Pupil Premium Strategy Statement

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 the effect that last year's spending of Pupil Premium Grant Funding had within our school.

School overview

Detail	Data
School name	Stockport Academy
Number of pupils in school	1028
Proportion (%) of pupil premium eligible pupils	41% (421)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 to 2026 – reviewed and updated annually
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs J McCann – Principal
Pupil premium lead	Ms L McLean – Assistant Principal
Governor / Trustee lead	Mr A Hartley, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£435,735
Recovery premium funding allocation this academic year	£116,196
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£551,931

Part A: Pupil premium strategy plan

Statement of intent

At Stockport Academy we aim to improve the life chances of all of our students and embody the wider United Learning mission to bring out 'the best in everyone'. This is particularly important for the young people we serve who experience socioeconomic disadvantage to ensure they leave Stockport Academy with the knowledge, skills and experiences to excel in further education and/or future careers. We aim to use Pupil Premium funding to ensure that the progress and attainment of our disadvantaged students is at least in line with their peers.

A higher than average proportion of pupils (41%) are eligible for Pupil Premium funding. We recognise that these students are not a homogenous group and like all young people have a range of experiences and aspirations and require different levels of intervention and support. However, we also understand that there are common challenges faced by students who experience socioeconomic disadvantage, including those who are in care or who are Young Carers. The purpose of this three-year strategy is to address these challenges and use Pupil Premium funding strategically to support students to achieve to their full potential.

A range of diagnostic assessment, internal data and evidence have been used to inform the strategy which is underpinned by evidence informed strategies. Key to the success of all students, but in particular those from disadvantaged backgrounds, is high quality teaching in all lessons (EEF, 2023). This is a central principle of our strategy, ensuring that we can impact not only students who receive Pupil Premium funding, but all pupils. We use targeted academic support, particularly to support language development and literacy that allows students to access the curriculum and to support reading for pleasure. Wider strategies have been chosen based on robust internal assessments including increasing attendance and improving behaviour standards to help all students access the curriculum to the best of their ability.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** Student attendance is a whole school priority and absence from school impacts student attainment. The attendance of disadvantaged pupils is below that of their peers within the school. Last year, the attendance of disadvantaged students was 87.1% compared to 93.7% for their non-disadvantaged peers.
2	**Attitudes to Learning, Self-Regulation and Behaviour** Disadvantaged pupils often encounter more social and emotional issues due to trauma experienced due to poverty. This can present itself in school in behavioural issues which result in higher behaviour points and sanctions compared to that of their non-disadvantaged peers. Disadvantaged pupils also have higher numbers than the proportion expected of suspensions and permanent exclusions.
3	**Progress and Attainment** Progress of students in receipt of Pupil Premium funding is lower than their non-disadvantaged peers. Evidence shows that as a group, they do not perform as well in summative KS4 assessments. 27% of disadvantaged students achieved Grade 5 in English and Maths compared to 40% of non-disadvantaged students.
4	**Reading and Literacy** Students complete reading age tests twice a year. Reading age tests indicate that there is a gap between the reading ages of disadvantaged and non-disadvantaged students. Approximately 29% of disadvantaged students start year 7 with a reading age below age-related expectations in comparison to 13% of their non-disadvantaged peers.
5	**Personal Development** Data, conversations and observations of disadvantaged students suggests those in receipt of Pupil Premium funding have fewer opportunities to develop their cultural capital outside of school and are less likely to engage with opportunities to join co-curricular clubs and attend trips than non-disadvantaged students.

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 - by the end of the current plan in 2025/2026
Achieve and sustain increased attendance of all students, but particularly disadvantaged students to at least in line with the national average with no discernible difference in the attendance of disadvantaged and non-disadvantaged students.	Students and parents have an excellent understanding of why attending school every day is critically important for their progress and attainment
	Attendance for all pupils is above national average and there is no gap in attendance between disadvantaged and non-disadvantaged students
	The percentage of students who are persistently absent is below national average and there is no difference between disadvantaged and their non-disadvantaged peers
Improved attitude to learning and engagement of disadvantaged students	➢ Reducing the number of suspensions by 50% from 2023 and reducing the number of behaviour incidences ➢ No difference in the number of behaviour incidences between disadvantaged students and their peers ➢ No difference in the number of suspensions or permanent exclusions between disadvantaged students and their peers
Improved achievement of disadvantaged students across the curriculum at the end of KS4	➢ No gap in attainment between the progress of disadvantaged and non-disadvantaged students ➢ 2025/2026 outcomes show that disadvantaged students achieve: 　○ Average attainment 8 score of 53.0 　○ At least 70% passing English and Maths at grade 4 or above. 　○ At least 45% passing English and Maths at grade 5 or above. 　○ At least 10% passing English and Maths at grade 7 or above
	➢ Act to raise the profile of the challenges disadvantaged students may face and how they are best supported in the classroom through whole school CPD and training ➢ The gap in performance between non-disadvantaged and disadvantaged students is closely monitored and reviewed at each data point to allow early intervention to support students
	➢ Teaching and learning data highlights that formative assessment strategies are used with increased consistency to check for gaps in understanding which are addressed by teachers ➢ Teaching and learning data highlights regular opportunities for students to practice independently,

