



## Pupil premium strategy statement – 2017-18

1. Summary information					
<b>School</b>	Stretford Grammar School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£135,575	<b>Date of most recent PP Review of Performance</b>	Sept 2017
<b>Total number of pupils</b>	821	<b>Number of pupils eligible for PP</b>	145	<b>Date for next internal review of this strategy</b>	Sept 2018

2. Current attainment – 2017 GCSE Results			
	Pupils eligible for PP (SGS)	School (SGS)	GAP
Year 11 Pupil Numbers	27	128	NA
<b>Progress 8 Score</b>	0.16	0.29	-0.13
<b>Progress 8 Element - English</b>	0.36	0.34	+0.02
<b>Progress 8 Element - Maths</b>	0.20	0.20	=
<b>Progress 8 Element – Ebacc</b>	0.32	0.49	-0.17
<b>Progress 8 Element - Open</b>	-0.17	0.12	-0.29
<b>Attainment 8 score per pupil</b>	63.86	65.84	-1.98
<b>Attainment 8 - English</b>	13.57	13.58	-0.01
<b>Attainment 8 - Maths</b>	13.07	13.23	-0.16
<b>Attainment 8 - Ebacc</b>	18.93	19.68	-0.75
<b>Attainment 8 - Open</b>	18.29	19.35	-1.06



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3. Review of expenditure 2016-17				
Previous Academic Year		2016-17		
i. Provide additional staffing to improve progress				
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
Strong performance of Progress 8 Element in English	<p>2<sup>nd</sup> in English TLR post with specific responsibility in Literacy.</p> <p>Additional NQT English Staff</p> <p>Teaching Assistants employed to assist in Learning Resource Centre</p>	<ul style="list-style-type: none"> <li>Smaller class sizes in KS4 has meant that the Progress 8 score for PP pupils slightly exceeds whole school performance in English (=0.02)</li> <li>Literacy focus has meant that the average Attainment 8 score in English is high (13.57 – that is an average of grade 6.8 for PP pupils compared to an average grade of 6.6 for whole school Attainment 8 score)</li> <li>TA support was used to target small groups – some PP students were part of these groups</li> </ul>	<ul style="list-style-type: none"> <li>Clear evidence of progress in the results</li> <li>More specific targeted support through intervention sessions will assist in progression mapping of individual progress</li> <li>Explore the use of SIMS Interventions package to track interventions from all subjects</li> <li>Develop support of PP students in the Open element of the Ebacc to improve progress within those subjects</li> <li>Develop options information to ensure that subject choices allow for progress within the Open element</li> </ul>	£30,000



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<b>ii. Targeted support – Counselling support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</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)	<b>Cost</b>
Provide professional support network for students	Employ counsellor that can provide several slots of counselling and Art Therapy	<ul style="list-style-type: none"> <li>• 54 students have received counselling with 16 being PP</li> <li>• 14 students accessed Art Therapy with 4 being PP</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling has proved to be an effective support intervention with many students, however, this area of support can be developed further to provide more specific targeted interventions</li> </ul>	£200 a day – approx £7,600 a year

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</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)	<b>Cost</b>



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Track progress of students in all years through Data Capture points	Purchase data analysis software to provide teaching staff, curriculum leaders and SLT to monitor groups of students to inform interventions	<ul style="list-style-type: none"><li>• Datasec has provided useful data on groups – allowed teaching staff to monitor all groups of students</li><li>• Impact on all groups is evidenced by the department tracking that is taking place and the use of progress overview spreadsheets by Pastoral staff has led to more targeted small group tracking and interventions</li></ul>	<ul style="list-style-type: none"><li>• Improved assessments with skills descriptor criteria entered on SIMS central database will provide clarity of progress over all years – this will improve tracking of PP and all groups</li><li>• Data rich seating plans will allow staff to provide be more strategic in grouping</li><li>• Interventions package from SIMS will provide a clear provision map of targeted interventions in all subjects</li></ul>	£5,500
Ensure safeguarding procedures and record keeping is thorough in order to ensure appropriate support mechanisms are followed	Train staff in use of CPOMS software and provide regular updates to teaching staff on monitored students	<ul style="list-style-type: none"><li>• CPOMS is a highly effective software programme – it provides staff with a transparent platform to log incidents, take appropriate actions and to be more strategic in providing support to all groups of students</li></ul>	<ul style="list-style-type: none"><li>• Explore how the software can be used to track all students and vulnerable groups</li><li>• Train all staff on using it to log incidents and actions</li><li>• Provide detailed reports that specifically target PP pupils through provision mapping support interventions that take place</li></ul>	£1,250



