

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 (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
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
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>	£144,417

Part A: Pupil premium strategy plan

Statement of intent

At Stretford Grammar School, our focus on supporting disadvantaged and vulnerable pupils 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 pupils through a well-planned and dynamic curriculum to fulfil their future ambitions. Underpinning this aspiration is the belief that our pupils 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 pupils 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 pupil 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 pupils 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 pupils 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>Sustained Attainment and Progress</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 pupils.</p>
2	<p>English – Literacy and Reading (whole school focus)</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"> • 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)
3	<p>Attendance and Punctuality</p> <p>We recognise and share the belief that all pupils make good progress when they attend school. However, because of the pandemic, there has been a rise in pupils 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>Developing aspiration and participation</p> <p>A main tenet of the schools' values and ethos is to provide all pupils 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>Financial Constraints</p>

For some pupils 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"> • Develop Effective Formative assessment through the SSAT programme that ensures pupil gaps in learning are identified and acted on. • Embedding the principles of Rosenshine to support the delivery of Quality First Teaching • 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. • 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. • Disadvantaged pupils provided with additional tutoring where gaps in performance are occurring • Reduction of class sizes in English to support Literacy interventions
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"> • 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

	<p>summative assessments – across the entire curriculum.</p> <ul style="list-style-type: none"> • Reduction of class sizes in English to support Literacy interventions
<p>3. School attendance of disadvantaged pupils 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"> • 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. • Attendance Forums held termly to support parents with strategies to encourage improved attendance • School Counsellor to support pupils with SEMH and Wellbeing • School to support pupils through a range of providers including Trafford Teams Together, #BeeWell and other initiatives • 2 Pastoral Managers appointed in KS3 and KS4 to support pupils • Attendance is 97% for ALL pupils
<p>4. Pupils from disadvantaged backgrounds can experience a range of activities which develop cultural capital, engagement, and participation</p>	<ul style="list-style-type: none"> • 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 • Activities tracked so that pupils can be engaged with to • Endeavour award developed which celebrates pupil participation, engagement, progress and achievement • Enrichment offer shaped and advertised to the school community • Increased opportunities for pupils to have employment encounters which raise aspirations and achievement
<p>5. Removal of financial constraints to ensure pupils can access the curriculum commensurate with their non disadvantaged peers</p>	<ul style="list-style-type: none"> • Connectivity • Specialist clothing for activities e.g. uniform etc • Support of pupils to access trips and visits which underpin the curriculum offer

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
<p>Purchase of SSAT EFA Training for the whole staff to support effective assessment and reduce the burden of marking so that pupils can act on the use of effective feedback.</p>	<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>1,2</p>
<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 pupils love of reading through a range of creative activities</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.</p> <p>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>1,2</p>

<p>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>	<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 EEF Diagnostic Assessment insights 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>	<p>1,2</p>
<p>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 attention and motivate staff in development of Quality First Teaching</p>	<p>DfE Using Pupil Premium Guidance for School Leaders 2023</p>	<p>1,2</p>

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
<p>Targeted, small group tutoring to address continued educational recovery.</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>

<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
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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
<p>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>	<p>EEF – Teaching and Learning Tool Kit DfE Guidance on Challenging attendance EEF – Working with Parents to Support Attendance Senior Mental Health Lead Training EEF Social and Emotional Learning Behaviour Interventions</p>	<p>3,4</p>
<p>Tutor Time and Endeavour Programme used to raise aspirations and ambitions of pupils in developing cultural capital, resilience, and enrichment</p>	<p>EEF Teaching and Learning Tool Kit</p>	<p>4,5</p>

Total budgeted cost: £ 144.000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils Supported

In 2023 to 2024, 13.% of pupils in Years 7-11 were eligible for pupil premium funding (124).

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.

