

Pupil Premium Review 2017-18

1. Summary information					
School	Stretford Grammar School				
Academic Year	2017-18	Total PP budget	£123,230	Date of most recent PP Review of Performance	Sept 2018
Total number of pupils	821	Number of pupils eligible for PP	145	Date for next internal review of this strategy	Sept 2019

2. Current attainment – 2017 GCSE Results			
	Pupils eligible for PP (SGS)	School (SGS)	GAP
Year 11 Pupil Numbers	21	129	NA
Progress 8 Score	+0.90	+0.57	+0.33
Progress 8 Element - English	+1.00	+0.64	+0.36
Progress 8 Element - Maths	+0.51	+0.30	+0.21
Progress 8 Element – Ebacc	+2.94	+2.65	+0.29
Progress 8 Element - Open	+0.85	+0.38	+0.47
Attainment 8 score per pupil	70.69	69.86	+0.83
Attainment 8 - English	14.86	14.52	+0.34
Attainment 8 - Maths	13.52	13.60	-0.08
Attainment 8 - Ebacc	21.19	21.18	+0.01
Attainment 8 - Open	21.12	20.56	+0.56

3. Review of expenditure 2017-18			
Previous Academic Year		2016-17	
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)
A. Improved Literacy outcomes for PP students.	<p>2nd in English TLR post with specific responsibility in Literacy.</p> <p>Form Time Reading books provided for year groups in KS3 to improve range of reading genres and challenge.</p>	<ul style="list-style-type: none"> Smaller class sizes in KS4 has meant that the Progress 8 score for PP pupils exceeds whole school performance in English +1.00, with a +0.36 difference for PP pupils. Literacy focus has meant that the average Attainment 8 score in English is high (14.86 – that is an average of grade 7.4 for PP pupils compared to an average grade of 6.9 for whole school Attainment 8 score). TA support was used to target small groups – some PP students were part of these groups. 	<ul style="list-style-type: none"> Clear evidence of progress in the results. More specific targeted support through intervention sessions specific to KS3 and KS4 pupils. Utilise the Provision Mapping software for a more targeted approach to tracking of interventions. Continue to develop literacy material for use by KS3 and KS4 pupils – with a focus on expanding knowledge of different genres. Develop regular spelling tests throughout KS3 to reinforce literacy.

<p>B. Accessing the Curriculum – 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>Providing students with the opportunity to access a variety of curriculum support through access to software packages and online learning platforms.</p>	<ul style="list-style-type: none"> • Collaborative learning proved to be successful in providing students with tasks that had a beneficial impact on well-being and attitude to learning. • Student surveys provided by progress leaders demonstrated that PP students felt that they benefitted from the activities. • PP student results demonstrate that they performed comparatively well compared to non-PP across all subjects. • Students were provided with the opportunity of accessing online learning via GSCEPOD. • Podcasts streamed to date – 16,450 with 4,840 during the last academic year. The highest number of podcasts was in English Literature – and results demonstrate that with +1.00 in English and +0.90 in Literature specifically that PP students and all students made significant gains. 	<ul style="list-style-type: none"> • Continue to focus specific activities on drop down days that raise expectations and aspirations. • Develop university visits to raise aspirations. • Ensure that GCSEPOD id marketed more to all KS4 students. • Ensure that teaching staff are utilising GCSEPOD more effectively as an additional resource by linking the podcasts as tasks that can be identified via ShowMyHomework. • Provide monthly usage reports to curriculum leaders.
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		<ul style="list-style-type: none"> • Clickview Online Platform – allowed teachers and students to access a wide variety of media with the intention of supporting learning. No real evidence that the software was used effectively to support learning. • Provision Mapping software to be utilised to track and monitor the interventions for PP students; SEND students and all other students at risk of underachievement. Licencing purchased and roll out to staff due to tack place 2018-19. At present unable to assess the impact of the effectiveness of intervention tracking. • Adobe Creative Cloud – allows students to access professional software – specifically in art, design and technology. In Art PP students performed at 22% grades 7-9 compared to non-PP with 11% grades 7-9. 	<ul style="list-style-type: none"> • Clickview no longer used to support learning. • Provision Mapping Software to be rolled out September 2018. Roll out to target Pastoral Staff and then Curriculum Leaders. Focus will be on all interventions that take place for students at risk of underachievement. Reporting on effectiveness of interventions to be linked to DC points to ensure that progress is being monitored effectively and that interventions are targeted in a specific, timely and in a cost effective manner. • Creative Cloud to continue as it allows students the opportunity to develop the skills to use industry standard software and as a package most students will not have this opportunity in the home. In addition the use of the software in creative and design subjects will provide the platform for these
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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)
A. Improved Literacy outcomes for PP students	<p>Text books provided for PP students in KS4 in English</p> <p>Literacy support programmes provided by learning support and targeted towards those students identified with literacy needs</p>	<ul style="list-style-type: none"> English results for all students very positive with +0.64 in the English element and PP students achieving +1.00. Literacy knowledge of different genres of texts has helped students in their literary knowledge. Spellzone, Touch Type, Inspiration PlanningTool, Screener – all used in order to support literacy development of PP students. Positive results as evidenced by results at GCSE. 	<ul style="list-style-type: none"> To continue to provide all students with the opportunity to access a wider variety of text types and genres. Utilise Provision Mapping software for more accurate personalised intervention data. Ensure literacy focus remains high on the agenda of curriculum areas – use DC points to evidence progress of targeted students – including non-PP.

