

# Pupil Premium Strategy Statement

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	Stockland Green School
Number of pupils in school	741
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Marie George
Pupil premium lead	Sarah Cardwell / Lawrence Carey
Governor / Trustee lead	Simon Roberts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 321,835
Recovery premium funding allocation this academic year	£49,782
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<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	£ 321,835

## Part A: Pupil premium strategy plan

### Statement of intent

The Government believes that the Pupil Premium Grant (PPG), which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

At Stockland Green School, our three core aims are for all to Aspire, Believe and Achieve. In order to continue to fulfil these, and ensure that all pupils, regardless of their background or the challenges they face, make good progress, we plan to:

The percentage of our students who are eligible for the Pupil Premium funding is above the national average, as 48% of our students qualify as disadvantaged, compared with 28.9% nationally.

One of the key continual areas of development for the school is to narrow the gap between the disadvantaged and the non-disadvantaged students.

Our other themes include raising aspirations for our disadvantaged students and ensuring data is tracked and analysed by our House Leaders who work alongside Heads of Faculty to keep the focus on our disadvantaged students' progress. The Pastoral Leaders also support with improving the attendance and behaviour of our disadvantaged students.

Our ultimate objectives for our disadvantaged pupils are as follows:

#### **Priority 1**

- Continue to prioritise and provide a high-quality education that transforms the life chances of our students through a 'knowledge engaged' curriculum, and quality first teaching as this is proven to have the greatest impact on improving outcomes for pupils from a disadvantaged background. It is our intention to also improve the attainment of our non-disadvantaged pupils alongside any improvements to their disadvantaged peers.

**Priority 2**

- Support our students in receipt of Pupil Premium who enter the school with a reading age that proves a barrier to learning so that they can access the curriculum and continually develop literacy skills

**Priority 3**

- Ensuring our Pupil Premium students are supported through additional small group support in addition to our Curriculum offer. We will be utilising Academic Mentoring and School Led Tutoring for PP students 2021/2022.

**Priority 4**

- Aspirational FFT Targets for PP Students. Increased target projections for all PP students. Using these targets we then commit to track pupils carefully as they progress through our school and act early to intervene when it is needed.

**Priority 5**

- Continue to improve and develop our transition strategies, (both KS2 to 3 and 4) to maximise the potential of all students.

**Priority 6**

- Continue to narrow the gap in outcomes within Stockland Green School and when compared to both national data and our family of similar schools so that our students in receipt of Pupil Premium achieve equally to those from more affluent backgrounds.

In 2020-2021 Stockland Green School was allocated a PPG of £329,077

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. It is detailed both in terms of in house challenges and wider attainment challenges compared with non-disadvantaged pupils both at Stockland Green and in the wider community and trust.

### Internal challenges

Challenge number	Detail of challenge
1	<b>Covid 19</b> Post Covid affects both personally and academically. The pandemic has hit all pupils hard, but pupil premium more so, and this coupled with the level of deprivation seen in our local communities presents us with a serious challenge. We need to ensure our students feel safe, and deal with any safeguarding / wellbeing issues which may arise, whilst also ensuring that academically we do all we can to provide a curriculum which effectively allows for catch up of lost learning time.
2	<b>Resourcing</b> Many of our PP students do not have access to home learning devices or revision guides, study books. We supplement resources for GCSE students.
3	<b>Enrichment</b> Dependent upon national restrictions we will be returning to extracurricular activities and enriching experiences such as field trips to enhance cultural capital and life experiences. Unfortunately, many of our PP students cannot afford these experiences and so funding / part funding this will be a priority to ensure they have access.
4	<b>Reading ages</b> Many of our PP students arrive from primary school with reading ages below the national average, therefore our reading programmes and literacy intervention needs to be strong and effective from Year 7 onwards.
5	<b>Community and Transition</b> We serve a local community high in deprivation, which has recently seen a sharp rise in crime over the summer holidays. We also serve a large number of Primary settings with different backgrounds and starting points, making transition more of a challenge.

