



Pupil Premium Strategy Statement and Recovery Plan 2023-2024

This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged Students in the year 2023-2024. It outlines our pupil premium strategy and 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.

We have the highest aspirations for all of our students, regardless of their socio-economic background. It is our aim to instil our PRIDE values in our students and to foster a truly inclusive culture in which everyone can thrive. We see it as our duty to address inequality in terms of outcomes, provision and experiences and this plan will address each of these areas. Ultimately, it is our goal to identify and remove barriers to disadvantaged students achieving parity with their peers. We propose to use a range of strategies supported by research drawn from various sources in order to do this.

School overview

Detail	Data
School name	Stockland Green School
Number of Students in school	749
Proportion (%) of pupil premium eligible Students	44%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Marie George/Rebecca Goode



Pupil premium lead	Elnaz Javaheri/Patrick McCarthy
Governor / Trustee lead	Jeannie Brooks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£341,033
Recovery premium funding allocation this academic year	£96, 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	437,573



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 Students who need it most. The percentage of our students who are eligible for the Pupil Premium funding is above the national average, 44% of our students qualify as disadvantaged, compared with 22.5 % nationally

At Stockland Green School, PRIDE values are central to all we do. To continue to fulfil these, and ensure that all Students, regardless of their background or the challenges they face make good progress, we plan to focus on the following priorities:

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 Students from a disadvantaged background. This will be achieved through:
 - Appropriate staff training in proven classroom strategies such as targeted questioning and intentional monitoring.
 - Use of digital technologies to aid learning through the Learning Futures Programme.
 - Embedding a range of AfL strategies in our daily practice.



Priority 2

- Continually develop students' **literacy and numeracy skills** (that can prove a barrier to learning) through targeted support and a daily focus within all students curriculum offer. Students may also be supported through targeted **small group support** and intervention. This will be evident through:
 - The use of Academic Mentors and School Led Tutoring.
 - Programmes such as Lexia, MyTutor and 3rd Space Learning
 - The provision of intervention to support struggling readers with phonics, decoding or fluency.



Priority 3

To ensure that students are prepared for life beyond school and have access to a wide variety of enriching opportunities for personal development. This will include:

- Increase student participation through a wider offer of **enrichment opportunities** for all, with targeted invites to disadvantaged students in all year groups.
- Continue to improve and develop our transition strategies, (both KS2 to KS3 and KS4 to KS5) to maximise the potential of all students by ensuring appropriate post-16 pathways for all PP students.
- Stockland Green School will continue to prioritise student wellbeing by creating structures and systems to proactively target and support all learners. We will work to improve metacognitive and self-regulatory skills among our disadvantaged cohort in all year groups and to develop our school culture and behaviour to foster a greater sense of belonging.

Priority 4

Continuing to address the attendance gap between disadvantaged and non-disadvantaged students, ensuring that attendance figures for pupil premium students are at or above national average for this group.

- Embedding a whole school, inclusive approach to improving attendance
- Targeted intervention and Early Help for students/families of those PP students at risk of persistent absence
- Incentives such as "Attendance Streaks" and attendance trackers targeting identified PP students.



In achieving each of these priorities, Trauma-informed practice and parent partnership will be key.

Challenges

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



Challenge number	Detail of challenge
1	<p>The Community</p> <p>The level of deprivation and crime rates in our local community of Stockland Green 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. We serve a large number of Primary school in different settings across the locality. This means our student cohort comes from different starting points. This can make transition from KS2 more of a challenge.</p>
2	<p>Resourcing</p> <p>Many of our PP students do not have access to home learning devices or revision guides/study books. We supplement resources for disadvantaged students appropriately, which includes the provision of calculators within Mathematics, food within Technology and specialist equipment in Art. From the academic year 2023-24, all students will have access to an iPad. We will carefully consider additional provision relating to this in terms of applications and interventions.</p>
3	<p>Cultural Capital</p> <p>We want all students to have the skills, knowledge and values required to achieve success in their lives. We want our students to gain culturally enriching experiences throughout their time at Stockland Green to shape and enhance our student’s life experiences. We will be part funding these for our disadvantaged students as a priority to ensure they have access to external trips and experiences as well as in school support and participation to develop knowledge and skills that will improve outcomes</p>



	<p>and foster personal growth. Opportunities to build up cultural capital has been mapped though year7-11.</p>
4	<p>Literacy and Numeracy</p> <p>Many of our disadvantaged students arrive from Primary school with reading ages below the National Average. Therefore, our reading programmes and literacy and numeracy intervention starts from Year 7. We have upskilled staff to ensure effective literacy and numeracy strategies are delivered through intervention groups and quality first teaching to support all students.</p>
5	<p>Low Aspirations</p> <p>We have the highest of expectations of all Students, irrespective of background. CEaIG is targeted for disadvantaged students with opportunities and support for our learners to have the very highest aspirations and opportunities. Our motto is for all to Aspire, Believe and Achieve. We promote this in all we do. Statistically Stockland Green remains below National Average for unemployment and numbers of adults who have attended FE are again below National benchmarks. We are committed to changing this with a focus on aspirational destinations post 16.</p>
6	<p>Engagement and Attendance</p> <p>We acknowledge the challenge to maintain our attendance to be above or in line with the national average. We would like to ensure all students are attending school. Within Stockland Green we give purpose to attendance through a secure and nurturing school building, a knowledge engaged curriculum and a wealth of engaging enrichment opportunities that we will continue to promote.</p>



