



STRATFORD GIRLS'  
GRAMMAR SCHOOL

STRATFORD-UPON-AVON

## Pupil Premium Strategy 2018/19

Disclosable under Freedom Of Information Act 2000	Yes
To be published on website	Yes
Policy ownership	
Governor committee:	Progress & Well-being
Department responsible:	Senior Leadership Team
Post-holder: (title and name)	Andrew Madden, Assistant Headteacher
Linked procedures	
Responsible person	Jacqui Cornell
Implementation date	September 2018
Planned review interval	Annual
Planned next review date:	September 2019

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students in Years 7 to 11 and close the gap between them and their peers. It is paid by the Education Funding Agency in regular instalments and is in addition to the main school budget (the General Annual Grant).

There are three main strands to the Pupil Premium:

1. Looked After Children<sup>1</sup> (LAC) - and also extends to those who have been Previously Looked-After<sup>2</sup> or adopted from care in the UK.
2. Children eligible for Free School Meals (FSM) – and also those who have been eligible at any point in the last six years.
3. Children whose parents/carers are serving in the armed forces

For the 2018-19 year the school has been allocated £20,570 Pupil Premium funding. The school intends to use the money in the following ways:

- regular tracking, monitoring and support for students by Heads of House and Senior Leaders
- training of peer mentors to work alongside any students where there is concern about under-achieving
- assisting students to have access to extra-curricular activities and subject enrichment regardless of their background
- providing careers advice to all students to ensure they are aware of the opportunities available to them
- supporting all groups of students to be on track for the school target of 96% as identified in the Attendance Policy
- providing resources or assistance to individual students or groups of students as determined by senior staff to ensure their full potential is realised, and the transition to secondary school is a smooth process
- providing support or guidance to individual students or groups of students as determined by senior staff to ensure their full potential is realised and expectations are at an appropriate level
- costs associated with staff who support the progress and well-being of all students in the school, including but not limited to those in receipt of the Pupil Premium

The school will assess the impact of this spending by:

- regular tracking of students' attainment and progress data to ensure students supported achieve in line with their potential
- regular monitoring by Heads of House and others to ensure students are participating fully in school life, maintain good attendance, take part in school activities and benefit from them.

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<sup>1</sup> A Looked-After Child is one who is in the care of, or provided with accommodation by, the Local Authority, as defined by section 22(1) of the Children Act 1989.

<sup>2</sup> A Previously Looked-After Child is a child who immediately after being looked-after became subject to an adoption, residence or special guardianship order. This includes children who were adopted under the Adoptions Act 1976 (Section 12) and those adopted under the Adoption and Children Act 2002 (Section 46). Child arrangements orders are defined in Section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014. Special guardianship orders are defined in Section 14A of the Children Act 1989.

For the 2017-18 year the school received £16,225 Pupil Premium funding. This fundings was spent in line with the 2017-18 strategy as follows:

Access to co-curricular	£4,520
Travel costs	£1,490
Interventions	£2,087
Resources	£320
Uniform	£160
Counselling	£2,500
Contribution from SENCO (20%)	£5,148

Students in this school who were supported by Pupil Premium funding in 2017-18 had outstanding outcomes in terms of progress and attainment. Their Attainment 8 score was 69 and their progress score (Progress 8) was 0.67. These girls were able to access their chosen post-16 destinations.

Governors have approved the updated the Pupil Premium Strategy drawn up by the school's Leadership Team. The details of this are outlined below:

### **SGGS Pupil Premium Strategy**

This policy reflects the aspirations of our school to address and overcome socio-economic factors – or any other external factor – which may hinder student progress and attainment, and ultimately affect their life chances. The school recognises that not all students who are eligible for Pupil Premium are underachieving, while some students may be underachieving and not eligible for Pupil Premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident.

In drawing up this strategy, the school's leadership team have closely examined the barriers to achievement that exist for all students, including those in receipt of the Pupil Premium. In doing this, the school has drawn on best practice as identified by the Teaching Schools Council in ensuring that students from all backgrounds succeed at Stratford Girls' Grammar School.

This policy will be reviewed annually, although the school has an ongoing process of review and will make necessary changes to ensure value for money for the students concerned.

## Pupil Premium Strategy: Stratford Girls' Grammar

Summary information					
<b>School</b>	Stratford Girls' Grammar				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£20,570	<b>Date of most recent PP Review</b>	June 2018
<b>Students on roll</b>	816	<b>Number of students eligible for PP</b>	22	<b>Date for next internal review of this strategy</b>	Sept 2019

Current attainment		
	Students eligible for PP (your school)	Students not eligible for PP (national average)
<b>Progress 8 score average</b>	<b>0.67</b>	0.85 – national 0.11
<b>Attainment 8 score average</b>	<b>6.9</b>	7.8 – national 4.98
Barriers to future attainment (for students eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
<b>A.</b>	Transition to the new school environment may be more challenging	
<b>B.</b>	Students' emotional and learning needs may be heightened by their social disadvantage	
<b>C.</b>	Students' potential lack of access to appropriate learning resources, access to the full extra-curricular programme and cost of travel to school	
External barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Students' emotional needs may be heightened by out of school expectations	
<b>E.</b>	Students that are eligible for Pupil Premium are more likely to be absent	
<b>F.</b>	Students that are eligible for Pupil Premium may be those who have parents who find it difficult to engage with school	

