

Pupil Premium Strategy Statement (Review 3)

This statement details our school's use of pupil premium (and recovery premium for the 2021-22 to 2023-24 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	Stockport School
Number of pupils in school	1330
Proportion (%) of pupil premium eligible pupils	30.4% (404/1330)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2022 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2022 (Review 1) December 2022 (Review 2) December 2023 (Review 3)
Statement authorised by	Ian Irwin Headteacher
Pupil Premium Lead	Cat O'Gara
Governor lead	Karen Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£438,280
Recovery premium funding allocation this academic year	£99,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2022-2023) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£537,640
<i>NB Funding for pupil premium is allocated by financial year, not academic year within Stockport LA</i>	

Part A: Pupil premium strategy plan

Statement of intent

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.

Pupil Premium - Gov.uk

Our vision is that our disadvantaged students are nurtured in the school community which is dedicated to inspiring respectful collaboration in an aspirational learning culture. Ultimately, we would like all of our students to become successful, motivated, well-adjusted adults who achieve economic well-being. The work which we do with all of our students is scaffolded by our PROUD values: positivity, respect, opportunity, unity and determination.

We fully appreciate that no single intervention provides a complete solution to the complex educational issues faced by many schools and it is therefore important that we operate a multifaceted approach, as we feel that this offers the best opportunity for pupils to succeed. However, we do believe that one key element of raising attainment of all our students is quality first teaching and learning.

We recognise that our disadvantaged cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our disadvantaged cohort. We have increased our capacity to identify and react on a daily basis. Our staffing is a key area of our intervention strategy. Identified staff are tasked with identifying barriers and reviewing progress through our data check points and supplementing with anecdotal observations. We rely heavily on our Pastoral, SEN and Attendance teams and teaching staff to identify emerging needs and deliver interventions.

At Stockport School, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what all students can achieve.

All students will be able to access knowledge through our broad and balanced curriculum, irrespective of their background. No student's learning will be capped due to challenges to learning they might have, such as a vocabulary deficit or reading comprehension.

Challenges

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

Challenge number	Detail of challenge
1	Family history of reduced engagement with school life such as attendance at parent consultation evenings
2	No family history of tertiary education and with this a lack of aspiration towards attending leading universities
3	Literacy skills caused by a gap in learning
4	Ability to engage with Enrichment activities and GCSE exam preparation
5	Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment
6	Attendance of Pupil Premium students to school
7	Travel time between the home and school

Review 2/3 – upon the reassessment of school priorities, it has become clear that the attendance and the literacy gap have become wider, and so efforts in these areas have increased.

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
The P8 score for the PP students will have increased	There will be a year on year increase in the P8 scores of the PP students
The A8 score for the PP students will have increased	There will be a year on year increase in the A8 scores of the PP students
The percentage of students achieving grade 5+ in English and maths will have increased	There will be a year on year increase in the percentage of PP students achieving 5+ in English and maths
The percentage of students entering for the Ebacc increases	There will be a year on year increase in the percentage of students engaging with the Ebacc
Attendance for the PP students will increase	The gap between PP and other students' attendance will narrow
All PP students will go onto their choice of education, employment or training	All PP students will go on to post 16 provision
The number of enrichment sessions PP students attend will increase	There will be an increase in the engagement of PP students with the Enrichment programme
Ensure that no child is prevented from accessing opportunities due to their financial background.	No disadvantaged student will be prevented from participating in opportunities to increase cultural capital due to the financial background

