

# Pupil Premium strategy statement

1. Summary information					
School	Stratford Girls' Grammar School				
Academic Year	2018 – 19	Total PP budget	£17,926	Date of most recent PP Review	Nov 2019
Total number of pupils	819	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Oct 2020

2. Current attainment (For Y11 2018-19)			
	<i>Pupils eligible for PP (2018 19)</i>	<i>Pupils eligible for PP (3 year average)</i>	<i>Pupils not eligible for PP (national average (2018 19)</i>
% 7-9	56%	28%	%
% 5-9	100%	83.3%	%
Attainment 8 score	77.81	73.41 (2 years of data)	78.34 (Nat Avg 46.7)
Progress 8 score	0.55	0.59 (2 years of data)	0.69 (Nat Avg 0.11)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Transition to the new grammar school environment may be more challenging
B.	Students' emotional and learning needs may be heightened by their social disadvantage.
C.	Students' potential lack of access to appropriate learning resources, access to the full extra-curricular programme and cost of travel to school
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Students that are eligible for Pupil Premium are more likely to be absent (below school target of 96%)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	P8 in line with whole school average (+0.69 in 2018/19) and significantly above national average for PP (-0.44 in 2017/18).	Further reduction in attainment gap, and remain significantly above national average.
<b>B.</b>	Students settle quickly, well-being and mental health of students is good, progress is on track Attendance is in line with our expectations of 96%. Referrals of PP students are monitored tracked in line with the whole school pastoral systems.	P8 score has no significant gap between PP and the rest of the cohort. Rewards and sanctions are in line with the rest of the cohort.
<b>C.</b>	Attendance in line with whole school average of 96%, full engagement with the extra-curricular programme, P8 in line with the school average and aspirational careers pathways.	P8 score in line with whole school (last year +0.69), attendance at 96% or more, no NEETs, aspirational post 16 options.

## 5. Planned expenditure

**Academic Year**      **2019 – 20** Based on 29 students including one LAC student.

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 – in line with the EEF Guide to Pupil Premium report (Jan 2019), and Sutton Trust Toolkit

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?
1/ Progress in line with whole cohort.	<ol style="list-style-type: none"> <li>1. Active involvement in lessons. (Active learning CPD)</li> <li>2. Quality feedback and marking given. (Policy and exemplar practice)</li> <li>3. Mastery built into schemes of learning (interleaving and metacognition part of this) (CPD programme)</li> <li>4. Seating plans for all students (link point 1).</li> </ol>	<ul style="list-style-type: none"> <li>• These approaches were chosen based on the impact assessment in the Sutton Trust Toolkit, in addition to them being areas of focus from CPD in 2018/19 so staff are well trained. For point 2 (marking and feedback), the new policy from November 2019 will provide necessary guidance.</li> <li>• Use of seating plans to ensure positive engagement and collaborative learning, and use of SISRA (see below) are strands that are highlighted as having more impact on progress by the Sutton Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Built into CPD programme of the school.</li> <li>• Monitoring via line management,</li> <li>• Department reviews, and use of example techniques in departments in line with the new feedback policy.</li> <li>• DARs Sept 2020</li> <li>• Learning Walks</li> <li>• Open classroom</li> </ul>	<p>Oversight JBL</p> <p>All Middle Leaders</p> <p>Class teachers</p>	<p>Ongoing through line management meetings at each PiP point.</p> <p>Progress Team meetings</p> <p>Final review in DARs (Sept 2020)</p>
2/ Staff can all clearly identify PP students and individual learning needs.	<ol style="list-style-type: none"> <li>1. Personalise teaching and support as required for the individual student. This can include use of the new online learning platforms (MS Teams/ Google Classrooms) to support learning out of school.</li> <li>2. Training for new and trainee teachers on supporting PP students in the classroom.</li> <li>3. Training for staff on SISRA and how to track progress of PP groups.</li> </ol>	<ul style="list-style-type: none"> <li>• As above, these approaches were chosen based on the impact assessment in the Sutton Trust Toolkit. All suggested approaches had above average (+4 months) impact.</li> <li>• DARs in Sept 2019 suggested some uncertainty across teams as to how best meet the needs of PP students.</li> <li>• SISRA implemented to ease early identification of potential gaps in progress and visual reminders for staff regarding who the PP students are.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking of intervention and support sessions will be monitored through line management and coordinated by DHT.</li> <li>• CPD programme compiled to reflect needs of staff and students</li> <li>• Open classroom</li> </ul>	<p>JBL</p> <p>JBL</p>	<p>Ongoing through line management meetings at each PiP point.</p> <p>Final review in DARs (Sept 2020)</p>