<p>C. PP students provided with wide variety of enrichment opportunities</p>	<p>Provision of One to One support for PP students in literacy through employing an external tutor</p> <p>Music Tuition provided for PP students</p> <p>Duke of Edinburgh Award offered to all students – PP students provided with financial assistance.</p>	<ul style="list-style-type: none"> • One to one provision provided to students in KS4 for Maths. Results indicate that PP students made +0.21 progress in comparison to non-PP. However, there is a gap of -0.08 in terms of A8. • PP students able to develop skills and abilities in Music. Barriers to access to additional lessons reduced. • At present 170 KS4 students accessing the award at Bronze level. The award has become a fixture of the enrichment offer. PP students are provided with funding towards the award. 	<ul style="list-style-type: none"> • Strengthen the focus of the support offered at KS3 and KS4 to PP and non-PP students in Maths. • Use Provision Mapping to target support more effectively and accurately. • Develop the academic mentoring of PP students in KS3 and KS4 via the employment and utilisation of support staff. • Provide PP passports for all PP students with identified support needs – linking these to targeted interventions that are tracked via provision mapping. • Continue to offer support to PP students to access additional tuition. • Continue to offer the award to all students and provide funding to PP students. • Utilise Provision Mapping to track enrichment opportunities for PP students and all students.
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<p>D. Careers 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>	<ul style="list-style-type: none"> • Careers guidance offered in Year 9 and Year 10. • Work experience used to target PP students to encourage career progression. • PSHCE and form time activities used to provide information and guidance to all students. 	<ul style="list-style-type: none"> • Further developments to take place for PP students to visit Universities.
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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)
<p>E. Individual students supported with specific individual progress and approach to learning barriers</p> <p>B. Accessing the Curriculum – ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.</p>	<p>Uniform provided for students as requested so that barriers to inclusion reduced.</p> <p>Teaching Assistants deployed by SEND department to support the needs of the students – including PP students</p>	<ul style="list-style-type: none"> Uniform provided for PP students as required. LAC students provided with uniform. TAs utilised to support variety of students including SEND and PP. PP students' results positive. SEND student Passports in place and disseminated to teaching staff. Learning walks demonstrate that TAs are being utilised effectively in class to support students. 	<ul style="list-style-type: none"> Increase the level of support for LAC students to include more targeted academic interventions. Provision Mapping will assist in the tracking of interventions that have been established and put into place. TA team expansion will further develop PP Passports for dissemination to teaching staff. KS3 and KS4 specific academic support used to target PP students and other students' will have an impact on progress of targeted groups.

