement in wellbeing</p> <p><a href="#">Academic and exam stress : Mentally Healthy Schools</a></p> <p>Covid-19 has also had a negative impact - 54% of children and young people surveyed by Young Minds in January 2021 said that additional support was needed.</p> <p>The current cost-of-living crisis continues to have a significant impact on our students and their families.</p>	2 – Wellbeing and mental health
Universal offer		
Expert CPD for all staff on Trauma and Trauma Informed Schools		
PSHE lessons dedicated to wellbeing and mental health		
Form time and assemblies dedicated to mental health		
Students have an emotionally available adult		
Targeted offer		
4YP counselling		
NHS Mental Health Support Team		
Pastoral Support Manager, Family Liaison Officer and Learning Support Assistants employed to support students' wellbeing and mental health		
Small group and one to one mentoring provided through the SEND team		
Access Room - Therapeutic interventions provided through the SEND team and Pastoral team		
Alternative provision (internal and external) made available to the most vulnerable students providing them with life skills		

Breakfast club		
Food provided after school		
Students highlighted and discussed in LABS with bespoke support package		
Mentoring via online tutoring, including My Maths, My Tutor and other learning platforms		
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Maintain high levels of attendance of PPG students. Close the gap between PPG and non-PPG students	Disadvantaged students have shown lower than average attendance to non-disadvantaged students at CCHS and nationally. With a strong attendance team, supported by senior leadership, focussed on closing the gap with the aim to match or improve upon national figures.	4 – Close the gap of disadvantaged attendance and levels of persistent absence
<b>Universal offer</b>		
Termly attendance rewards for 100% attendance		
Form Tutors regularly discuss attendance figures with their tutees		
Attendance officer supporting in school and working with parents		
Staff employed to conduct home visits		
Daily attendance meetings between Senior Leadership Team and any student who was absent the day before, helping to identify and address any barriers to attendance		
<b>Targeted offer</b>		
Alternative provision (internal and external) made available to the most vulnerable students providing them with life skills		
Breakfast club to ensure students have a healthy start to the day		
After-school food provided to ensure that students have food at the end of the day		
Ensure that FSM and LAC students are identified as high priorities for support		
Access Room provision available to the most vulnerable students with a therapeutic/ personalised alternative to the mainstream curriculum		
Students highlighted and discussed in LABS with bespoke support package identified		
Roma parent engagement evening		
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Support students and families with the current cost of living crisis. Supply required items.	Disadvantaged families are struggling more than ever to purchase the required resources for school.	5 – The cost-of-living crisis
<b>Universal offer</b>		
School resources are provided where possible to remove the need to purchase items		
After-school 'free play' allows students to remain safely on site until 4pm		
<b>Targeted offer</b>		
Breakfast club to ensure students have a healthy start to the day		
After-school food provided to ensure that students have food at the end of the day		



Uniform provided to those in the greatest need
Ingredients for food technology provided to those in greatest need
Support provided for travel arrangements e.g., bus/train passes
Support provided for enrichment opportunities, including music lessons, trips, and visits

**Total budgeted cost: £326,139**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*

*Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.*

*Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.*

*You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**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.*