# 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

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| **Detail** | **Data** |
| School name | Stretford High School |
| Number of pupils in school | 951 |
| Proportion (%) of pupil premium eligible pupils | 44% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | N. Doward |
| Pupil premium lead | J. Edwards |
| Governor / Trustee lead | Mr Shabir Ahmed |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 339,025 |
| Recovery premium funding allocation this academic year | £ 29,146 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 14,722 |
| **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 | £411,333 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The intention of our Pupil Premium strategy is for all our students, regardless of their background or previous social and academic experience, to leave Stretford High School as well qualified, resilient, independent and confident young adults, ready to make a highly positive contribution to their community and wider society.  Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and that students that are identified as disadvantaged achieve at the same levels as other students.  Our strategy operates over three key strands:  The first strand aims to tackle low literacy and numeracy levels on transition from primary. This is one of the root causes of disadvantaged students falling further behind their peers because they are not able to access the curriculum fully. Secondly, there is targeted academic support for disadvantaged students in KS4 to ensure that they achieve outcomes at the end of their secondary education in line with all other students. The final strand involves wider strategies aimed at supporting students’ attendance to school, health and wellbeing and displaying positive behaviour and attitudes to learning.  We aim to do this through   * Ensuring that teaching and learning opportunities meet the needs of all students. * Ensuring that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. * When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. * We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. * Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. * Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. |

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Key stage 2 data shows that ability is at best in line with national averages. |
| 2 | On entry, reading scores for boys and girls are below national averages. |
| 3 | On entry, Maths scores for boys and girls are below national averages. |
| 4 | Socio-economic disadvantage i.e poverty leading to low accessibility to transport, equipment, uniform extra-curricular, clubs, trips, visits |
| 5 | Special educational needs and disability |
| 6 | Attendance |
| 7 | Aspirations for future education/ careers |
| 8 | Impact of Covid 19 pandemic- Learning habits and routines at home e.g. the home may lack resources for learning and students may not have had reading modelled to them. The children may not have adequate support for home learning and/ or no quiet space. |
| 9 | Lack of educational stimulus outside of the school, which has been exacerbated due to the pandemic. |
| 10 | Social and emotional issues resulting in confidence and engagement. Mental Health crisis following Covid-19 pandemic. |
| 11 | Safeguarding and welfare issues which may lead to Social Services involvement |

## 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.

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| **Intended outcome** | **Success criteria** |
| A pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all | High quality CPD for all staff - two year metacognition programme and individualised WBL for all staff. |
| To improve the overall progress of all PP students. | Narrow gap between PP and non- PP students, specifically for:   * High ability, * White British boys * SEN students * LAC students |
| Literacy and numeracy development. | Gaps narrowed over time for students eligible for PP. |
| Continued monitoring of the overall progress of PP students in Maths and Science to ensure that it is in line with national expectations. | GCSE results for Maths and Science show an increase for 4+ passes and above with discernible gaps narrowed. |
| PP expenditure used robustly to drive up standards and progress across the whole school, systems and procedures embedded to support narrowing the gap of PP v NPP students | * Robust and rigorous PP action plan in place which is regularly audited and leads to improved PP outcomes. * All staff aware and confident in terms of PP learners on roll and in class groups |
| Opportunities and support for PP students to broaden their horizons embedded with routes for future destinations made explicit | No discernible NEET gap between PP and non-PP students and in line with national expectations. |

## 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: £ *114,000*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| **To improve the overall progress of all PP students** - Additional core teachers to reduce class sizes. | Improved feedback and small group tuition have strong supporting evidence as effective strategies to improve outcomes. Additional staffing in English and Maths will be used to provide enhanced support for students in class or in small groups. This is supporting the enhanced impact of the delivery of the curriculum for these students through targeted, high quality feedback.  **Feedback | EEF** (educationendowmentfoundation.org.uk) **Small group tuition | EEF** (educationendowmentfoundation.org.uk). | 1, 2, 3 |

