

# Pupil premium strategy statement – Stretford Grammar School 2023-26

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	794
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	M.Mullins
Pupil premium lead	D.Price
Governor / Trustee lead	Mr. S. Lynne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,850
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£30,567
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£144,417

# Part A: Pupil premium strategy plan

## Statement of intent

At Stretford Grammar School, our focus on supporting disadvantaged and vulnerable students is to understand the barriers they face in making good progress and to remove the non-academic elements which may impact on their achievement in school.

At the heart of the school's vision and values is the belief that we should give our best efforts first time: '**Aspirat primo fortuna labori**'. This is embedded in our core values of **Aspiration**, **Endeavour** and **Respect**.

The school has a long-standing commitment to building a highly aspirational and harmonious community which supports students through a well-planned and dynamic curriculum to fulfil their future ambitions. Underpinning this aspiration is the belief that our students achieve their potential through hard work and endeavour, giving the best of themselves around the school in their interactions with each other and the wider community. Founded on mutual respect and courtesy, these values and expectations permeate all that we do from door to school to ensure students can develop in an inclusive and caring school community where they become the very best that they can be.

Therefore, **our community** believes in:

- **Aspiration** - we always give our best efforts in everything that we do
- **Respect** - we take pride in working in a harmonious community built on kindness and integrity
- **Endeavour** - we try to be the best version of ourselves through participating in the opportunities provided by school and the wider community

To ensure every student has access to this vision we also 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.

In order to support our students in overcoming the barriers and challenges they face, our strategy is a three-tiered approach focusing on closing the disadvantaged attainment gap through:

- Delivering high-quality teaching and learning through an effectively planned curriculum which ensure consistent classroom practice in calm, purposeful classrooms so that all students can achieve their potential and enjoy success
- The provision of targeted academic support in lessons, making adjustments where appropriate, to narrow the gaps identified through consistent tracking of achievement and progress
- Developing access to cultural capital opportunities in order to facilitate enjoyment, engagement and success beyond the classroom by focussing on

attendance, behaviour, social and emotional mental health and wellbeing and financial support

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Sustained Attainment and Progress</b></p> <p>Data in 2023 shows the Progress 8 score of 0.43 is below the whole school score of 0.6 and those achieving 5+ in English and Maths is slightly lower (90%) than the school average 95%. Equally, Attainment 8 score of 66.8 is below the whole school score of 72.1 and the APS for Ebacc subjects is 0.7 lower for disadvantaged students.</p>
2	<p><b>English – Literacy and Reading (whole school focus)</b></p> <p>Accessing a challenging curriculum requires pupils to have adequate literacy skills to access subject specific demands, both in day-to-day practice and for formative and summative assessment points.</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"> <li>• 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).</li> <li>• 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).</li> <li>• 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)</li> </ul>
3	<p><b>Attendance and Punctuality</b></p> <p>We recognise and share the belief that all students make good progress when they attend school. However, because of the pandemic, there has been a rise in students nationally who are persistently absent from school. Several barriers including Social Emotional Mental Health and Wellbeing have impacted on school attendance in recent years and provided barriers. Internal data for persistent does show a slight in year gap of 0.4% which has improved significantly since the pandemic.</p>
4	<p><b>Developing aspiration and participation</b></p> <p>A main tenet of the schools' values and ethos is to provide all students with the opportunity to participate in a wide range of activities to foster engagement, develop 'cultural capital' and broaden their knowledge skills and aspirations.</p>
5	<p><b>Financial Constraints</b></p>

	For some students access to equipment and resources has limited participation in activities that develop the whole child, raise aspirations, and provide opportunities for success beyond the classroom.
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## 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. Attainment and Progress gaps narrow	<ul style="list-style-type: none"> <li>• Develop Effective Formative assessment through the SSAT programme that ensures pupil gaps in learning are identified and acted on.</li> <li>• Embedding the principles of Rosenshine to support the delivery of Quality First Teaching</li> <li>• 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.</li> <li>• At KS3, pupils are making the progress that is <b>secure</b> 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.</li> <li>• Disadvantaged students provided with additional tutoring where gaps in performance are occurring</li> <li>• Reduction of class sizes in English to support Literacy interventions</li> </ul>
2. 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>By the end our plan:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• internal quality assurance and work in books will demonstrate extended writing which is well structured, 'word rich' and uses subject specific vocabulary appropriately.</li> <li>• pupils will have the skills to tackle challenging texts suitable for their chronological reading ages and in</li> </ul>