	with appropriate scaffolds removed over time, to increase students' resilience
	➢ There is no discernible difference in the completion rates of Independent Study (homework) between disadvantaged and non-disadvantaged students
Improved reading ages of disadvantaged students	➢ Teaching and learning data highlights the teaching of key vocabulary is more consistently evident in all lessons, with opportunities to speak, write and use key terminology regularly ➢ Opportunities for students to read and comprehend subject specific texts is evident across the curriculum for all subjects and with increased frequency within lessons ➢ Opportunities for students to develop their oracy skills and speak fluently and with confidence can be observed. This will be supported by whole school and subject specific CPD to support subjects to develop consistent expectations of oracy in their areas ➢
	➢ There is a reduction in the percentage of all pupils with a reading age below their chronological age. ➢ There is no difference in the reading age of disadvantaged and non-disadvantaged students by the end of KS3 ➢ Introduce monitoring of reading ages at KS4 to ensure no student leaves the Academy with a reading age below their chronological age ➢ Appoint an additional reading mentor to provide intervention for KS4 students where necessary ➢ Increased engagement with reading for pleasure, taking advantage of the opportunity to borrow books from the school library at the same frequency as non-disadvantaged students
Increased engagement with opportunities for personal development	➢ Disadvantaged students attend co-curricular clubs at the same frequency as non-disadvantaged students. ➢ All students have the opportunity to attend cultural trips throughout their time at school. ➢ High quality and appropriate destinations are ensured for disadvantaged students

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: £ *226,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development of staff ➤ Common language around teaching and learning techniques so students have a common understanding on what is expected in lessons. ➤ Weekly Teaching and Learning briefings on TLAC 12 strategies to support teachers to be better able to address misconceptions and move students learning forward. ➤ Developing practice sessions run by internal and/or external staff to match whole school teaching and learning priorities (SEND provision, reading and oracy, independent practise/extended writing). ➤ Timetabled department co-planning every two weeks to support with subject specific pedagogy. ➤ External CPD opportunities – NPQs, masters with the intent to improve classroom practice. ➤ Opportunities for mentors to develop their skills through mentoring. ➤ Feedback to teachers on classroom practice from middle leaders and SLT which is used to inform whole school training.	The EEF guide to effective professional development highlights: ➤ the effectiveness of a 'drip feed' approach to PD allowing teachers time to embed strategies. ➤ NPQs are built on a body of trusted sources of research which highlight knowledge and skills integral to effective teaching and learning. National Institute of Teaching report highlights the benefits of mentoring on teaching practice	2,3,4
Support for developing teachers and Early Career Teachers ➤ Robust programme of development based on instructional coaching. ➤ Mentoring is a priority with time in the school day to ensure this is done properly.	Mentoring Instructional coaching is recognised as some of the 'best evidenced form of professional development'	2,3,4