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<p>Provide enrichment opportunities for PP students to engage with extra-curricular</p>	<p>Provide funding for enrichment trips; sports coaches; music lessons; revision guides; uniform; Duke of Edinburgh Award; access to Adobe Creative Suite; access to GCSEPOD</p>	<ul style="list-style-type: none"> <li>• PP pupils have benefited from attending enrichment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Develop provision mapping of pupils' specific access to enrichment opportunities through detailed logging of registration</li> <li>• Use funding to target those PP pupils who are not currently accessing any additional opportunities in school – develop range of activities</li> </ul>	<p>£14,000</p>
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### 4. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

<b>A.</b>	Literacy – support literacy of PP students in order to strengthen skills that will assist with progress in the open element.
<b>B.</b>	Accessing the Curriculum – ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.
<b>C.</b>	Enrichment opportunities – provide PP students with the ability to enhance personal skills through a wide variety of enrichment opportunities.
<b>D.</b>	Careers Guidance – specific guidance targeted towards PP students in order to raise aspirations.



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External barriers		
<b>E.</b>	Barriers pertaining to individual students such as access to behaviour support, equipment, uniform, counselling.	
1. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )	Success criteria	
<b>A.</b>	<p>Improved Literacy outcomes for PP students</p> <ul style="list-style-type: none"> <li>• Gap between PP students and other students reduced / exceeding in English Language and English Literature.</li> <li>• Open element Gap reduced between PP students and all other.</li> <li>• Subjects that involve high degree of literacy (History, RE and Geography) see reduction of Gaps in progress.</li> <li>• ATT8 scores of PP students in line with all other students.</li> </ul>	<ul style="list-style-type: none"> <li>• English element remains in line with all other students</li> <li>• Open element gap reduced</li> <li>• Literacy support programmes in place</li> <li>• Diagnostic testing used for early identification and intervention</li> </ul>
<b>B.</b>	<p>Ensure that PP students are accessing support throughout the curriculum</p> <ul style="list-style-type: none"> <li>• PP students provided with support materials and PP accounts demonstrate that this is taking place.</li> <li>• PP profiles in use in the classroom – shown through learning walks and QA.</li> <li>• Provision Mapping software purchased and in use by all staff – especially key Pastoral staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of support materials in place (including access to revision materials, text books, study support sessions)</li> <li>• Hardware provided to PP students who require it</li> <li>• PP profiles in place with barriers to learning identified</li> <li>• Provision mapping of interventions in place</li> <li>• Data Capture analysis in place with focus of PP intervention</li> <li>• Analysis of Open Element conducted at each DC point and interventions in place</li> </ul>
<b>C.</b>	<p>PP students provided with wide variety of enrichment opportunities – educational trips, sport and DofE</p> <ul style="list-style-type: none"> <li>• PP accounts demonstrate that PP students have been provided with financial support.</li> </ul>	<ul style="list-style-type: none"> <li>• PP students provided with funding to access trips</li> <li>• DofE offered to all – and PP students supported with provision of funding and access to equipment</li> <li>• Music lessons funded for PP students</li> </ul>
<b>D.</b>	Careers guidance provided to PP students	<ul style="list-style-type: none"> <li>• Year 9 options evenings used to raise awareness of pathways</li> <li>• Careers fare used to target PP students</li> </ul>



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	<ul style="list-style-type: none"> <li>KS4 tracking of progress in options choices – open bucket element to show reduction of Gaps in progress.</li> </ul>	<ul style="list-style-type: none"> <li>PP students taken to external events to raise aspirations</li> <li>Interviews held with PP students – exploring options and career paths</li> </ul>
<b>E.</b>	<p>Individual students supported with specific individual progress and approach to learning barriers</p> <ul style="list-style-type: none"> <li>Data Captures demonstrate reduction in Gaps for targeted students – Progress Leader Interventions in place and evidenced through support plans.</li> </ul>	<ul style="list-style-type: none"> <li>PP profiles established and disseminated to teaching staff</li> <li>Data captures used to identify interventions</li> <li>Support Plans in place for PP students where Gaps have been identified</li> </ul>

