

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Stoke Park School
Number of pupils in school	887 (1,054)
Proportion (%) of pupil premium eligible pupils	34.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	30.11.21
Date on which it will be reviewed	22.07.22
Statement authorised by	N. Rock
Pupil premium lead	AM. Smith
Governor / Trustee lead	S.Toor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£292 230
Recovery premium funding allocation this academic year	£37 867.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£330,097.50</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

Our strategic approach to the use of additional funding at Stoke Park is informed by the EEF Guide to Pupil Premium published in June 2019. [Pupil Premium Guide | Education Endowment Foundation | EEF](#). A three-tiered strategy (Teaching, Targeted Academic Support and Wider Strategies) underpinned by appropriate precise interventions is outlined in the Pupil Premium Plan. Progress in this plan will be monitored and evaluated regularly at SLT, every LGB meeting and The Futures Trust Academy Improvement Board.

Stoke Park will use additional funding to devise support and guidance structures close to the learner, focused upon learning. Whilst all colleagues in school have a responsibility for the progress of all students, key colleagues in year teams will directly support disadvantaged students. This work will be led by the Directors of each Key Stage and the SENDCo. It will be brought together and overseen by the AHT with responsibility for PP.

The most important factor to enable disadvantaged students to be successful is high quality T&L. This will be reflected in the performance management process under what good T&L looks like. Recruitment of high-quality staff and expert CPDL will support our approach. Proven high-impact intervention programmes will be used to target students who need to catch up and perform in line with their peers. Staff will be trained in these intensive programmes.

In addition, the evaluation of progress of disadvantaged learners will be made against all students nationally. The aim will be for all PP students to perform in line with the national cohort.

Our plan aims to remove the barriers that disadvantaged students may experience in achieving not only positive academic outcomes, but also barriers to attendance; the right to be literate and numerate and access to wider cultural experiences. Covid catch-up funding will be used to strengthen and deepen this approach.

### Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment below the rest of the cohort when they enter secondary school
2	Chronological reading ages below that of their peers
3	Significantly less exposure to vocabulary than that of their peers
4	Basic number skills below that of their peers
5	Barriers to attendance
6	Socio-economic barriers, e.g. access to food; access to laptops or technology; no space to study; revision guides
7	Closing the gap at GCSE so that attainment matches that of their peers
8	Access to wider cultural experiences and opportunities
9	Access to aspirational careers advice
10	Access to 1 to 1 and small group tuition
11	Long term effects of Covid and lockdowns, including mental health and ACEs

## 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
Remove barriers to attendance for DA students	DA students attendance is in line cohort and at national
Remove barriers to academic achievement and ensure DA students always have quality first wave teaching	DA outcomes are in line with the cohort and at national
DA students have the same access to enrichment and wider participation as that of their peers and economic barriers are removed.	DA students enrichment and wider participation is tracked and these students attend.
Socio- economic barriers are removed for DA students so these do not become a barrier to learning.	DA students attend breakfast club; receive free resources, revision guides, transport, and uniform if needed.
Provide research-based literacy and numeracy interventions at KS3 which are proven to close the gap for students.	The gap between the chronological reading age for DA and no DA students is closed at KS3. Students are at age related expected progress in Maths and English by the end of KS3.

## 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: £ 163,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Director of Bridge and Director of Gateway appointed to support Parental Engagement, Transition and Collaborative Learning approaches.	EEF states: <ul style="list-style-type: none"> <li>- Parental engagement improves progress by 4 months</li> <li>- Summer schools improve progress by 3 months</li> <li>- Collaborative learning approaches improve progress by 5 months</li> </ul>	1,2,3,4,5,6,8,9,11
1x Communication Skills Leader appointed to lead on quality interventions	EEF states: <ul style="list-style-type: none"> <li>- 1 to 1 tuition improves progress by 5 months</li> <li>- Oral Language intervention improves progress by 6 months</li> <li>- Phonics interventions improves progress by 5 months</li> <li>- Small groups interventions improves progress by 4 months</li> </ul>	1,2,3,4,11
1x English Teacher (overstaffing)	<ul style="list-style-type: none"> <li>- Reduced class sizes improves progress by 2 months</li> <li>- Small groups interventions improves progress by 4 months</li> <li>- Feedback improves progress by 6 months</li> <li>- Individual Instruction improves progress by 4 months</li> </ul>	1,7,10,11
1x Maths Teacher (overstaffing)	<ul style="list-style-type: none"> <li>- Reduced class sizes improves progress by 2 months</li> <li>- Small groups interventions improves progress by 4 months</li> <li>- Feedback improves progress by 6 months</li> <li>- Individual Instruction improves progress by 4 months</li> </ul>	1,7,10,11