➢ Time allocated for mentor training and 'coaching on coaching' with lead mentor throughout the school year.	National Institute of Teaching report on mentoring highlights ➢ Importance of mentor training ➢ Most effective mentors engage in modelling and rehearsing with mentees – instructional coaching	
Knowledge of key vocabulary and reading fluency ➢ CPD on explicit reading, oracy and vocabulary strategies. ➢ CPD for teachers on applying reading and vocabulary strategies in a subject specific manner. ➢ Each subject curriculum is developed to ensure key words (tier 2 or tier 3) are shared with students in every lesson with opportunities to say, write and use in lessons. That there are regular opportunities for students to read and engage with academic texts. ➢ Support from Literacy Lead and Senior Leaders with the implementation of literacy strategies in lessons.	The EEF report on Improving Literacy in secondary schools highlights key strategies to develop literacy skills: ➢ 'Disciplinary literacy across the curriculum' ➢ Targeted vocabulary support in all lessons ➢ Developing students' ability to read academic texts. 'The language gap is the attainment gap' – as highlighted by Durrington Research School Reading comprehension strategies, as indicated by the EEF, can have an impact of +6 months progress	3,4
Recruitment and retention of staff ➢ Creation of lead practitioners to retain experienced teachers. ➢ Robust ECT programme to retain teachers. ➢ Additional Cover supervisors to reduce the need for any external agency cover teachers. ➢ Wellbeing charter and planning days to support staff well being	The EEF Pupil Premium Guide describes effective teaching as a 'top priority' for pupil premium spending Additional cover supervisors reduces the need for external supply, increasing consistent teaching and learning for students. OFSTED recommendations for teacher well-being highlight the importance of ensuring teacher well being to support retention of staff	1,2,3,4,5
Appropriate and well planned careers guidance	Gatsby.org.uk describes how good career guidance is embedded within	5

➢ Teachers and external agencies deliver key content from both the RSE framework and CEIAG.	education and a necessity for social mobility	5
➢ CEIAG programme for all years. Relevant guidance targeted for individual years. This includes opportunities to work with universities and local post 16 providers. Year 11 partake in CEIAG day in order to support applications to further education or the workplace.	EEF Careers Guidance (2016) describes how disadvantaged young people are more likely to be uncertain about the qualifications and skills they need after school	5
➢ Future Me is weaved into the school ethos and is used to help students develop themselves and provide education with character.	Student voice from previous years has been very positive regarding the careers education they have received	5

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

Budgeted cost: £ 102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to educational support materials ➢ Materials are provided to students to support home learning e.g., access to chrome books and the internet, purchase of revision guides and stationery. ➢ Teachers monitor the completion of Independent Study, particularly disadvantaged students. ➢ Online Independent Study is used to identify gaps in knowledge and understanding to inform practice – including Sparx, Seneca, Language Nut and Pearson Revise. ➢ Independent Study clubs run nightly alongside access to the library to provide students with support to complete independent study.	The EEF guide to Using Digital Technology highlights: ➢ Technology can support retrieval practice and self-quizzing to increase retention of key knowledge. EEF rapid evidence assessment on distance learning shows ensuring access to technology is key for disadvantaged EEF report on homework describes how homework clubs can overcome barriers such as a lack of a quiet place to work and reliable internet connection	3,4
Reading Interventions ➢ Small group reading intervention with mentors who will work with students with low reading ages/KS2 scores to improve their reading and literacy. Librarian to also help with reading interventions. ➢ WRAT tests used to diagnose specific reading gaps. ➢ Use of Lexonik advance resources and training for students. ➢ Use of Lexonik Leap screening tests ➢ Use of YARC tests to identify. necessary fluency/comprehension intervention. ➢ Students work with year 11 mentors to improve reading. ➢ All students are given the opportunity to hear fluent reading modelled in Form Time Reading. ➢ All students are given the opportunity to explore texts further using our library.	Use of GL assessments and YARC tests to identify specific reading needs to target key skills and ensure rapid progress The EEF teacher toolkit identified reading comprehension strategies as providing +6 months progress The EEF and Kent State University highlight the importance of students regularly hearing fluent readers	3/4

Academic Intervention	The EEF report on small group tuition highlights the potential for an additional +4 months of progress and the Effective Tutoring Guide highlights the impact of tutoring, particularly post pandemic	3/4/5
➢ After school small group targeted intervention and support sessions for Y11 in English and Maths with Active Tutoring.		
➢ Maths tutoring for high prior attainers in year 11.		
➢ Additional Maths and English lessons for students who need bespoke to support delivered by class teachers.	The EEF toolkit describes extending learning time during the school day can have a positive effect of +3 months progress	
➢ Use of form time intervention for Year 11 to provide additional teaching time in areas targeted for improvement.		
➢ Compulsory after school period 6 sessions are in place for all year 11 students in all subjects, which is included in teacher lesson allocations to minimise impact on workload.		
➢ Engagement with the Brilliant Club to allow students to meet PhD students and gain insights into higher education with the aim of raising aspirations and progression to University.		
➢ Additional Leadership roles in Numeracy to raise the profile and push maths initiative, particularly at KS3 to ensure importance is high profile with teachers and students.		3/4/5