	<p>summative assessments – across the entire curriculum.</p> <ul style="list-style-type: none"> <li>• Reduction of class sizes in English to support Literacy interventions</li> </ul>
<p>3. School attendance of disadvantaged students to be in line with the high level of attendance at whole school level because of a reduction in the barriers to attendance</p>	<p>Sustained high levels of wellbeing from 2022-23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative and quantitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• CPOMS data to demonstrate that all pupils have received the appropriate support pathways.</li> <li>• Provision Map support plans are in place and detail specific support strategies.</li> <li>• Attendance Forums held termly to support parents with strategies to encourage improved attendance</li> <li>• School Counsellor to support students with SEMH and Wellbeing</li> <li>• School to support students through a range of providers including Trafford Teams Together, #BeeWell and other initiatives</li> <li>• 2 Pastoral Managers appointed in KS3 and KS4 to support students</li> <li>• <b>Attendance is 97% for ALL students</b></li> </ul>
<p>4. Students from disadvantaged backgrounds can experience a range of activities which develop cultural capital, engagement, and participation</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Activities tracked so that students can be engaged with to</li> <li>• Endeavour award developed which celebrates student participation, engagement, progress and achievement</li> <li>• Enrichment offer shaped and advertised to the school community</li> <li>• Increased opportunities for students to have employment encounters which raise aspirations and achievement</li> </ul>
<p>5. Removal of financial constraints to ensure students can access the curriculum commensurate with their non disadvantaged peers</p>	<ul style="list-style-type: none"> <li>• Connectivity</li> <li>• Specialist clothing for activities e.g. uniform etc</li> <li>• Support of students to access trips and visits which underpin the curriculum offer</li> </ul>

## 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: £80000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of SSAT EFA Training for the whole staff to support effective assessment and reduce the burden of marking so that students can act on the use of effective feedback.	<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 <a href="#">EEF Guide to the Pupil Premium</a>.</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. <a href="#">Research for Education Inspection Framework in 2019</a> 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>	1,2
<p>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.</p> <p>Literacy Coordinator to develop whole school reading strategy to support reading and encourage students love of reading through a range of creative activities</p>	<p><a href="#">Research from EEF</a> 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.</p> <p>This is also supported by the EEF as part of their recommendations in <a href="#">Improving Literacy in Secondary Schools</a>. It is recommended that school leaders prioritise subject specific literacy training, rather than general approaches.</p>	1,2

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	<p>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 <a href="#">EEF Diagnostic Assessment insights</a> will be incorporated in to the training of teachers.</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>	1,2
CPD Programme to support teacher development particularly on NPQs and NPQSLs in Leading Teaching and Learning, Literacy, Behaviour for Learning and Leadership to support recruitment and retention and motivate staff in development of Quality First Teaching	DfE Using Pupil Premium Guidance for School Leaders 2023	1,2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted, small group tutoring to address continued educational recovery.	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2

<p>Key Stage 4 - Subject specific support sessions delivered to targeted pupils in Year 11 post mock results and delivered via timetabled planned sessions.</p> <p>Pastoral interventions put into place for Year 10 pupils post assessment points</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of attendance workshops and systems to understand barriers to attendance and put in place appropriate strategies to meet a range of needs through the appointment of a school counsellor and attendance and welfare officer	<p>EEF – Teaching and Learning Tool Kit</p> <p>DfE Guidance on Challenging attendance</p> <p>EEF – Working with Parents to Support Attendance</p> <p>Senior Mental Health Lead Training</p> <p>EEF Social and Emotional Learning Behaviour Interventions</p>	3,4
Tutor Time and Endeavour Programme used to raise aspirations and ambitions of students in developing cultural capital, resilience, and enrichment	EEF Teaching and Learning Tool Kit	4,5

**Total budgeted cost: £ 144.000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupils Supported

In 2022 to 2023, 13.8% of pupils in Years 7-11 were eligible for pupil premium funding (131).

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. In KS3 the Pupil Progress tracker was used to inform staff about the progress being made at Mid Year and End of Year Assessments. Gaps in progress were highlighted and Progress Leaders put in place support plans where 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: High levels of literacy including improving reading ages among disadvantaged pupils (and other pupils identified as requiring support and intervention) across school.**

During the year identified students undertook initial literacy tests in English classes and further tests were taken using GL Assessment. Where progress was not in line with the cohort, additional literacy tuition was provided, and the students retested to show impact. Of the initial whole school testing of KS3 students, 42 students were retested with 25 students identified as being below reading age. Further intervention and testing reduced this figure to 8 by the end of the year. In addition, Milestone assessments were analysed to provide an indication of progress and support was put into place within subjects and through progress leader intervention.

