

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	Stratford Girls' Grammar School
Number of pupils in school (Y7-13)	821
Proportion (%) of pupil premium eligible pupils (Y7-11)	4.7% (28 students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2024
Date this statement was published	30 th November 2022
Date on which it will be reviewed	November 2022
Statement authorised by	Jacqui Cornell Headteacher
Pupil premium lead	Jon Blackwall Deputy Headteacher
Governor / Trustee lead	Clare Nicklin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 16235
Recovery premium funding allocation this academic year	£ 6000
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	£22235

Part A: Pupil premium strategy plan

Statement of intent

At SGGS we aim to secure the ambitions and aspirations of all our students. We promote a love of learning and a passion for the subject, which results in excellent progress and attainment for all students. We have a strong, traditional academic curriculum alongside a wide and varied enrichment offer, both of which introduce a breadth of experiences and exposure to leadership and careers opportunities. Underpinning all of this is a very strong pastoral programme that ensures the social and emotional needs of the students are met.

Through our ethos, values, and curriculum we aim to develop students as lifelong learners who are confident, aspirational young people able to progress onto their choice of high-quality destinations. This enables students to be persistent in the face of the challenges ahead.

Students at SGGS who are eligible for Pupil Premium funding do not follow the national trend in terms of prior attainment or rates of progress. Extensive analysis of both pastoral, attainment and progress data show no clear significant, or indeed minor patterns, emerging for our PP students. There is no link between SEND and PP students either. The cohort in each Year Group is almost always in single figures therefore drawing conclusions as to the needs of the cohort is statistically more difficult and should be avoided. However, we have seen an increase in PP numbers because of the pandemic, and indeed since the census.

Using the last three years of published data for GCSEs, PP students had a P8 score of +0.49. This is significantly above the national average. Attendance is also frequently in line with the school target of 96%. Our belief, therefore, is to focus on the things we can influence most: the quality of the learning environment for the students daily and developing their mental wealth.

With a small cohort of PP students, capacity is built to support them on an individual basis where needed, as well as apply the quality assurance and school development plans identify as areas of priority for the whole student body. PP students are prioritised in the provision of enrichment activities, educational opportunities and resources. They are also routinely included in our student focus groups and student leadership opportunities. Their feedback on which interventions offer them the most support is vital to our success.

We use a range of strategies to identify the needs of students where there is a gap in attainment, and to identify the reasons for that gap. These include, but are not restricted to, regular diagnostic data analysis, tracking of pastoral issues and our knowledge of a student's individual circumstances, financial or otherwise. Teaching staff are involved in the analysis of data to identify strengths and targets for students; underachievement at all levels is analysed, not just lower attainment. Staff are made aware of who our PP students are, through clearly identified data tracking.

We continue to maintain a watching brief on the impacts of the pandemic and what the recovery needs of the students are. Analysis carried out in July 2021 showed that whilst curriculum coverage and student understanding were strong, exam technique and application of knowledge was less secure.

We adopt a learning-led rather than label-led approach to supporting our PP students. The long-term approach of this statement mirrors that of our School Improvement and Development Plan (SIDP) and our CPD plans.

For some years, a research, evidenced based approach to CPD has been applied including (but not exclusively using) Barak Rosenshine's Principles of Instruction, assorted research from the Education Endowment Foundation and more recently, the Oracy Framework through Voice 21.

Finally, our intent and intended outcomes closely mirror the first two major strands of the SIDP (2021 – 24)

