

# Pupil premium strategy statement

## School overview

| Metric                                      | Data              |
|---|-------------------|
| School name                                 | Stokesley School  |
| Pupils in school                            | 1188              |
| Proportion of disadvantaged pupils          | 13%               |
| Pupil premium allocation this academic year | £134,500          |
| Academic year or years covered by statement | 2018/19 – 2019/20 |
| Publish date                                | Oct 2019          |
| Review date                                 | July 2020         |
| Statement authorised by                     | Mrs H Millett     |
| Pupil premium lead                          | Mr J Brown        |
| Governor lead                               | Richard Barker    |

## Disadvantaged pupil performance overview for last academic year

|   |               |
|---|---------------|
| Progress 8                                  | -0.65         |
| Ebacc P8 (entry)                            | -0.13 (18.2%) |
| Attainment 8                                | 45.53         |
| Percentage of Grade 5+ in English and maths | 19%           |

## Strategy aims for disadvantaged pupils

| Aim   | Target   | Target date |
|---|--|-------------|
| Progress 8                                  | Achieve improved progress 8 measure that is closer to or in line with disadvantaged pupils amongst similar schools                       | Sept 2020   |
| Attainment 8                                | Achieve national average for attainment for PP pupils  | Sept 2020   |
| Percentage of Grade 5+ in English and maths | Achieve average English and maths 5+ scores for similar schools  | Sept 2020   |
| Other                                       | Reduce number of persistent absentees from disadvantaged backgrounds and improve attendance so that it is in line with national average. | Sept 2020   |

|             |                               |           |
|-------------|-------------------------------|-----------|
| Ebacc entry | Improve EBacc entry of 18.7%. | Sept 2020 |
|-------------|-------------------------------|-----------|

## Teaching priorities for current academic year

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | Introduction of the teacher toolkit/seating plan tool and embed classroom routines – Brain in Gear and KLQ.       |
| Priority 2                                    | Implement and monitor new marking policy and ensure staff are compliant in following the policy.                  |
| Barriers to learning these priorities address | Improve pace and engagement of pupils within the classroom. Provide quality timely feedback to maximise progress. |
| Projected spending                            | £30,000   |

## Targeted academic support for current academic year

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | Further raise the profile of PP pupils within faculties, so that a sharper focus exists on the tracking, monitoring and interventions of PP pupils. |
| Priority 2                                    | Improve reading ability of all PP pupils and ensure reading is embedded in our culture and curriculum.  |
| Barriers to learning these priorities address | Improve quality of interventions for PP pupils so that appropriate academic support has greatest impact on closing the gap.                         |
| Projected spending                            | £25,000   |

## Wider strategies for current academic year

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | Continue to Improve attendance of all PP pupils to match the National Average, to close the gap, by providing personalised focus on pupil individual needs.                                      |
| Priority 2                                    | Improved engagement of parents of disadvantaged pupils, by gaining stronger communication links, improve attendance to parents evening and surveying the parental needs of disadvantaged pupils. |
| Barriers to learning these priorities address | Ensure that pupils and parents are engaged in school and education, which as a consequence will maximise progress.   |
| Projected spending                            | £79,500  |

## Monitoring and implementation

| Area             | Challenge   | Mitigating action   |
|------------------|---|---|
| Teaching         | Ensuring appropriate time is given to allow staff to implement and embed marking policy, Brain in Gear and Key Learning Questions. Appropriate time is dedicated to monitoring and tracking within departments. | Ensure that learning walks and QA processes support with monitoring of new initiatives. Appropriate training given to staff.  |
| Targeted support | Ensuring that enough time is dedicated to academic mentoring and providing opportunities for appropriate interventions.   | Creating a PP tracker that monitors interventions and support of PP pupils. Introduction of regular ambition meetings, which determine appropriate interventions.                         |
| Wider strategies | Engaging families facing most challenges.   | Work closely with LA and local feeder schools. Implement 'Family Learning' programme. Ensure that Bridge manager is utilised to ensure we understand what parents need to support pupils. |

## Review: last year's aims and outcomes

| Aim  | Outcome   |
|--|---|
| Improve the attainment and outcomes for all pupils, but in particular for PP pupils, with a particular focus on English and Maths.                               | Gap was closed from (P8 Measure was from -0.85 to -0.65) Improvement seen in overall school performance. No significant gap seen in Maths.  |
| Improve the attendance of PP pupils to diminish the difference towards national average for all pupils. Reduce the number of disadvantaged pupils who become PA. | Improved attendance for PP pupils and reduced PA rates. Overall school attendance improved from 93.6% to 94.6% PP 87.3% to 88.3%  |
| Reduce the number of pupils who are PP getting detentions and FTE.   | Not achieved. However, we now apply a more consistent approach to dealing with, and supporting PP pupils who disrupt/misbehave. We are beginning to see reduced numbers of pupils getting detentions and FTE. |