

| 1. Summary information | | | | | |
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| School | Stokesley School | | | | |
| Academic Year | 2020-21 | Total PP budget | £162,690 | Date of most recent PP Review | Sept 20 |
| Total number of pupils | 1146 | Number of pupils eligible for PP | 164 (14%) | Date(s) for next internal review of this strategy | Jan 21 Sept 21 |

| 2. Current attainment | | |
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| | Pupils eligible for PP In School (<i>Previous Year</i>) | Pupils not eligible for PP - National Average |
| Progress 8 score average | Due to the COVID circumstances of 2019-20 Progress and Attainment data is not validated. | |
| Attainment 8 score average | | |
| % achieving Basics (English and Maths) 4+ | | |
| % achieving Basics (English and Maths) 5+ | | |
| % achieving EBACC (Standard pass) 4+ | | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) We need to: | |
| 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 at least in line with national averages. |
| 2. | Continue to improve the quality of teaching across the school, so that it better supports PP students. |
| 3. | Develop and implement a whole school literacy strategy incorporating five main strands of development to set high expectations across school to tackle the literacy barriers and improve disadvantaged students chronological reading ages to be in line with their peers. |
| 4. | Reduce total number of students from disadvantaged backgrounds who are receiving detentions and incidents of Fixed Term Exclusion. |
| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) We need to: | |
| 5. | Continue to Improve attendance of all PP students to match the National Average and to narrow the gap against their more affluent peers. |
| 6. | Improve the engagement of parents of disadvantaged students. |

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| 7. | Use Catch Up funding to best support disadvantaged students from September 2020. | |
| 4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | | Success criteria |
| A. | <ul style="list-style-type: none"> ● Tracked at PRP data collections with clear progress for PP students between data collections. ● Monitored on a half termly basis at Leadership meetings with focus on particular PP students. ● Raising achievement meetings will take place to implement early intervention strategies between HoY/Head of Sixth Form and DHT fortnightly for Y11 and Y13 and half termly for all other year groups. ● In response to data collections and Leadership meetings, PP students will be given additional support / interventions / amended timetables to ensure that outcomes improve in 2020. ● Introduction of student case studies to focus on offering further support to Key Marginal PP students. | <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. | <ul style="list-style-type: none"> ● Introduction and implementation of Teacher Toolkit to lessons, followed up with weekly briefing demonstrations. ● Use of learning walks and drop ins from SLT and HOF (or other staff) ● Observations as per QA calendar. | Teacher toolkit showcase implemented and from learning walks - increased use of toolkit throughout the year is observed. |
| C. | <ul style="list-style-type: none"> ● Review of all attendance procedures and protocols. ● Employ and embed the new EWO role within the current structure. ● Daily attendance checked between before 10am each morning with the attendance officer and Heads of Year. Where necessary the team makes contact with parents ● 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. ● Reintegration meetings following absence from school to focus on correlation between attendance on outcomes. ● 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 are also given the opportunity to attend an end of year trip if attendance figure qualifies. ● Holidays taken in term time not authorised. Penalty fines continue. ● Regular reminders about the importance of attendance is reiterated through tutor time and assemblies. | PA is reduced closer to national average and in line with LA averages |
| D. | <ul style="list-style-type: none"> ● To develop and implement an 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. | Star testing/analysis shows that student reading ages are moving towards chronological reading ages. |

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| | <ul style="list-style-type: none"> ● 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. ● Regular STAR testing is conducted to monitor student progress. Data is then analysed and shared to support planning for progress. ● Reading intervention programme setup and implemented to further support students who are significantly further behind compared to their peers. ● Use of learning walks and drop ins from SLT (or other staff) | <p>Intervention programme - students enrolled move towards chronological reading ages.</p> <p>Learning walks show that all staff delivering programmes are meeting expectations.</p> |
| E. | <ul style="list-style-type: none"> ● 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 reduced demonstrating improved engagement in lessons and tracking of FTE of PP students show a reduction for each year group through to summer 2019. | |
| F. | <ul style="list-style-type: none"> ● To improve the engagement of parents of disadvantaged students. ● Continuing with the new style parents' evenings were a success with 100% of parental feedback supporting all of the changes we implemented. ● Use the SIMS logging system which was trialled for Y11 and Y7 parents' evenings across all year groups to ensure full engagement from disadvantaged parents/carers. ● Quick and effective communication made with parents of PP students with regards to progress, behaviour, attendance/punctuality, achievement, ambition ladder and rewards. rewards - mapping | <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> |
| G | <ul style="list-style-type: none"> ● The plan has been put together to match the immediate need whilst ensuring the actions support sustainable progress for the future. ● All actions are based on the EEF strategy to support students to succeed throughout lockdown and beyond. ● Bespoke timetables created to maximise the amount of students who can access support via this additional teaching time in Maths, English and Science. ● Utilising their time in two ways: to support in lessons teaching and to allow more experienced teachers to plan and deliver intervention where necessary and to deliver bespoke sessions to small groups at specific times of the day. ● Links developed through our Assistant Headteacher and SENCO and our OLC manager, who is primary trained to deliver intervention at all levels and avoid crossover and to ensure the provision works alongside our SEN department to track each provision. ● The DHT will be responsible for overseeing the provision through fortnightly DR meetings. ● Maintain the initial impact of the EWO for longterm, sustained success. ● Maintain consistent contact with the families throughout this difficult time. ● Give clear support and build routines for families who have not been able to demonstrate this before. | <p>PRP data will ascertain the success of each intervention for classes or small groups which are taught.</p> <p>Each small group session will start with a pre-assessment and highlight the reasons for intervention.</p> <p>End half term assessments.</p> <p>Reports and evaluation will take place with key HoF in English, Maths and Science in our fortnightly strategic meeting, separate DR meetings and through PRP analysis.</p> <p>This will be measured via faculties and reported to AHT for curriculum and student welfare.</p> <p>Any students not participating will receive support via the HoY, SEN support, Ethos and EWO where necessary.</p> |