Challenges

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

Challenge number	Detail of challenge
1	<p>This academic year shows that PP students in Y7-11 have attendance of 94.3% up to 18th November 2021, against a school average of 94.03%. However, 25% of PP students are significantly (>5%) below the school average. Last year's PP attendance was in line for three Year Groups but in two Year Groups, it was 2-3% below the average.</p> <p>Our assessments and analysis of data, observations, and discussions with students show that overtime this would have an adverse impact of student progress and potential pathways beyond Year 11.</p>
2	<p>There has been a rise in the numbers of students accessing support services within school (including Lifespace). Our assessments (including well-being surveys), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by the impact of lockdown and missing the learning and enrichment opportunities in school, as well as the lack of day to day checks and balances that school enables.</p> <p>Whilst PP students make up just 4% of the school population, 6% of referrals to Lifespace were for PP students.</p>
3	<p>Extra and super-curricular opportunities are vital to our ethos. Ensuring all PP students engage fully with this offer is a challenge. During the period of the COVID-19 pandemic, access to such experiences has been severely limited for all students, and school has become even more important as a source of enrichment.</p>
4	<p>Our observations (including through student surveys, question level analysis and staff feedback) suggest many students, including PP students, missed the interactions (in and out of lessons) that school offers through lockdown. Whilst the curriculum coverage was good, the ability to apply their learning to an exam style answer was lacking. Resilience has also at times decreased (see challenge 2).</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2024-25**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved and sustained attendance amongst PP students, in line with school target of 96%	PP student persistent absence is in line with whole school figures and overall attendance does not drop below the school average. This may result in reduced numbers of students requesting an adapted curriculum.
Improved and sustained mental wealth and resilience amongst students	Improved attendance and progress measures. Reduction in the number of disadvantaged students who request access to additional support services from 2021-24
Full engagement in extra and super-curricular offer of the school.	All parents of disadvantaged students will know how to access financial support for these activities. All disadvantaged students will be participants on trips such as the Duke of Edinburgh Award Scheme or Enrichment week for example, as well as in school opportunities like LAMDA, if they wish to be.
Improved quality of extended answers that test students' higher-level thinking including analysis and evaluation skills.	Students become confident and erudite learners, who have developed good oracy skills. These skills can be applied to their extended written answers, hence improving their overall attainment.

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: £ 5,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement the Oracy Framework and Strategy. (Launched Sept '21. CPD Jan '22) alongside staff working party (The Think Tank). External speaker brought in to support staff training and work with groups of students. This is a two-year focus for the CPD programme.</p>	<p>voice21 research outlines the impact of well-structured oracy in schools. EEF Oral Language Interventions including improving subject specific vocabulary, effective questioning and dialogic activities.</p>	1,2,3,4
<p>Diagnostic testing for students. Analysis of data and sharing outcomes with staff to ensure assessments are interpreted and used correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Student Progress Education Endowment Foundation EEF</p>	2,4
<p>Effective revision: Staff training and collaboration. Parent communication of effective techniques, student workshops and resources.</p>	<p>An area of focus to ensure the students are using their time effectively. This builds on work done previously on Sweller's cognitive load theory and metacognition. Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners and should be taught in conjunction with subject specific content, therefore delivering skills through and in collaboration with subject teachers is essential.</p>	2,4
<p>Ongoing technology training of staff to use TEAMS and subject specific software, alongside time saving feedback methods. Increase access to resources for all students and improve the effectiveness of communication.</p>	<p>The EEF Guide to Student Premium Autumn 2021 recommends professional development to support high quality teaching as a top priority for Pupil Premium spending. This dovetails with the developments in our IT provision over the last two years and future plans.</p>	2,4

Quality SEND provision and for those with Additional Needs including Autism Whole Staff training and lunch time sessions.	The EEF Guide to Student Premium Autumn 2021 recommends professional development to support high quality teaching as a top priority for Pupil Premium spending	2,4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer mentoring and use of subject ambassadors to support younger students.	The EEF Toolkit mentoring by older peers as a moderately positive impact strategy.	1,3,4
One-to-one academic support sessions: Review of data after each data point, to determine the need for one to one tutoring in line with staff capacity and best fit model for our students	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) Using MyTutor to give additional flexibility and capacity	1,2,4
Music/ LAMDA tuition available for those that want it.	The EEF Toolkit recommends arts participation as a moderate impact strategy	1,2,3
Priority provision of academic curriculum resources , such as calculators, art or technology materials, text books, or revision materials as required	Discussions with families and students indicate that financial limitations make it difficult to afford core academic resources, which may restrict a student's access to the curriculum	2,3

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

Budgeted cost: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities such as DofE, Enrichment week/ EL Day. For disadvantaged students, we subsidise core enrichment	The EEF Toolkit recommends physical education, arts participation as moderate impact strategies. "By providing physical activities free of charge, schools give students access to benefits and	2,3,4

