

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Stretford Grammar School
Number of pupils in school	950
Proportion (%) of pupil premium eligible pupils	13.83% (131)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2223-24 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Michael Mullins Headteacher
Pupil premium lead	David Price Assistant Headteacher
Governor / Trustee lead	Steve Lynn Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,976
Recovery premium funding allocation this academic year	£12,540

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£119,516

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in the core subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are accessing support from the pastoral and safeguarding teams. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through small group tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment (from data captures that are a result of formative assessments designed to track progress effectively), not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that disadvantaged pupils have access to IT equipment to access the school's online curriculum content
- ensure that disadvantaged pupils can partake in educational experiences that will broaden and add to pupils' cultural capital

Challenges

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

Challenge number	Detail of challenge
1	<p>English – Literacy and Reading (whole school focus)</p> <p>Residual data at GCSE for PP pupils in English is slightly below their peer group – whilst APS scores are positive in comparison – there is a marginal gap.</p> <p>Diagnostic assessment and reading age tests indicate that the number of disadvantaged pupils with lower scaled scores begins to widen as pupils progress through KS3.</p> <ul style="list-style-type: none"> - 22% of Year 7 disadvantaged have a scaled score between 93 and 105 – with a reading age between 10.08 and 12.03 (compared to other pupils 7% with similar scaled scores and reading ages). - 27% of Year 8 disadvantaged have a scaled score between 100-103 – with a reading age between 12.09 and 13.02 (compared to other pupils 12% with similar scaled scores and reading ages). - 36% of Year 9 disadvantaged have a scaled score between 90 and 102 – with a reading age between 11.05 and 14.03 (compared to other pupils 10% with similar scaled scores and reading ages) - <p>Accessing a challenging curriculum in the modern era requires that pupils have the adequate literacy skills to deal with the subject specific demands that are placed on them – both in day to day practice and for formal summative assessment points.</p>
2	<p>Continued high attainment for disadvantaged pupils</p> <p>Outcomes for pupils at KS4 are well above the national average and have continued to be in line with non-disadvantaged pupils. To support this progress the implementation of targeted interventions and programmes of support sessions delivered by subject specialists will enable disadvantaged pupils to make progress in line or above their peers.</p>
3	<p>Well-Being</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges affect disadvantaged pupils, including their attainment.</p>
4	<p>Access to Cultural Capital (including extra-curricular)</p>

Disadvantaged pupils are less likely to be able access funds from home to support costs associated with extra-curricular and or off site activities-limiting disadvantaged pupils' access to cultural capital – including careers advice and guidance.

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
<p>High levels of literacy including improving reading ages among disadvantaged pupils (and other pupils identified as requiring support and intervention) across school, specifically focusing on those pupils identified by diagnostic assessments that have lower chronological reading ages in KS3 and where data captures in KS4 identify gaps.</p> <p>Continue to support strong attainment by developing a formative assessment process that ensures pupil gaps in learning are identified and acted on.</p>	<p>By the end our plan:</p> <ul style="list-style-type: none"> - reading tests demonstrate improved fluency and comprehension skills among disadvantaged pupils (and other targeted pupils) and will be in line with or above their chronological age. - internal quality assurance and work in books will demonstrate extended writing which is well structured, 'word rich' and uses subject specific vocabulary appropriately. - pupils will have the skills to tackle challenging texts suitable for their chronological reading ages and in summative assessments – across the entire curriculum. - Each subject will have clearly defined 'milestone' assessments and Mid Year and End of Year assessments that are tracked and used to inform intervention strategies.
<p>To continue achieve sustained high attainment for all our disadvantaged pupils, with no inschool gap.</p>	<p>Sustained high outcomes demonstrated by:</p> <ul style="list-style-type: none"> - At GCSE Year 11 Pupils achieving their target grades across each of their subject areas and thus achieving a P8 score of at least 0.56 (21 pupils). At GCSE Year 10 Pupils achieving their target grades across their subject areas and thus achieve a P8 score of at least +0.23 (18 pupils). - At KS3, pupils are making the progress that is secure across each subject area. Where pupils are not on track to meet target grades, they are engaged with intervention sessions, as demonstrated by our intervention data. The overall

