

Planning our 2019-2020 Budgeted Pupil Premium Spend

At Stockport School we are very much aware of an ever growing body of evidence documenting 'best practice' surrounding the use of Pupil Premium. We have also developed our own approach to the Pupil Premium since its inception in April 2011. There is a growing body of evidence both within our own community and the wider education world on the use of the Pupil Premium. Therefore, for 2019-2020, we have once again reviewed and revised the ways in which we are planning, budgeting, reviewing and then measuring the impact of our allocation.

Firstly, we continue to access the growing body of evidence provided by the EEF:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Secondly, we have accessed and reviewed documents from the DfE and OFSTED:

- 'The Pupil Premium, How schools are spending the funding successfully to maximise achievement.' OFSTED (2013).
- 'The Pupil Premium, How schools are using the Pupil Premium to raise achievement for disadvantaged pupils.' OFSTED (2012).
- 'Evaluation of Pupil Premium Research Report', Department for Education, (July 2013).

We have also been invited (by the DfE and Ofsted) to be part of '**The Greater Manchester Disadvantaged Partnership**'. Along with several other schools:

St Ambrose
Barlow (Salford)
West Hill (Thameside)
The COOP Academy Manchester

We are heavily involved in sharing good practice and information around disadvantaged students and working collaboratively to make impact.

This evidence base has allowed us to formulate a set of principles to guide our use of the Pupil Premium:

- We will ensure that Pupil Premium funding is spent on the target group.
- We are aware that within our target group there are a diverse range of needs – both existing and emerging.
- We will maintain high expectations of the target group.

- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies.
- We will be relentless in our pursuit of high quality teaching, not interventions to compensate for poor teaching.
- We will use achievement data to check interventions are effective and make adjustments where necessary.
- We will have a senior leader with oversight of how PP funding is being spent.
- We will ensure that teachers know which pupils eligible for Pupil Premium.
- We will endeavour to demonstrate impact.
- We will have a named governor who will oversee and challenge our use of the Pupil Premium.

Local context and barriers

Stockport School serves a much polarised area. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national – 2018/2019 data) and some of the most affluent areas in the Stockport area.

With this in mind we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. The polarised nature of our cohort means that we cannot assume anything and are not always dealing with obvious or common local barriers. Therefore, a significant proportion of our work centres on monitoring the progress of our cohort and our ability to act quickly and address emerging needs. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium Cohort. We have increased our capacity to identify and react on a daily basis. Our staffing is a key area of our intervention strategy. Identified staff are tasked with identifying barriers and reviewing progress through our data check points and supplementing with anecdotal observations. We rely heavily on our Directors of Intervention, Directors of Progress, Pastoral Managers, SENCO, and Form Tutors to identify emerging needs and deliver interventions.

At the same time, historically, we have evidence that points us towards four broad barriers in the Stockport area:

- Family history of reduced engagement with school life such as attendance at parent consultation evenings

- No family history of tertiary education and with this a lack of aspiration towards attending leading universities
- Travel time between the home and school; ability to engage with extra-curricular activities and Key Stage 4 exam preparation
- Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.

Core Targets for 2019 – 2020

At the heart of everything that we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning. Therefore, a significant amount of our budget is aimed at teaching and learning.

By continuing our relentless drive to maintain and improve the quality of teaching and learning we expect to further improve the outcomes of all the students at Stockport School, this will be demonstrated through our 'headline' figures. We aim to identify skills gaps, and address them, as early as possible. Therefore, during the 2019 – 2020 academic year will increase, even more, our provision and interventions (when needed) at Key Stage 3.