

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 | Stoke Park School |
| Number of pupils in school | 1042 |
| Proportion (%) of pupil premium eligible pupils | 34.1% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2024 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Natalie Rock, Headteacher |
| Pupil premium lead | Clair Birch, Assistant Head |
| Governor / Trustee lead | Steve Toor |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £301 903 |
| Recovery premium funding allocation this academic year | £85 974 |
| 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 | £387 877 |

Part A: Pupil premium strategy plan

Statement of intent

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. [Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk) 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. This is also linked to wider school plans around working with ARC (The Attachment Research Community) to be a trauma informed and attachment aware school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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.

Our core values as a school are:

- **Students First** – young people, staff, leaders, governors and trustees totally focused upon the educational benefit of our pupils and students within a safe and supportive environment
- **It's about learning** – young people, staff, leaders, governors and trustees totally focused upon developing and improving the learning of pupils and students underpinned by harmonious and trusting relationships
- **No Barriers** – no excuses, only support to ensure young people, staff, leaders, governors and trustees maximise the academic achievement of pupils and students whilst enabling them to develop and flourish as well rounded individuals

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 EBacc subjects.

Our equality objectives are aimed at closing the gap between PP students and their peers and are as follows:

1. To narrow the attainment gap, primarily in English and mathematics for socially deprived students, identified as those in receipt of the Pupil Premium so that there is no statistical variation.
2. To narrow the progress and attainment gaps made by students identified as having significant barriers to learning including SEND, PP, CLA and EAL as a result any gap is in line with the national average, with a particular focus on year 10 and Post 16 who have been significantly affected by the lockdowns and pandemic.
3. To improve attendance and persistent absence rates for all significant groups of students identified as having significant barriers to learning including, SEND, PP, CLA and EAL and as a result, any gap is in line with the national average.
4. To provide equality of opportunity through advice and guidance and the teaching and learning experience within the curriculum to ensure that all students are not restricted in their Key Stage 4 and 5 option choices and beyond.
5. Advance equality of opportunity between people who share a protected characteristic and those who do not by ensuring that all members of the school community are aware of the protected characteristics listed in the Equality Act. Leaders can demonstrate there is no measurable difference in academic outcomes, bias, discrimination, or prejudice in relation to any of these groups within the school.
6. To increase and decisively act upon student voice by ensuring that our student leaders include a fair representation of all students in school, and in this way to foster good relationships in the school between those who have protected characteristics and those who do not.

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 (trauma informed practice). |

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 |
|---|---|
| Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects. | <p>By the end of our current plan in 2025/26, 35% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). Last year this figure was 11% compared to non-disadvantaged students at 22%.</p> <p>2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve in line with non-disadvantaged peers.</p> |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the attendance rate for all pupils is at least 96% regardless of disadvantage. |

| | |
|--|---|
| | <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below 10% regardless of disadvantage. |
| Improved reading comprehension among disadvantaged pupils across KS3. | Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a no disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Students should leave KS3 at their chronological reading age. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. |
| Improved number fluency among disadvantaged pupils across KS3. | PMT tests demonstrate improved number skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Students should leave KS3 able to access GCSE work. Teachers should also have recognised this improvement through engagement in lessons, book scrutiny and KS3 assessments. |
| They Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects. | Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. Monitoring demonstrates no disparity between disadvantaged and non-disadvantaged students in their ability to answer know, how and show questions about their learning. This finding is supported by homework completion rates across all classes and subjects. |
| Improved uptake of enrichment and leadership opportunities across all year groups. | <p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities (Stoke Park pledge), particularly among disadvantaged pupils to provide students with cultural capital and remove the class ceiling for students. |

