

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 (3 year plans are recommended) | September 22 – 23 September 23 – 24 September 24 – 25 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Karen Baldwin |
| Pupil premium lead | Simon Parkinson |
| Governor / Trustee lead | Elizabeth Coombes |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £279,968 |
| Recovery premium funding allocation this academic year | £76,866 |
| 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> | £0 |
| Total budget for this academic year <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> | £356, 834 |

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 2023 to 2024 will include students recorded in the January 2022 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 |
|---|--|
| Literacy – target reading ages of PP students | Reading ages improve to be in line with or higher than chronological age |
| Academic Ambition – students should have high ambitions to succeed. We will encourage and support students to achieve | Progress 8 is in line with national averages or better |
| Attendance – raise attendance for PP students | 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: £110,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|---|
| Improved reading comprehension Reading and vocabulary development will be prioritised across the curriculum | Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) | 1 – Literacy skills and access to the relevant curriculum |
| Universal offer | | |
| Expert CPD for all new staff on the explicit teaching of vocabulary (Ruth Everett an External Consultant) | | |
| Structured induction programme for all staff to support “The Stokeway” and ensure that all new staff adopt consistent practice. | | |
| CPD time allocated for the EFA programme delivered through the SSAT. | | |
| Literacy sessions delivered during tutor time | | |
| Knowledge organisers used in all subjects across KS3 | | |
| Reading assessment online to support improvement with reading ages in KS3 (including re-testing) | | |
| Students have access to the school library. | | |
| CPD time given to collaborative planning. | | |
| LSAs to facilitate reading interventions: Lexonik Advance and Leap. | | |
| Targeted offer | | |
| SEND team withdraw targeted students for additional reading work and re-test students | | |
| Small group reading interventions in KS3 | | |
| Learning Village and Rockerbox to target EAL & Reconnect students. | | |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve retention and retrieval of 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 | 1 – Literacy skills and access to the relevant curriculum |

| All lessons to include Do Now activities based on retrieval of prior knowledge | thinking skills and transfer of knowledge. We are encouraging this approach: RetrievalPracticeGuide.pdf EEF – Great Teaching and Learning Toolkit | |
|--|---|---|
| Universal offer | | |
| Expert CPD for all new staff on approaches to retrieval and dual coding | | |
| CPD time given to collaborative planning | | |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensure all feedback is formative and timely to secure improvement. | Effective use of feedback (EEF) 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 using a two year programme delivered through SSAT (Embedding Formative Assessment) | | |
| CPD time allocated for collaborative planning | | |
| 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: £136,834

| 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. | 1 – Literacy skills and access to the relevant curriculum 2 – Wellbeing and mental health |

| <p>Targeted support for KS3 & KS4 for English and Maths through the online provider TLC.</p> <p>Small group support for all subjects through #6 programme.</p> | <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</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> | |
|--|--|---|
| Universal offer | | |
| Wide range of catch-up and extra support provided in after school sessions. | | |
| Homework club for KS3 – staffed for one hour a day. | | |
| Targeted and intervention offer | | |
| Alternative provision made available to the most vulnerable students providing them with life skills (e.g., Reconnect, Pushforward, PLOT, student support units, Access) | | |
| 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 | | |
| Speech and Language Therapy | | |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| <p>Access to technologies at home to support learning.</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>EEF Digital Technology Summary of Recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)</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: £110,000

| 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 (mind.org). Mental health issues are an increasing concern. Wrap around support is collaborative and there is an improvement in wellbeing</p> <p>Academic and exam stress : Mentally Healthy Schools</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. (EEF – Social and Emotional Learning).</p> | 2 – Wellbeing and mental health |
| Universal offer | | |
| Expert CPD for all new 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 (external) made available to the most vulnerable students providing them with life skills | | |
|--|---|--|
| Breakfast club | | |
| Students highlighted and discussed in LABS with bespoke support package | | |
| Reconnect – part of our student support unit. | | |
| Mentoring via online tutoring, including My Maths, TLC and other learning platforms | | |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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 Stoke High School 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. (EEF 'Using your pupil premium premium: Wider Strategies, Supporting Attendance) | 4 – Close the gap of disadvantaged attendance and levels of persistent absence |
| Universal offer | | |
| Half - 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 | | |
| Targeted offer | | |
| Alternative provision (external) made available to the most vulnerable students providing them with life skills | | |
| Student Support Unit – Access and Reconnect, a bespoke support to help reintegrate within school. | | |
| Breakfast club to ensure students have a healthy start to 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 | | |
| Raising Achievement Coach for EAL students and appointment of Safeguarding Manager. | | |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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 |

| |
|---|
| Universal offer |
| School resources are provided where possible to remove the need to purchase items |
| Homework support club offered an hour a day |
| Targeted offer |
| Breakfast club to ensure students have a healthy start to 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