**Total budgeted cost** £5450

**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?
<p>1/ To ensure that students have access to appropriate emotional and pastoral support including mental health support</p>	<p>1. Progress Team meet and review progress of PP students.            2. Support put in place via SENDCO, tutor, HoH, Lifespace as appropriate and required.            3. PSHE programme co-ordinated and delivered by specialist staff            4. Centrally planned and resourced SMSC programme delivered by tutors in a timetabled fortnightly session            5. Tracking rewards and behaviour at weekly Progress and Well-Being (PWB) meetings with a particular focus on vulnerable learners            6. Implementation of relevant strands of new WSA2WB plan            7. Continue to carry out the detailed transition programme currently in place.</p>	<ul style="list-style-type: none"> <li>• MHWB issues are a common barrier to progress and result in higher need for pastoral support.</li> <li>• New identification system for SEND students has enabled SENDCO to have more targeted intervention with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Through Progress Team meetings and monitoring.</li> <li>• Successful impact of any referrals.</li> <li>• Effective impact of adapted curriculum (as appropriate/ required)</li> <li>• Engagement and feedback from parents/carers/carers.</li> <li>• Assess the needs of PP students during the whole school curriculum review taking place this academic year.</li> </ul>	<p>HoH/ CBH</p> <p>DHT/ HT</p>	<p>Via pastoral records (referrals, SIMS records (BMS), at each PiP point and at DARs.</p> <p>Sept 2020</p>

<p>To assist students, regardless of background, to have access to the extra-curricular and enrichment programme</p>	<p>1. All extra-curricular trips and events will include the option for parents/carers to request financial support. Priority for this will be given to students eligible for the Pupil Premium. 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</p>	<ul style="list-style-type: none"> <li>• Involvement in extra curricular trips deepens level of understanding, promotes student engagement and a love of the subject.</li> <li>• Social development through shared opportunities with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring via student engagement and impact on pupil progress.</li> <li>• Parental feedback.</li> </ul>	<p>JBL / SLT link. HoDs</p>	<p>At each PiP, and then at DAR in September 2020.</p>
<b>Total budgeted cost</b>					<p>£7,958 plus £4,518 to assist students directly with assorted expenditure</p>

6. Review of expenditure				
Previous Academic Year		2018 – 19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Ensure all students have the knowledge, skills and understanding to embark on their GCSE or KS3 courses with confidence	<ol style="list-style-type: none"> <li>1. Induction evening for Y7 parents/carers.</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>	<p>P8 of PP = +0.59 P8 of all students = +0.69 Note national average P8 score for PP students is - 0.4.</p> <p>Attendance PP = 96.8% Attendance whole cohort = 95.8%</p> <p>PP Best 8 – 66 points Whole cohort Best 8 – 64 points</p> <p>Average number of behaviour points PP students 0.5. Non PP 0.9.</p> <p>Average number of achievement points PP=10.75 Non PP= 11.65</p> <p>Five out of eight Y11 PP students returned to our Sixth Form, one failed to meet our criteria, two went to an alternative provider. This was a higher retention rate than for the year group as a whole.</p>	<ul style="list-style-type: none"> <li>• With over 70 feeder schools data capture remains a challenge, but work went to ensure a smooth transition was thorough (incl home and school visits).</li> <li>• Meet the tutor event is very well received and works.</li> <li>• Mapping careers provision for PP students is now carried out to ensure high quality destination measures.</li> <li>• Having consistently high aspirations for all students regardless of their background is vital and an integral part of our PP provision.</li> <li>• Whilst all students remained on a full curriculum – reviewing of progress was constant to ensure it was appropriate for them.</li> </ul>	<p>See page 10 Table 7 for further detail.</p> <p>Revision guides/ uniform etc £553</p>