Planned expenditure					
Academic year	2018/2019				
i. Quality of teaching for all					
Objective	Barrier	Action	Success Criteria	Staff lead	Review?
Ensure all students have the knowledge, skills and understanding to embark on their GCSE or KS3 courses with confidence.	A, B, D, F	<ol style="list-style-type: none"> <li>1. Induction evening for Y7 parents</li> <li>2. Induction day for all prospective Y7 students with particular oversight for students who might find transition to challenging</li> <li>3. Extensive liaison and data capture with primary feeder schools for prospective Y7</li> <li>4. Y7 Meet the Tutor event</li> <li>5. Review of groupings from Y7 into Y8 with a particular view to the well-being and progress of all students</li> <li>6. Y10 Introduction to GCSE evening</li> <li>7. Y12 Introduction to the Sixth Form evening</li> <li>8. Talks by senior staff and girls at Progress Evenings</li> <li>9. Study Skills through fortnightly Head of House Study Skills course for Y7</li> <li>10. SGGs careers programme</li> </ol>	<ul style="list-style-type: none"> <li>• Significantly positive P8 score for cohort</li> <li>• Positive P8 score for disadvantaged students</li> </ul>	SLT	Sept 2019
Ensuring quality first teaching for all	A, B, C	<ol style="list-style-type: none"> <li>1. Whole-school CPD focuses on quality first teaching and the importance of progress for all individual students.</li> <li>2. Staff T&amp;L group engages with student groups on supporting the student body with independent learning</li> <li>3. Lesson observation have a focus on Teacher Standards which address progress for all, most noticeably TS5.</li> </ol>	<ul style="list-style-type: none"> <li>• Significantly positive P8 score for cohort</li> <li>• Positive P8 score for disadvantaged students</li> </ul>	SLT	Sept 2019

<b>ii. Targeted support</b>					
<b>Objective</b>	<b>Barrier</b>	<b>Action</b>	<b>Success Criteria</b>	<b>Staff lead</b>	<b>Review?</b>
To ensure that students have access to appropriate emotional and pastoral support including mental health support	B, D	<ol style="list-style-type: none"> <li>1. Availability of School Councillor for students referred by Heads of House for Mental Health First Aid (MHFA)</li> <li>2. Support from trained tutors, Heads of House and Pastoral Support Officers</li> <li>3. PSHE programme co-ordinated and delivered by specialist staff with a particular focus on able students</li> <li>4. Centrally planned and resourced SMSC programme delivered by tutors in a timetabled fortnightly session</li> <li>5. Tracking rewards and behaviour at weekly Progress and Well-Being (PWB) meetings with a particular focus on vulnerable learners</li> </ol>	<ul style="list-style-type: none"> <li>• Early identification of specific needs and co-ordinated intervention strategy planned accordingly</li> <li>• Tracking of support offered by School Counsellor and success MHFA</li> <li>• Pupil survey</li> <li>• Rewards and Sanctions data</li> </ul>	CBH	Sept 2019
To assist students, regardless of background, to have access to the extra-curricular and enrichment programme	C, E, F	<ol style="list-style-type: none"> <li>1. All extra-curricular trips and events will include the option for parents to request financial support. Priority for this will be given to students eligible for the Pupil Premium.</li> <li>2. Monitoring of take-up of extra-curricular offer in and beyond school, ensuring that students in receipt of the Pupil Premium benefit from opportunities available to them</li> </ol>	<ul style="list-style-type: none"> <li>• A level of financial support is available where appropriate for PP students</li> <li>• Full participation by all students, including PP, in the life of the school</li> </ul>	JAC	Sept 2019
To ensure that school attendance for all groups of students is on track for the school target of 96% as identified in the Attendance Policy	E	<ol style="list-style-type: none"> <li>1. Attendance monitored at PWB meetings</li> <li>2. Close scrutiny of attendance data produced for the PWB team with a particular focus on more vulnerable learners</li> <li>3. Early intervention by Heads of House in case of absence or reduced attendance at school as identified in Attendance Policy</li> <li>4. A level of support for travel to school can be considered for students eligible for the Pupil Premium</li> </ol>	<ul style="list-style-type: none"> <li>• Attendance for the school is at least 96%</li> <li>• Attendance for PP students does not drop below school target</li> </ul>	CBH	Sept 2019
To provide targeted academic support to students who are at	A, B,C	<ol style="list-style-type: none"> <li>1. Weekly meetings of the pastoral team to review progress and well-being of all students,</li> </ol>	<ul style="list-style-type: none"> <li>• Significantly positive P8 score for cohort</li> </ul>	AJM CBH	Sept 2019

risk of underachievement		<p>including those eligible for Pupil Premium</p> <ol style="list-style-type: none"> <li>2. Regular review of whole-school progress information including that of PP students with planned co-ordinated interventions</li> <li>3. SENCo/Learning Mentor support among a range of other strategies to support any student at risk of under-achievement</li> <li>4. Guidance issued to staff on supporting students at risk of underachievement</li> <li>5. Departments offer support to individuals at risk of under-achievement</li> <li>6. Peer-mentor (Ch@t), sixth form mentoring or SLT mentoring for students identified as above</li> <li>7. Adapted curriculum policy to enable maximising potential as identified in policy</li> <li>8. Higher-need students have regular meetings with PWB staff and parents to address progress and well-being</li> </ol>	<ul style="list-style-type: none"> <li>• Positive P8 score for disadvantaged students</li> </ul>		
<b>Total budgeted cost</b>					£20,570