### 2. Planned expenditure

**Academic year**

**2017-18**

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

<b>Desired outcome</b>	<b>Chosen action / approach</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><b>A. Improved Literacy outcomes for PP students</b></p>	<p>2<sup>nd</sup> in English TLR post with specific responsibility in Literacy.</p>	<p>Literacy focus has continued to improve the outcomes with specific English classes. Teaching and Learning Forums have been used to identify key students and there is a shared understanding of the need to target feedback to those students identified as requiring additional literacy support (EEF – Feedback – rated as +8 (high impact for low cost))</p>	<p>QA process with learning walks and Departmental reviews of progress at Data Capture points.</p>	<p>S. Howell</p>	<p>Ongoing  COSTS: £5,000</p>
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<p><b>A. Improved Literacy outcomes for PP students</b></p>	<p>Form Time Reading books provided for year groups in KS3 to improve range of reading genres and challenge.</p>	<p>EEF Reading Comprehension Approaches +5</p> <p>Reading comprehension approaches appear to be more effective than phonics or oral language approaches for upper primary and secondary pupils, both in terms of short-term and long-term impact. The challenges of the texts that students encounter at KS4 English means that exposure to a wider variety of texts should assist students in their comprehension.</p>	<p>Progress Leaders to ensure that the texts are being read.</p> <p>Evidence of improvements in spelling tests and scores in English classes.</p>	<p>Progress Leaders</p> <p>English staff</p>	<p>Ongoing during the year</p> <p>At each spelling test data capture on SIMS</p> <p><b>COSTS:</b></p> <p>£500</p>
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<p><b>B. Accessing the Curriculum –</b> ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.</p>	<p>Drop down days for all year groups to target well-being and provide additional cross curricular activities</p>	<p>EEF Collaborative Learning Tasks +5</p> <p>Collaborative Learning Tasks which promote talk and interaction between learners tend to result in the best gains.</p> <p>Drop down days will provide PP students with the opportunity to engage in a variety of tasks with all students that will have a beneficial impact on their well-being and attitude to learning in general.</p>	<p>Student voice questionnaires used to assess the quality of the experiences and outcomes from the students' perspective.</p> <p>Pastoral team to put together activity plans and pastoral lead to quality assure the activities through meetings</p>	<p>Progress Leaders</p> <p>Pastoral lead</p>	<p>Post drop down day events</p> <p>Termly</p> <p><b>COSTS:</b></p> <p>£2,000</p>
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<p><b>B. Accessing the Curriculum</b> – ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.</p>	<p>Providing students with the opportunity to access a variety of curriculum support through access to software packages and online learning platforms.</p>	<p>EEF – Digital Technology – rated+4.</p> <p>The use of digital technologies to support learning. Approaches in this area are very varied, but a simple split can be made between:</p> <ol style="list-style-type: none"> <li>1. Programmes for students, where learners use technology in problem solving or more open-ended learning, and</li> <li>2. Technology for teachers such as interactive whiteboards or learning platforms.</li> </ol> <p>KS4 students provided with access to GCSEPOD – online podcast digital learning platform that covers all aspects of the curriculum.</p> <p>Clickview Online Platform – allows teachers and students access to a wide variety of media that supports learning through all of the curriculum areas.</p> <p>Provision Mapping software – this allows staff to track and monitor the effectiveness of interventions that have been put in place and also identifies those students that have received targeted interventions.</p>	<p>Track the use of GCSEPOD – provide teaching staff with data on the use of this platform.</p> <p>Keep teaching staff up to date on the new resources available through Clickview.</p> <p>Train staff on Provision Mapping software – monitor the provisions and interventions that take place during the year and link these provisions to Data Captures.</p>	<p>DPU</p>	<p>Ongoing</p> <p><b>COSTS:</b></p> <p>£10,000</p>
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		Adobe Creative Cloud – allows all students including PP students with the opportunity to use professional software – art, design, technology.	Students use of Adobe in evidence in those lessons – through learning walks and departmental QA.		
<b>Total budgeted cost</b>					£17,500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
<b>A. Improved Literacy outcomes for PP students</b>	Text books provided for PP students in KS4 in English	Ensures that PP students have the same access to texts as all students – removes the barrier of cost.	Accounts show all PP students have been provided with the texts.	Head of English	Yearly  COSTS:  £500



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<p><b>A.</b> Improved Literacy outcomes for PP students</p>	<p>Literacy support programmes provided by learning support and targeted towards those students identified with literacy needs</p>	<p>Spellzone, Touch Type, Inspiration PlannningTool, Screener – all used in order to support literacy development of PP students.</p> <p>EEF – Reading Comprehension Strategies +5.</p>	<p>Provision Mapping tool to be used to track that interventions are taking place.</p> <p>Data Capture evidence of reducing gaps in subjects with high levels of literacy requirements</p>	<p>DPU/DN</p>	<p>Yearly and Ongoing</p> <p>COSTS:</p> <p>£2,000</p>
<p><b>A.</b> Improved Literacy outcomes for PP students</p>	<p>Provision of One to One support for PP students in literacy through employing an external tutor</p>	<p>EEF One to One Tuition +5.</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p>	<p>As Above</p>	<p>DPU/DN</p>	<p>Yearly and Ongoing</p> <p>COSTS:</p> <p>£3,000</p>
<p><b>C.</b> PP students provided with wide variety of enrichment opportunities</p>	<p>Music Tuition provided for PP students</p>	<p>EEF Individualised Instruction +3</p> <p>Individualised instruction has a positive effect, on average, for learners.</p>	<p>Students make positive progress in music – data captures for PP students show no gaps or they exceed in progress</p>	<p>K.Swales</p>	<p>Termly</p> <p>COSTS:</p> <p>£1,000</p>