<p>activities from which we wish all students to benefit. These include: Core curriculum trips e.g. Geography, History or Biology field trips, Curriculum enrichment experiences in school e.g. Theatre trips or workshops etc</p>	<p>opportunities that might not otherwise be available to them.” “There is intrinsic value in teaching students creative and performance skills and ensuring disadvantaged students access a rich and stimulating arts education” It also reflects our values of offering a strong, broad and well-rounded curriculum offer given the ability of our students.</p>	
<p>Targeted support through Lifespace and trained Mental Health First Aiders.</p>	<p>DfE guidance on Mental Health in schools suggests that “Socio-economic disadvantage is another identified risk factor for mental health, so this may include children currently or previously receiving Free School Meals and eligible for the Student Premium”. Many studies report the increase in mental health problems associated with school closures and loss of school networks.</p>	1,2
<p>Contingency fund for acute issues (including if we were to have another lockdown and students needed access to IT)</p>	<p>Based on our experiences and those of similar schools to ours, we have identified the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ 22,235

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 students in the 2020 to 2021 academic year.

With the return to school in September 2020, the PP Strategy had been based around being in live school that year. Significant aspects of the original actions and desired outcomes had to therefore be adapted to reflect the changing picture facing schools. This included, the disruption in the run up to Christmas 2020, the further lockdown in January to March 2021 and declining attendance due to bubble protocols in the summer term. Our most disadvantaged students were, as always, potentially most at risk from this disruption.

To ensure that all students, including PP students, were able to access the curriculum as it was being delivered, surveys were carried out at strategic points during the pandemic. Some surveys were about learning and managing screen time, whilst we also surveyed students in terms of access to IT. This enabled us to ensure resources (e.g., laptops) were made available to those that needed them most, as well as offering to our disadvantaged students the option to attend school as needed. As a result of these surveys, individual and small group tutorials were held with staff in school.

Staff are able to clearly identify PP students and “checked in” with PP and SEND students regularly during live-streamed lessons to ensure they were able to support them more effectively while remote teaching. We introduced live registration in the January – March lockdown to ensure more rigorous and reliable attendance checks and to improve engagement. Tutors and the Heads of House were also, therefore, able to continue to support these students. The comprehensive and consistent use of TEAMS as the school platform also supported the students in a smooth transition to remote learning. Training was given to staff, in a staged approach, to gradually build up the quality of live teaching using the technology available. This included break out rooms, use of rubrics and meaningful, manageable feedback online. On return to school in September 2020, we adapted our library loan system to ensure that students were still able to access reading books when we were back in school but operating in bubbles. Every PP student who wished to participate in activities and enrichment opportunities were able to through the offer of financial support, including enrichment planned for the end of the summer term, LAMDA and DofE. Naturally though, the extent of this offer was reduced last year.

Whilst outcomes are not published for the last two academic years, our tracking showed that PP students were in line with their FFT20 targets in Year 11 and just 0.2 of

a grade below the progress rates of the whole cohort. This remains significantly above the national average. However, there were just three PP students therefore the statistical significance of these figures is low. Our internal tracking continues to show that students are making very good progress. PP students were more likely to access additional mentoring through Lifespace. PP student attendance was 2-3% below average in Years 9 and 10 but in line in the other Year Groups. However, we are very aware that the impacts of remote school and COVID may manifest over a period of time, therefore we continue to maintain a careful watching brief.

The actions were taken following consultation with: EEF Student Premium guidance Jan 2019; EEF COVID-19 Support Guide June 2020.

Overall, the plan was significantly adapted to reflect the very fluid situation faced by schools. Our pastoral, academic and wider tracking shows our PP students across all years did not, as it stands, face significant issues or disruption.

Externally provided programmes

Programme	Provider
Not applicable	

Service student 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 student premium allocation last academic year?	Funding received for service students was used to support the actions outlined in the original plan, and summarised on page 8 and 9.
What was the impact of that spending on service student premium eligible students?	

Further information (optional)

Our PP strategy follows many of the key themes of our three-year School Improvement and Development Plan. This should help ensure that our PP students continue to achieve in line with the whole cohort, go onto similarly high-quality destinations and have the confidence to enter the world of work or HE through their experiences in the whole curriculum offered by the school.