



The Pupil Premium at Stockport School

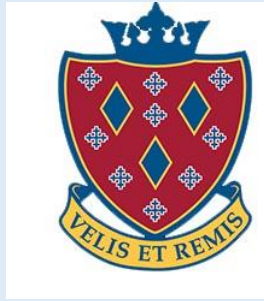
14th June 2022



The Pupil Premium is funding to improve education outcomes for disadvantaged pupils in schools in England.

Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.





Our current position

	Pupils on roll	Female %	PP%
2020/2021	1257	47.8%	26.2%
2021/2022	1284	48.1%	28.4%

	PP Number	Female %	Female Number
2021/2022	364	49.2%	179

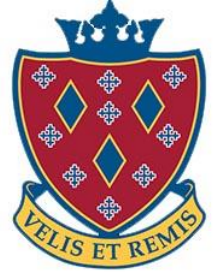




Our current priorities

- Rising number of students with reading ages below their chronological age on entry is a concern (40% of year 7, youngest being 4:06 years)
- Strong SEN reputation
- Engagement with parental events
- Attendance (post covid)





The Impact of the Pandemic

Multiple studies have shown Covid-19 as having a negative impact for many students, especially those from disadvantaged backgrounds, who are likely to have missed out on:

- Social interaction
- Relationships with teachers and peers
- Teacher subject knowledge
- Structure and routine
- Consistency of expectations
- Opportunities for conversations and discussions
- Modelling
- Feedback





Mental Health and Well-Being

The pandemic has had a significant effect on all students and those who are disadvantaged are likely to be feeling higher levels of stress or anxiety, which is reflected in the greater demand for the services which we offer as a school.





The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged background in our education system. When it is most effective, the people premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.



**High-quality
teaching**



**Targeted
academic support**



**Wider
strategies**



Section 1 - Teaching

Research from the Education Endowment Foundation suggests that the largest impact on the disadvantaged students' outcomes at school is high quality teaching and learning, which is supported by research (Rowland (2021), Blandford (2019), Pinkett and Roberts (2019)) and the Department for Education (DfE) (Improving Attendance: Wheelers Lane and Studio West (2022)).



1

When designing and selecting professional development, focus on the mechanisms.



- High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.
- To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms.
- Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice.
- Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning.
- Those who select PD should look for mechanisms in prospective programmes; those who design PD should include mechanisms in their design.
- Careful consideration is also required to ensure that PD is evidence-based, and that content is drawn from trusted sources.

2

Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.



- The mechanisms that make up effective PD can be split into 4 groups, each of which fulfils a different role.
- PD may aspire to include a mechanism from each of these groups:

A. **Build knowledge**

- Managing cognitive load
- Revisiting prior learning

B. **Motivate staff**

- Setting and agreeing on goals
- Presenting information from a credible source
- Providing affirmation and reinforcement after progress

C. **Develop teaching techniques**

- Instruction
- Social support
- Modelling
- Monitoring and feedback
- Rehearsal

D. **Embed practice**

- Providing prompts and cues
- Prompting action planning
- Encouraging monitoring
- Prompting context specific repetition

3

Implement professional development programmes with care, taking into consideration the context and needs of the school.



- Provide guidance on how participants can adapt professional development. Programme developers should signal to those selecting and delivering PD programmes where adaptations can be made, ensuring that the mechanisms are protected and prioritised.
- Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation.
- Recognise the time constraints faced by teachers and adapt professional development accordingly. Those designing and selecting PD should critically assess how a PD programme will fit in with the school routine.

WORD GAP BY AGE 3

MAKE • MAN • MANY • MAY • ME • MEN • MILK • MONEY • MORNING • MOTHER • MOMMY
A • ABOUT • AFTER • ALL • ALWAYS • AM • AN • AND • ANY • APPLE • ARE • AROUND
MUCH • MUST • MY • MYSELF • NAME • NEST • NEVER • NEW • NIGHT • NO • NOT
ASK • ATE • BACK • BE • BEAR • BECAUSE • BED • BEEN • BEFORE • BELL • BEST
BETTER • BIG • BIRD • BIRTHDAY • BLACK • BLUE • BOAT • BOTH • BOX • BOY
BREAD • BRING • BROTHER • BROWN • BUT • BUY • BY • CAKE • CALL
RAIN • RAN • READ • RED • RIDE • RIGHT • RING • ROBIN • ROUND
CAN • CAR • CARRY • CAT • CHAIR • CHICKEN • CLEAN • COAT
CORN • COULD • COW • CUT • DADDY • DAY • DID • DOES
DOG • DOLL • DONE • DON'T • DOOR • DOWN • DRAW
DRINK • DUCK • EAT • EGG • EIGHT • EVERY • EYE
FIND • FIRE • FIRST • FISH • FIVE • FLOOR
RUN • SAID • SAW • SAY • SCHOOL • SEE
FLOWER • FLY • FOR • FOUND • FOUR
GIRL • GIVE • GO • GOES • GOING
GOOD • GOOD-BYE • GOT • HAD
HAND • HAS • HAVE • HEAD
HELP • HER • HERE • HILL
HIM • HIS • HOLD • HOT
HOUSE • HOW • HURT
IF • IN • INTO • IS
IT • ITS • JUMP