SECTION A – Intended Outcomes

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 pupils 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 pupils retested to show impact. Of the initial whole school testing of KS3 and KS4 pupils, 46 pupils were retested with 13 pupils identified as being below reading age. Further intervention and testing reduced this figure to 2 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 pupils was as follows:

Year Group	Grade	PP %	NonPP %	Gap
Year 7	Exceptional	12%	16%	-4%
	Proficient	19%	26%	-7%
	Secure	47%	49%	-2%
	Inconsistent	20%	8%	+16%
	Limited	4%	0.6%	+3.4%
Year 8	Exceptional	4%	7%	-3%
	Proficient	12%	18%	-6%
	Secure	54%	56%	-2%
	Inconsistent	24%	18%	+6%
	Limited	5%	2%	+3%
Year 9	Exceptional	11%	14%	-3%
	Proficient	22%	20%	+2%
	Secure	49%	52%	-3%
	Inconsistent	17%	13%	+4%
	Limited	0.2%	0.8%	+0.6%

In all year groups PP pupil attainment at the higher grades are marginally lower than NonPP. The cumulative gaps at the top 3 grades are: Y7 -13%; Y8 11%; Y9 -4%. These Gaps are to be addressed during 2024-25 academic year.

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

GCSE Results:

Achievement Overview:

	All	Male	Female	Disadvantaged - Yes	Disadvantaged - No
5x 9-4 including English and Mathematics - (%)	98.7	97.8	100	100	98.6
5x 9-5 including English and Mathematics - (%)	98.1	97.8	98.5	100	97.9
EBacc Achievement 9-4 - (%)	64.6	55.4	77.3	53.3	65.7
EBacc Achievement 9-5 - (%)	63.3	54.3	75.8	53.3	64.3

Positive overall results in terms of the high percentages of 9-5 and 9-4 GCSE. There is a GAP remaining within the EBacc element. Further analysis of Attainment 8 and APS scores below demonstrate where the gaps exist.

ATTAINMENT 8	All	Male	Female	Disadv - Yes	Disadv - No
Attainment 8 - (Avg)	73.59	72.35	75.33	71.67	73.8
English Element AT8 - (Avg)	14.62	14.09	15.36	14.53	14.63
Mathematics Element AT8 - (Avg)	14.04	14.43	13.48	13.73	14.07
EBacc Element AT8 - (Avg)	22.87	22.47	23.42	21.73	22.99
Open Element AT8 - (Avg)	22.07	21.36	23.05	21.67	22.11

Disadvantaged pupils Attainment 8 scores are marginally lower in Maths, EBacc and Open elements – though their attainment 8 scores remain significantly higher than national.

Average Points Score	All	Male	Female	Disadv - Yes	Disadv - No
EBacc APS - (Avg)	6.89	6.69	7.18	6.5	6.94
English Element APS - (Avg)	7.31	7.04	7.68	7.27	7.31
Mathematics Element APS - (Avg)	7.02	7.22	6.74	6.87	7.03
Science Element APS - (Avg)	7.49	7.42	7.58	7.13	7.52
Humanities Element APS - (Avg)	7.33	7.11	7.64	7.07	7.36
Languages Element APS - (Avg)	4.73	3.91	5.88	3.53	4.86

The APS scores for disadvantaged pupils in English and Maths is strong compared to the rest of the cohort. Future focus on the Languages element of the EBacc will have an impact on the overall EBacc APS.

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; a revision and intervention support programme that provided 30 hours of additional support in English and Maths that targeted disadvantaged and pupils within the cohort that were identified as underachieving at data points.

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 counselling to 45 pupils of which 2 were PP and 1 was PLAC. Of these 3 pupils 49 individual sessions were delivered and the PLAC pupil received 32 sessions. Data from CPOMS shows that these sessions had a positive impact on mental health and attendance improved. I

Feedback from counselling sessions reported positive impacts on wellbeing with pupils 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
	7942	46521	1085	4843
%	14	85	18	81
APS per Pupil	62	58	7	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 pupils on trips and visits:

PP participation in trips and visits – 258 total participant visits (including part of the day). PP participation in full days was 72.

Funding for the Duke of Edinburgh's award (licence and equipment) supported pupils to attend the expedition section 169 pupils in total with 18 disadvantaged.