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

Budgeted cost: £184,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Vision for disadvantaged students shared with all stakeholders</p>	<p>Addressing Educational Disadvantage <i>it is vital that all staff understand: the issues being addressed; how school is addressing them; evidence to support the approach; their role within it; what success looks like</i></p> <p>An Updated Practical Guide to the Pupil Premium <i>The Pupil Premium might just be the key that unlocks the opportunity for all to achieve well</i> <i>Higher expectations and consistency are explicit everywhere, as are the school's values in the classrooms and the corridors</i> <i>The barriers may be the school community having low expectations of them</i> <i>The most effective schools have high expectations and high ambitions for every pupil regardless of background</i></p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Quality CPD through teaching and learning delivered to staff responsible for PP results</p>	<p>EEF Teaching and Learning Toolkit +5 months</p> <p>Addressing Educational Disadvantage <i>Effective teaching is the best level for improving school and pupil outcomes' 'training opportunities and high quality CPD are often powerful lures for teachers looking not only to hone their skills, but to make a real difference to the life chances of all pupils</i></p> <p>An Updated Practical Guide to the Pupil Premium <i>Systems are in place in Maths to ensure consistently good teachers are recruited and retained in to the department</i> <i>Good professional development is fundamental</i></p>	<p>2, 3, 4, 6</p>
<p>Smaller class sizes in years 9-11 for English, maths and science</p>	<p>EEF Teaching and Learning Toolkit +2 months</p> <p><i>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</i></p>	<p>2, 3, 4, 6</p>

	NB. Due to staffing issues within English at the start of September 2022, year 11 class sizes in English are not reduced.	
Focus group on the strategies outlined in Teach Like a Champion	<p>EEF Teaching and Learning Toolkit +5 months</p> <p>Addressing Educational Disadvantage <i>Effective teaching is the best level for improving school and pupil outcomes' 'training opportunities and high quality CPD are often powerful lures for teachers looking not only to hone their skills, but to make a real difference to the life chances of all pupils</i></p>	2, 3, 4, 6
<p>Literacy working group developing a whole school strategy</p> <p>All Year 7's to receive a BookBuzz book</p> <p>PP students are given the opportunity of being in a reading /focus group</p>	<p>EEF Teaching and Learning Toolkit +6 months</p> <p>Closing the Reading Gap <i>most things teachers do are important but teaching reading is essential' 'we must remember that for one in four pupils 'below expected' reading skill in Year 7, such development of subject expertise will be inevitably stunted</i></p> <p>An Updated Practical Guide to the Pupil Premium <i>... revealing that low-income children are exposed to 30 million fewer words that their higher-income peers before age three</i></p>	2, 3, 4, 6
All DOS to be involved in analysing their data at each AP, and putting early interventions in as needed	<p>EEF Teaching and Learning Toolkit +5 months</p> <p>Addressing Educational Disadvantage <i>Adopt a culture of early intervention</i></p>	2, 3, 4, 6
Students to receive regular feedback in their lessons which they are able to act on accordingly	<p>EEF Teaching and Learning Toolkit + 8 months Addressing</p> <p>Educational Disadvantage <i>Meaningful assessment is part of great teaching, including helping to identify gaps in learning</i></p>	2, 3, 4, 6
Teachers use a wide range of metacognition practises in their lessons and home learning	<p>EEF Teaching and Learning Toolkit + 7 months</p> <p>Addressing Educational Disadvantage <i>It is important for teachers to explicitly teach metacognitive skills within their domain</i></p> <p>An Updated Practical Guide to the Pupil Premium <i>The work to improves children's metacognitive skills can be powerful. It is being well researched and, if done effectively, will link closely to the school's overarching strategy to improve outcomes for all. Metacognition can help create successful learners</i></p>	1, 2, 3, 4, 6

LAC and Young Carer training for NQTs and new staff	<p>Identification Practice of Young Carers in England</p> <p><i>It is recommended that young carer awareness and identification was built into induction for new staff and there was a named young carer lead who would act as key contact</i></p>	1, 2, 3, 4, 6
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Targeted Academic Support

