

# Pupil premium strategy statement

1. Summary information					
School	Stokesley School				
Academic Year	2016-17	Total PP budget	£134,467	Date of most recent PP Review	Jan 17
Total number of pupils (Y7-11)	984	Number of pupils eligible for PP	171	Date for next internal review of this strategy	Jan 18

## 2. Current attainment

*The number of students eligible for Pupil Premium funding per year is relatively small but growing by year. In 2016-17 eight out of twenty-one students achieved positive Progress 8 scores and another two, slightly negative scores. 44% of eligible students gained a Grade 4 standard pass or higher in English and 75% in Maths. Overall disadvantaged students make greater progress than disadvantaged students of a similar prior ability nationally, with their performance ranked at the 33rd percentile nationally. The performance in Maths is especially strong at the 14th percentile.*

*The school provides a curriculum appropriate to the needs of each individual student. Many of our students eligible for Pupil Premium funding follow a full academic curriculum. A number of mainly prior lower attaining students follow our Bridge programme to gain additional qualifications such as Asdan Bronze Award, Wider Key Skills and BTEC Fire Service in the Community helping to develop their life skills and prepare them for progression on to appropriate college and work pathways. Our Bridge students typically take seven not eight qualifying subjects for Progress 8 measures.*

2016-17 data	Pupils eligible for PP	Pupils not eligible for PP (national average)
Progress 8 score average	- 0.1	0.0 / 0.1
Attainment 8 score average	38	46/49
% A*-C including English and Maths 4+ / 5+	44% / 19%	63/71 / 42/49
E Bacc Pass 5 /C	13%	25%

## 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. The needs of each individual are identified and actions are taken to address these as appropriate to the individual. Barriers which tend to apply to a few students in each cohort include :*

- Poor literacy and numeracy skills
- Difficulties in managing own behaviour thus impeding attainment and progress
- Limited aspirations

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

- Poor home learning environments
- Low attendance

**4. Desired outcomes** (*desired outcomes and how they will be measured*)

Success criteria

- All students to achieve well and to make above average progress
- Improved attendance
- All students following appropriate progression pathways

- Large majority of students with positive Progress 8 scores
- Attendance of vast majority in line with other students
- All students sustaining their education or employment/training destination

**5. Planned expenditure**

Academic year

2016-17

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 we will ensure it is implemented well	Staff lead	Review
Improved progress for all students in English, especially prior middle attainers.	Staff training on maintaining high levels of challenge for all students within mixed ability teaching	English is the lowest performing element within the Progress 8 measure. 2016-17 data confirms the biggest gap in performance between PP and non-PP students is in the middle prior attainers who make up the greatest number of students eligible for Pupil Premium funding.	Services of English adviser known to provide high-quality training, bought in to observe, provide focused teacher feedback and training to ensure effective challenge Spring 2017 follow-up visit planned to review progress made.	Fz,	September 2017

Improved progress in non-Triple Science	T&L in Science to incorporate more frequent recap and recall activities, including use of Tassomai online learning to secure increased retention of knowledge base.	Despite recent improved performance of PP students across Science, prior middle and prior-higher attaining students taking non-Triple Science continue to make less progress than other students in Science as a whole and those PP students who do take Triple Science.	Our initial pilot with Tassomai software in April / May 2016 suggested positive impact – additional evidence from other schools nationally. Feedback from students and parents from last year's Y11 was positive.  Creation of one-year development post to oversee innovative practice. Attendance at national conference. Visits to other schools with demonstrable impact on raising attainment of students receiving PP funding.	Je, Dta,	Sept 2017
All teacher feedback is focused on raising attainment through planning for progress.	Staff training on assessment planning and providing high quality feedback	Overall, teacher feedback has improved and provides good guidance on how students can improve. However, this is not yet consistent across and within all departments. High quality feedback resulting from well-planned purposeful assessment is identified as an effective way to improve attainment amongst all students (EEF toolkit).	Revisiting Williams and Black 'Inside the Black Box' and EEF toolkit as part of whole-school review on feedback and assessment policy.  INSET to ensure well constructed, meaningful assessments are planned and integrated in to Schemes of Learning for new specifications	Mgs	March 2017  June 2017
Total budgeted cost - see separately published pupil premium funding allocation					

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff lead	Review
Improved progress for underachieving Y11 students in English, Maths and Science	Targeted weekly small groups DTT sessions in English, Maths and Science for underachieving students in addition to regular lessons	We plan to run six-weekly small intervention groups in all three subjects based on Diagnosis, Testing and Therapy strategies so that impact in terms of student effort and teacher intervention can be measured. Aim to include sixth form students who persevered and succeeded as role models within the process.	Effective use of data to ensure the right students are targeted. Engage parents with the process and support of tutors. Personalised learning checklists will be used to ensure sessions are targeted on those aspects which will make a difference.	Fz with Tga Tma Je	April 2017 June 2017 Sept 2017
Maintain engagement of those Y9 and Y10 students who are at risk of disengaging with their learning.	Provision of appropriate curriculum pathway – Bridge programme in Y10, Entry to Bridge in Y9	Well-established Bridge programme with proven success of providing appropriate engagement, challenge, and qualifications supporting future progression. Well-established within the community receiving parental approval with many older siblings having completed the programme.	Experienced staff provide students with strong emotional and social support with clear behavioural expectations and high aspirations. Academic rigour maintained via delivery of Hospitality GCSE within the Bridge programme. Engagement of parents	By	June 2017 Jan 2018

