

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Stokesley School				
Academic Year	2019-20	Total PP budget	£134,460.00	Date of most recent PP Review	Sept 19
Total number of pupils	1188	Number of pupils eligible for PP	140 (13%)	Date(s) for next internal review of this strategy	Jan 20 Sept 20

2. Current attainment		
	Pupils eligible for PP In School ( <i>Previous Year</i> )	Pupils not eligible for PP - National Average
Progress 8 score average	-0.65 (-0.85)	TBC
Attainment 8 score average	45.53 (30.3)	TBC
% achieving Basics (English and Maths) 4+	42% (36.4)	TBC
% achieving Basics (English and Maths) 5+	19% (22.7)	TBC
% achieving EBACC (Standard pass) 4+	41.1%	TBC

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
1.	Improve the outcomes of all students, but in particular, PP students in Key Stage 4 and reduce the differences between disadvantaged and other students to be in line with national averages
2.	Continue to improve the quality of teaching across the school, so that it better supports PP students.
3.	To develop and implement accelerated reader programme. As a consequence, reading ages of all PP students are improved so that they are at least in line with their chronological reading age.
4.	Reduce total number of students from disadvantaged backgrounds who are receiving detentions and incidents of Fixed Term Exclusion.
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
5.	Continue to Improve attendance of all PP students to match the National Average, to close the gap
6.	To improve the engagement of parents of disadvantaged students.

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	<p>Improve the outcomes of all students, but in particular, PP students in Key Stage 4 and reduce the differences between disadvantaged and other students to be in line with national averages:</p> <ul style="list-style-type: none"> <li>• Tracked at PRP data collections with clear progress for PP students between data collections.</li> <li>• Monitored on half termly basis at Leadership meetings with focus on particular PP students.</li> <li>• In response to data collections and Leadership meetings, PP students will be given additional support / interventions / changed timetable to ensure that outcomes improve in 2019.</li> <li>• Introduction of student case studies to focus on offering further support to Key Marginal PP students.</li> </ul>	<p>P8 measure indicates that the gap is closing towards national averages at each PRP data point. Appropriate interventions are strategically put in place after each PRP data point.</p> <p>Implementation of PP tracker to ensure a sharper focus on the impact of PP spending is conducted. Using this, further strategic decisions will be made to improve outcomes of PP.</p>
<b>B.</b>	<p>Continue to improve the quality of teaching across the school, so that it better supports PP students.</p> <ul style="list-style-type: none"> <li>• Introduction and implementation of Teacher Toolkit to lessons, followed up with weekly briefing demonstrations.</li> <li>• Use of learning walks and drop ins from SLT and HOF (or other staff)</li> <li>• Observations as per QA calendar.</li> </ul>	<p>100% of feedback from learning walks is done in a timely and meaningful way, which results in follow up learning walks showing improvements.</p> <p>Teacher toolkit showcase implemented and from learning walks - increased use of toolkit throughout the year is observed.</p>
<b>C.</b>	<p>Continue to improve attendance of all PP students to match the National Average for all students, to close the gap.</p> <ul style="list-style-type: none"> <li>• Daily attendance checked between before 10am each morning with attendance officer and Heads of House. Where necessary the team makes contact with parents</li> <li>• Students who dip below the schools expected attendance (no more than 5 half day absences) are monitored very closely. This includes panel meetings with students and parents.</li> <li>• Re-integration meetings following absence from school to focus on correlation between attendance on outcomes.</li> <li>• 100% certificates awarded every half term. Weekly attendance noted in tutor time, League Table (Individual rewards for students) and best tutor group awarded with further prizes. Students also given opportunity to attend end of year trip if attendance figure qualifies.</li> <li>• Holidays taken in term time not authorised. Penalty fines continue.</li> </ul>	<p>PP attendance is closer to national average and in line with LA averages.</p> <p>PA is reduced closer to national average and in line with LA averages</p>