Budgeted cost: £200,636

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards online homework platforms	<p>EEF Teaching and Learning Toolkit +5 months</p> <p>Addressing Educational Disadvantage <i>In particular, developments in ICT resources have allowed more pupils than ever to overcome difficulties and make greater progress than ever to overcome difficulties. These cutting-edge resources can benefit all pupils at different points in their education</i></p>	1, 2, 3, 4, 6
All PP students have access to the technology needed to complete their online learning	<p>EEF Teaching and Learning Toolkit +5 months</p> <p>Addressing Educational Disadvantage <i>In particular, developments in ICT resources have allowed more pupils than ever to overcome difficulties and make greater progress than ever to overcome difficulties. These cutting-edge resources can benefit all pupils at different points in their education</i></p>	1, 2, 3, 4, 5, 6
All LAC students who are in need of 1:1 tuition are given the opportunity to do so	<p>EEF Teaching and Learning Toolkit +4 months</p> <p>Addressing Educational Disadvantage <i>There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning</i></p>	1, 2, 3, 4, 6
Accelerated Reader for Years 7 and 8	<p>EEF Teaching and Learning Toolkit +6 months</p> <p>Closing the Reading Gap <i>most things teachers do are important but teaching reading is essential' 'we must remember that for one in four pupils 'below expected' reading skill in year 7, such development of subject expertise will be inevitably stunted</i></p>	1, 2, 3, 4, 6
Purchasing educational equipment such as revision guides, calculators and food technology ingredients for Pupil Premium students	<p>An Updated Practical Guide to the Pupil Premium <i>The personalised approach – transport, alarm clocks etc. – to ensure young people are accessing quality first teaching is powerful</i></p>	1, 2, 3, 4, 5, 6
Intervention sessions for English, science and maths during registration	<p>EEF Teaching and Learning Toolkit +4 months</p> <p>Addressing Educational Disadvantage</p>	1, 2, 3, 4, 6

	<i>There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning</i>	
Homework club available in the LRC for students who need access to technology, which is specific to English on Tuesday	<p>EEF Teaching and Learning Toolkit +5 months</p> <p>Addressing Educational Disadvantage <i>In particular, developments in ICT resources have allowed more pupils than ever to overcome difficulties and make greater progress than ever to overcome difficulties. These cutting-edge resources can benefit all pupils at different points in their education</i></p>	1, 2, 3, 4, 5, 6
Peer Reading sessions for the Year 7 and 8 cohorts	<p>EEF Teaching and Learning Toolkit + 6 months</p> <p>Closing the Reading Gap <i>reading, offers a great deal of pleasure, while simultaneously offering us a vital tool to learn</i></p>	2, 3, 4, 6
The Nurture Group is to select students with low KS2 scores to be withdrawn from their MFL lessons and given guided lessons in numeracy and literacy	<p>EEF Teaching and Learning Toolkit + 6 months</p> <p>Addressing Educational Disadvantage <i>Every moment in school needs to be a language development and comprehension moment. The presumption of language can leave pupils isolated in the classroom. Language is key to success in accessing the curriculum</i></p> <p><i>There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning</i></p>	1, 2, 3, 4, 6
Students have access to a high quality PSHE curriculum which will allow them to have lessons which they will benefit from in the future	<p>EEF Teaching and Learning Toolkit + 4 months</p> <p>School and Academies Show <i>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school</i></p>	2, 3, 4, 6

