

Pupil premium strategy statement (secondary)

1. Summary information					
School	Stokesley School				
Academic Year	2018 - 2019	Total PP budget	£136,854	Date of most recent PP Review	Sep 2018
Total number of pupils	1,178	Number of pupils eligible for PP	138	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
2017 - 18 data	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) 2017 data
Progress 8 Score average	-0.26	
Attainment 8 score average	42.3	2017 44.6
% A* to C including English and Maths 4+/ 5+	40% / 20%	2017 39.6
E Bacc Pass 5/ C	11.8%	2017 19.7

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

There is no one set of barriers faced by Pupil Premium students at Stokesley School. The needs of each individual are identified and actions taken to address these as appropriate to the individual. Barriers which tend to apply to a few students in each cohort include:

A.	Poor literacy and numeracy skills
B.	difficulties in managing own behaviour thus impeding attainment and progress
C.	limited future aspirations

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	low attendance poor home learning environments
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4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>	Success criteria
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A.	Pupil Premium students achieve in line with their peers, measured in internal data and in external examinations	the gap between pupil premium students and their peers at GCSE will close
B.	Pupil premium students are in lessons and therefore able to access the same learning as their peers	behaviour and exclusion figures for Pupil Premium students is in line with other students
C.	all students are following appropriate progression pathways	all Pupil Premium students sustaining their education or employment/ training post-16
D.	improved attendance	attendance of vast majority in line with other students

5. Planned expenditure

Academic year

2018 - 2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil Premium students achieve in line with their peers, measured in internal data and in external examinations	Tracking data for students who are disadvantaged at every data collection point to ensure that they are making progress - followed up with specific actions and interventions.	Tracking students and monitoring their progress will make sure that no student falls behind or is overlooked, and will enable interventions to be put in place earlier. Using this data more effectively, and by sharing it with colleagues will enable teachers to better plan and prepare to meet the needs of their students.	By analysing data and conveying information to colleagues in a timely fashion. By discussing and sharing intervention strategies that are successful with colleagues so that they can be used in a more widespread fashion. By ensuring that all colleagues use this data to plan and intervene effectively.	MGS/ MGR/ WDN	Jan 2019
Understanding the needs and ambitions of Pupil Premium students so that these can be used more effectively by teachers and other staff	Using student voice to gather information on disadvantaged students which will include what their future career ambitions are.	Knowing that students have high aspirations for their future will enable the school to support students in their careers and options choices, and provide better guidance for them. This information will also allow all teachers to have high aspirations for their students and to challenge them accordingly.	By sharing this information with staff in a manner which is accessible and useful to them. By ensuring that this information is used in planning for progress, and therefore evident in the teaching and learning of the students.	MGS/ BY	Feb 2019

Total budgeted cost					CPD/ meeting time
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil premium students are in lessons and therefore able to access the same learning as their peers	developing and refining the new behaviour policy, rewards and sanctions along the 'Ready, Respectful, Ambitious' themes so that all students are encouraged to actively engage with their learning. This will include support for more vulnerable students to allow them to access their learning	The new behaviour policy and 'Ready, Respectful, Ambitious' rule aims to make expectations of all students absolutely clear. It also intends to reduce the number of exclusions as all evidence indicates that students who are in school and in their lessons are more successful in their examinations.	By reviewing the effectiveness of new rewards and sanctions and adjusting accordingly. By reviewing the number of exclusions and internal exclusions of disadvantaged students, and by using Ethos team effectively to prevent further exclusions for students who are at risk if repeated exclusions.	SI/ KNP/ Do	Dec 2018
All students are following appropriate progression pathways	developing the current, very effective work of the Bridge programme, by creating courses	The work of the Bridge programme is very effective in maintaining the engagement in school of students who might	By continuing to review the effectiveness of the Bridge course and by adapting and tailoring the course to the needs of the pupils. By	BY	Dec 2018

	which are appropriate for the students in the Bridge group, including Functional Skills and with the Fire Service	otherwise be at risk of absence or non completion of courses.	tracking the progress of students on the Bridge course and intervening where necessary.		
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Total budgeted cost £40, 000