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

Budgeted cost: £ *76,248.57*

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| **Activity** | **Evidence that supports this approach**  **(**[**https://educationendowmentfoundation.org.uk/**](https://educationendowmentfoundation.org.uk/)**)** | **Challenge number(s) addressed** |
| **To improve the overall progress of all PP students-** Teaching assistant support | The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. | 1, 2, 3, 8 |
| **Opportunities for PP students to broaden their horizons embedded with routes for future destinations made explicit -** Connexions support | Current NEET figures are low - only one NEET student from the class of 2020.  Connexions at SHS ensures that all PP students get targeted support to fulfil their potential and choose a suitable post 16 pathway. | 4, 7, 9, 10 |
| **PP expenditure used robustly to drive up standards and progress across the whole school -** Bids for targeted support | All PP bids are thoroughly evaluated for their effectiveness each year. Any member of teaching or support staff and apply for PP funding to support the progress of disadvantaged students. | 4, 7, 8 |
| **Intended outcome: To improve the overall progress of all students; specifically, to close the gap in the rate of progress between disadvantaged students and other students, particularly White British students, middle ability students & males** - 2 Dedicated SLT members (overseeing interventions and PP lead).  SOWN (SO What Now) progress meetings after each data drop for each curriculum area. PP students at risk identified and shared. Action plans drawn after each meeting for individual students who are underachieving. | Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.  ‘The\_EEF\_guide\_to\_supporting\_school\_planning\_- A\_tiered\_approach\_to\_2021.pdf’  (educationendowmentfoundation.org.uk)  One AHT is responsible for the oversight of the coordination and delivery of the targeted academic interventions. Another meets with all departments throughout the year to identify the students who are in need of intervention.  AHT’s responsible for Pastoral/intervention identify students who would benefit from this intervention - Manchester United Foundation SLA/Action plan to target students eligible for PP – support on needs based on data | 1, 2, 3, 6, 8, 9, 10 |
| **Intended outcome: High levels of progress in literacy and numeracy for students eligible for PP -** small group intervention | Improved feedback and small group tuition have strong supporting evidence as effective strategies to improve outcomes. Additional staffing in English and Maths will be used to provide enhanced support for students in class or in small groups. This is supporting the enhanced impact of the delivery of the curriculum for these students through targeted, high quality feedback.  **Feedback | EEF** (educationendowmentfoundation.org.uk) **Small group tuition | EEF** (educationendowmentfoundation.org.uk).  Due to Covid-19 there are many implications with the curriculum and lost learning. Information from feeder primary schools will be used by leaders to support their curriculum planning or build on students’ literacy skills. | 1, 2, 3, 5, 8 |
| **Intended outcome: Overall progress of PP students in Maths and Science to be in line with national expectations -** Students identified on VENNS, discussed in SOWN meetings and offered small group tutoring. | Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. ‘The\_EEF\_guide\_to\_supporting\_school\_planning\_- \_A\_tiered\_approach\_to\_2021.pdf’ (educationendowmentfoundation.org.uk).  AHT responsible for VENNs liaises with Science and Maths HODs regarding students of concern and strategies that are in place for these students.  Develop leadership and management further of Maths and Science via weekly SLT link meetings and collaborative MER opportunities.  Maths KS3 Wave 1-3 intervention established and monitored through KS3 leads and AHT of interventions.  The AHT is responsible for the oversight of the coordination and delivery of the targeted academic interventions.  Targeted Science intervention via weekly Year 11 timetable and mornings  Ensure all PP learners are accessing Google Classroom and engaging with Home Learning (HL). Offer additional support via HL clubs, when allowed to do so - monitored by AHT and line manager for Science. | 1, 2, 3, 4, 5 |

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

Budgeted cost: £ *134,526.91*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| **To improve the overall progress of all students -** Provide welfare support via HUB and attendance officer | Social and emotional learning +4 months moderate impact Sutton Trust 2014  The EEF Rapid evidence assessment on attendance interventions identified the link between poor attendance and low academic attainment. Additionally, it also cites the link to antisocial characteristics, delinquent activity and negative behavioural outcomes. The evidence is that mentoring and engaging with parents leads to both short-term and long-term benefits for young people. | 6, 7, 8, 9, 10, 11 |
| **To improve the overall progress of all students -** Provide pastoral support via Assistant Heads of Years | DfE data shows that exclusion and suspension rates are higher for students who are eligible for FSMs and SEND students. These measures are all aimed at early intervention, and preventing behaviour escalating. Permanent exclusions and suspensions in England, Academic Year 2019/20 – Explore education statistics – GOV.UK (explore-educationstatistics.service.gov.uk) | 2, 3, 5 |
| **To improve the overall progress of all students -** Breakfast club/ Hardship fund | Adolphus et al. (2013) has shown that breakfast club initiatives in special and non-special schools improve on-task behaviours. The effects of breakfast on behavior and academic performance in children and adolescents (whiterose.ac.uk) | 2, 5 |
| **To improve the overall progress of all students -** 1 to 1 counselling | Social and emotional learning +4 months moderate impact Sutton Trust 2014 | 8, 9, 10, 11 |
| **Opportunities for PP students to broaden their horizons embedded with routes for future destinations made explicit -** Student leadership | Peer tutoring + 5 months moderate impact Sutton Trust 2014.  The EEF Evidence Toolkit indicated that mentoring has a small positive impact on attainment. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for nonacademic outcomes such as attitudes to school, attendance and behaviour.  Mentoring | EEF (educationendowmentfoundation.org.uk) | 7, 8, 9, 10 |