Wider strategies

Budgeted cost: £152,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Spare school uniform	An Updated Practical Guide to the Pupil Premium <i>The personalised approach – transport, alarm clocks etc. – to ensure young people are accessing quality first teaching is powerful</i>	1, 2, 3, 4, 5, 6
Pathways	Addressing Educational Disadvantage <i>Ensure that the social, emotional and mental health of pupils is prioritised</i> Born to Fail <i>Figures suggest rates of depression and anxiety amongst teenagers have increased by 70 percent in the past 25 years and one in ten children and young people (aged 5-16) suffer from a diagnosable mental health disorder and as many as one in 15 children and young people deliberately self-harm.</i>	1, 2, 3, 4, 5, 6, 7
Peripatetic music lessons	EEF Teaching and Learning Toolkit + 2 months Powell Academy of Music <i>there's plentiful evidence that learning to play an instrument can significantly relieve stress. Scientific studies have shown that people who play an instrument have lower stress levels, lower blood pressure, decreased heart rate, and decreased symptoms of anxiety and depression.</i>	1, 2, 3, 4, 5, 6
Students are able to have access to a trained school counsellor	Addressing Educational Disadvantage <i>Ensure that the social, emotional and mental health of pupils is prioritised</i> Born to Fail <i>Figures suggest rates of depression and anxiety amongst teenagers have increased by 70 percent in the past 25 years and one in ten children and young people (aged 5-16) suffer from a diagnosable mental health disorder and as many as one in 15 children and young people deliberately self-harm.</i>	1, 2, 3, 4, 5, 6
Disadvantaged students will be supported in ensuring they have opportunities to increase cultural capital including DoE	Addressing Educational Disadvantage <i>ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible</i> Born to Fail <i>A child's emotional health is far more important to their satisfaction levels as an adult than other factors</i>	1, 2, 3, 4, 5, 6, 7
Attendance roles contributing towards the	British psychological report 2017 Behaviour Change: School attendance, exclusion and persistent absence	1, 2, 3, 4, 5, 6, 7

welfare of the PP students	<i>the 4 categories identified by the British Psychological Society are addressed: Mental Health; Physical Health; Attitudinal/systemic; School behaviour related</i>	
Pupil Premium champion on the Leadership Team	<p>Addressing Educational Disadvantage <i>The most effective schools create capacity and provide the expertise and support for teachers and other staff to better meet the needs of their disadvantaged students</i></p> <p>An Updated Practical Guide to the Pupil Premium <i>Leadership capacity is given over to plan a very clear coherent and well-resourced strategy to improve outcomes for disadvantaged learners</i> <i>...tackling underachievement by disadvantaged learners at the top of the agenda at a strategic level</i></p>	1, 2, 3, 4, 5, 6, 7
A Young Carers champion will liaise with staff	<p>Children's Society <i>Young carers miss on average 48 school days due to their caring role</i> <i>Young carers are more likely to perform at one grade lower than other students</i></p> <p>Addressing Educational Disadvantage <i>Our strategies to address educational disadvantage will stand or fall based on the quality of relationships we forge</i></p>	1, 2, 3, 4, 5, 6
We will continue with the high quality IAG programme	<p>Addressing Educational Disadvantage <i>As beacons of humanity, schools have a duty to educate and protect the more vulnerable, and so strive to promote equality and social mobility</i></p> <p>An Updated Practical Guide to the Pupil Premium <i>...when they leave school all young people should be 'life ready'.</i></p> <p>Born to Fail <i>...schools to talk about opportunities in their area, explaining ways children can make a difference as they grow up</i></p> <p>Gatsby Benchmarks <i>The greater the number of Benchmarks held, the greater the number of GCSE passes at A*-C/9-4 were achieved by each learner, even when gender, ethnicity, SEND status, FSM status, looked after status and Ofsted rating were statistically controlled for.</i></p>	1, 2, 3, 4, 5, 6
A robust and informative options package is in place for Year 9 which is run by AHT and the pastoral team	Addressing Educational Disadvantage <i>ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible</i>	1, 2, 3, 4, 5, 6
We have a robust year 6-7 transition in place	An Updated Practical Guide to the Pupil Premium	1, 2, 3, 4, 5, 6

which a key member of the pastoral team is responsible for	<i>Transition means that less resilient learners are at risk of falling further behind during what can be a daunting experience</i>	
Working towards increasing parental engagement, especially after the pandemic	An Updated Practical Guide to the Pupil Premium <i>Maybe that's the key to parental engagement – finding their passion and getting them to share it with the children!</i>	1, 2, 3, 4, 5, 6, 7

Total budgeted cost: £418,136

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 2022 to 2023 academic year.

As a school we have developed the role our Pathways team, which was created in 2017 to further support our students. We aim for students who need extra support, but may not qualify through other routes to be able to access the support which they need. Our dedicated Pathways mentor successfully works with some of our most disengaged and challenging students in the school, leading them through different courses such as N-GAGE, Golddigger, Mindfulness, My Anger Gremlin, Anti-Bullying Week, Signpost Young Carers drop in. We have also tried to encourage students who were consistently outstanding with regards to attendance/punctuality/behaviour by taking them on rewards trips or celebrating their success in school. We have taken the Pathways team in a different direction this year, and have brought it together with inclusion.