<p>E. Individual students supported with specific individual progress and approach to learning barriers</p>	<p>Provision of hardware to assist students – specifically the use of laptops</p>	<ul style="list-style-type: none"> • Hardware provided as needed and managed by SEND department. • Increase in use of hardware has been due to increase of awareness of need. This has included PP and non-PP students. • Access to hardware has assisted in day to day and exam access. 	<ul style="list-style-type: none"> • Continue to expand provision as required. • Ensure that exam access arrangements met the needs of students identified as requiring additional support.
<p>B. Accessing the Curriculum – ensuring that PP students are provided with opportunities / facilities to access all element of the curriculum.</p>	<p>SLT Lead to co-ordinate strategies in the delivery of provision for PP students</p>	<ul style="list-style-type: none"> • Range of interventions has been provided and co-ordinated across the curriculum areas. Concentration on the needs of PP and non-PP students has led to an overall positive impact on progress. • Some interventions have proved to be more successful than others in terms of outcomes and access to opportunities. 	<ul style="list-style-type: none"> • Roll out Provision Mapping across teaching staff, providing guidance and training. • Monitor levels of interventions with all students and targeted groups.

Cost Breakdown		
Item	Details	Costs
Staffing	<ul style="list-style-type: none"> • Additional English staff – reduction in class sizes for additional literacy support. • SLT Lead PP part salary. • TLR for House / Rewards. 	<ul style="list-style-type: none"> • £33,134 • £34,274 • £3,092
Data Analysis	<ul style="list-style-type: none"> • Insight to ASP software. • DATASEC software. 	<ul style="list-style-type: none"> • £200 • £5,500
Software Packages	<ul style="list-style-type: none"> • CPOMS – safeguarding software used to monitor incidents and record actions. • Impero – whole school IT network monitoring software. • Clickview – resource recording software used to support T&L 	<ul style="list-style-type: none"> • £1303.6 • £3,135 • £1,995
IT Hardware	<ul style="list-style-type: none"> • Laptop provision 	<ul style="list-style-type: none"> • £398
Counselling	<ul style="list-style-type: none"> • Counsellor employed for 2 days – PP students prioritised. 	<ul style="list-style-type: none"> • £4,640.4
Tutor Support	<ul style="list-style-type: none"> • YipiYap tutoring services supplied academic tutor for PP students for Literacy support. 	<ul style="list-style-type: none"> • £540
Literacy Support Materials	<ul style="list-style-type: none"> • Variety of books purchased to support literacy in English lessons, the Library and during Form Time. Specific texts supplied to PP students. 	<ul style="list-style-type: none"> • £3,340.9
Study Resources for Students	<ul style="list-style-type: none"> • Subject specific study guides purchased for PP students. 	<ul style="list-style-type: none"> • £177.12
Educational Equipment	<ul style="list-style-type: none"> • Subject specific equipment - calculators, stationary, art equipment. 	<ul style="list-style-type: none"> • £174.75

Music Tuition	<ul style="list-style-type: none"> • Additional music tuition for PP students. 	<ul style="list-style-type: none"> • £1,155.3
Drama Workshop	<ul style="list-style-type: none"> • Workshop delivered to PP students to boost self-confidence and wellbeing. 	<ul style="list-style-type: none"> • £400
Educational and Enrichment Trip Funding	<ul style="list-style-type: none"> • Funding support provided for PP students to encourage participation – trips included: Conwy residential; Year 9 Camp; Geography trips to Castleton and Iceland; MFL trips to Lille, Barcelona and Brittany; History trip to USA; Ski trip; Theatre visits. 	<ul style="list-style-type: none"> • £8,097.5
Duke of Edinburgh Award	<ul style="list-style-type: none"> • Operational Licence and financial support for PP students. 	<ul style="list-style-type: none"> • £2,490
House System	<ul style="list-style-type: none"> • Heads of house employed to provide community cohesion activities and encourage aspirations to achieve academically and socially. 	<ul style="list-style-type: none"> • £2,063
Uniform	<ul style="list-style-type: none"> • Funding for uniform items provided for PP students for inclusion. 	<ul style="list-style-type: none"> • £981.98
Transport	<ul style="list-style-type: none"> • Funding to support transport for girls football. 	<ul style="list-style-type: none"> • £210
Total spend		<ul style="list-style-type: none"> • £107, 303
Funds carried over		<ul style="list-style-type: none"> • £15,927