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| | <ul style="list-style-type: none">• To support the government legislation that all students must be provided with remote education which matched that of peers in school we have chosen to supply staff with Chromebooks. | Student engagement figures for when isolating. Student engagement figures for completion of independent work set in school. |
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5. Planned expenditure

Academic year

2020-21

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.

| 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? |
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| <p>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> | <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>Use of the seating plan tool and class mark sheets to support staff and observers in easily identifying PP students for targeted questioning and in-class intervention.</p> <p>Continue to embed classroom routines – Brain in Gear and KLQ.</p> <p>Personalised CPD for staff to work on</p> | <p>Quality first teaching has the greatest impact upon progress. Metacognition and self regulation approaches to teaching and learning +7 months</p> | <ul style="list-style-type: none"> ● Learning walks and drop ins. ● Observation as per QA calendar. Line managers to QA: ● Book scrutinies activities ● Staff and student voice | <p>SLT/HoF</p> | <p>Half Termly</p> |

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| | <p>developing an area of their own classroom practice in order to positively impact on student outcomes.</p> <p>Reframed learning walks- staff have the opportunity to ask for specific support on an area of their practice.</p> | | | | |
| <p>Improve the attainment and outcomes for all students, but in particular for PP students, with a particular focus on English and Maths.</p> | <p>Half termly leadership meetings used to identify key marginal students and put in place key intervention strategies and support.</p> <p>Attainment tracked using PRP data.</p> | <p>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.</p> | <ul style="list-style-type: none"> Targeted Interventions in place within the classroom and outside of lessons including extra lunchtime and after school sessions Assessment predictions match to actual. | <p>SLT/HoF/ Teachers</p> | <p>Half Termly</p> |

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| 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 as having a 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 teachers, other adults or peers. | <ul style="list-style-type: none"> • QA calendar work scrutiny. • Observations. • Learning walks. • Line manager QA. | 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 programmes 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"> • QA, book scrutiny, lesson planning, learning walks. | BRJ/SLT/RO R | Half Termly |
| Total budgeted cost | | | | | See Section 7 |
| i. Other Targeted support | | | | | |
| 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? |

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| <p>Continue to close the gap between disadvantaged and non-disadvantaged students attendance. 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"> ● Fortnightly monitoring of attendance with relevant challenges and support for poor attenders. Where necessary direct liaison with Local Authority Designated Officers. ● Home visits & letters sent to parents. Meetings held with parents. ● Regular contact/meetings with outside agencies. ● Fixed Penalty Notice warning & prosecution. ● Regular and annual rewards for 100% attendance/significant improvements. | <p>HoY/Attendance Officer/EWO</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"> ● Termly report to governors, with the specific focus on PP students. ● SLT mentoring for KM students. ● Support offered by Lighthouse to those who need it. | <p>SLT/DBJ</p> | <p>Termly</p> |

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| Improved outcomes of disadvantaged students through ensuring equipment and resources are not a barrier to success | Provide the necessary equipment and resources such as revision guides, planners etc. to ensure all students are equipped for success | To allow disadvantaged students to revise and work independently and the necessary resources are provided. | <ul style="list-style-type: none"> All students have access to the necessary equipment. Evidenced in tutor time checks. | Tutors/HoY | Daily |
| 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"> PP monitoring protocol, monitored by designated Senior Lead. | SLT/DBJ | 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"> Weekly monitoring of FTE Half Termly monitoring of detention data. Meetings held with parents and students for reintegration Regular contact / meetings with outside agencies for students who are at risk of PEx. | SLT/BUJ | Weekly-Half Termly |

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| | Total budgeted cost See Section 7 |
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| 6. Review of expenditure | | | |
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| Previous Academic Year | | 2019-20 | |
| 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. | Due to the COVID circumstances of 2019-20 Progress and Attainment data is not validated. Improve disadvantaged progress and attainment data to be at least in line with national figures when they are available. | Half termly leadership meetings with focus on PP students have had positive impact, however this needs to continue to have a sharper focus. We will work with all trust schools to complete cross-school moderation to further improve standardisation. Middle Leader training sessions linked to moderation and strategic development of departments. Introduce and embed a Quality Assurance cycle to minimise workload and allow leaders to plan strategically across the year. |
| 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 | Dedicated attendance team to track, support and intervene with PP students' attendance. | Until the partial closure due to lockdown, we saw Improved attendance for PP students and reduced PA rates. Disadvantaged attendance improved to 88.5% from 85.7% in 17-18 and 86.9% in 18-19 | Attendance priority raised further: weekly report to tutors so attendance is specifically targeted in tutor periods, required engagement from parents through school planners, including attendance recording, appointment of EWO. Improving attendance remains a significant whole school target, particularly for disadvantaged students where overall attendance and |

