

Pupil premium strategy statement - Stoke High School, Ormiston Academy

This statement details our school's use of pupil 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 (2024-25)	790
Proportion (%) of pupil premium eligible pupils (2024-25)	40.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 Year plan September 22 – 23 September 23 – 24 September 24 – 25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Karen Baldwin, Principal
Pupil premium lead	Joanne Iles, Assistant Principal
Governor / Trustee lead	Elizabeth Coombes, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£329, 175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£329, 175

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy focuses on delivering our core values of “Respect, Inspire, Achieve” is key to our success in ensuring that we raise the attainment for our disadvantaged students of all abilities and support them to reach their full potential. By offering a broad and balanced curriculum, developing teaching and learning and offering a range of opportunities for personal development to ensure students are able to access all opportunities.

High quality teaching and learning, adapted to meet the needs of all learners support all students and consider the barriers that disadvantaged students may have. 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 all and especially disadvantaged 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 strategy for pupil premium students is to focus on raising literacy levels, to have the highest expectations of all students and understand that this is most important for students from disadvantaged backgrounds. We strive for excellent progress for every child across the curriculum.

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 curriculum
2	Wellbeing and mental health

3	Cost of living crisis and access to technology and educational resources at home
4	Attendance and persistent absence- specifically to close the gap of disadvantaged attendance and levels of persistent absence
5	Behaviour and attitude to learning

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
1 Improved literacy skills to access the curriculum Reading and vocabulary development will be prioritised across the curriculum	To raise reading ages of eligible students Reading ages improve to be in line with or higher than chronological age
2 Academic progress of eligible students at least in line with national averages Monitoring of outcomes to ensure that the gap reduces between PP and non-PP students	Progress of students in English and maths to be in line with national - to reduce the gap between disadvantaged and non-disadvantaged students
3 Improved attendance of eligible students	Attendance of eligible students improves Attendance of PP students is in line with national averages or better
4 Behaviour and attitude to learning	Attitude to learning to be in line with non-PP students and FTEs and PEX rates for pupil premium students will be in line with non-PP students and below national averages

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £108,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for all staff	Expert CPD provided on core teaching and learning principals including strong starts/ calm closes, 3-2-1 eyes on me to	1, 2, 4

	<p>secure attention, use of whiteboards, and partial agreement. Use of faculty time for collaborative planning including explicitly teaching literacy strategies</p> <p>Evidence: Reading comprehension strategies EEF</p>	
The 'Stoke Way' teaching and learning	<p>Teaching and learning strategies including do now retrieval practice a feature of all lessons, consistent classroom practice to ensure all students make progress. Sessions on adaptive teaching to support all students.</p> <p>Evidence: Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT</p>	1, 2, 4
Ensure all feedback is formative and timely to secure improvement.	<p>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. Department book studies to review progress and reflect on improvements.</p> <p>Evidence: Feedback EEF</p>	2
Literacy focus in form time programme	<p>Literacy lead produces form time resources to support reading and comprehension strategies</p> <p>Evidence: Reading comprehension strategies EEF</p>	1
Appointment of LSAs	<p>Facilitate targeted reading interventions – use of assessment data to monitor progress</p> <p>Evidence: Teaching Assistant Interventions EEF</p>	1, 2, 4

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

Budgeted cost: £165,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy – reading	Use of TAs/ LSAs to support reading interventions – Lexonik / Leap	1, 2, 4

	Evidence: Teaching Assistant Interventions EEF	
Academic mentoring	Use of support team to complete academic mentoring with selected groups of students EEF guidance recommends mentoring strategies and programmes which have a clear structure and expectations to meet the needs of learners in order to make progress academically. Evidence: Mentoring EEF	2
#6 Revision and the Hub	Close monitoring of GCSE students with focussed intervention sessions for students identified as underachieving in subjects EEE recommends diagnostic assessment can be used to assess the best way to target support and effectively target pupils from disadvantaged backgrounds, as there is greater feedback from the teacher and sessions can be bespoke to the needs to all students. Evidence: Small group tuition EEF	2
#0 Form time programme – Year 11	Form groups created in year 11 to ensure high quality teaching in English and maths, and where required, support for pastoral needs can enhance academic performance for all groups of students and particularly key groups of students. EEF evidence advises regular, planned and additional instruction time can lead to significant gains in pupil learning. Evidence: Extending school time EEF	2
Behaviour for learning	Alternative provision made available to the most vulnerable students providing them with life skills (e.g. Pushforward, PLOT, Raedwald, student support units)	4,5

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

Budgeted cost: £55, 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance meetings	Daily attendance meeting held by SLT for all students who were absent the day before to identify any barriers for students. Evidence: The EEF Guide to the Pupil Premium EEF	5
Attendance meetings – WIGs	Monitoring and tracking of key students and rewards for those who have improved and tracking those students with concerns, with key members of staff speaking to students and contacting home where appropriate to understand and remove barriers to good attendance Evidence: The EEF Guide to the Pupil Premium EEF	5
Breakfast club	Breakfast provided to ensure a positive start to the day. Evidence: The EEF Guide to the Pupil Premium EEF	2, 3, 4
Mental health	Form time and assemblies focused on mental health issues. 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. Pastoral support managers, mental health team and LABs meeting ensure that disadvantaged students are monitored and interventions in place where needed. Mental health team in school to support those students with targeted intervention where needed. Evidence: The EEF Guide to the Pupil Premium EEF	2, 3, 5
Resources	Resources provided if there is an issue with funding e.g. ingredients for technology lessons, uniform provided for those in greatest need, support for trips/ enrichment opportunities Evidence: The EEF Guide to the Pupil Premium EEF	3

Total budgeted cost: £329,175

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Quality first teaching and learning with the associated CPD offer to all staff is ensuring that students have access to broad and balanced curriculum that allows students to make progress in the subject areas. Continual work to ensure quality first teaching, that teaching is adapted where needed for groups/ classes, and targeted interventions including form time, #6 revision sessions, academic mentoring as well as supporting processes including pastoral care and mental health support should continue to ensure that students make progress no matter their starting point. This will continue to be our targeted area to ensure that all students make progress.

We are committed to ensuring that we support students who arrive a Stoke below their chronological reading ages. We have trained more LSAs to deliver Lexoniks and will continue to do this. Regular testing of all students ensures that we constantly monitor and support students.

Attendance is an integral part of achievement for all students regardless of their background. Attendance is tracked weekly, and this is shared with key staff, communicated with students and parents/ carers to highlight the importance of good attendance to school. This is to ensure that the students who need support in aiming for good attendance can achieve this. Our overall attendance is improving as a school – Autumn Term 2024 90.1% (PP 85.3%) (2023-2024 85.3%, PP 80.4%), showing an improvement overall for pupil premium students to close the gap between non-PP and PP.

In terms of raising attainment for all pupils, our results in Summer 2024 indicated an overall P8 score of -0.48 with PP students overall achieved a P8 of -0.9, an improvement since 2019 which was a P8 of -1.10.

This academic year, through our pupil-premium strategy, our commitment to high-quality teaching and learning in the classroom; investment in targeted academic mentoring; investment in the Lexonik programme to close the reading gap and our steadfast commitment to know every child so that they making excellent progress, will ensure that we continue to work on closing the attainment gap between disadvantaged and non-disadvantaged pupils.