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

Budgeted cost: £ 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific resources and training for Literacy and Numeracy Intervention Programmes such as Fresh Start.	EEF states: <ul style="list-style-type: none"> <li>- 1 to 1 tuition improves progress by 5 months</li> <li>- Oral Language intervention improves progress by 6 months</li> <li>- Phonics interventions improves progress by 5 months</li> <li>- Small groups interventions improves progress by 4 months</li> </ul>	1,2,3,4,11
4x Subject TAs for interventions and mentoring	EEF states: <ul style="list-style-type: none"> <li>- TA Interventions improves progress by 4 months</li> <li>- Mentoring improves progress by 2 months</li> </ul>	2,4,5,10,11
TLR's for Curriculum/ Oracy/ Comm Skills to develop metacognition and self regulation	EEF states: <ul style="list-style-type: none"> <li>- Metacognition and self-regulation improves progress by 7 months</li> </ul>	2,3,4,11
1 to 1 tuition from DFE, Teach First, Brilliant club and/or PET-Xi	EEF states: <ul style="list-style-type: none"> <li>- 1 to 1 tuition improves progress by 5 months</li> </ul>	10

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

Budgeted cost: £ 114,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transition and Summer School activities	EEF states: <ul style="list-style-type: none"> <li>- Summer School improves progress by 3 months</li> </ul>	1,8,11
Free equipment and uniform		6,11

Trust Careers Advisor		6,9,11
Citywide UK Mentors x 5	EEF states: - Mentoring improves progress by 2 months - Social, Emotional Learning improves progress by 4 months	5,6,11
WRL		9
Free 1 to 1 music lessons	EEF states: - Arts Production improves progress by 3 months	6, 8
Brilliant Club	EEF states: - Arts Production improves progress by 3 months	6, 8
High quality enrichment activities/ Subsidised visits	EEF states: - Arts Production improves progress by 3 months - Physical Fitness improves progress by 1 months	6, 8
Breakfast Club		6
Mental Health/ Counselling	EEF states: - Mentoring improves progress by 2 months	11

**Total budgeted cost: £ 330,000**

## **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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year,*

*for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

<b>Funding</b>	<b>Impact</b>
MyOn and Accelerated Reader	<p>In February 2021, we purchased a subscription to Accelerated Reader Star Testing in Years 7-9 and of myON Renaissance, an online digital library. With the absence of a physical library in lockdown, we felt it was important all our students have access to reading. MyON has given us access to over 5000 books, with many of them non-fiction linked to a range of subjects in the curriculum. Through tutor time, the myON library has been launched and is being monitored with students weekly. Subject teachers are now also exploring myON and are trialling its use as a learning resource, linked to in class reading and learning preparation. We have seen quick and high engagement in years 7-8, with increasing engagement in year 9 upwards as we learn more about its capabilities and links to the curriculum. As of 29<sup>th</sup> March, a total of 1,032 books have been read by students in year 7-11.</p> <p>Post 16 students are also exploring its use and are sharing this with students lower down the school. In regard to the Accelerated Reader, we completed an initial STAR test in mid-Feb, the results of which have been collated and compared with the Autumn term NGRTs and CATs data. It has been used to support liaising with the Subject Leader of English around intervention needed for students on their physical return to school, and this intervention has now begun.</p>

### June 2021 Update

Students complete their first reading test during remote learning. Interventions are put in place based on this data. The test looks at basic comprehension and identifies a reading age based on the responses to the questions. Students took a second test on their return to school to measure the impact of the interventions. This data is then used to inform further interventions, focusing on key areas of reading. At the end of the academic year students will sit the NGRT test to further measure the impact and plan interventions for next academic year.

Overall	Year 7	Year 8	Year 9
Impact – increase in reading age	33%	37%	29%

\*Some students have not completed the second test due to the pandemic. The literacy intervention team are currently in the process of getting these students to complete the tests.

### September 2021 Update

#### MYon

Month	Completed Books	Pages Read	Hours Spent Reading
March 2021	1032		
July 2021	3188	146 819	1168

Since our return to school, students have spent 213hrs reading on MYon. The library in school has reopened and all students across the school will have had an introductory lesson in the library. Our aim over the coming months is to make the library the hub of the school. Literacy remains high priority across the school. We want our students to enjoy reading, whether that is non-fiction or fiction.

#### NGRT



Overall	Year 7	Year 8	Year 9
June 2021 Impact – increase in reading age	33%	37%	29%

July 2021 Impact                      63%                      55%

– increase in reading  
age

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Year 7

- Fresh Start: Of the 10 students who were in the Fresh Start cohort 40% raised their reading age.
- Lexonik: 100% of PP students who took part in Lexonik raise their reading age by 12 months or more.
- Nessy: 100% showed improvements
- Reading inference: 88% raised their reading age score.

Year 8

- Fresh Start: 50% of these students made reading age. This group has had a significant amount of change with new students being added and being taught remotely at various times this year.
- Lexonik: Of the students who took part in Lexonik 100% of the students made more than 12 months progress with their reading age.
- Nessy: 100% showed improvements. Year 9
- Lexonik: 100% of students who took part in Lexonik raised their reading age by an average of 12 months.