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| number of disadvantaged students who become PA. | Focus on improving parental engagement at parents' evenings. | Overall school attendance 94.2% up to 20.3.20 PP 88.5%, Non-PP 95.2% | PA rates remain above the national average despite closing the gap considerably. |
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| iii. Other approaches | | | |
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| 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) |
| 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 and embed 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. Intervention programmes developed in school with the Ethos and SEND teams to proactively support students with challenging behaviours. |
| Ensure all disadvantaged students are given appropriate support to catch up. | Disadvantaged students are not | Gaps closing for all disadvantaged students. EWO targeted family intervention | Impact from work with EWO was clear and should continue. All mid leaders to be given training in order to understand the needs of the disadvantaged cohort across all ears.expectations. Individual action plans for each subject to include specific actions for the disadvantaged cohort. Impact measured via the new Student Tracker. |

| 7. Additional detail | | | | |
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| Action | PP Allocation | Measurable Impact | Date of Review | Staff Lead |
| Bridge course (alternative provision) specifically designed to support disadvantaged students. | £52651 | 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. | DBJ |
| Literacy/Numeracy support | £37,651 | Analysis of students reading and literacy levels. | Regular updates given at fortnightly DR meetings. | DBJ with HoF for English/BC |
| Accelerated Reader Programme | £5,000 | Analysis of STAR testing and Quiz data. | Fortnightly | DBJ |
| Pastoral support (x5 HoY) and Lighthouse provision (10%) | £26278 | Monitoring and tracking of students accessing further pastoral support (intervention sheets) and lighthouse provision. | Regular updates given at fortnightly DR meetings. | HoY/ Lighthouse |
| Targeted actions to improve any attendance gaps between pupil premium children and whole school through employment of the Educational Welfare Officer | £9245 | Analysis of the pupil attendance and punctuality data for those children entitled to receive the Pupil premium grant Attendance of key 36 disadvantaged students who were PA last year improves and monitored fortnightly | Fortnightly | Attendance Officer/EWO/D BJ/BUJ |
| Pastoral Support Assistant | £22,635 | PSA support to support students with behavioural, emotional and welfare issues across school | Fortnightly | BUJ |
| Resources (including Tassomai and Hegarty), Uniform | £1500 | Materials provided to students to support them in preparation for KS4 examinations. Remove barriers to learning, and raise expectations regarding uniforms. | Half Termly – Review with HoF | HoF for Maths and Science |
| Provision of Chromebooks to Year 7 | £5000 | | | MGR |

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| Revision Sessions/Intervention (estimated cost subject to need and based on previous year's data) | £7,954 | Students provided with revision session program | Half Termly | DBJ/SLTLinks/ HoF |
| Middle Leader and SLT Mentoring | £5,674 | SLT to mentor vulnerable/underachieving (KM) students identified. | Fortnightly | SLT Links |
| Careers | £2,000 | Support for careers and destinations. | Half Termly | HSJ |
| Support with enrichment activities | £2,152 | Providing financial support to PP students to be able to access extracurricular activities. | Half Termly | HoY |
| | | | Predicted Spend | 177,740 |
| Catch Up Funding Additional for 2020-21 | | | | |
| English Teacher | £36,000 | PRP data to ascertain the success of each intervention for classes or small groups which are taught. Each small group session will start with a pre-assessment and highlight the reasons for intervention. At the end of each half term this will be tested and assessed. Reports and evaluation will take place with key HoF in English, Maths and Science in our fortnightly strategic meeting, separate DR meetings and through PRP analysis. | Fortnightly review with half termly data evaluation | |
| Maths /Science Teacher | £34,000 | PRP data to ascertain the success of each intervention for classes or small groups which are taught. Each small group session will start with a pre-assessment and highlight the reasons for intervention. At the end of each half term this will be tested and assessed. Reports and evaluation will take place with key HoF in English, Maths and Science in our fortnightly strategic meeting, separate DR meetings and through PRP analysis. | Fortnightly review with half termly data evaluation | |

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| Education Welfare Officer (additional hours) | £3003 | Maintained increase in attendance in all key groups, particularly those of the disadvantaged cohort is our key priority and is imperative for long term success. We want to continue to reduce PA in the disadvantaged cohort to be in line with national statistics as they are released. | Fortnightly review with half termly data evaluation | |
| Provision of Chromebooks for Teaching | £10,000 | Student engagement figures for when isolating. Student engagement figures for completion of independent work set in school. | Fortnightly review with half termly data evaluation | |
| | | | Predicted Spend | £83,003 |