	<ul style="list-style-type: none"> <li>Regular reminders about the importance of attendance is reiterated through tutor time and assemblies.</li> </ul>	
<b>D.</b>	<p>To develop and implement accelerated reader programme. As a consequence, reading ages of all PP students are improved so that they are at least in line with their chronological reading age.</p> <ul style="list-style-type: none"> <li>All Year 7 students and all PP students are enrolled onto the programme. All parents of students on the programme are introduced to the programme and regularly informed of their child's progress.</li> <li>Regular STAR testing is conducted to monitor student progress. Data is then analysed and shared to support with planning for progress.</li> <li>Reading intervention programme setup and implemented to further support students who are significantly further behind compared to their peers.</li> <li>Use of learning walks and drop ins from SLT (or other staff)</li> </ul>	<p>Star testing/analysis shows that student reading ages are moving towards chronological reading ages.</p> <p>Intervention programme - students enrolled move towards chronological reading ages.</p> <p>Learning walks show that all staff delivering programmes are meeting expectations.</p>
<b>E.</b>	<p>Reduce total number of students from disadvantaged backgrounds who are receiving detentions and incidents of Fixed Term Exclusion.</p> <ul style="list-style-type: none"> <li>Monitoring and evaluation of school's behaviour systems. Appropriate interventions or adjustments are made to best support and intervene with PP students so that the number of detentions reduce demonstrating improved engagement in lessons and tracking of FTE of PP students show a reduction for each year group through to summer 2019.</li> </ul>	<p>Fewer students from disadvantaged backgrounds are placed into detentions, internal exclusion and fixed term exclusions.</p>
<b>F.</b>	<p>To improve the engagement of parents of disadvantaged students.</p> <ul style="list-style-type: none"> <li>Improve the number of parents of PP students attending parents' evening.</li> <li>Quick and effective communication made with parents of PP students with regards to progress, behaviour, attendance/punctuality, achievement, ambition ladder and rewards. rewards - mapping</li> </ul>	<p>Increase in the number of parents of PP students attend parents evening.</p> <p>Increased number of parents of PP students engaging in family learning.</p> <p>Effective communication method for parents of PP students implemented, developed and fully functional.</p>

## 5. Planned expenditure

Academic year

2019-20

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

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the quality of teaching and learning across the academy so that all students, but in particular, PP students are able to meet their target grades at the end of Year 11.	<p>Timetable to maximise 'setting' and align staff with key groups</p> <p>Development of schemes of work to address progress (planning Backwards from specifications)</p> <p>Introduction of the teacher toolkit to improve pace and engagement into lessons.</p> <p>Embed classroom routines – Brain in Gear and KLQ.</p>	Quality first teaching has greatest impact upon progress. Metacognition and self regulation approaches to teaching and learning +7 months	<ul style="list-style-type: none"><li>• Learning walks and drop ins.</li><li>• Observation as per QA calendar. Line managers to QA:</li><li>• Book scrutinies activities</li></ul>	SLT/HoF	Half Termly

Improve the attainment and outcomes for all students, but in particular for PP students, with a particular focus on English and Maths.	Half termly leadership meetings used to identify key marginal students and put in place key intervention strategies and support.  Attainment tracked using PRP data.	The improvement in PP outcomes from the previous year 2017-18 Ensure that these differences are diminished between September 2018 and summer 2019 so that outcomes for PP students are in line with non PP.	<ul style="list-style-type: none"> <li>Targeted Interventions in place within the classroom and outside of lessons including extra lunchtime and after school sessions</li> <li>Assessment predictions match to actual.</li> </ul>	SLT/HoF/ Teachers	Half Termly
Implement and monitor new marking policy and ensure staff are compliant in following the policy.	Introduction to new policy followed by a monitoring and evaluation period between Jan and Summer 19'.  CPD provided throughout.	Effective feedback recognised by as having positive impact upon progress, EEF toolkit puts the size effect of feedback at 8+ and very low cost. Feedback can be verbal or written but emphasis on improvement. Feedback can be delivered through teacher, other adult or peers.	<ul style="list-style-type: none"> <li>QA calendar work scrutiny.</li> <li>Observations.</li> <li>Learning walks.</li> <li>Line manager QA.</li> </ul>	SLT/Hof/ Teachers	Half Termly
Improve reading ability of all PP students and ensure reading is embedded in our culture and curriculum.	Roll out accelerated reader programme across all year groups.	PP students' lower reading levels impact on access to the curriculum and therefore making progress within subjects.	<ul style="list-style-type: none"> <li>QA, book scrutiny, lesson planning, learning walks.</li> </ul>	BRJ/SLT/ROR	Half Termly

