

# Pupil premium strategy statement – The Stockwood Park Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1481
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2022/2023 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	<i>Mumin Humayun,</i> Principal
Pupil premium lead	<i>Emily Healy,</i> Assistant Principal
Governor / Trustee lead	<i>Anu Jagota</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£554,760.00</b>
Recovery premium funding allocation this academic year	<b>£148,000.00</b>
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£702,760</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We intend for all of our pupils, regardless of their socioeconomic background, to have an exceptional experience at secondary school. We are a fully inclusive school and aspirational for our young people. Our aim is to ensure that all pupils make good progress irrespective of their background or the challenges they face. We intend to minimise the gap between the progress and attainment of PP and Non-PP students. Our vision as a school is to ensure that all students strive, achieve and believe.

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 tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our current plan considers the way in which we can have most impact on our disadvantaged students and is based on the Education Endowment Foundation's (EEF) recommended three-tiered approach focusing on:

- Teaching strategies
- Targeted academic support
- Wider strategies

Our ultimate objectives are to:

- To ensure disadvantaged pupils are challenged in the work that they're set
- To act early to intervene at the point need is identified
- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- To regularly evaluate and review the impact of intervention programmes
- To use evidence-based research to guide intervention choices

## Challenges

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

Challenge number	Detail of challenge
1	To ensure that students have extra-curricular opportunities and have a wealth of experiences to improve their cultural capital
2	To improve the attendance of our disadvantaged students to figures in line with the rest of the cohort.
3	To close the attainment gap, especially in core subjects. Evidence shows that there has been a disproportionate impact of the pandemic on disadvantaged students which is likely to widen the attainment gap.
4	To improve parental engagement, especially at KS3, to focus on gaps in knowledge and lower levels of literacy and numeracy as a result of the pandemic.
5	To effectively support students where challenging circumstances may impact on wellbeing including social, emotional and mental health.

## 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
To ensure that students have extra-curricular opportunities and have a wealth of experiences to improve their cultural capital.	<ul style="list-style-type: none"> <li>- Opportunities for extra-curricular learning have an increase in pupil uptake.</li> <li>- Extended Learning Days for each year group in a calendar year.</li> <li>- Broader choices in extra-curricular clubs to include music and STEM activities compared to historical data.</li> <li>- Students have career interviews in Year 11 and the number of students entering post-16 education increases.</li> <li>- University trips across KS3 and KS4 take place in the calendar year.</li> <li>- Students can discuss their virtual careers interviews with external professionals during NCW.</li> <li>- Students have access to a fully resourced library and the use of this improves in comparison to historical data.</li> <li>- An increase in the number of students who are targeted for interventions such</li> </ul>

## 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: £ 375,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>High Quality Teaching – Resources, Curriculum training (booklets for Humanities and Science)</i>	Mastery Learning = +5 months	1, 2, 3, 4
<i>Assessment and Feedback – Whiteboards for effective assessment</i>	Verbal Feedback = +7 months Feedback = +6 months	3, 4
<i>Staff CPD: including Playbook, Exam board training, Subject Specialist training</i>	Mastery Learning = +5 months	3, 4, 5
<i>Staff Recruitment and Retention – maintaining quality consistent staffing for students (including nurture teachers and literacy LSAs)</i>	Mastery Learning = +5 months	2, 3, 4

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

Budgeted cost: £ 99,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Year 11 Themed Evening Tuition – for all CORE and Options</i></p>	<p>Small Group Tuition = +4 months</p>	<p>3, 4</p>
<p><i>Targeted Extra Intervention – Y11 students targeted for holiday intervention and online home learning platforms</i></p>	<p>Extended School Time = +3 months Homework = +5 months</p>	<p>2, 3</p>

<i>KS4 Study Hub and Exam Intervention</i>	Extended School Time = +3 months	1, 3
<i>KS3 Literacy and Numeracy Groups – Accelerated Reader and Numeracy tuition</i>	Phonics = +5 months Reading Comprehension Strategies = +6 months	3, 4
<i>Targeted Groups for Brilliant Club, STEM and Debating.</i>	Mastery Learning = +5 months	3

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

Budgeted cost: £ 79,900

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Attendance Monitoring and Intervention – Termly targeted attendance groups and behaviour modification.</i>	Behaviour Modification = +4 months Social and Emotional Learning = +4 months (more effective at Secondary)	2, 3, 5
<i>Extra-Curricular Programme – extended learning days, external professionals running sports and music clubs</i>	Behaviour Modification = +4 months Extended School Time = +3 months	1, 4, 5
<i>Hardship Costs – Revision Guides, Uniforms, Transport to School, Breakfast Club.</i>	Parent/Carer Voice has previously shown the importance of this as many students live in challenging conditions	3, 4, 5
<i>Careers interviews and Workshops – internal and external interviews with visits</i>	Metacognition and Self-Regulation = +7 months	5

**Total budgeted cost: £554,760**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- Literacy levels of students receiving Fresh Start intervention showed significant increase in reading ages (in line with age score)
- Narrowing of DA gap based (P8)
- PP Attendance gaps have been in line with other similar schools' percentage due to National Lockdowns and Isolation Periods.
- Targeted groups chosen for the projects (careers focused) and termly groups of Brilliant Club Scholars.
- PP targeted support for educational trips e.g STEM
- Some PP support for uniform costs for those in hardship.
- Disadvantaged learners given access to laptops and internet to complete their virtual learning.
- Online platforms used to support and embed knowledge from in-class tuition.

### Externally provided programmes

Programme	Provider
GCSE Pod – Home learning platform	GCSE Pod
The Brilliant Club Scholars Programme	Brilliant Club
Boxing Saves Lives Weekly Workshops	Boxing Saves Lives
Tassomai	Tassomai
HegartyMaths	HegartyMaths
PiXL Membership	PiXL
Kerboodle	Oxford University Press

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Pastoral Support in line with Challenge 5

<b>The impact of that spending on service pupil premium eligible pupils</b>
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Two students – Pastoral and academic support with improving attendance
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## Further information (optional)

### **STRAND 1**

#### **Quality of Education**

*To ensure all staff are delivering high quality lessons based on our TSPA Playbook principals. To increase challenge to raise the progress of key groups including High Ability students, disadvantaged students and SEND across all key stages. To improve progress of students in core subjects at KS3 and to ensure questioning (to check for learning and deepen understanding) across the academy is consistently good or better. Investment in curriculum booklets for Science and Humanities.*

### **STRAND 2**

#### **Transition, Catch Up and Small Group Support**

*Transition and Year 7 literacy and numeracy schemes (particularly aimed at DA students) including materials for transition projects – this includes additional nurture teachers and literacy LSAs. Options and KS4/5 transition. Small group teaching support – resources, material and CPD costs, targeted by topic and group, as short/long-term programmes.*

### **STRAND 3**

#### **Culture and Character**

*To support students attending activities and offsite educational events – designed to deepen their understanding of curriculum and culture. To include: external speakers, musical tuition, Breakfast Club, Extra-curricular school clubs. Support for uniform and required academy equipment.*

### **STRAND 4**

#### **Resources for Learning**

*Resources (including revision guides) to include online subscription to learning materials/websites, mini-whiteboards for improving in class assessment for learning across the academy and access to a fully stocked library.*

### **STRAND 5**

#### **Attendance**

*To ensure that students are in the academy to make expected progress. This involves the use of transport, parental meetings, monitoring and educational welfare visits.*