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance for disadvantaged students, so that the attendance of Pupil Premium students is in line with their peers	Focusing on incentives and recognition for disadvantaged students who improve their attendance.	Positive encouragement will support the students in improving their attendance, and in feeling like a valued part of the school community.	By regularly monitoring the attendance of Pupil Premium and intervening where necessary. By using the most up to date data to intervene swiftly and effectively and by adapting strategies if required for individual students.	DO	Jan 2019

Total budgeted cost £1000

6. Review of expenditure

Previous Academic Year	2017 - 2018 £128, 461
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i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

a range of strategies for supporting students to access and succeed in linear qualifications	develop an Action Research group to research and disseminate a range of strategies to support students with working memory and recall.	Members of the research group came from all areas of the school and as a result ideas were disseminated into all subject areas. The work in science (see below) was particularly successful	Adapting and altering practice with regard to linear assessments is vital and the school will continue to develop a range of strategies to support students: including low stakes testing, interleaving and use of knowledge organisers etc. Developing a coherent curriculum pathway for all subjects leading to these linear qualifications is also vital.	CPD time
improved progress in non-Triple Science	T and L in science to include more recap and recall, including developing the use of Tassomai online learning	Over the course of the year, a number of strategies were used and observed in Science, including low stakes testing at the start of lessons, and using Tassomai in a more strategic way, with student targets from the start of the year.	Whether inside the classroom, or out of it, and whether using traditional methods of recall or digital methods, these strategies were very successful because they started at the beginning of the year and were pursued relentlessly throughout the whole academic year. This is an approach which will be replicated and built upon in 2018 - 19.	£350

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Maintain engagement of those students in Y9 and 10 who are at risk of disengaging with their learning	provision of appropriate curriculum pathway - Bridge programme in Year 10 and entry to Bridge in Y9	All students on the Bridge programme had the opportunity to complete Functional Skills in Maths. At the time of writing, 4 students had achieved L1 Pass and 1 student had achieved L2 pass. Continuing with the course run by the Fire Service was a success as this maintained students' engagement with both the course and the school	Students will continue to work towards Functional Skills qualifications as part of the Bridge programme as this allowed them to experience a taste of success. The very successful course with the Fire Service will also continue.	£37, 003

Raise literacy, numeracy and social skills of low attaining students in Year 7	a tailored timetable delivered by an experienced primary specialist designed to accelerate student progress - Literacy Plus programme	6 students were identified as being eligible for Literacy Plus in September 2018 and they had reading ages between 8:04 and 10: 07. One student returned to mainstream with an improved Reading Age by 17 months. The average improvement in reading age for the class was 22 months.	Digital literacy has become an area to be considered with this group, as introduction of chromebooks into school has meant that some students have more experience and knowledge of using these devices than others. Some of the students in the group had limited access to internet at home.	£39, 212

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improving attendance rates	regular sharing of attendance figures with staff as tutors to aid discussions with students, leading to rewards for attendance	The attendance strategies in the 2017 - 18 academic year contributed to small reduction in the gap of attendance rates between PP students and their peers. Whole school attendance was 93.9 % in 2017 - 18, whereas attendance of PP students was 88.3%, a gap of 5% as opposed to 7% in the previous year.	An increased focus on incentives and recognition to encourage the attendance of disadvantaged students would have been beneficial. Revisions to Attendance policies and procedures would facilitate a more rapid response to absence and develop more positive relationships with parents and carers.	
Developing behaviour management strategies and relationships	using the Pivotal programme to rewrite sanctions and rewards policy, and to develop positive relationships between students and staff	In the academic year of 2016 - 17, Pupil Premium students accounted for 57% of the total days of exclusions in the school. Improvements were made in this area in 2017 - 18, with Pupil Premium students contributing to 49% of the total days of exclusion.	Work is still to be done in this area. The percentage of days exclusion for Pupil Premium students has reduced, but this could be improved further. The Pivotal model of restorative conversations and first attention to best conduct has been successful in developing relationships between students and staff and will be further developed in the next academic year. Further revisions to the behaviour, rewards and sanctions policy will also support all students, including those who are Pupil Premium to develop excellent behavior for learning.	£100 resources + CPD time

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.