7	<p>Wellbeing</p> <p>We are seeing increased levels of social and emotional issues for our Students, demonstrated through increased incidents of panic attacks and general anxiety and low self-esteem. External reports suggest that these challenges particularly affect Students from a disadvantaged background to a great extent. We address these areas of concerns with proactive and appropriate reactive strategies as a trauma informed school. We propose to use PRIDE support and further immersion in our school values to provide effective, time-limited and evidence-based responses when supporting our students.</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.	At KS4 data shows a reduction in the gap between DA and non-DA students. DA students achieve in line with FFT targets.
Improved transition between KS2 and KS3, and from KS4 to post 16 setting	Students feel safe and happy when starting at Stockland Green School. Early intervention is provided for those who need additional support. Continuous transition process between summer term of Y6 and Summer Term of Y7.



	<p>Closer collaboration with key Primary Partners.</p> <p>Students gain an aspirational destination following extensive CAIG support.</p> <p>100% obtained in the GATSBY Benchmark.</p>
<p>Improved reading comprehension ability and numeracy skills among disadvantaged Students enabling them to better access the full curriculum.</p>	<p>Our PP Students enter school with lower reading ages than our non-PP Students and are therefore at risk of not being equipped to access the full curriculum. Targeted intervention in Year 7 for students identified from KS2 data in English and Maths.</p> <p>We aim for DA Students to achieve in line with peers to be benchmarked using an appropriately reliable measure of assessment such as the NGRT test or teacher assessment under examination conditions.</p>
<p>Recruitment of a Librarian. The library will be accessible to students each lunchtime.</p>	<p>We are advertising for a librarian who is capable of both curating the stock and organising events to promote reading and to deliver reading interventions. The library is now staffed every lunchtime and we are in the process of making the borrowing system operational.</p>
<p>Students with identified gaps in the knowledge or skills supported with tutoring, (both internal and external) with the content specified by Curriculum Staff.</p>	<p>Additional students identified from Curriculum staff as having gaps in knowledge and skills offered additional tutoring via the National Tutoring Programme and/or an Academic Mentor.</p>
<p>A vibrant range of enrichment and extra-curricular events open to all students.</p>	<p>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. PP students targeted for invites regularly.</p> <p>Student voice utilised to ensure the most appropriate provision is given for extra curricular at SGS.</p>
<p>Continued support for Student wellbeing</p>	<p>MyConcern logs addressed and actioned appropriately. We will continue to use the intervention menu to direct students to appropriate interventions provided by PRIDE</p>



	<p>support. Further to this, we will begin selecting from the 'Level Up Levers' to provide additional tailored support for students in receipt of the Pupil Premium.</p>
Sequenced and targeted Professional Development	<p>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 quality Professional Development ensures staff at all levels receive the right training and support to develop our students. Time is devoted to developing classroom craft and learning resources that are inclusive of the needs of all learners.</p> <p>Intentional Monitoring and lesson preparation will focus on DA students. Use of digital technologies will also aid us in providing personalised feedback and embedding AfL in our classroom practice to a greater degree than previously possible. It will also allow tailoring of support and revision materials and provide data with which to identify area in which students need to develop.</p>



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: **£ 224,838**



Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc TA(s) appointed to be deployed to work with KS3 students. Purchasing of supporting resources</p>	<p>£50,000</p>	<p>EEF Guidance and reports have demonstrated that Read Write Inc supports students to develop their literacy skills, and make greater progress as a result. The EEF state that PP students responded particularly well to Read Write Inc. and made, on average, three months more progress than Students who were not offered the programme. With the appointment of Read Write Inc Lead TAs, in line with the GL assessment data, targeted students in KS3 will have daily Read Write Inc sessions.</p>	<p>2, 3, 4</p>
<p>2 x Disadvantaged Leads appointed</p>	<p>£10,000 additional to salary.</p>	<p>With a focus on raising Participation and Attendance amongst disadvantaged students we have appointed two disadvantaged leads. The leads use internal attendance and participation data to ensure PP students are meeting benchmark figures. In addition, we are currently advertising for a disadvantaged lead with a focus on more able students.</p>	<p>4</p>
<p>Additional Staffing in the Core Subjects</p>	<p>£113,611</p>	<p>Additional teachers created in some Year Groups creating 7th Teacher in Core Lessons The additionality allows for smaller teaching groups in these Core lessons. 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)</p>	<p>2,3,5,6</p>
<p>High quality mentors of ECT teachers</p>	<p>£3,995</p>	<p>All available evidence argues that lessons led by high quality teachers has the greatest impact on student progress. Our four EC teachers have a Subject Specific Mentor and are involved in the Full Induction Programme utilising the Early</p>	<p>1, 4</p>