**Total budgeted cost**    See Section 7

**ii. Other Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p>Continue to improve the attendance of PP students to diminish the difference towards national average for all students. Continue to reduce the number of disadvantaged students who become PA and improve parent - school relationships.</p>	<p>Dedicated attendance team to track, support and intervene with PP students' attendance.</p> <p>Focus on improving parental engagement at parents' evenings for all year groups.</p>	<p>Direct correlation between poor attendance and underachievement</p>	<ul style="list-style-type: none"> <li>• Fortnightly monitoring of attendance with relevant challenge and support for poor attenders. Where necessary direct liaison with Local Authority Designated Officer.</li> <li>• Home visits &amp; letters sent to parents. Meetings held with parents.</li> <li>• Regular contact/meetings with outside agencies.</li> <li>• Fixed Penalty Notice warning &amp; prosecution.</li> <li>• Regular and annual rewards for 100% attendance/significant improvements.</li> </ul>	<p>HoH/Attendance Officer</p>	<p>Fortnightly</p>
<p>Improve attainment and achievement of the most able disadvantaged students</p>	<p>Provide sufficient mentoring and support to key marginal students and those who need support with their own welfare and wellbeing.</p>	<p>Raising aspirations by allowing disadvantaged students to see the opportunities and removing any barriers to access.</p>	<ul style="list-style-type: none"> <li>• Termly report to governors, with the specific focus on PP students.</li> <li>• SLT mentoring for KM students.</li> <li>• Support offered by Lighthouse to those who need it.</li> </ul>	<p>SLT/BRJ</p>	<p>Termly</p>
<p>Improved outcomes of disadvantaged students through ensuring equipment and resources are not a barrier to success</p>	<p>Provide the necessary equipment and resources such as revision guides, planners etc. to ensure all students are equipped for success</p>	<p>To allow disadvantaged students to revise and work independently and the necessary resources are provided.</p>	<ul style="list-style-type: none"> <li>• All students have access to the necessary equipment. Evidenced in tutor time checks.</li> </ul>	<p>Tutors/HoH</p>	<p>Daily</p>

Raise outcomes and enjoyment of school for PP students	Ensure that no student is excluded from participation due to finance (Enrichment)	Provide breakfast, ensuring PP students receive the sustenance needed to aid concentration and attendance. Support with costs for trips and extra-curricular activities Additional support for activities and events Aspirations/Graduation/Prom/Field trips	<ul style="list-style-type: none"> <li>PP monitoring protocol, monitored by designated Senior Lead.</li> </ul>	SLT/BRJ	Half Termly
Reduce the number of students who are PP getting detentions and FTE.	Modify behaviour policy to support and intervene with students behaviour.	Ensuring students are in school and supporting within lessons is paramount so that they learn. When students are removed from lessons, they should further be appropriately supported in IE or FTEs.	<ul style="list-style-type: none"> <li>Weekly monitoring of FTE</li> <li>Half Termly monitoring of detention data.</li> <li>Meetings held with parents and students for reintegration</li> <li>Regular contact / meetings with outside agencies for students who are at risk of PEx.</li> </ul>	SLT/BRJ	Weekly-Half Termly
<b>Total budgeted cost</b>					See Section 7

## 6. Review of expenditure

Previous Academic Year

2018-19

### i. Quality of teaching for all

Action	Intended outcome	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)
Improve the attainment and outcomes for all students, but in particular for PP students, with a particular focus on English and Maths.	Half termly leadership meetings used to identify key marginal students and put in place key intervention strategies and support.  Attainment tracked using PRP data.	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.	Introduced half termly leadership meetings with focus on PP students, however needs to happen sooner and have a sharper focus.