**Total budgeted cost: £** *324,775.48*

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.

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| **2018** | | | **2019** | | | **2021** | | |  |
|  | **Non-PP** | **PP** | **All** | **Non-PP** | **PP** | **All** | **Non-PP** | **PP** | **All** |
| **Attainment 8** | 47.15 | 44.33 | 45.74 | 47.67 | 48.07 | 47.84 | 53.05 | 46.41 | 50.26 |
| **Progress 8** | 0.11 | 0.10 | 0.11 | 0.20 | 0.26 | 0.23 |  |  |  |
| **Basics:**  **English and Maths 4+** | 62.0% | 59.5% | 60.8% | 68.5% | 64.7% | 66.9% | 80.6% | 74.4% | 78.0% |
| **Basics:**  **English and Maths 5+** | 41.8% | 34.2% | 38.0% | 46.1% | 41.2% | 43.9% | 61.1% | 38.5% | 51.6% |

## 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*

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| **Programme** | **Provider** |
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| **Measure** | **Details** |
| **Assistant Head of Intervention** | **Intended outcome:** To improve the overall progress of all students; specifically, to close the gap in the rate of progress between disadvantaged students and non-disadvantaged students.  **Impact:**  Robust planning, monitoring and reviewing of interventions, resulting in positive progress for PP students.  **2020/21 TAG results**   * P8 +0.30 * English +0.22 * Maths +0.39 |
| **Core subject teachers** | **Intended outcome:** Improve outcomes for PP students in English, Maths and Science by reducing class sizes.  **Impact:**  Positive progress for disadvantaged students except for Combines Science  **2020/21 TAG results (for PP students)**   * P8 +0.30 * English language +0.41 * English literature 0.00 * Maths +0.36 * Science (Biology +1.82, Chemistry +1.19, Physics +2.03, CS -0.14) |
| **Welfare support (lead welfare practitioner, two welfare practitioners, one support practitioner, hub intervention)** | **Intended outcome:**  Lead Practitioner - to improve emotional wellbeing and mental health  Welfare practitioner - Ensures SEMH barriers are minimised to enable access to learning  Welfare practitioner - Attendance  Support practitioner - Ensures SEMH barriers are minimised to enable access to learning  Hub intervention - resources and rewards for PP students  **Impact:**  Welfare team has made 241 direct contacts with individual students, which has had a positive impact on whole school attendance and punctuality. 64% of these direct contacts are PP students.154 students are on the welfare team watch list, which require home visits and regular parent meetings with some students having multiple interventions. This is recorded via the Hub overall tracking system. Interim Hub monitoring report provides further details and also case studies |
| **Connexions** | Intended outcome: To provide careers guidance and advice enhanced support  **Impact:**  Connexions interviews held with each PP student in year 11. At least once on a 1-to-1 basis.  Personalised action plan completed and shared with the student to support next steps.  Contact with home to organise college visits or support with applications.  Targeted visits completed if required.  Risk of NEET indicators analysed for PP students that require further support.  PP support continues through summer and HT1 of the year after to ensure that a successful placement has been secured. |
| Breakfast club | Intended outcome: To ensure no child starts the day hungry  **Impact:**  We provided food parcels & vouchers as it was not possible to run the breakfast club due to Covid. |
| Assistant Heads of Year | Intended outcome: To provide additional support for PP students to remove barriers to learning and provide learning engagement strategies  **Impact:**  Attendance:  Sept 2020 to July 2021:  PP students vs NPP students 84% v 89.5% (-4.5% gap) |
| Student leadership and MUFC Foundation | Intended outcome: To grow leadership skills, knowledge and aspirations  **Impact:**  Students engaged in leadership roles and they have played a vital role in school. Students have established and maintained the highest standards of behaviour, attitude and appearance at all times and provided a positive role model for other students.  MUFC foundation continued to provide mentoring support for our vulnerable students during lockdown as well. |
