

Pupil premium strategy statement

1. Summary information					
School	Church Stretton				
Academic Year	2018/19	Total PP budget	£117,790	Date of most recent PP Review	Nov 2018
Total number of pupils	551	Number of pupils eligible for PP	107 (19%)	Date for next internal review of this strategy	Sep 2019

2. Current progress/ attainment		
	Pupils eligible for PP (CSS)	Pupils not eligible for PP (national average 2018)
% achieving 4+ incl. EM (2017/18 only)	43%	71%
% achieving 5+ incl. EM (2017/18 only)	21%	50%
Progress 8 score average	-0.80	+0.13
Attainment 8 score average	37.36	50.4

3. Barriers to future attainment (for pupils eligible for PP including high ability)
Data sources used to identify barriers to attainment: ASP 2017, Inspection Data Summary Report, staff and pupil consultation, attendance data, Sutton trust Endowment Foundation Teaching and Learning Toolkit, Ofsted's Education Excellence Everywhere (March 2016)

As a school we have lower than average numbers of pupils who receive free school meals and therefore bring pupil premium funding into the school budget. The needs of these pupils differ within the school. While the national pictures show that there is a gap in attainment and progress between pupils eligible for Pupil Premium Funding and those not eligible, this does not apply to all pupils in Church Stretton School.

In-school barriers (issues to be addressed in school)				
A.	Limited / lower Reading Age than peers – Average DA Reading Scores (October 2018)	Year Group	Standardised Reading Score	
			DA	NDA
		11	105.8	111.2
		10	103.7	110.1

		9	96.7	104.4
		8	101.5	108.2
		7	101.4	107.3
B.	Some PPG pupils require support for emotional, social skills and attachment issues.			
C.	PPG Gap Analysis in Maths shows underperformance by most DA cohorts compared to NDA. GAP analysis November 2018 show improvement in KS3 but a gap in KS4 particularly Yr10.			
External barriers (issues which also require action outside school)				
D.	Attendance for children in receipt of PPG is 94.8% compared to NDAI students 97.2% (Nov 2018). Poor attendance reduces their school hours, impacting on their progress with gaps in their learning especially in mathematics and English.			
E.	Some of our PPG parents have low literacy and numeracy skills therefore the level of parental support has impact upon priority of academic attainment.			
F.	Church Stretton is a rural community where families need to have their own transport as public transport is limited, thereby not all children will experience wider cultural opportunities.			

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure reading ages, from Accelerated Reader, are above a standard score of 100 and that the gap between DA and NDA diminishes	Reading age data shows a reduced gap between DA and NDA and is at or above 100
B.	Use of school Counsellor, outside support agencies	Fewer disrupted lessons, reduced on call logs, more House point distributed, fewer negative points on Go4S
C.	The gap between DA and NDA to be reduced by the end of the academic year. Use of half termly GAP analysis to map progress. Summer Half term 2 Gap Analysis to judge success.	Decrease in gap in the end of year department statistics.
D.	Attendance to be in line with DA, attendance monitored by PPM. Monthly meetings with the school EWO. Letters home in line with school and LA guidelines	Attendance data will show a reduction in the gap between DA and NDA students.
E.	PPM to make appointments for Progress Evening and communicate home on a regular basis	More engaged parents, relationships built, high attendance of DA parents at Progress Evening
F.	Part funded trips and visits where criteria met	The same opportunities for trips and visits as well as NDA

5. Planned Activities					
Academic year		2018/19			
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?
Quality written feedback in exercise books	<ul style="list-style-type: none"> PIP Folders monitored regularly Focus on quality Feedback and differentiation by task Lesson Drop In PPM and AJW to visit pupils in lessons to look in books. Maths a priority 	<ul style="list-style-type: none"> Education Endowment Fund research Adding more feedback to students who may not receive feedback within the home environment 	<ul style="list-style-type: none"> Half termly review across the school by SLT Departments to monitor marking during organised meetings 	AJW/PPM	Summer 2019
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?
Individual support of students	Mentoring	<ul style="list-style-type: none"> Education Endowment Fund Experience of staff mentoring within school. This allows students to express concerns and worries of all aspects of their life and allows a relationship to be put in place to implement strategies to change 	<ul style="list-style-type: none"> A structured approach to ensure a fair and time bound process of working Communication of all staff to ensure strategies are in place for students to cope 	PPM	2019

Greater involvement of PP students in lessons and access to the curriculum	Study skills groups in PSHE lesson KS3	<ul style="list-style-type: none"> • Experience in school 	<ul style="list-style-type: none"> • Feedback from teacher re engagement • Higher grades • Greater content of work/recall of facts higher grades 	PPM	Summer 2019
Group support	Kitchen Table project Trial with Yr9 in Science	<ul style="list-style-type: none"> • Experience of other schools • Experience in school. Will allow feedback and monitoring to occur that might be missing at home. 	<ul style="list-style-type: none"> • Homework completion • Response to priority marking • Communication with students 	PPM	Summer 2019
PP students to have a peaceful place to study with internet and printing and staff support	Homework /study support sessions	<ul style="list-style-type: none"> • Education Endowment Fund • Experience of staff • Discussion with other schools • This will allow students to 	<ul style="list-style-type: none"> • Numbers of PP students to be monitored • Missed homework's to be collated from Go4schools • Register to 	PPM	Summer 2019