We are developing links with our local community and Foodbank, and have successfully run several Foodbank drives which have been donated at key points in the year.

We have continued to staff smaller class sizes in years 9-11 in English, Maths and Science. This has had a positive effect on results and experiences in the class for our pupils.

We widened our provision across the board with the creation of the academic mentor roles throughout the school. These members of staff work closely with our disadvantaged cohort to increase outcomes.

We have continued with our enhanced roles for the School Behaviour Manager and the School Attendance Officer taking on additional staff to specifically oversee a 'welfare' role with our most disengaged.

Other Key Areas of Expenditure

Homework Club Salaries: Homework Club has allowed any student who wants, to use the School LRC with internet and printing capabilities plus specialised support to help in completion of independent learning. It has been well attended throughout the year and will continue to be funded in 2023-2024.

Year 9-11 targeted Career Guidance Interviews: Targeted students attend interviews with the external CONNEXIONS advisor at key times throughout the year.

Making it Back/MOSAIC: Students can self-refer into this service which allows for specialised and independent intervention or advice on a huge range of topics with The School Counselling Service through MODE Counselling.

Music Fees: All Year 7 Pupil Premium students are offered the opportunity to have a peripatetic music lesson each week throughout their first year at school.

Revision Books and materials: Every Pupil Premium student in Year 11 has revision booklets (personalised to the subjects they are studying at GCSE) to work with both at home and in extra revision sessions. These can be collected in Year 10 to allow students to start to work them into their routines.

School Trips: Where appropriate the cost of educational school trips and visits for Pupil Premium students are subsidised

Accelerated Reader (including training): Students in Year 7 8 & 9 have been inducted and are taking part in the Accelerated Reader programme. Many staff have been trained and targeted individuals receive additional 1:1 sessions to support their progress. The online testing and grading of books available in the LRC has proved very popular amongst students.

Review of Interventions 2022-2023

Intervention	Review	Judgement
Focus on feedback and planning as part of quality teaching and learning (CPD and SDP) Expand to have a focus on reading (2023-2024)	Assessment points 2021 GCSE results SDP QA.KS3/KS4 data	Continue into 2023-2024
Pupil Premium Champion on the Leadership Team	Assessment points 2019 GCSE results PM cycle KS3/KS4 data	Continue into 2023-2024
Non-Teaching member of staff with focus on FSM attendance Enhanced team with designated 'welfare' role	Attendance data	Continue into 2023-2024
Director of Progress with a focus on progress and attainment Senior Leadership roles to focus on both Key Stages	2021 GCSE results Participation data Attendance data PM cycle KS2/KS3/KS4 data	Continue into 2023-2024
Staffing levels within Maths, English and Science increased to allow focused classes across all Key Stages	2019 GCSE results KS3 data QA SDP PM Cycle	Continue into 2023-2024
Homework Club Key Stage 3/4 Study Club	KS2/KS3 data Attendance data	Continue into 2023-2024

Personal equipment, revision guides and supporting materials	KS3 data Attendance data	Continue into 2023-2024
Peripatetic music lessons offered to all Pupil Premium Year 7 Students	Participation data Attendance data KS2/KS3/KS4 data	Continue into 2023-2024

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Careers	School team, CONNEXIONS and CEIAG
Kooth Workshops	Kooth
PSHE/RSE Workshops	Prison Me No Way School of Sexuality Local emergency services Local council services
Duke of Edinburgh	Duke of Edinburgh
Sexual Health Workshops	School Nursing Team School of Sexuality
Trispace	Anna Freud Centre
Knife Crime Workshops	Stockport Council
Mental Health Workshops including sleep and mindfulness	Alcoholics Anonymous Young Gambling Mosaic

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)