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<p><b>C.</b> PP students provided with wide variety of enrichment opportunities</p>	<p>Duke of Edinburgh Award offered to all students – PP students provided with financial assistance.</p>	<p>EEF Outdoor Adventure Learning +4</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>Provision mapping shows levels of participation on the award</p>	<p>DPU</p>	<p>Yearly</p> <p><b>COSTS:</b></p> <p>£1,500</p>
<p><b>B.</b> Accessing the Curriculum – ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.</p>	<p>One to one and small group tuition offered in Maths</p>	<p>EEF One to One Tuition +5.</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p>	<p>Provision Mapping tool to be used to track that interventions are taking place.</p> <p>Data Capture evidence of reducing gaps in those PP students in Maths</p>	<p>DPU/MC</p>	<p>Termly</p> <p><b>COSTS:</b></p> <p>£TBC</p>



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<p><b>D. Careers</b> guidance provided to PP students</p>	<p>Provide PP students with the opportunity to visit academic institutions to explore academic pathways.</p> <p>Careers guidance days to provide PP students with specific advice on career opportunities.</p>	<p>EEF Aspiration Interventions 0.</p> <p>Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success.</p> <p>At SGS raising the aspirations of PP students means that the students follow a pathway that they will feel is accessible to them.</p>	<p>KS4 and KS5 options choices reflect the students' aspirations</p> <p>Student voice questionnaires</p> <p>Careers trips target PP students</p>	<p>NC/DPU</p>	<p>Termly and Yearly</p> <p>£5,000</p>
<b>Total budgeted cost</b>					£13,000
<b>iii. Other approaches</b>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p><b>E. Individual</b> students supported with specific individual</p>	<p>Uniform provided for students as requested so that</p>	<p>EEF School Uniform 0</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be</p>	<p>Accounts show that PP students and LAC students have accessed</p>	<p>DPU</p>	<p>Ongoing</p> <p>COSTS:</p>



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<p>progress and approach to learning barriers</p>	<p>barriers to inclusion reduced.</p>	<p>successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>Providing some uniform will allow some students to feel part of the school community – LAC students are provided with most items of SGS badged items.</p>	<p>the provision of uniform items.</p>		<p>£500</p>
<p><b>B.</b> Accessing the Curriculum – ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.</p>	<p>Teaching Assistants deployed by SEND department to support the needs of the students – including PP students</p>	<p>EEF Teaching Assistants +1</p> <p>Evidence suggests that TAs can have a positive impact on academic achievement.</p> <p>Teaching Assistants will be used in order to provide support to groups and individuals – PP students who are also SEN will be provided with specific targeted support plans.</p>	<p>SEND Pupil Profiles distributed to teaching staff and include specific teaching strategies.</p> <p>Data Capture results used to track progress of PP students who are subject to a Profile.</p>	<p>DN/DPU</p>	<p>Termly</p> <p>COSTS:</p> <p>10,000</p>





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			Provision Mapping used to assess the impact and cost of support		
<b>E.</b> Individual students supported with specific individual progress and approach to learning barriers	Provision of hardware to assist students – specifically the use of laptops	EEF Digital Technology +4  Studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months).  Students that require the use of laptops in order to support their written work will be able to participate in lessons.	As above	DN/DPU	Ongoing  COSTS:  1,000
<b>B.</b> Accessing the Curriculum – ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.	SLT Lead to co-ordinate strategies in the delivery of provision for PP students	A strategic lead will ensure that PP students are provided with a range of interventions. PP Profiles to be implemented and Data Tracking Analysis will ensure that PP students receive academic and wider interventions in order to reduce gaps in performance	PP strategy in place. Co-ordination of the implementation of the Provision mapping disseminated at all levels including teaching staff, pastoral staff, SLT and governors.	DPU	Termly  COSTS:  £25,000



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	<b>Total budgeted cost</b>	<b>£36,500</b>
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