

Pupil premium strategy statement (secondary)

1. Summary information					
School	Stokesley School				
Academic Year	2017 - 18	Total PP budget	£136,854	Date of most recent PP Review	Sep 2018
Total number of pupils		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)
Progress 8 Score average	-0.36	
Attainment 8 score average	42.3	2017 44.6
% A* to C including English and Maths 4+/ 5+	35	2017 39.6
E Bacc Pass 5/ C	10	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

2017 - 2018

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?
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.	Exam reforms have placed an increased emphasis on linear style qualifications and the need for students to retain and recall increased amounts of material across all subjects.	assigning lead of the Action Research group to Lead practitioner Allocating time for the group to meet in CPD sessions Regular communication with staff via school news and in a CPD session in July 2018	FXL	July 2018
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	the performance of PP students in science has improved, however students taking non- Triple science do not make as much progress as those students taking Triple Science qualifications	using internal data to monitor progress throughout the year allocating Tassomai targets to students throughout the year to ensure they are on track	DTA, JE	Sep 2018
Total budgeted cost					£500

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?
Maintain engagement of those students in Y9 and 10 who are at risk of	provision of appropriate curriculum pathway - Bridge programme in Year 10 and entry to Bridge in Y9	the Bridge programme is well established in the school and community and is well received by parents. It has proven success in providing appropriate support and	experienced staff provide students with strong emotional and social support with clear behavioural expectations and high aspirations. Academic rigour maintained through the delivery of GCSE Hospitality and Functional Skills qualifications within the Bridge programme.	BY	Sep 2018

disengaging with their learning		engagement for students, leading to qualifications which support future progression.	Engagement of parents		
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 a significant increase in the reading ages of participants - allowing them access to a wide range of subjects in a setting appropriate for them, with the majority of participants moving back into mainstream classes following improvement. Students can engage in activities not feasible in other class settings, such as an enterprise activity with a local bakery	students are reintegrated into mainstream classes 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 each student.	TMS	Jan 2018 Sep 2018

Total budgeted cost **£70, 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?
Improving attendance rates	regular sharing of attendance figures with staff as tutors to aid discussions with students, leading to rewards for attendance	the links between attendance and progress are well documented. Improving engagement and attendance in school should lead to improved outcomes for students.	staff will receive regular attendance updates on the students in their tutor group, with information on improvements in attendance	DO	Jan 2018 Sep 2018
developing behaviour management strategies and relationships	using the Pivotal programme to rewrite sanctions and rewards policy, and to develop	Staff and student voice activities indicated that low level disruption was perceived as a barrier to learning. Clarifying and simplifying rewards and	a behaviour working party comprised of staff from across the school will meet regularly to discuss ideas and review progress.	MTS, SI	July 2018

	positive relationships between students and staff	sanctions for both teachers and students should lead to reduced exclusions, better relationships and improved outcomes.	Half termly Pivotal; CPD sessions led by Pivotal trainer		
Total budgeted cost					CPD time

6. Review of expenditure

Previous Academic Year	2016 - 2017 £134, 467
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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
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	An ALPS score of 5 for GCSE English Language and English Literature indicates that students are achieving in line with their expected target grades.	The training received by the LA advisor was effective, in that it made clear that teaching and developing the skills students need should be prioritised over teaching each individual question. This will be continued in the 17 - 18 academic year. Exam results analysis indicate further room for improvement in reading aspects of the paper and this will be developed in the coming year.	£65 0
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	Core Science achieved an ALPs grade of 3 and Additional Science an ALPS grade of 4. These reflect much improved scores from the previous year with residuals of +2.2 and +1.9 respectively. In Core Science, disadvantaged students achieved an ALPS grade of 3 which is in line with the whole cohort, and and ALPS score of 6 in Additional Science.	Tassomai has proved to be an effective and popular way to revise and to develop recall of scientific knowledge. This will be continued and developed into 2017 - 2018 academic year.	£56 0

	retention of knowledge base.			
All teacher feedback is focused on raising attainment through planning for progress.	Staff training on assessment planning and providing high quality feedback	The 2017 Progress 8 score for the school was 0.40 indicating that students made progress from their starting points.	More progress was made by Prior Higher and Prior Middle attainers than by Prior Lower attainers. As PP students made up a significant percentage of Prior Lower attainers, their progress is not as good as students in other groups and needs to be a continued focus. The concepts of Diagnosis, Therapy and Testing have been used effectively by colleagues across the school and have been effective in 'closing the circle' for intervention.	CP D time

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
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	Progress 8 score for English and Maths improved in the 2017 exam series. English moved from -0.04 to 0.02 Maths moved from -0.02 to 0.45. These positive Progress 8 scores indicate better progress for students in all groups.	Due to changes to curriculum and the reformed GCSEs, this will not be continued in the next academic year. All students will, however, receive 8 hours of English a fortnight (increase from 7).	£3,701

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	Year 10 students completed their Bridge programme and GCSE Hospitality. All 14 students achieved a level 1 pass equivalent. Entry to Bridge in Year 9 was a successful programme which supported the students to gain the skills they will need for future study.	In 2017 - 18 students will continue to study for qualifications as part of their Bridge course, with GCSE Hospitality running again, and the introduction of a Functional Skills qualification for more students. Entry to Bridge will remain as a possibility for future years.	£8,532
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	14 students were admitted to the Literacy Plus course in September 2016, with reading ages varying between 7: 01 and 13: 09. By Christmas, 4 students returned to mainstream classes with an average improvement in reading age of 10 months. By Easter, a further student returned to mainstream teaching with a reading age improved by 16 months. All remaining students were in mainstream classes by the end of the summer term with an average improvement of reading age of 16.4 months.	This Literacy Plus programme experienced considerable success and will be repeated in the coming academic year. In terms of lessons learnt, group dynamics became key as this was an all boy group and different strategies needed to be used to support the boys. It also emerged that even once in mainstream, the students still needed support to be able to access some of the content of the lessons.	£38,745
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
Improved Progress for underachieving students	Appointment of Engagement and Achievement Leader	The students in the Bridge group achieved well in their GCSE Hospitality with 100% Level 1 pass rate. Students were supported in their studies outside of	The impact of the EAL leader was significant but only for a small number of students and this needs to be broadened for future years.	£36,697

		the Bridge classroom and some students successfully completed their Functional skills qualifications, as mentioned above.	A range of 'low stakes' strategies were used to increase the engagement of pupils and their parents with school: these have been successful and will be used in future.	

7. Additional detail

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