6	<p><b>Retention of Knowledge and application</b></p> <p>To build on and develop the current work on metacognition and self-directed study strategies that many of our pupils lack, especially when faced by challenging tasks. This is seen across all subjects and is a major factor in the lower attainment that pupils achieve.</p>
7	<p><b>Wellbeing</b></p> <p>To continue to support the well-being of all of our students. We are seeing increased levels of social and emotional issues for our pupils, demonstrated through increased incidents of panic attacks and general anxiety and low self-esteem. This is driven by a large combination of factors, including, but not limited to concern about lost learning and future exams and the pressures of lockdown and the lack of enrichment opportunities that were available. External reports suggest that these challenges particularly affect pupils from a disadvantaged background to a great extent.</p>

## 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
Reduction in attainment GAP between PP and Non-PP students across all years, but especially at Year 11.	GAP reduced to 10%
Smooth transition between primary and secondary settings.	Students feel safe and happy when starting at Stockland Green School.
Reading and numeracy recovery programmes successful in first two terms of education at Stockland Green.	Students identified early as behind age related expectations upon starting at SGS, and relevant intervention has early impact to catch students up.
Improved reading comprehension and ability among disadvantaged pupils enabling them to better access the full curriculum.	Our PP pupils generally enter school with lower reading ages than our non-PP pupils and are therefore at risk of not being equipped to access the full curriculum. We aim for our PP pupils to have equal average SAS scores by the end of Year 9.

Students with identified gaps in the knowledge or skills supported with tutoring, (both internal and external) with the content specified by department heads.	All identified students offered external tutoring with the National Tutoring Programme with at least 75% participation and positive student voice responses.
A vibrant range of enrichment and extra-curricular events open to all students.	All PP students continue to take part in a range of enrichment activities and extra-curricular events leading to greater awareness of the possibilities open to them to further promote their social mobility.
Wellbeing	
Professional Development	Offering the highest quality Professional Development for staff at all levels from ECTs upwards. We know from EEF guidance that high quality teaching makes the biggest difference to ensuring Pupil Premium students achieve, and the highest Professional Development ensures staff at all levels receive the right training and support to develop our students.

## 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: £ 288,943

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing in core lessons  <b>£124,105</b>	With PP numbers across SGS at a constant high, additional staffing has been introduced in English, Maths and Science to allow more teaching groups. This reduction in core groups to allow staff to concentrate	1, 6

	attention to PP students. This allows us to deliver a curriculum that catches up on any lost learning.	
Reduced class sizes at KS4 by additional staffing across the curriculum.  <b>£113,611</b>	KS4 class sizes have been reduced in many KS4 classes to again allow staff to concentrate attention to the educational needs of PP students as above. Reduction in class sizes has a positive impact of +2 months on average – especially where they allow higher quality interactions and the minimising of disruption. (EEF July 2021)	1
High quality mentors of ECT teachers  <b>£3,995</b>	All available evidence argues that lessons led by high quality teachers has the greatest impact on student progress. Our two EC teachers have a Subject Specific Mentor and are involved in the Full Induction Programme utilising the Early Career Framework	4
Curriculum Resources including revision guides for KS4.  <b>£0</b>  (RECYLED RESOURCES FROM PREVIOUS YEARS)	Many of our PP students will not have access to revision guides and materials at home. For this reason, we have purchased revision packs in all curriculum areas and tailored packs for our Year 10s and Year 11 PP students. Devices have been issued to access subscriptions and Teams resources where PP students are or have been absent from school, where applicable and needed, devices are issued to allow students to continue learning at home online.	2
Literacy Mastery CPD for all staff  <b>£15,654</b>	Staff at Stockland Green to engage in Instruction Literacy Mastery in their subjects to ensure excellence in the classroom. This Mastery has continued in our Literacy CPD approach. Many of our PP students have lower than average reading ages, so consistent literacy intervention in all lessons is a key focus for all.	4