SECTION B – ACTIVITIES DURING THE YEAR

TEACHING

- SSAT Embedding Formative Assessment was rolled out to staff, parents and students. During the course of the year several meetings were held in teaching groups to disseminate EFA teaching strategies. All teaching staff set out action plans that put into practice teaching strategies to embed formative assessment as part of individual teachers and whole school pedagogy. Peer lesson observations demonstrated that strategies from the project are firmly embedded in practice. In addition, student voice provided positive feedback that several strategies are used in class on a regular basis. Combined with the Mid Year and End of Year assessment cycle, and curriculum milestone assessments, the project has enabled staff and students to develop learning that avoids the negative impacts of cognitive overload. Evidence from this can be seen in the general percentages of Secure to Exceptional grading at Key Stage 3 and the Attainment 8 score of 73.9 at Key Stage 4. Pupil Premium students are making very good progress in terms of Attainment 8 compared to National (School PP 70.1; FFT National PP 40.7).
- CPD delivery to all staff embedded Tier 2 and Tier 3 literacy in all schemes of work – each subject has these terms embedded within Topic Overviews at the start of all new topics. Teaching of these terms and their use in specialist subject areas is explicit in teaching and lesson observations by the Literacy Co-ordinator demonstrate the whole school impact of the CPD. Reading is embedded into form time with all students taking part in active reading. Library data shows a large increase in borrowing with Pupil Premium cohort increasing at Key Stage 3 by 33%. Writing competitions have also increased numbers of students submitting pieces for publication in the Young Writers annual poetry collection (68 in 22/23 to 510 in 23/24). This includes 13% of Pupil Premium students. In addition, all PP students were provided with a book of their choice from the school book fair.
- GL Assessments (New Group Reading Test) taken by all students in Year 7 at the start of the year. In addition students from Years 8-10 who were identified as weaker readers through school data points were tested. This provided teaching staff with diagnostic information regarding levels of literacy and highlighted any students for intervention. As a result of the tests Year 12 Reading Mentors were employed in English classes to support students. After school interventions were put into place for 15 students across the Key Stages 3 and 4. Results at the end of the English End of Year assessments demonstrated positive impact with most of the 15 students moving up into Secure grading.
- CPD programme for NPQs and NPQSLs delivered and training to teaching staff on inset days, acted as EFA leaders and provided mentoring to staff on aspects of Teaching and Learning, Literacy and Behaviour. This has been instrumental in ensuring that Quality First Teaching is evidenced throughout the school – as

performance management targets and actions demonstrate. In addition, learning walks and lesson observations from senior leaders show that the programme has been effective in implementation.

SECTION C – TARGETED ACADEMIC SUPPORT

- Led by Progress Leaders and Heads of Subject, targeted academic support was put into place for students identified as not making expected progress (either by not meeting Secure grading at KS3; or by showing that progress levels were not in line with Minimum Expected Grade Targets at KS4). Data from Mid Year Assessments and Milestone assessments was used to identify cohorts of small group interventions. Intervention groups were closely monitored and work scrutiny conducted to track the effectiveness of interventions. Key Stage 4 subject specific support sessions were timetabled during lunch and after school. At each assessment point the cohort of targeted students was amended to reflect the needs of the students. Over the course of the year 13% of Key Stage 3 students received some form of targeted support. At Key Stage 4 subject revision sessions were fluid in terms of numbers according to the needs identified by data points. Year 11 students received a high degree of academic intervention with over 30% of the cohort accessing academic support/intervention.

SECTION D – WIDER STRATEGIES

- In order to provide effective attendance and emotional wellbeing for students, the Attendance Officer and School Counsellor provided targeted support during the course of the year. Attendance figures demonstrate that strategies put into place to raise attendance figures have been successful.
- School counselling service was accessed by 38 students with 9 PP students. In total 119 sessions were delivered and feedback from students commented on the positive impact on their wellbeing.
- The tutor programme was developed to enhance students' cultural capital and the school's investment in a new PSHCE programme has meant that the delivery of the RSE curriculum was more focused on providing students with impactful lesson content. In addition, the spiral curriculum developed students' wider knowledge by being constructed around 6 core themes: Rights, Responsibilities and British Values; Celebrating Diversity and Equality; Relationships and Sex Education; Staying Safe Online and Offline; Health and Wellbeing; and Life Beyond School. This approach has ensured that students are taught about the wider issues beyond the academic curriculum.
- Trips and visits have provided students with a wide range of cultural and fulfilling experiences and PP students have been supported in all curriculum based enrichment activities such as music and drama additional lessons; religious studies curriculum trips to a range of places of worship; residential trips of an

adventurous nature; and students are giving support to access the Duke of Edinburgh award.

- The school has also ran a wide range of clubs that have supported the students wider interests. These clubs have been accessed by a large number of students and the introduction of the new MIS BROCOM will enable a more forensic approach to tracking student involvement and thus enable the school to offer more clubs that reflect the student populations wider interests.