		Career Framework. In addition; our two ECT+1s continue their mentoring journey.	
Curriculum Resources (including revision guides) for KS4. (RECYLED RESOURCES FROM PREVIOUS YEARS)	£0	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
Personal Development CPD for all staff in line with our adjusted curriculum offer	£15,654	We have introduced a one hour per fortnight lesson for all students at Stockland Green School of Personal Development. As a safeguarding first school, the personal development of every child is a key priority. Supporting mental health and wellbeing, nurturing character and affording students the knowledge they need to make well informed decisions to keep themselves safe are paramount in all that we do. Personal Development is facilitated in a number of ways both pastorally and academically. We have dedicated hours for Subject Mastery Instruction for all Form Tutors who are delivering this topic through our curriculum offer. Personal Development covers the Relationships and Sex Education (RSE) curriculum.	1,7
Continuing and developing the use of department-based subject mastery on a weekly basis to facilitate quality-first teaching strategy	£31,308	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



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	£0	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, 5, 6
Independent Learning and Knowledge Organisers	£270	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



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

Budgeted cost: £84,413

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentors	£42,000	The EEF toolkit suggests that these interventions effectively add between four and five months impact over the course of a year. Additional support will be offered via the appointment of two Academic Mentors who will work alongside Stockland Green Staff. In English, a mentor has been appointed to work on intensive support at KS3 with targeted students. In addition, a package of 1:1 support is in place for our SEN students. In MFL a mentor has been appointed to work with students from Year 7-10. Alongside spoken language rehearsal, the mentor is covering curriculum content to those who require targeted intervention.	1,4,5,6
School Led Tutoring (All Subjects)	(Up to) £28, 613	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.	2, 4, 5, 6
School Led Tutoring (Numeracy Focus)	£13,800	Using the results from the GL Assessment and KS2 Standardised scores we have identified the most at need PP students to take part in additional intervention with Third Space Learning. Trials have demonstrated making considerable progress in shorter time. Each session is personalised to learners based on their diagnostic test with expert tutors chosen.	2,4,6



In school 'extended day' Period 7 support provided by teaching staff for KS4 Students and targeted at identified areas of weakness.	£0	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)	1,2,4,6
Withdrawal support for EAL assessed at either 'New to English' or 'Early acquisition' to enable them to access the full curriculum.	Funding checked with Finance	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: £17,392

Activity	Costing	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	1,5,6
Peri Music Support	£1,000	Allows for extra-curricular and cultural experiences which may not be accessible otherwise.	3



Student support Hardship Budget physical items	£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, 4, 5, 6
PP Budget	£10,000	Supplements enrichment opportunities for Disadvantaged Students and resources for academic studies where needed.	1, 4, 5, 6
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.	1, 2, 6
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	Further support the wellbeing of all students.	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
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2022-23



PP Activity area	Allocated amount	Summary of Spending	Outcomes
Teaching Academic Mentors	£42,000	Appointed through ATLP deployment to key students of need these mentors supported both personal wellbeing and academic support	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
Additional teaching staff 7 th teacher in Core Lessons	£146,595	The school is 5 form entry but has 6 or 7 classes per year group. Additional teachers are employed. Smaller class sizes, particularly for Students who are “not achieving the expected standard” on entry in English and maths in year 7.	Enabled smaller groups for lower ability groups contributed to an increase in the reading age of all students although the impact of this has been shown through our assessment data.
Curriculum Resources	£0	We provided internal revision such as calculators, Maths and English revision guides.	Students could use the resources provided for the independent learning tasks.

Wider academic support	£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.
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Wider strategies Wellbeing	£0	Pastoral leaders checked the wellbeing of the PP students all the time. The support was provided for them when it was necessary.	More PP students were willing to talk about their mental health to the pastoral leaders.

Pupil premium Outcomes Summer 2023:

- Out of a cohort of 143 Students, 42% were in receipt of Pupil Premium
- Attainment 8 average for PP students was 3.5 as opposed to 4.7 Non PP.
- 33% PP students achieved 5+ in EN/MA compared with 57% Non PP
- 42% PP students achieved 4+ in EN/MA compared with 68% Non PP

	Cohort	Attainment 8	5+ EN/MA	4+ EN/MA
2019 - PP	62	3.7	18%	52%
2022 – PP	58	3.8	31%	45%
2023-PP	69	3.5	33%	42%
2019 – Non-PP	80	4.5	40%	65%
2022 - Non-PP	84	4.4	48%	64%



2023-Non-PP	79	4.7	57%	68%

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 (No cost involved)
Family Therapy	Malachi