| Pupil Champion | Intended outcome: To challenge PP students to aspire  **Impact:**  The TLR was to engage students in creating and thinking about their own CV and future career development. It has highlighted to students that participation, engagement and success in both academic and wider school activities are the present building blocks for their college applications in year 11. Majority of students would have never written one, neither known what content was required. A scheme of work helped students structure, direction and highlight skills that they already demonstrate, and give aspirations to those who were unable to write about their experiences. Year 11 students have completed their personal statements for their college applications, Year 9 students have all completed their CVs. In Year 8, 126 students have uploaded their CVs on either Unifrog or on another platform. In Year 7, 144 students have uploaded their CVs on either Unifrog or on another platform. |
| Tutoring | Intended outcome: Improve outcomes for PP students in specific subjects.  **Impact PP students 2020-21):**   * P8 +0.30 * English language +0.41 * English literature 0.00 * Maths +0.36 * Science (Biology +1.82, Chemistry +1.19, Physics +2.03, CS -0.14)   +0.81 NPP Vs +0.30 PP  2020/21 results were improved, and PP progress was well above the national PP progress. There is still a gap between our PP students’ progress and NPP. |
| Debate mate | Intended outcome:   * Student participation * Improved Academic progress * Raised self esteem * Raised self confidence * Cooperation skills * Gain an understanding of topical and current affairs * Enthusiasm for debating * Resilience     **Impact:**  Every week Debate mate mentors have led sessions for both, our advance debate team for year 10 and our intermediate debate team for year groups 7-9. Throughout the programme our students will learn the skills of how to form, structure and critique arguments. They will also have multiple opportunities to compete in a range of competitions against other schools and each other. The skills they will learn from this are beneficial amongst all subjects. Specifically English and Humanities. As well as skills which will support their academic progress they will learn to collaborate as a team, improve their ability to coherently articulate their perspectives and others and recognise the importance of supporting each other. Through taking part in Debate mate it will provide pupils with an advantage in relation to any speaking assessments, interviews and the confidence to present their arguments to the best of their ability. Pupils who have taken part are always eager and enthusiastic, it is always encouraging to hear such good feedback from pupils and our participation continues to grow year on year. |
| Counselling | Intended outcome: To improve emotional wellbeing and mental health  **Impact:**  Student voice and feedback is very positive. This has been very effective and as a result we will pursue the approach again and compliment the provision with 42nd Street counselling. |
| Teaching Assistant - TA1 in class support, TA1 numeracy | Intended outcome: To provide additional support for Year 11 PP students to remove barriers to learning and provide learning engagement strategies  **Impact:**  The Teaching Assistant had a positive impact on academic achievement through supporting individual students or small groups. The students who received support have remained in post 16 education. |
| Individual bids | Intended outcome: To provide additional support for PP students to remove barriers to learning and provide learning engagement strategies  **Impact:**  Students accessed individualised support, which was reviewed regularly. All bids are evaluated and linked on our internal drive. |
| Curriculum recovery | • All departments have continued to review and adapt their curriculum following the disruption caused by the Covid pandemic  • Key cohorts include White Boys, PP, SEND, HAPs and LAC students (following analysis of 2021 Ks4 ‘Results’)  Designation of AHT as Pupil Premium Lead  • A range of intervention programmes are planned, including: - Online tutoring (National Tutoring Programme), ‘Internal’ tutoring sessions from TRS staff, Revision sessions at KS4. GCSE Pod, Meta training and strategies, Booster sessions during school holidays |
| Improve remote learning provision and digital access for students | The school’s recent CPD programme has included a number of sessions regarding the setting of high-quality home learning  • One of the school’s AHTs has had specific responsibility for this area  • The school has procured over 310 laptops for student use in the last 18 months, targeted at those most in need  • The school has clear policies regarding the setting of remote learning tasks for students who are not able to attend school in person |