Activities 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

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"> - Parental engagement improves progress by 4 months - Summer schools improve progress by 3 months - Collaborative learning approaches improve progress by 5 months | 1,2,3,4,5,6,8,9,11 |
| Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. | The DFE report Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) identifies that 'more successful schools were using data more comprehensively to monitor pupils' progress'. The use of CATs, NGRT and PMT in KS3 allow us to monitor the impact of interventions. | 1,4,10 |
| 1x Communication Skills Leader appointed to lead on quality interventions | EEF guidance consistently points to improving literacy across the curriculum as having a significant impact on progress. Secondary literacy EEF (educationendowmentfoundation.org.uk) | 1,2,3,4,11 |
| Enhancement of our maths teaching and curriculum planning in line with whole school maths improvement plan. | Strategies to improve both the maths curriculum and maths teaching are in line with EEF recommendations. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) | 1,4,7 |
| Over staffing in KS4 english and maths | Research from the EEF indicates an impact of +2 months for smaller class sizes. Overstaffing allows for smaller | 1,7,10,11 |

| | | |
|---|---|-----|
| | <p>group sizes in year 11 but also for the delivery of small group interventions.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Attainment Gap Report 2018 - print.pdf (educationendowmentfoundation.org.uk)</p> | |
| Whole school CPDL on AFL and T&L driven by research | <p>Research from the EEF indicates an impact of +6 months for feedback and +7 months for metacognition and self regulation.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> | 1,7 |

Targeted academic support

Budgeted cost: £ 134 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Specific resources and training for Literacy Programmes such as Fresh Start. | <p>All of the interventions chosen are based around research into the effectiveness of how literacy is approached in different areas. The EEF clearly outlines that to improve literacy different approaches for different groups of students is required, hence why a broad range is used to develop reading and literacy across KS3 and in some cases KS4.</p> <p>Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Lexonik - Lexonik</p> <p>Science of Reading Nessy</p> <p>Research Nessy</p> <p>LLS web 03-14 V2.pdf (leicester.gov.uk)</p> | 1,2,3,4,11 |
| 2x Subject TAs for interventions and mentoring 1ASC TA, 1 S&L TA | <p>EEF states:</p> <ul style="list-style-type: none"> - TA Interventions improves progress by 4 months - Mentoring improves progress by 2 months <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> | 2,4,5,10,11 |
| Specific resources and training for Numeracy Intervention | <p>Small group targeted intervention is a key part of improving attainment in maths. Bespoke approaches are used in school alongside outsourced tutoring.</p> | 1,2,3,4,11 |

| | | |
|--|--|----|
| Programmes. | Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Testimonials and Reviews from Pupils and Parents Academy 21 | |
| 1 to 1 tuition from DFE, Teach First, Brilliant club and/or PET-Xi | ‘Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.’ EEF states: - 1 to 1 tuition improves progress by 5 months EEF Attainment Gap Report 2018 - _print.pdf (educationendowmentfoundation.org.uk) | 10 |

Wider strategies

Budgeted cost: £ 103 00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Transition and Summer School activities | EEF states: - Summer School improves progress by 3 months | 1,8,11 |
| Free equipment and uniform | What are the most effective ways to support disadvantaged pupils' achievement? (publishing.service.gov.uk) | 6,11 |
| Trust Careers Advisor | This is focused on raising aspirations. | 6,9,11 |
| City year programme | EEF states: - Mentoring improves progress by 2 months - Social, Emotional Learning improves progress by 4 months A program of mentors working in school with disadvantaged pupils. Overall the programme reports that students improve attendance, behaviour and academic attainment. Our Impact in Schools City Year UK | 5,6,11 |
| Work Related Learning | | 9 |
| Free 1-1 music lessons | EEF states: - Arts Production improves progress by 3 months | 6,8 |