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	Previous years have seen significant increases in the reading ages of Year 7, 2015-16 by an average of 22.8 months, and 2014-15 by an average of 24.1 months. Students maintain a balanced curriculum still having lessons in subjects such as Technology, Arts and PE. Students engage in activities which would not be feasible outside the programme eg being part of an enterprise with a local bakery business.	Engagement of parents Students are reintegrated in to the mainstream timetable when ready at the end of each term. Literacy Plus teacher maintains contact and provides guidance to class teachers on strategies proven to be effective with the student.	Tms	June 2017 Jan 2018
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Total budgeted cost - see separately published pupil premium funding allocation

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff lead	Review
Improved Progress for underachieving students	Appointment of Engagement and Achievement Leader	Progress of all students, including those eligible for Pupil Premium funding is the responsibility of the class teacher. The role of the EAL is to work with the teacher to identify barriers and to develop strategies to help overcome whilst providing strong social and emotional support for the underachieving student.	Building strong links with families to address behaviour and attendance issues which impede learning and progress Working closely with key school leaders , coordinating the support provided, ensuring clarity and avoiding duplication.	By	June 2017

Total budgeted cost - see separately published pupil premium funding allocation

## 6. Review of expenditure

Previous Academic Year	2015-16 £122,195
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### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: (including whether success criteria were met and impact on pupils not eligible for PP where appropriate).	Lessons learned (including whether we plan to continue with this approach)	Cost

Improved progress for PP students in non-Triple Science	PP funding used to create Additional Y10 Core Science Group creating smaller class sizes	Staffing costs for additional Y11 Core Science group providing smaller class groups average size 16. Science pillar for all PP students 0.1 and all students of 0.2 (both added value) PP non-Triple Science students performed in line with their other subjects, compared to negative residual in previous years.	Smaller class sizes proved beneficial to supporting and intervening with students at risk of underachieving including PP students especially in relation to ISA controlled assessments. The profile of 2016-17 Y11 non-Triple Science and the constraint of no surplus staffing within Science means this will not be repeated in 2017-18	£7 400
Planning for Progress provides differentiation in new Schemes of Learning for new GCSE specifications	PP funding used to provide departmental INSET and planning time within core subjects, especially English	Ongoing as departments try to come to grips with what the new 1-9 grades mean with limited material. No external data to provide evidence of effectiveness of differentiation. English department INSET on PiXL Curve exam marking and feedback allowing adjustments towards a believed standard to be made.	Support from awarding bodies is crucial.	£ 2 000 supply costs

## ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: (including whether success criteria were met and impact on pupils not eligible for PP where appropriate).	Lessons learned (including whether we plan to continue with this approach)	Cost
Maintain engagement of those Y9 and Y11 students who are at risk of disengaging with their learning.	Provision of appropriate curriculum pathway – Bridge programme in Y11, Entry to Bridge in Y9	PP funding enabled Y11 Bridge programme to be sustained in what otherwise would have been too small a cohort to be funded. An additional 3 PP students joined the BTEC Fire Services in the Community with 12 out of the 13 students achieving BTEC L2 Certificate (and one award) All 13 Bridge students achieved Wider Key Skills Level 1 and 9 students Level 2 Certificate of Personal Effectiveness. Clear progression routes established for the 12 students who stayed in the area.	Five out of the nine Bridge students and all those eligible for PP had positive Progress 8 scores. The impact of including three additional students on the BTEC Fire is believed to have been worthwhile as students still able to maintain 8 approved qualifications – one achieving positive Progress 8 and one slightly negative student engagement with rest of curriculum maintained – no drop off in attendance. Intention to repeat in 2017-18 with big enough cohort.	£7 104  Teaching and qualifications (PP students only)
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 Increased IT provision	Significant increase in the reading ages of Year 7 Literacy Plus students 2015-16 by an average of 22.8 months Strong engagement of Y7 Literacy Plus students in Science through inclusion of separate Science lessons taught by specialist to enable Literacy Plus timetable to work as a coherent package. All students integrated in to mainstream classes by the end of the year. I	Careful planning needed to still enable students to have access to some specialist Art and Music teaching. Additional benefit of increased one-to-one opportunities of having students within mainstream French lessons which majority enjoy and engage well in. Important not to lower expectations of what students can achieve.	56% of LP teacher salary plus 3 hours per week of Tax 39  IT £1000

	Supporting progression	u-xplore careers education subscription Costs associated with induction days and taster activities at further education		£1 300
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## 7. Additional detail

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