Throughout KS3 progress for Pupil Premium students was as follows:

Year Group	Attainment Indicator	Mid Year			End of Year		
		PP	NonPP	GAP	PP	NonPP	GAP
<b>7</b>	Exceptional	8.90%	13.10%	-4.20%	13.10%	12.90%	0.20%
	Proficient	17.80%	21.80%	-4.00%	17.90%	26.00%	-8.10%
	Secure	51.50%	52.30%	-0.80%	45.80%	46.60%	-0.80%
	Incon-sistent	20.10%	12%	8.10%	19.30%	13.60%	5.70%
	Limited	1%	1%	0.00%	3.90%	1%	2.90%
<b>8</b>	Exceptional	5.10%	8.80%	-3.70%	4%	9.80%	-5.80%
	Proficient	13.10%	16.20%	-3.10%	14%	20.10%	-6.10%
	Secure	51%	49.90%	1.10%	54.40%	53.80%	0.60%

	Incon- sistent	22.80%	21%	1.80%	23.90%	15.20%	8.70%
	Limited	8%	4.20%	3.80%	3.70%	1.10%	2.60%
<b>9</b>	Exceptional	6.60%	7.50%	-0.90%	10.30%	10.30%	0.00%
	Proficient	13.30%	18.20%	-4.90%	14.70%	21.10%	-6.40%
	Secure	51.30%	53.20%	-1.90%	47.40%	48.60%	-1.20%
	Incon- sistent	22.50%	18.20%	4.30%	18.80%	16.20%	2.60%
	Limited	6.30%	3%	3.30%	8.80%	3.70%	5.10%

In all year groups PP student attainment increased from Mid Year to End of Year Assessments. NonPP also increased with a higher proportion of Exceptional and Proficient.

Additional reading support was delivered after testing and attainment improved from Mid Year to End of Year:

<b>Year</b>	<b>Mid Year % Exceptional/Proficient</b>	<b>End of Year % Exceptional/Proficient</b>
<b>7 (12 students)</b>	27.5%	29.5%
<b>8 (19 students)</b>	18.2%	21.2%
<b>9 (11 students)</b>	11.2%	19.6%

**Intended outcome: To continue achieve sustained high attainment for all our disadvantaged pupils, with no inschool gap.**

GCSE Results:

		Target	Actual	Attainment 8 and Progress 8 results for PP students are lower than FFT Estimates.
PP	A8	71.71	66	
	P8	+0.55	+0.41	The NonPP scores show significant improvements in both A8 and especially P8.
NonPP	A8	70.54	73	
	P8	+0.27	+0.65	A gap exists between PP and NonPP in terms of progress made (-0.19) – whilst the PP progress is higher than the national average for PP students (National – 0.17).

Year 10 latest data capture shows that the cohort

		Target	Latest Data Summer 2023	<p>The latest data capture shows that PP cohort Progress 8 forecast is promising being on their target.</p> <p>NonPP Attainment 8 is very strong as is this cohorts Progress 8 forecast results for PP students are lower than FFT Estimates.</p> <p>Year 11 support and classroom interventions will be informed by this current data picture.</p>
PP	A8	71.94	71.68	
	P8	+0.22	+0.22	
NonPP	A8	68.5	74.65	
	P8	+0.10	+0.55	

As part of the school's support we engaged with the National Tutoring Programme through the delivery of school led tutoring. This included term time tutoring; Easter school; and Summer interventions in Maths and English. 70 students accessed support during Easter school in Business Studies; Design Technology; English; Food Nutrition; Maths; MFL; Music; PE; and History. 12 students received small group tuition in English and 13 students received small group tuition in Maths.

For KS3 Progress see table above.

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

The PSHE curriculum delivered lessons that focused on mental health and wellbeing and the KS3 and KS4 curriculum maps were developed to reflect a focus on these areas (curriculum maps available on the school website).

The school counsellor delivered 119 sessions to 38 students of whom 9 were PP.

Feedback from counselling sessions reported positive impacts on wellbeing with most students completing a course of sessions to their conclusion.

Classcharts data demonstrates that positive value points are in line with NonPP.

	PP Positives	Non PP Positives	PP Negatives	Non PP Negatives
	7936	46342	1063	4818
%	15	85	18	82
APS per Student	61	57	8	6

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

During the course of the year, financial support was provided for PP students on trips and visits:

Trips	FSM Supported
Geography Field Trips	16
Higher Education Conference	20
Business Studies	1
Christmas Reward Trip	2
Paris Trip	9
Alton Towers Reward	4
Bolton Octagon Theatre	17
RS Church Trip	9
Conway Residential	14
Duke of Edinburgh Expedition	15

Funding for the Duke of Edinburgh's award (licence and equipment) supported 172 students to attend the expedition section (15 students FSM).

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*