| Intended Aim | Outcome | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---------|---------|---------|---------|---------|-----|--|----|----|------|-----|--|------|------|------|----------|--|------|------|------|--------|--|------|------|------|-----------|--|------|----|------|--------|--|------|------|------|-------------|--|------|------|------|----|--|--|--|--|-----|--|------|------|------|-----|--|------|------|------|----------|--|------|------|------|--------|--|------|------|------|------------|--|----|------|------|--------|--|------|----|------|-------------|--|------|------|------|
| To raise reading ages of eligible students | <p>57.7% of disadvantaged students are now at their chronological reading age.</p> <p>This is an increase from 28.8% at the beginning of 2022 Academic year.</p> <p>75% of disadvantaged students made expected progress or exceeded expected progress for their age although they may not be at their chronological reading age.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Progress of eligible students at least in line with national averages | <p>2022 gap between disadvantaged student P8 and whole school P8 was - 0.59.</p> <p>2023 gap has reduced to -0.40</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance of eligible students improve | <p>Attendance data:</p> <table border="1"> <thead> <tr> <th></th> <th>%</th> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>SHS</td> <td></td> <td>90</td> <td>86</td> <td>88.9</td> </tr> <tr> <td>OAT</td> <td></td> <td>90.8</td> <td>88.6</td> <td>89.3</td> </tr> <tr> <td>OAT East</td> <td></td> <td>90.6</td> <td>88.3</td> <td>88.5</td> </tr> <tr> <td>PP SHS</td> <td></td> <td>86.1</td> <td>82.7</td> <td>86.1</td> </tr> <tr> <td>nonPP SHS</td> <td></td> <td>92.8</td> <td>88</td> <td>90.4</td> </tr> <tr> <td>PP OAT</td> <td></td> <td>86.7</td> <td>84.4</td> <td>85.8</td> </tr> <tr> <td>PP OAT East</td> <td></td> <td>85.8</td> <td>83.9</td> <td>84.7</td> </tr> <tr> <td>PA</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SHS</td> <td></td> <td>27.4</td> <td>44.7</td> <td>36.5</td> </tr> <tr> <td>OAT</td> <td></td> <td>26.8</td> <td>37.3</td> <td>35.2</td> </tr> <tr> <td>OAT East</td> <td></td> <td>25.6</td> <td>37.6</td> <td>38.7</td> </tr> <tr> <td>PP SHS</td> <td></td> <td>41.7</td> <td>54.4</td> <td>47.5</td> </tr> <tr> <td>non PP SHS</td> <td></td> <td>17</td> <td>38.3</td> <td>30.1</td> </tr> <tr> <td>PP OAT</td> <td></td> <td>38.8</td> <td>50</td> <td>47.4</td> </tr> <tr> <td>PP OAT East</td> <td></td> <td>38.9</td> <td>49.7</td> <td>52.1</td> </tr> </tbody> </table> | | % | 2023-24 | 2022-23 | 2021-22 | SHS | | 90 | 86 | 88.9 | OAT | | 90.8 | 88.6 | 89.3 | OAT East | | 90.6 | 88.3 | 88.5 | PP SHS | | 86.1 | 82.7 | 86.1 | nonPP SHS | | 92.8 | 88 | 90.4 | PP OAT | | 86.7 | 84.4 | 85.8 | PP OAT East | | 85.8 | 83.9 | 84.7 | PA | | | | | SHS | | 27.4 | 44.7 | 36.5 | OAT | | 26.8 | 37.3 | 35.2 | OAT East | | 25.6 | 37.6 | 38.7 | PP SHS | | 41.7 | 54.4 | 47.5 | non PP SHS | | 17 | 38.3 | 30.1 | PP OAT | | 38.8 | 50 | 47.4 | PP OAT East | | 38.9 | 49.7 | 52.1 |
| | % | 2023-24 | 2022-23 | 2021-22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHS | | 90 | 86 | 88.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OAT | | 90.8 | 88.6 | 89.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OAT East | | 90.6 | 88.3 | 88.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP SHS | | 86.1 | 82.7 | 86.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| nonPP SHS | | 92.8 | 88 | 90.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP OAT | | 86.7 | 84.4 | 85.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP OAT East | | 85.8 | 83.9 | 84.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHS | | 27.4 | 44.7 | 36.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OAT | | 26.8 | 37.3 | 35.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OAT East | | 25.6 | 37.6 | 38.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP SHS | | 41.7 | 54.4 | 47.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| non PP SHS | | 17 | 38.3 | 30.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP OAT | | 38.8 | 50 | 47.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP OAT East | | 38.9 | 49.7 | 52.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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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)

| |
|---|
| <i>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</i> |
| |
| 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.