Using the RADY approach, raise the targets for our students from disadvantaged backgrounds so the average SAS is equal regardless of PP or non-PP Nil cost	RADY research showing that adjusting targets for students counters past disadvantage and highlights the fact that the gap will not close if targets are set that widen the gap. (RADY Project)	6, 1
Continuing and developing the use of department-based subject mastery on a weekly basis to facilitate quality-first teaching strategy  <b>£31,308</b>	All staff at Stockland Green to engage in fortnightly Subject Mastery in their subjects to ensure excellence in the classroom. We know that quality first teaching makes the biggest difference to Pupil Premium students so we continue to ensure staff at all levels are utilising time within the week to work as Faculties on Subject specific development, moderation and instruction.	1,4,6
Independent Learning and Knowledge Organisers  <b>£270</b>	Students at KS3 have been issued with Knowledge Organisers developed to support and develop students' independent learning. Staff in all Faculties promote and utilise the Knowledge Organisers and Independent Learning within lessons.	1,2,4
Use of the Progress Test series from GL Assessment to accurately identify gaps in learning and track progress of cohorts as well as validate data from internal assessments	Clear evidence that externally validated data is powerful in helping to identify gaps in knowledge and understanding and enables staff workload to be focused on teaching rather than testing.	1, 4, 6

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

Budgeted cost: £94,280 (funded by £49,782 Covid Recovery Grant, £42,210 School Led Tutoring Grant, £2,288 Other)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentors  (SGS x 2 Mentors £19,000 total £38,000)	The EEF toolkit suggests that these interventions effectively add between four and five months impact over the course of a year. Additional support accounting to 15 hours per student will be offered via the appointment of two Academic Mentors who will work alongside Stockland Green Staff. We will be offering a range of holiday catch up sessions throughout 2022 for intensive support of those students who have been directly disadvantaged by the pandemic.	2
School Led Tutoring £56,280 (School Led Tutoring Budget) £14,070 comes from (Covid Recovery Premium)	Stockland Green School will be utilising the National Tutoring Programme to deliver School Led Tutoring Sessions both before and after school to those students identified as requiring additional support. This first wave of Tutoring will run from January 2022.	2
In school 'extended day' Period 7 support provided by teaching staff for KS4 pupils and targeted at identified areas of weakness.	Average impact of about +2 months, but important to manage engagement and attendance closely and voluntary sessions may not be as effective. (EEF July 2021)	6, 1
Withdrawal support for EAL assessed at either 'New to English' or 'Early acquisition' to enable them to access the full curriculum.	High impact and success enabling those who are struggling to access the curriculum to develop their skills. (EEF July 2021)	4, 7

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

Budgeted cost: £ 32,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club £10,000	Local deprivation suggests many students would not have access to hot meals / breakfast outside of school if it was not provided. The breakfast club runs from 8:30 and so allows students to access the school site and not wait in the local	5

	community which has seen a sharp rise in crime over the summer holidays and into September.	
Peri Music Support £1,000	Allows for extra-curricular and cultural experiences which may not be accessible otherwise.	3
PP Budget £2,000	Supplements school trips and resources for academic studies where needed.	2 / 3
Student support Hardship Budget £1,000	Allows for uniform purchases and travel passes in keeping with our ethos in which correct uniform and punctuality are valued. We also are able to provide funding for DA students. In addition, the fund will allow PP students to participate fully in the extra-curricular life of the school by accessing school trips, extra-curricular activities and sporting equipment.	1/5/3
Food Technology ingredients £1,500	Allows for access to a full curriculum for some PP students who wouldn't be able to contribute towards their Food Technology curriculum.	2 / 3
CEIAG support £7,371	To support our vision of Aspire, Believe, Achieve we invest in our Careers and guidance programmes at all key stages.	All challenges
Malachi intervention £4,800		7
Go 4 School £4,227	Allows for quick and effective tracking of PP events, both pastorally and academically. This allows staff to intervene early with mentoring, wellbeing guidance and academic tutoring where appropriate.	All challenges
Fisher Family Trust £994	As above	All challenges
Cost of GL Pass Survey	Enables school to identify attitudes to school and learning and target support more closely	All challenges
Wellbeing costs for regular Wellbeing Weeks allowing students to experience a range of activities and outside agencies, thus increasing their wellbeing.	Allows the school to act promptly to address wider issues which affect our school and community as well as addressing national trends. We use these weeks to address known vulnerabilities of our disadvantaged pupils, targeting students for specific interventions, as well as provide support for the entire school cohort.	7/3