	outcomes for disadvantaged pupils are at least in line with non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2022-23 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative and quantitative data from pupil voice, pupil and parent surveys and teacher observations. - CPOMS data to demonstrate that all pupils have received the appropriate support pathways. - Provision Map support plans are in place and detail specific support strategies. - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To ensure that disadvantaged pupils receive opportunities to learn off site and develop cultural capital alongside their peers.	Disadvantaged pupils attend curriculum enrichment trips and Year 7 Conwy Residential and Year 9 School Camp. Music lessons funded. Aspiration activities to provide careers advice and guidance.

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: £60,776

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Focus on high quality teaching where every teacher is challenged and supported which is key to improving their teaching practice.</p> <p>Through Inset training on Literacy and the embedding of Rosenshine’s principles across the curriculum and with classroom practice informed evidence based research: Sherrington, J Tomsett and Sweller</p> <ul style="list-style-type: none"> - CPD sessions delivered with whole school focus on Teaching and Learning, underpinning and linking to other initiatives such as disciplinary literacy and formative assessment, informed by evidence based research: Kathrine Mortimore, Alex Quigley and Michael Chiles - Whole staff external training delivered by Mark Roberts: Developing Disciplinary Literacy - Successful application to be part of SSAT DfE EEF Embedding 	<p>Research shows that ‘high quality teaching is the most important lever that will help to improve disadvantaged outcomes. This has been identified as a key principle in the EEF Guide to the Pupil Premium.</p> <p>Internal quality assurance of the deployment of highly skilled Advanced Practitioners also supports this rationale, not only helping the disadvantaged pupils but every pupil in the class. Research for Education Inspection Framework in 2019 reports that the ‘teaching effectiveness is a strong predictor of pupils’ progress throughout school, and having a succession of strong or weak teachers can have lasting effects.</p>	<p>1</p>

<p>Formative Assessment Programme (Dylan Wiliam and Corinne Settle) from September 2023</p> <ul style="list-style-type: none"> - Engaging with the National Literacy Trust programme in order to provide high quality staff training (£1,350) 		
<p>2. CPD delivered with a focus on whole school disciplinary literacy and the teaching of reading strategies. Curriculum schemes of work will focus on subject specific literacy through identifying tier 2 and tier 3 language. (£750)</p>	<p>Research from EEF regarding the explicit teaching of reading strategies shows that Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Research shows that to increase academic attainment, vocabulary development must be at the forefront of any literacy strategy. This is also supported by the EEF as part of their recommendations in Improving Literacy in Secondary Schools. It is recommended that school leaders prioritise subject specific literacy training, rather than general approaches.</p>	<p>1</p>
<p>3. Purchase of standardised diagnostic assessments. CPD for staff on the use of diagnostic assessment so that the application of knowledge tasks identify gaps in knowledge. All Pupils in KS3 and targeted pupils in Y10 tested to assess literacy needs. (£3419).</p>	<p>Standardised tests can provide intelligence on the strengths and weakness of individual pupils. This will allow appropriate actions to be implemented through targeted interventions. Alongside this developing the ability of teachers to reflect on the pupils' strengths and weaknesses using diagnostic assessment will help pupils know more and remember more. Findings from the EEF Diagnostic Assessment insights will be incorporated in to the training of teachers.</p>	<p>1</p>

