

# 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	947
Proportion (%) of pupil premium eligible pupils	13.83% (131)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2223-24 2024-25
Date this statement was published	TBC
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	£TBC
Recovery premium funding allocation this academic year	£TBC

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

# 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

## 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.

#### Students Supported

In 2021 to 2022, 15.8% of students 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 student progress to Non PP student 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 students, 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 students' Attainment 8 and Progress 8 scores in Maths and English in 2022 were above the Non-PP students:

	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 students 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 students were in line with the cohort.

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

Tracking of at risk students via CPOMS enabled some disadvantaged students 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 students was a priority and the 2 main residential trips (Conwy and Camp) were subsidised for disadvantaged students to ensure that barriers to attending were removed.

Additional support was made available to disadvantaged students 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 students 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 students – 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 students and non-disadvantaged students 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*

<b>Programme</b>	<b>Provider</b>
NA	NA