

Pupil premium strategy statement (secondary)

1. Summary information					
School	Kirkby Stephen Grammar School				
Academic Year	2017/18	Total PP budget	£60730	Date of most recent PP Review	
Total number of pupils	394	Number of pupils eligible for PP	63	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving level 4 in English / Maths	67%	63%
Progress 8 score average	0.15	0.08
Attainment 8 score average	47.13	46.82
3. Barriers to future attainment (for pupils eligible for DISADVANTAGED)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Progress of PP pupils in maths	
B.	Overall progress of PP students	
C.	Poor numeracy and literacy skills for PP students on entry	
D.	Aspirations of PP students	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Poor attendance of PP pupils compared to non PP	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in literacy and numeracy for year 7 pupils eligible for PP	Pupils eligible for PP in year 7 make better progress by end of the year than 'non PP' pupils so 100% make expected progress and at least 50% exceed expected progress

		This will be evidenced via teacher assessments and data captures
B.	Improved rates of progress for PP students in KS4 Maths	Pupils not making expected progress in maths and eligible for PP to receive intervention from KS4 mentor and monitored to ensure at least 90% make expected progress
C.	Better overall progress of PP students at KS4	PP students to achieve results in line with peers
D.	To encourage and support PP students to access further or higher educational study	PP students to continue to sixth form/further/ higher education in same proportion as peers
E.	Improved attendance for PP pupils	PP attendance in line with national (non PP) figures

5. Planned expenditure

Academic year

2018/2019

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?
High levels of progress in literacy and numeracy for disadvantaged year 7 pupils	Monitor progress of disadvantaged students in literacy and numeracy and prioritise intervention/ catch up for these students	Numeracy catch and literacy intervention up has proven to be a successful program for students who have not made progress at ks2	Check progress of students who have received catch up intervention in year 7	RW	Termly (RW/MB/GH)
Improved rates of progress for disadvantaged students	KS4 mentor to be aware of progress of ks4 students in English and mathematics	KS4 mentor has run successful intervention sessions and has supported students in the classroom to improve rates of progress	Monitor intervention sessions attendance and review progress of attending students	SW/ NM	Termly after data captures
Better overall progress of disadvantaged students at KS4	KS4 mentor to be aware of progress of ks4 students	KS4 mentor has run successful intervention sessions and has supported students in the classroom to improve rates of progress	Monitor intervention sessions attendance and review progress of attending students	SW/ NM	Termly after data captures
Total budgeted cost					£25000

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?
To encourage and support disadvantaged students to access further or higher educational study	Work with disadvantaged students to raise aspirations – ensure access to college and university open days and assisted place programs	Take up of FE and HE places traditionally lower for disadvantaged students of all abilities	Interviews with individual students to encourage them to make choices which will be of greatest benefit to them	SW/RS/KM	Termly (MB)

Improved attendance for disadvantaged pupils	Early intervention / home visits and phone contact at first sign of absenteeism	Persistent absence higher nationally for disadvantaged students	Chase up absence of disadvantaged students at first stages and update case studies for persistent absentees	MB	Monthly
Total budgeted cost					£15000
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?
To ensure disadvantaged students have full access to all extra-curricular activities including sports fixtures, cultural trips etc.	Targeted support for disadvantaged students to access trips to fixtures, sports events, careers events, universities, work places and work experience etc.	Transport and cost of trips can be a barrier to some disadvantaged students especially in such a rural area	Monitor uptake and participation in all trips and fixtures	MB	½ termly
					£12000
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year				
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 disadvantaged, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Better overall progress of disadvantaged students at KS4	Intervention groups in years 7, 8 & 9 and extra set in year 10 Maths	To increase progress of disadvantaged cohort in line with non-disadvantaged. Overall p8 for disadvantaged 0.15 vs 0.09 for all. The gap has been overturned for this academic year.	The gap has narrowed in Maths but English needs to be reduced further. Science and languages are still areas where the gap in progress is evident.	Maths intervention £850 Extra set; Maths £7700
	Extra set in year 10 Science to increase progress of disadvantaged cohort in line with non-disadvantaged	To increase progress of disadvantaged cohort in line with non-disadvantaged. Disadvantaged students made better progress in Science than they did in 2016	Although disadvantaged students did make better progress than in previous years they are still not making the levels of progress as their non-disadvantaged peers and the gap has not narrowed as significantly as it has in other core subjects.	£9900

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for Disadvantaged, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	Intervention groups in years 7, 8 & 9 and additional support in English for years 10 & 11	The gap has narrowed in Maths and English but needs to be reduced further.	Intervention lessons and mentoring historically successful so to be continued and monitored annually	English intervention £900 KS4 mentor £3300

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on disadvantaged pupils if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raising attendance expectations and aspirations	Pastoral Support including Pupil Premium Progress Mentor	Raising attendance, expectations and aspirations -	Disadvantaged attendance 91.2% Non-disadvantaged attendance 93.7% 45% of disadvantaged students stayed for 6 th form	£7500
Tracking of pupil progress and intervention. To aid access and progress in all years	Partial funding of learning mentor and HLTA support in all years	Overall p8 for Disadvantaged 0.15 vs 0.09 for all. The gap has been overturned for this academic year. Disadvantaged students	Disadvantaged progress as good (better than) non disadvantaged for 2017/2018 so will continue using intervention mentor and HLTA support	£4000
To address rural isolation, aspirations and engagement.	Music - extra-curricular GCSE contributions for Pupil Premium students	Music lessons well attended	Extra-curricular music lessons were popular and well attended. Participation in concerts and public performances good.	£3000
To address rural isolation, aspirations and engagement.	Sports - travel to fixtures and coaching funded for disadvantaged students	Disadvantaged students were well represented at many sporting fixtures	Disadvantaged encouraged and supported to take part in a wide variety of fixtures and sporting events throughout the year.	£4500

To address rural isolation, aspirations and engagement.	Cultural - trips & visits and transport contributions	Disadvantaged students helped to access range of extra-curricular activities	Disadvantaged students fully participated in a wide range of trips, visits and residential.	£3280
To address progress and attainment in KS5	Track progress of disadvantaged A level students – raise aspirations via visits to university open days and summer schools etc	Disadvantaged students encouraged and helped to access further education and careers events	Disadvantaged students have full access to and take up places at further education establishments.	£6850
To address rural isolation, aspirations and engagement	General resources - including Happy Puzzle Day, revision guides, uniform, books, Design & Technology facilities	Disadvantaged students helped to access range of activities within school and adequate resources to assist their overall education	Disadvantaged students fully participate in many extra-curricular activities and are provided with revision materials and targeted support in the lead up to external and internal exams	£4700
Departmental bids	Variety of bids for general assistance for disadvantaged students	General bids for individual equipment e.g class sets of calculators, laptops etc.	Disadvantaged students are fully equipped and resourced to access all areas of the curriculum	£3150

Data analysis	To track progress of disadvantaged students and monitor intervention strategies	To ensure disadvantaged students continue to make progress in line with their peers.	Progress is tracked after every data capture to ensure that disadvantaged students are making progress in line with their peers.	£1100
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