	<p>GL Assessment will provide the school with the reading ages and the Standard Age Scores of our pupils. This information will be used in school to introduce extra challenge or interventions to address any areas identified as before they impact on performance. This information will also help the school to identify pupils who may have barriers to accessing the curriculum.</p>	
<p>4. Professional development for staff prioritising disciplinary literacy so all staff are supported to teach literacy and communication skills focussing on subject specific literacy.</p>	<p>Research shows that to increase academic attainment, vocabulary development must be at the forefront of any literacy strategy. This is also supported by the EEF as part of their recommendations in Improving Literacy in Secondary Schools. It is recommended that school leaders prioritise subject specific literacy training, rather than general approaches.</p>	1
<p>5. Additional TLR in English to provide a co-ordinated approach to literacy and reading across all subjects. (£2,873)</p>	<p>EEF literacy guidance states that Schools should expect and proactively plan to support pupils with the weakest levels of literacy and that they should seek to create a coordinated system of support is a significant challenge requiring both specialist input and whole school leadership. EEF</p> <p>In combination with diagnostic testing as the benchmark, the literacy lead will be able to audit existing literacy practices, assist in creating subject specific literacy plans, support teachers to define effective reading, writing and talk in their subjects. In addition they will be able to evaluate the quality and complexity of existing reading materials in school (working closely with the librarian to further develop pupil access to readers).</p>	1
<p>6. Smaller class sizes and additional time will be funded in English in Key Stage 3 to ensure that teaching and feedback is bespoke to the needs of individual pupils. Additional teaching groups in KS4 English</p>	<p>Reducing class sizes enables teachers to adapt their teaching approach to offer more precise feedback to pupils.</p> <p>EEF Guidance states that reduced class sizes enables high quality interaction between pupils and teachers – such as teachers modelling approaches with pupils.</p>	1

to provide more bespoke teaching.		
7. Literacy resources purchased in English to enable disadvantaged to fully access courses taught and KS3 reading texts provided to all pupils to encourage confidence in reading. Curriculum lesson sequencing priorities tier 2 and 3 language to support literacy throughout the school.	EEF guidance on literacy in the secondary school states: Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers of every subject to teach pupils how to read, write and communicate effectively	1

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

Budgeted cost: £12,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Engaging with the National Tutoring Programme to provide a blend of tuition, academic mentoring, and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. (12,540)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF The chosen approach will consider the research and the most effective intervention based on the needs of individual pupils.	2
2. Key Stage 4 - Subject specific support sessions delivered to targeted pupils in Year 11 post mock results and delivered via	Small group targeted intervention approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach	2

<p>timetabled planned sessions.</p> <ul style="list-style-type: none"> - Pastoral interventions put into place for Year 10 pupils post assessment points. 	<p>allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	
<p>3. Key Stage 3 -Pastoral interventions put into place for disadvantaged pupils at Mid Year Assessment and End of Year Assessment points.</p>	<p>Interventions put into place as a result of assessment data allows subject staff and progress leaders to support pupils with specific barriers to learning. Identified pupils will be tracked and interventions put into place.</p>	2

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

Budgeted cost: £46,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. PSHCE curriculum and pastoral time to be utilised and planned for to support pupils' well-being.</p>	<p>The DfE review of impact and effective practice states:</p> <ul style="list-style-type: none"> - The evidence shows that personal, social, health and economic (PSHCE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success. - Taking a whole school approach to health and well-being is linked to pupils' readiness to learn. A recent review of the link between pupil health and wellbeing and attainment advocated promotion of health and well-being as an essential element of a school's effectiveness strategy (Public Health England, 2014). 	3

<p>2. School Counsellor in post to support pupils wellbeing – this includes disadvantaged pupils and other vulnerable pupils identified as needing intervention. Attendance Officer in post to support pupils and families who experience attendance challenges. (£25,094)</p>	<p>DFE guidance on wellbeing in schools states: Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and pupil emotional health and wellbeing which can help readiness to learn.</p>	<p>3</p>
<p>3. Financial support for a comprehensive programme of curriculum based trips and visits and whole year group specific enrichment opportunities. These costs will be dependent on the nature of the trip or visit.</p> <ul style="list-style-type: none"> - Trips, Music Tuition, Uniform provision (£7406) - DofE Subscription (£1,100) 	<p>Many disadvantaged pupils lack the opportunities of their non-disadvantaged peers and exposure to the wider world. Enhancing pupils' cultural capital in school will have a positive impact on pupil's aspirations and self-esteem. Recent research on cultural capital argues that extracurricular activities may enhance children's intellectual creativity, breadth, and scope and moreover that cultural participation may lead to a genuine increase in analytical and academic competence.</p>	<p>4</p>
<p>4. Standardised diagnostic assessment package (Lucid) to assess pupil needs and Nasen SEND testing to support all pupils who may require some form of additional support both in the classroom and via tutoring.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction – Evidence here</p>	<p>1</p>
<p>5. Providing pupils with free breakfast meal offer to promote wellbeing. (£735)</p>	<p>A nutritious healthy breakfast at the start of the school day supports pupils to focus and increases their ability to concentrate and access learning.</p> <p>Headteachers who took part in the National School Breakfast Programme over the last 3 years have reported the incredible impact eating breakfast at the start of the school day, can have on children's readiness to</p>	<p>3</p>