### ii. Targeted support

Action	Intended outcome	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)
Improve the attendance of PP students to diminish the difference towards national average for all students. Reduce the number of disadvantaged students who become PA.	Dedicated attendance team to track, support and intervene with PP students' attendance.  Focus on improving parental engagement at parents' evenings.	Improved attendance for PP students and reduced PA rates.  Overall school attendance 93.6 → 94.6% PP 87.3 → 88.3	Still need to continue to improve whole school attendance and reduce PA rates. Improve attendance procedures and continue to promote positive attendance through tutor time and communications with parents.



<b>iii. Other approaches</b>			
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)
Improved outcomes of disadvantaged students through ensuring equipment and resources are not a barrier to success	Review PP spending and implement appropriate spending strategy.  Trial impacts of 1:1 tuition.	Record of PP spending is up to date and successfully monitored and evaluated. Students who need financial support have been given resources and equipment/provided with appropriate interventions.	Sharper monitoring and tracking of PP spending needed (introduce PP tracker).
Raise outcomes and enjoyment of school for PP students	Ensure that no student is excluded from participation due to finance (Enrichment)	Students attending extra-curricular activities given additional financial support.	Extend the support further (e.g. introduction of breakfast clubs)
Reduce the number of students who are PP getting detentions and FTE.	Fewer students who are PP receiving detentions and FTE.	Reduced numbers of students who are attending detentions/FTE.	Need to continue to reduce these numbers through gaining a consistent approach and working with external agencies/families directly.

## 7. Additional detail

Action	PP Allocation	Measurable Impact	Date of Review	Staff Lead
Bridge course (alternative provision) specifically designed to support disadvantaged students.	£59,809	Analysis of PP students who achieve outcomes of course and are not classified as NEET.	Yearly review of course. Regular updates given at fortnightly DR meetings.	By/BRJ
Literacy/Numeracy support	£39,406	Analysis of students reading, literacy and numeracy levels. Number of students who are re-integrated back into main stream lessons.	Regular updates given at fortnightly DR meetings.	TMS
Accelerated Reader Programme	£5,000	Analysis of STAR testing and Quiz data.	Fortnightly	BRJ
Pastoral support (x6 HoH) and Lighthouse provision (x3 Members)	£10,000	Monitoring and tracking of students accessing further pastoral support (intervention sheets) and lighthouse provision.	Regular updates given at fortnightly DR meetings.	HoH/Lighthouse
Targeted actions to improve any attendance gaps between pupil premium children and whole school	£4,203	Analysis of the pupil attendance and punctuality data for those children entitled to receive the Pupil premium grant	Fortnightly	HoH/Attendance Officer
Revision Resources (including Tassomai and Hegarty) & Uniform	£2,935	Revision materials provided for Y10 and Y11 students to support them in preparation for KS4 examinations. Remove barriers to learning, and raised expectations regarding uniform.	Half Termly – Review with HoF	BRJ
Teacher Toolkit	£1000	Teacher toolkits purchased for all teachers to drive pace and engagement within the classroom.	Half Termly	SLT
Revision Sessions/Intervention	£7,954	Students provided with revision session program	Half Termly	SLT/HoF
SLT Mentoring	£5,335	SLT to mentor vulnerable/underachieving (KM) students identified.	Fortnightly	SLT
Careers	£2,000	Support for careers and destinations.	Half Termly	HSJ
Support with enrichment activities	£2,038	Providing financial support to PP student to be able to access extracurricular activities.	Half Termly	HoH
			<b>Predicted Spend</b>	<b>£139,680</b>

