

Pupil premium and recovery strategy statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2023 to 2024 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)	816
Proportion (%) of Pupil Premium eligible pupils (Y7-11)	4.03% (33 students) (Oct 2023)
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 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Jacqui Cornell Headteacher
Pupil Premium Lead	Jon Blackwall Deputy Headteacher
Governor / Trustee Lead	Anna Bayman

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£22375
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery Premium 2023 24	£4539
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	£26914

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 +0.51. This is significantly above the national average of -0.13. (2023 PP P8 at +0.55, with the National average being -0.55 (2021/22 figures) Attendance is not significantly below and is also frequently in line with the school target of 96% (see Challenge No 1). 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 whole school development plans that have been identified 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. More recently, attendance has been raised as a concern, and in

places literacy, in terms of understanding the command words of questions. Confidence in dealing with unexpected questions has also been highlighted.

We adopt a learning-led rather than label-led approach to supporting our PP students (as with our SEND 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>PP students in Y 7-11 attendance in 2022 - 23 was 93.7%, against a school average of 94.9%. 27% of PP students (7 students) were significantly (>5%) below the school average, an improvement of 8% on 2021 -22.</p> <p>38.4% of PP students (10 students) met or exceeded the school target of 96%, the same number as 2021-22.</p> <p>Our assessments and analysis of data, observations, and discussions with students show that overtime this could have an adverse impact on student progress and potential pathways beyond Y11.</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, PP students made up 8.2% (seven students) of referrals to Lifespace in 2021-22. In 2022-23, this figure rose to 11.6% of the total referrals.</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 was severely limited for all students, and school has become even more important as a source of enrichment. Representation and engagement by PP students mirror the whole cohort (surveyed in June '22, Oct '22, July '23), and we continue to track this. Latest figures show:</p> <p>86% of PP students participate in at least one club in school. (Non-PP 92%) 71% of PP students do at least two clubs in school. (Non-PP 78%) 95% of PP students do at least one club in or out of school. (Non-PP 95%)</p>

4	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). As we move out of Covid, there are gaps becoming apparent in the level of understanding in some areas that were covered during lock-down, compounded by some attendance issues last academic year.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2023-24**, 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, with payment provided for all compulsory curriculum-based trips. All disadvantaged students can apply for support for options such as the Duke of Edinburgh Award Scheme or Enrichment week, as well as in-school opportunities like LAMDA. Decisions will be made on an individual basis at the discretion of the headteacher
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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,728 (25% of PP funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and embed the Oracy Framework and Strategy. Including a focus on oracy for revision and assessment.	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.	1,2,3,4
Diagnostic testing for students. Analysis of data and sharing outcomes with staff to ensure assessments are interpreted and used correctly.	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	2,4
Effective revision: Staff training and collaboration. Parent communication of effective techniques, student workshops and resources.	An area of focus for 2022 -23 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.	2,4
Ongoing technology training of staff To use the MIS and other subject specific software, alongside time saving feedback methods. Increase access to resources for all students and improve the effectiveness of communication.	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.	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

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

Budgeted cost: £ 13,457 (50% of PP funding)

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) MyTutor to again be used for one to one tutoring, but on a much-reduced scale.	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: £ 6,729 (25% of PP funding)

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 activities from which we wish all students to benefit. These include: Core curriculum trips e.g. Pioneer Centre or	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 opportunities that might not otherwise be available to them." "There is intrinsic value in teaching students creative and performance skills and ensuring disadvantaged students	2,3,4

Geography. Curriculum enrichment experiences in school e.g. Theatre trips or workshops etc	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.	
Targeted support through Lifespace and trained Mental Health First Aiders.	DfE guidance on Mental Health in schools suggests that “ <i>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</i> ”. Many studies report the increase in mental health problems associated with school closures and loss of school networks.	1,2
Contingency fund for acute issues (including if we were to have another lockdown and students needed access to IT)	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.	All

Total budgeted cost: £ 25,648

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 2022 to 2023 academic year.

Progress – Six students in Y11 achieved a P8 +0.55, against a school figure of +0.94. The P8 figure for PP girls nationally (in 2022) was -0.37 so they are significantly above average. In English our PP students made outstanding progress with a P8 figure of +0.93. However, with just six PP students the statistical significance of these figures is low. Our internal tracking continues to show that students are making very good progress against high targets (FFT20). Four of these students received MyTutor support, with one receiving 13 lessons against the normal number of 10. Whilst there was an overall uplift in these subjects of +0.16, it was very variable in its impact on individual students. Two students had an adapted curriculum, one by two subjects. Two of the six PP students received no MyTutor support as they were on track and exceeded their targets in the final exams.

Over the last three years of public exams, the average P8 figure has been +0.51, with the national average for PP students being -0.5 over this period. PP students at SGGs therefore have made more progress compared to the national average for non-PP students. (Note this is based on 11 students over the three year period)

PP attendance up until May '22 (before Y11 study leave) was 93.7%. Y7-11 attendance up to the same point was 94.9%. 27% of PP students (seven students) were significantly (>5%) below the school average, an improvement of 8% on last year. 38.4% of PP students (10 students) met or exceeded the school target of 96%, the same number as in 2021 – 22.

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. With the scale of our enrichment programme, combined with the cost of living we have updated the guidance as to how PP funds can be allocated for each student to ensure fair and equal access for all within the constraints of our allocated budget. Last year a total of £1158 was allocated to support trips and £900 travel costs

PP students were more likely to access additional mentoring through Lifespace. Whilst PP students make up 4% of the school population, they accounted for 8.2% (seven students) of referrals to Lifespace in 2021 - 22. In 2022-23 this figure rose to 11.6% of the total referrals.

In 2023 - 24 schools are due to fund a larger share of the costs for school-led tutoring. Due to the costs involved and the marginal gains involved by this intervention in 2022 - 23, we will offer a much reduced number of tutoring opportunities in 2023 - 24.

Whilst the average number of behaviour points is above that of the average for all pupils this is heavily impacted by two students who received multiple behaviour points and nearly 50% of the total for all PP students. This is a picture that is also mirrored in terms of pastoral input.

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.