	learn, behaviour, punctuality and wellbeing.	
6. Investment in IT software to enable staff to track and monitor pupil progress and safeguarding (Classcharts, 4Matrix, SENSO, CPOMS) (£11,865)	<p>EEF guidance on using technology states that effective assessment provides teachers with information about pupils' learning and needs. By using software tracking, it can help teachers judge whether pupils have understood what is being taught, make decisions about whether key concepts and skills have been mastered, and identify which pupils are likely to require additional support.</p> <p>Safeguarding software enables leaders to monitor the wellbeing of pupils and take appropriate action.</p>	1,2,3

Total budgeted cost: £119,516

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021 to 2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Pupils Supported

In 2021 to 2022, 15.8% of pupils in Years 7-11 were eligible for pupil premium funding (140).

During the year academic progress was tracked via the use of tracking software that compared PP pupil progress to Non PP pupil progress in KS4. SIMS data was also used in order to track progress at KS3. Gaps in progress were highlighted and Progress Leaders put in place support plans were required. In addition to this tracking key pastoral indicators were also used to monitor and support pupils, such as attendance figures; behaviour via Classcharts and engagement with enrichment opportunities.

Intended outcome: Improved attainment among disadvantaged pupils across Maths and English at the end of KS4.

PP pupils' Attainment 8 and Progress 8 scores in Maths and English in 2022 were above the Non-PP pupils:

	Maths A8	Maths P8	Eng Lang A8	Eng Lang P8	Eng Lit A8	Eng Lit P8
PP	79.48	+1.05	79.48	+0.54	79.48	+0.57
Non-PP	76.44	+0.26	75.97	+0.26	75.97	+0.24

In KS3 and Year 10 attainment and progress data demonstrates that the PP pupils make good progress when compared to NonPP cohort.

Intended outcome: To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.

During the year Classcharts wellbeing data was monitored and any issues that arose were dealt with by the pastoral staff and appropriate support strategies were put into place. Positive behaviour points for all values for PP pupils were in line with the cohort.

The school counselling service was used to sign post pupils to individual support (and this included disadvantaged pupils based on need).

Tracking of at risk pupils via CPOMS enabled some disadvantaged pupils and their families to be signposted to Trafford's Teams Together service.

Intended outcome: To ensure that disadvantaged pupils receive opportunities to learn off site and develop cultural capital alongside their peers

Enrichment opportunities for pupils was a priority and the 2 main residential trips (Conwy and Camp) were subsidised for disadvantaged pupils to ensure that barriers to attending were removed.

Additional support was made available to disadvantaged pupils to attend any additional school experiences or clubs (music lessons; sport coaching; Crest award; Paris trip; and active learning opportunities).

DofE participation was supported through the provision of equipment for disadvantaged pupils on the Bronze Award.

Intended outcome: To ensure that disadvantaged pupils have access to technology in order to access the full curriculum resources.

51 laptops deployed to disadvantaged pupils – with a further 28 offered but not taken up. Wi-fi access enabled for a small group to ensure that they could access school resources.

Conclusions

Overall there are no significant differences between the data sets of the disadvantaged pupils and non-disadvantaged pupils across the school. Further tracking of progress and attainment through a new tracking system (implemented in September 2022) will enable more targeted support as required.

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
NA	NA