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

Budgeted cost: £ 224,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care ➢ Non-teaching pastoral managers for all years. Working with students to help engage with learning and reduce barriers to learning through behavioural issues and/or other issues such as attendance, mental health or personal issues. ➢ Increased capacity of SLT designated to behaviour and working with the pastoral team. ➢ Students have access to a full range of pastoral intervention, tailored to their needs and managed by the pastoral and SEN teams plus now have access to an in-house counsellor.	EEF guide to improving behaviour in schools highlights the importance of knowing students and their contexts which pastoral staff are a crucial part of ensuring this EEF toolkit highlights that working effectively with parents can have a positive impact of +4 months on student progress	1, 2
Mental health and wellbeing ➢ Mental health and well being lead to provide bespoke support and interventions with students. ➢ Subscriptions include but not limited to Jigsaw, Ed Psych, alternative provision and behaviour support. ➢ Key staff allocated to LAC students as a point of contact for support.	Post covid, evidence suggests disadvantaged students have experienced 'greater negative impacts on their mental health and well being	1,2
Behaviour of students ➢ Common language used by all staff regarding behaviour expectations with a focus on positive relationships with students. ➢ Whole school processes to support students regulate their behaviour now in place following successful trial last year to ensure calm and focused learning environments. ➢ Flexible but consistent expectations adapted to meet individual need. ➢ Ongoing training for all staff to ensure a consistent approach to	The EEF report on improving behaviour in schools describes: ➢ Teachers knowing students well has a positive impact on classroom behaviour ➢ 'A flexible but consistent approach' will be necessary for some students to meet expectations ➢ Daily report cards can improve communication between students, teachers and parents	1/2/3/4/5

behaviour for learning in the classroom. ➢ Use of positive report cards to improve communication between children and adults regarding their behaviour. ➢ New house system in place to develop rewards culture, increase engagement with lessons and further develop the sense of community within the school. ➢ A range of prizes for good attendance/behaviour/participation including prize draws for vouchers/money for full year attendance rising to a laptop for 5 years, supporting a praise culture in school.	The Independent review of behaviour in schools describes the use of praise and rewards to encourage positive behaviour	
Behaviour Mentoring ➢ New behaviour mentor employed last year and uses a range of programmes/schemes/techniques to help re-engage students who are struggling to meet the demands and needs of school, particularly those at risk of suspension. ➢ MUFC Foundation programme – a partnership designed to help those who will need it through a range of programmes and mentoring that an experienced member of staff from the MUFCF will deliver. Includes activities such as football with character and mentoring.	EEF tooklit describes behaviour interventions having a positive impact, particularly where they lead to increasing the time students have to engage with learning EEF guide to improving students' behaviour describes Supporting students' social and emotional learning and developing effective self regulation skills can improve behaviour for learning	1,2,3,5

Attendance Intervention
➢ Family liaison officer regular home visits and support.
➢ Family liaison officer and attendance officer – working with families/students to improve attendance.
➢ Attendance letters are sent to parents of those with low attendance and meetings are set up through the year plus presence at parents' evenings.
➢ Attendance interventions. Rewards trips for 95% + attendance.
➢ Heads of year work with year teams to improve attendance.
	The EEF rapid evidence review in attendance describes
	   ➢ Small but positive impact on increasing parental engagement
	   ➢ Importance of understanding barriers to attendance
	
	Effective communication with parents can increase attendance
	
	DfE Report on working together to improve school attendance describes praise and rewards, used sensitively, can increase attendance
		1

➢ Students below 90% are discussed at 'Safer Schools' team meeting and there is a set of actions for implementation and monitoring. This includes home visits and liaison with LA for issue of EPN. Pastoral team is regularly updated on latest status.		
Co-curricular and trips/visits ➢ Y7/Y8 are expected to attend at least two co-curricular club after school each week including one PE club. Y9 and 10 encouraged to attend co-curricular independent study clubs through the year. Co-curricular co-ordinator monitors attendance and follows a process when below target for different students/groups. ➢ Music tuition subsidised for disadvantaged students. ➢ All PP students to receive up to 50% subsidy on at least one trip per year. Some students receiving full subsidy on application by the family or Pastoral team. More than one subsidy may be appropriate. ➢ Using the Aspire programme to help track the impact of personal development activities and uptake by PP students . We are a pilot school for East learning software company to create a link between Arbor and Aspire.	EEF toolkit describes how arts participation can have a positive impact on academic outcomes in other areas of the curriculum and physical activity can increase attendance. Both also have positive impacts on student mental health and wellbeing	5

Total budgeted cost: £552,000

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 2022 to 2023 academic year.