Mentoring scheme pairing older students to targeted younger peers to promote the benefits of good attendance.	To narrow the gap between the attendance rates of PP students compared to others. Students are selected with a primacy given to PP students who are at risk of or in the nascent stages of problematic attendance.	7
In school counselling	Art and Music Therapy provision began in Autumn 2021. We also provide counselling, guidance and support through our in-school B2A provision and through mentors such as YFM, Gro-Organic and Malachi.	7/3
Pupil wellbeing targeted initiatives	Uni Connect service provides guidance regarding post-16 and wellbeing choices to students targeted via post codes exhibit markers of deprivation. Skills Builder mentoring using to work with potential NEETs Aston Villa programmes used to engage disadvantaged students through mentoring and sport. Activities for parents in Wellbeing Week	5/7/3
Mental wellbeing role?	Consider appointment/TLR for Mental Health and Wellbeing Lead Mental Health First Aid Course undertaken by CXH Robust and frequent programme of training for staff in relation to aspects of Mental Health, Wellbeing, TIASS and Safeguarding.	7

**Total budgeted cost: £ 321,835**

## 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 2020 to 2021 academic year.

PP Activity area	Allocated amount	Summary of Spending	Outcomes
<p><b>Teaching</b></p> <p>COVID Mentors</p> <p>Additional teaching staff</p> <p>Curriculum</p>		<p>(through ATLP) deployment to key students of need these mentors supported both personal wellbeing and academic support</p> <p>The school is 5 form entry but has 6 or 7 classes per year group. Additional teachers are employed. Smaller class sizes, particularly for pupils who are “not achieving the expected standard” on entry in English and maths in year 7.</p> <p>To purchase intervention resources for all year groups, including textbooks, revision books and</p>	<p>Mentors worked with a range of students ranging from one to one literacy to wellbeing. Individual successes seen with improvements in reading ages for some</p> <p>Enabled smaller groups for lower ability groups contributed to an increase in the reading age of all students although the impact of this has since been lessened by successive lockdowns</p>

		other classroom resources. To provide additional support for underachieving students in order to maximise progress.	To support pupils during lockdown, core texts were supplied so that even when online access was not possible due to shared resources, every pupil was still able to continue to work and progress in their learning.
<b>Wider academic support</b>	£13,335	Curriculum resources – all PP students across Years 10 and 11 were bought a full curriculum set of revision guides for all courses they studied. Year 11 were loaned the resources and returned them upon completion of their studies, at which point they are deployed to new Year 10s starting their GCSE courses.	Student voice has been resoundingly positive of this initiative. Success to be tracked through the January Trial Exam Series 2022.
<b>Wider strategies</b>  Wellbeing		All PP students were contacted throughout pandemic and lockdown periods, with resources for academia provided, as well as continuing with food provision in first part of lockdown.	

Pupil premium Year 11 TAG Outcomes Summer 2021:

- Out of a cohort of 150 pupils, 50% were in receipt of Pupil Premium
- Attainment 8 average for PP students was 4.3, as opposed to 5.1 Non PP – this GAP was in line from an Attainment point of view with academic years 2018 and 2019
- 33% PP students achieved 5+ in EN/MA compared with 52% Non PP
- 60% PP students achieved 4+ in EN/MA compared with 78% Non PP

Pupil premium Year 10 EOY assessments:

- 20% PP currently working on 4 and above across EN/MA, compared with 31% Non PP

Key Stage 3 performance indicators:

- End of Year assessments where applicable across the curriculum indicate consistent progress for PP students, though the GAP still exists compared with Non PP students.

## 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
Aston Villa Inspires	Aston Villa

Gro-Organic	Gro-Organic
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## Further information (optional)

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