Year 10

- Lexonik: All 24 students who took part made over 12 month progress. We have recently tested students for Thinking Reading and have identified around 5 with the most need who will begin this intervention in September.

Year 11

- Reading Inference: 60% of the cohort made progress

Academic Mentors	Maths – CS worked with 7 students from set 2, to look at specific higher topics. These students received 3hrs of maths with CS from Dec –
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(Eng, Maths,  
Science & Hums)

present. CS started working with the students after the Dec Mocks. 2 students are SEN, 3 are PP. 5 out of the 7 have attendance above the current school attendance. The students with attendance below, one is suffering with mental health and the other has been affected by COVID.

Eng – MP worked with 11 students from set 1. Intervention began after the Dec Mocks. 6 PP, 2 SEN, 4HA. 5 students had attendance of 97+%, the remaining students fell below the whole school attendance – 2 for severe anxiety, 2 losing close family members due to COVID.

Eng – HD worked with 8 students from set 2s. 5 students PP, 2 SEN. 5 students have attendance above the current school attendance. 1 student who is below has suffered from losing close family members due to COVID, 1 student has been affected by external factors. 1 student in under SC.

HUMs – HD worked with 14 students in class. There is a clear focus on WBB (7 in total). 7 PP, 1 HA. 8 have attendance above the current school attendance. Of those below, one student is suffering with severe anxiety and another is suffering with a medical condition.

<b>Overall Average (34 students)</b>	<b>Attendance</b>	<b>P8</b>	<b>A8</b>	<b>Eng P8</b>	<b>Maths P8</b>
<b>DC 1</b>	94.6	-0.18	41.8	-0.82	-0.11
<b>DC 2</b>	96.0	0.01	43.7	-0.70	0.12

Due to having several COVID cases prior to the Christmas break (Oct - Dec), the academic mentors were assigned to deliver online provision to those students self-isolating. This meant that students did not lose out on learning if they had to remain at home.

During the last lockdown, the mentors regular met with their caseload students via phone or TEAMS. This increased the student's level on engagement to online lessons and participation. The mentors supported the teaching of the class teacher by using withdrawal groups online. This increased the level of assessment feedback as teacher to student ratio was decreased. Students with SEN/EAL had bespoke provision as a result.

On return to school, mentors conducted well-being checks face to face. This enabled the students to manage the transition back to school life. Students who have to shield due to medical conditions have continued to receive a tailored online programme of lessons by the mentors.

The mentors have supported and continue to support the students on their next pathways. They are also supporting at Post-16, delivering sessions on University life and life after Post-16 **September Update**

<b>Overall Average (34 students)</b>	<b>Attendance</b>	<b>P8</b>	<b>A8</b>	<b>Eng P8</b>	<b>Maths P8</b>
<b>DC 1</b>	94.6	-0.18	41.8	-0.82	-0.11
<b>DC 2</b>	96.0	0.01	43.7	-0.70	0.12
<b>August 2021</b>	89.6	0.4	47.0	0.08	0.45

The overall attendance dropped significantly due to two pupils, one who has a medical condition and a school refuser. Two other students towards the end of the year began to suffer with severe mental health, one of these students attended up spending some time in hospital.

The impact on progress and attainment is significant. When students were unable to attend school due to isolation or anxiety, the mentors would deliver one-to-one sessions remotely. Close collaboration with classroom teachers, student and mentor was exceptional. This played an important part on the significant improvement of these students.

City Year UK (CY)

We have 6 CY volunteers in school. They work across KS3 & KS4. They have a focus group of students who are mainly PP, SEN or vulnerable students. Their role is to support the school in driving up standards and creating opportunities for students' lives to be enriched. To date they have delivered, 'The Big Draw Competition', 'Black History Art Competition', a Social Enterprise Project in partnership with Coventry University and an CU Outreach Project involving Fashion. They run breakfast club, after school homework clubs and a drama club.

	<b>Year 11 Overall Average (10 students)</b>	<b>Attendance</b>	<b>P8</b>	<b>A8</b>	<b>Eng P8</b>	<b>Maths P8</b>
	<b>DC 1</b>	96.5	0.27	33.0	-0.43	-0.55
	<b>DC 2</b>	95.4	0.33	33.5	-0.32	0.35
	<b>August 2021</b>	81.5	0.8	38.5	0.38	1.24
	<b>Year 10 Overall Average (8 students)</b>	<b>Attendance</b>	<b>P8</b>	<b>A8</b>	<b>Eng P8</b>	<b>Maths P8</b>
	<b>DC 1 (DEC 20)</b>	88.4	-0.36	26.3	-0.93	-0.75
	<b>March 2021</b>	90.8				
	<b>July 2021</b>	90.1	-0.04	44.9	-0.33	-0.40

## 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>
Maths and English – get the grade 4	PET-XI
Academic Mentors	Teach First
Mentors	CityYear UK

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

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