The DfE has highlighted that 2022/23 performance data should be used with caution as qualifications returned to pre-pandemic standards. As a result, direct comparisons with 2021/22 data is not possible. The data from the 2020/21 cohort also included Teacher Assessed Grades which also impacts the ability to compare progress year on year. However, we can use national figures to help understand the performance of our disadvantaged students. Although there were some excellent individual results from some of our disadvantaged students, overall their progress and attainment is still a below expectations. National data indicates that disadvantaged pupils were more severely impacted by COVID-19 than their non-disadvantaged peers. Although the strategy has had some success, particularly in regards to behaviour and mental health and well-being of students, the continued gap in attainment and progress means we have reviewed the strategy to ensure an increased focus on the consistency of high quality teaching and learning in the classroom as this is identified as the most important factor to improve outcomes of disadvantaged students.

Progress and attainment

The gap in attainment of 5 GCSEs at 5+ including English and Maths is approximately 11% which is the narrowest it has been since 2019 and the percentage of students entered for EBACC has increased by 28% since 2019.

In 2023, Pupil Premium (PP) students have an average attainment 8 score of 34.8 which is approximately 10 points lower than for non Pupil Premium (NPP) students (44.9). This mirrors the national picture post COVID-19 where the gap is 4 points wider than in 2019. There is also a gap in Progress 8 between NPP and PP students of 0.39. This is smaller than the 2023 national gap of 0.74 but the progress of our PP students (-0.65) is lower than the national average (-0.57).

Attendance

In addition to the impact on progress and attainment, national data also indicates that COVID-19 has disproportionately impacted the attendance of disadvantaged students. At Stockport Academy in 2022/23, there was a gap in attendance of 6.8% between PP and NPP students. This is almost equivalent to 2021/22 (6.5%) but an increase in the gap of approximately 3.5% from 2019. Although this mirrors the national picture, attendance continues to be a focus of our Pupil Premium Strategy.

Reading and literacy

There have been improvements in the reading ages of all students as indicated in standardised reading tests. Some students however are still reading below their chronological age at KS4. As a result, we will continue to assess the reading ages of KS4 students and develop an intervention programme for KS4 students to address any gaps. Reading continues to be a high priority in the school through the continuation of form time reading and a renewed focus on increasing the opportunities to read

academic texts in lessons. The importance of subject specific reading and comprehension is emphasised in the updated strategy and will be a key focus for professional development going forward.

Behaviour and personal development

The introduction of a new whole school system has had a positive impact on the behaviour for learning of students in the classroom. This has been identified through pupil voice where students describe less low level disruption in their lessons. This has also had a positive impact on the number of fixed term suspensions.

The new house system, introduced in September 2023, is designed to encourage students to take more responsibility for their own behaviour and learning will be monitored closely to assess the impact on disadvantaged students. Initial feedback from students has been overwhelmingly positive.

The appointment of a Mental Health Lead in 2022 has increased the support provided by the pastoral team. Their caseload includes a significant number of disadvantaged students who they support with a wide range of issues. They work closely with the attendance team to help remove any barriers to students attending lessons. Their support has also increased the capacity of teachers to understand and support students within their own lessons.

Pupil Premium funding is also used effectively to support students personal development and wider school life, including subsidising trips for disadvantaged students. Although many opportunities are presented to all students, there is a gap in uptake from our disadvantaged students which will now be closely monitored, particularly by the new house team.

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.

Programme	Provider
Sparx	Sparx Maths Sparx Reader
Bedrock	Bedrock Vocabulary - The online vocabulary curriculum for schools (bedrocklearning.org)
TT Rockstars	https://ttrockstars.com/
Pearson Revise	https://www.pearson.com/uk/web/pearson-revise.html
MUFC Foundation	Manchester United Foundation - Engage. Inspire. Unite. (mufoundation.org)
NGRT Reading Assessment	New Group Reading Test - GL Assessment (gl-assessment.co.uk)
Seneca	Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)