Ensuring quality first teaching for all	<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>• Above average rates of progress and improved attendance.</li> <li>• See impact above.</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffolding techniques to support students who are struggling ensured not just PP students but the tail was reduced.</li> <li>• T&amp;L group researched and presented on (amongst others) differentiation, interleaving, active learning and overcoming the fear of failure.</li> <li>• Further work is done to ensure PP and SEND students are monitored closely by all departments.</li> </ul>	See page 10 Table 7 for further detail.
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<b>ii. Targeted 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>
To ensure that students have access to appropriate emotional and pastoral support including mental health support	<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 coordinated intervention strategy planned accordingly.</li> <li>• LifeSpace employed mid-year and had a very positive impact.</li> <li>• Average number of behaviour points issued for PP students was 0.5. The year group average was 0.9.</li> <li>• Support scores very highly in parental and student surveys.</li> </ul>	<ul style="list-style-type: none"> <li>• SMSC now being covered as a normal lesson would to ensure more consistent planning and delivery.</li> <li>• HoH to continue to track access to support and issues raised. This is monitored and reviewed in progress meetings with AHT.</li> </ul>	External Counselling/ Tutoring £680

<p>To assist students, regardless of background, to have access to the extra-curricular and enrichment programme</p>	<ol style="list-style-type: none"> <li>1. All extra-curricular trips and events will include the option for parents/carers 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>	<ul style="list-style-type: none"> <li>• PP students supported to ensure participation in extra curricular trips. Managing the number of trips and communication with parents/carers remains a challenge due to the extensive extra-curricular offer and the limited nature of the fund available.</li> </ul>	<p>Assistance with trips £2,855</p> <p>Assistance with travel to school £430</p>
<p>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</p>	<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> <li>• See above re attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance monitoring to be shared more openly with teaching staff and tutors to support the work of the HoH.</li> </ul>	<p>See page 10 Table 7 for further detail.</p>

<p>To provide targeted academic support to students who are at risk of underachievement.</p>	<ol style="list-style-type: none"> <li>1. Weekly meetings of the Progress Team to review progress and well-being of all students, including those eligible for Pupil Premium</li> <li>2. Regular review of whole-school progress information including that of PP students with planned co-ordinated interventions</li> <li>3. SENDCo/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/carers to address progress</li> </ol>	<ul style="list-style-type: none"> <li>• Significantly positive P8 score for cohort</li> <li>• Positive P8 score for disadvantaged students</li> <li>• See data above on P8.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking of all pastoral interventions with PP students. These are shared centrally, and will continue.</li> <li>• Progress of PP and SEND students to be given a new focus in all T&amp;L work with T&amp;L Coordinators.</li> <li>• One of the eight Y11 students were on an Adapted Curriculum. This will be looked at more closely this year – after the mock exams in December to ensure the curriculum is appropriate for each student.</li> </ul>	<p>See page 10 Table 7 for further detail.</p>
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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.

We received £17,926 for the year 2018/19. On top of the total costs of £4,518 paid out directly to support student costs outlined in the table above, as further breakdown of costs includes the following:

Supportive costs in school	£10,937 *
Lifespace /other sundry admin	£2,471

The supportive costs \* were agreed by governors to be formed from specific interventions which we could identify. 2 periods per 4 x HOH per fortnight, 1 period for Asst Head per fortnight. Plus SENDCo time (3 periods per fortnight)

HOH (2 periods per fortnight)	£7,243
Asst Head (1 period/fortnight)	£1,300
SENDCo (3 periods/fortnight)	£2,394

Total	£10,937
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