ON AVERAGE

ECONOMICALLY **ADVANTAGED** CHILDREN KNOW

1100 WORDS

ECONOMICALLY **DISADVANTAGED** CHILDREN KNOW

500 WORDS



SOURCE: ADAPTED FROM BETTY HART AND TODD R. RISLEY, *MEANINGFUL DIFFERENCES IN THE EVERYDAY EXPERIENCE OF YOUNG AMERICAN CHILDREN* (BALTIMORE, MD: PAUL H. BROOKES, 1995).

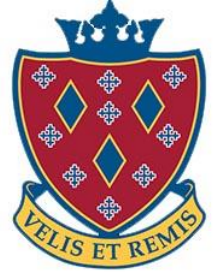


Literacy and Vocabulary Gaps

Vocabulary can be a predictor of achievement and is often related to social economic status. Research in America, adapted by Zero to Three, has shown that the word gap by the age of three can be up to 600 words (54.5%).

By the time students reach secondary school this could have widened to be significantly more. Recommendations by EEF (2021), Rowland (2019) and Studio West (2022) have shown that having literacy at the heart of the school's strategy to improve learning outcomes has a significant effect.





Oracy Framework

EEF (2021) research suggests this can add six months to a student's progress, and they have extensive research to validate this. They stated that "It is important that spoken language activities are matched to learners' current stage of development so that it extends their learning and connects with the curriculum." The approach should focus on speaking, listening and a combination of the two. They should be frequent and delivered over a sustained period.

Most importantly, teachers shouldn't presume language, background knowledge or learning behaviours.





Section 2 – Targeted Academic Support

Targeted academic support can be interwoven with teaching strategies, as some students need further assistance to bring them to a similar level of their peers.





Careers Provision

Pinkett and Roberts (2019) and Rowland (2021) both recommend a strong careers provision at KS3, which allows students to focus on their aspirations and how to achieve them. Many disadvantaged students have limited aspirations due to their lack of exposure.





Careers Provision

A well planned and resourced careers curriculum in KS3 allows students to raise their cultural capital and achieve their aspirations. Evidence shows that statistically significant positive relationships exist between the number of employer contacts, such as talks or work experience, a young person experiences in school between 14 and 19 years of age, and their reported confidence at the age of 19-24; the likelihood of whether (at 19-24) they are NEET or non-NEET; and their earnings if salaried (Mann 2015).





Breakfast and Homework Club

Both the breakfast club and the homework club are to be relaunched, with dedicated support which focuses on revision, reading, homework, as well as creating an environment where the disadvantaged cohort feel comfortable and can access hot food and drink.





Transition

Transition between years 6 and 7 can be developed with both attendance and tutors.

Wheeler Lane (2022) stated that by engaging the parents at the transition stage, a greater number have engaged once the student has started.





Section 3 – Wider Strategies

Wider strategies can have a large impact on a student's life, working with the previous two strands.

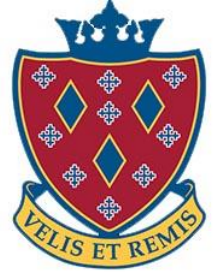




Attendance

Teacher-student interaction is the glue to attendance and all form tutors are encouraged to discuss absences with the students upon their return. Students receive their reports at each AP which shows their attendance and the number of lessons missed. Recommendations by Rowland (2019) show that having their peer's attendance helps increase overall attendance.





Well-Being

The school's work centres on the disadvantaged student's wellbeing, paying for music lessons, counselling, access to cultural capital, spare uniform and revision materials.

They believe that the students should have the same opportunities as the non-disadvantaged, and that their well-being should be supported to decrease symptoms of anxiety and depression.





Pupil Premium Champion

Rowland (2015) recommends having a PP champion for each year group. This means that students have a nominated staff member which they can see for support, and there are strong links between the staff member and the families. This leads to more engagement with the school from parents and the students feel supported for their needs. The champions stay with the year group, working on helping the students gain access to interventions.





Family Support Worker

Studio West (2022) recommend that schools have a family support worker who works predominantly with the harder to reach families and liaises with outside agencies. Again, this can lead to an increase in engagement, attendance and reputation. Briefings should be a triangulation of behaviour, SEND and pastoral. The school should be modelling mutual respect towards society as a whole and be leading by example in their community (Wheeler Lane (2022)).





Parental Engagement

EEF (2021) recommends increasing parental engagement, as it can have an impact of 4 months of progression based on a large amount of evidence. School should foster positive relationships with disadvantaged families, as these are mutually beneficial.





Disadvantaged families are doing the best they can with the limited resources available to them.

**Perseverance with these families, not prejudice, gets results
(Pinkett and Roberts (2019))**