| | | |
|---|---|-------|
| Scholars Programme | EEF states: - Arts Production improves progress by 3 months | 6,8 |
| School leadership/enrichment programme | While EEF research finds that participation in the Arts can have a moderate impact on academic outcomes, it also states that 'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.' Arts participation EEF (educationendowmentfoundation.org.uk) Similarly, the priority of improving access to clubs, activities and trips is concerned with the development of the whole child and their associated engagement with education. Physical activity EEF (educationendowmentfoundation.org.uk) Limited access to cultural enrichment identified as a risk factor for most able disadvantaged students: Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk) | 8 |
| Breakfast Club | There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Magic Breakfast EEF (educationendowmentfoundation.org.uk) | 6 |
| Mental Health/ Counselling | EEF states: - Mentoring improves progress by 2 months | 11 |
| ARC work on Trauma Informed Practice and Attachment Aware schools accredited status | Research indicates a correlation between lower socio-economic status and poorer engagement with education and outcomes. ARC aims to promote inclusion, prevent exclusion and develop strategies to support students. Research & Reports ARC (the-arc.org.uk) 'Addressing behaviour and attendance' identified as one of seven building blocks for success (for all pupils, including disadvantaged) used by successful schools. What are the most effective ways to support disadvantaged pupils' achievement? (publishing.service.gov.uk) Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) | 11 |
| Pastoral wrap around care | The NFER research study Being Present: the Power of Attendance and Stability for Disadvantaged Pupils supports our own data in finding absence to have a detrimental effect on | 5,6,8 |

| | | |
|--|--|--|
| <p>Attendance policy and practice to ensure whole school attendance is at least 96% through first day calling, home visits and bespoke strategies as needed.</p> | <p>KS4 outcomes ‘On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers.’</p> <p>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk)</p> | |
| <p>Family Support Centre</p> | <p>The school family centre works to support families around attendance and remove barriers to learning.</p> <p>What are the most effective ways to support disadvantaged pupils’ achievement? (publishing.service.gov.uk)</p> <p>While the EEF evidence points to a greater effect on pre-secondary school age children, their toolkit suggests that improving parental engagement can have moderate impact for low cost. Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | |

Total budgeted cost: £ 400 000

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 2021 to 2022 academic year.

Exam Results KS4 (school data analysis):

| | A8 | P8 English | P8 Maths | P8 Ebacc | P8 Open | P8 Overall | %EM 4+ | %EM 5+ | % EM 7+ | % EBACC Entry |
|--------|-------|------------|----------|----------|---------|------------|--------|--------|---------|---------------|
| Cohort | 46.76 | 0.03 | 0.05 | 0.13 | 0.29 | 0.14 | 63 | 46 | 11 | 17 |
| PP | 40.50 | -0.58 | -0.38 | -0.48 | -0.23 | -0.41 | 57 | 32 | 8 | 11 |
| Non-PP | 50.21 | 0.39 | 0.29 | 0.48 | 0.58 | 0.46 | 67 | 54 | 13 | 20 |

Literacy Intervention Progress:

| Literacy | Fresh Start | Lexonik | Nessy | Reading Inference |
|----------------|-------------|---------|-------|-------------------|
| Year 7 overall | 100 | 100 | 100 | 75 |
| Year 7 PP | 100 | N/A | 100 | N/A |

| Literacy | Fresh Start | Lexonik | Nessy | Reading Inference | Thinking Reading |
|-----------------|-------------|---------|-------|-------------------|------------------|
| Year 8 Overall | 100 | 100 | 50 | | |
| Year 8 PP | 100 | 100 | 50 | | |
| Year 9 Overall | | 100 | | | |
| Year 9 PP | | 100 | | | |
| Year 10 Overall | | | | | 100 |
| Year 10 PP | | | | | 100 |

Externally provided programmes

| Programme | Provider |
|-------------------------------------|---------------------|
| Mentors | City Year Programme |
| Maths and English – get the grade 4 | PET-Xi |
| The scholars programme | Brilliant Club |

City Year Mentors:

| Year Group | % Pupil Premium | % Average Attendance |
|-------------------|------------------------|-----------------------------|
| 7 | 80 | 93.2 |
| 8 | 60 | 93.5 |
| 9 | 60 | 96.7 |
| 10 | 50 | 90.6 |
| 11 | 50 | 92.2 |

PET-XI

- 50 students took part. Each student received a session on English Language and maths over the course of two days. 32% of students in the programme were PP.

Further information (optional)