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?
Identify PP Plus students	Staff awareness Groupings on Go4schools PIP folders	<ul style="list-style-type: none"> • Govt. Research. Higher rate of grant indicates extra issues that might occur. This will be judged on an individual basis. • Independent research 	<ul style="list-style-type: none"> • Staff awareness sessions • Contact with parents/carers • Briefing Updates 	PPM	Summer 2019
To clarify support PP students can expect	Church Stretton Offer	<ul style="list-style-type: none"> • Advice from Virtual Head • Feedback from parents 	<ul style="list-style-type: none"> • Each parent/carer and student will be aware of what will be provided for them 	PPM	Summer 2019
Increased confidence, motivation and ambition in Yr. 11	Positively Mad	<ul style="list-style-type: none"> • Positively Mad Research • Testimony from other schools • By using outside staff with a different way of working the message of revision, organisation and hard work will be accepted 	<ul style="list-style-type: none"> • Student survey- use of Microsoft forms after mocks in November • Increase use of revision sessions in and out of school 	PPM	Summer 2019
That all PP students have access to relevant revision materials	Revision guides	<ul style="list-style-type: none"> • Experience of staff • By removing the cost element DA students have a barrier removed from them achieving 	<ul style="list-style-type: none"> • Regular meeting with students • Teacher feedback about use of revision guides 	PPM	Summer 2019

To broaden experiences and develop skills	Music Lessons	<ul style="list-style-type: none"> • Education Endowment Fund • Allows DA students to gain wider experiences and skills which with financial barriers they would be excluded from 	<ul style="list-style-type: none"> • Review of impact on lessons • General student review • Student questionnaire 	PPM	Summer 2019
To gain wider experiences	Trips to broaden experiences	<ul style="list-style-type: none"> • School experience • Allow DA students to take part in trips which develop understanding, inspire and broaden horizons by removing the financial barrier 	<ul style="list-style-type: none"> • General student review • Impact statement from staff 	PPM	Summer 2019
DA students to build aspiration and have greater knowledge	Careers interview, college trips, involvement	<ul style="list-style-type: none"> • School experience • Research from the Careers and Enterprise Company 	<ul style="list-style-type: none"> • Students survey • Attendance of DA students on trips compared to NDA 	PPM/ Careers Adviser	Summer 2019

6. Previous Academic Year Evaluation 2017-18

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
DA students to reduce the gap especially in English and Maths.	Focus on quality Feedback and differentiation by task	That DA students would respond to feedback and thereby increase their knowledge of the subject.	Students feedback to be gathered identifying if they have been reading and putting into practice their own feedback. Pupil Identification Profiles (PIP folders) have been introduced for each teacher to keep track of students within different classes. Differentiation by task now colour coded and presented during the lesson to students.
Reduced Gap in English and Maths	Extra Maths and English tuition	Reduced gaps at half termly data points	Low impact, 2 out of 3 students who took part in Maths tuition last year were below their target grade in final outcomes. Tuition will not be abandoned but will be very specifically tailored and monitored if it used again. Earlier intervention in KS3 is needed to lessen the need for KS4 tuition.
Improved behaviour or attitude	Mentoring/individual support	Targeted DA students to reduce the amount of negative behaviour points.	Greater tracking needed. Encourage use of GO4schools to show behaviour changes over time. Mentoring timescale and paperwork needed to back up soft targets.
Yr. 11 cohort in 2017-18 cohort attain target grades	Incentives	DA students to engage with subject revision sessions, deadlines and attendance to give them best possible chance of achieving their targets.	Used as a one off with last year's Yr11 cohort. Will not be done in the same way. Regular meetings and objective setting to be maintained as this was positive. Expense cannot be justified as limited impact seen
PP students to have a peaceful place to study with internet and printing and staff support	Homework /study support sessions	DA students to complete homework regularly So not to miss out on reinforcement of class work.	Core group access Homework Club of which a sizable proportion is PP. Lesson for next year is to try to grow the numbers attending from the PP cohort. Referral to homework club to be developed.
Increased confidence, motivation and ambition in Yr. 11	Elevate	Elevate to work with Yr11 students to engage with the revision and planning process.	Through the NCOP/Aimhigher group we have secured funding for Positively Mad to deliver revision workshops. Feedback to be sought and a rolling programme of engagement in Y9 and Yr11 developed and evaluated.
That all PP students have access to relevant revision materials	Revision guides	Students especially Yr11 to have access to study guides which are heavily used in lessons.	Some parents paying for study guides. Finance staff now stopping this by putting paid in full on the system. This also links to greater communication to stop confusion (see PP newsletter development).
To broaden experiences and develop skills	Music Lessons	Students who have lessons to score on target or above in school music lessons and continue studies into Yr11.	Research needed to look at link between KS3 lessons and engagement at KS4.

To gain wider experiences	Trips to broaden experiences	DA students to engage with day and residential trips. Greater engagement in lessons (specific trips to subject) and wider involvement in school activities.	Feedback from students plus associated subject to be built as research of effectiveness.
To aid students with revision skills	Positively Mad	Students to use methods to help with revision. Tests/assessments to be in line with target grades.	Needs to work with PSHE study skills PSHE sessions. Information disseminated to staff.
Build up literacy/numeracy skills	PSHE lessons	This programme to help close the individual attainment gaps of students in literacy and numeracy.	Programme is in development this year in partnership with SEND Dept.
To inspire for future careers/education	Events with the assistance of Careers Enterprise Company and National Collaborative Outreach Programme	To increase aspiration and knowledge of available opportunities after school.	PP students to get priority for all trips. Extra trips for PP throughout KS3 and 4 to be developed. Extra careers interviews in lower Years to begin in 2018-19. Survey to collate aspirations.
Identify outside agencies to help PP students	Mentorlink LEP project (replacing Lifegoals) Divert Enhance	Fewer negative behaviour points, isolations, exclusions for identified DA students.	Observations have seen outside agencies have an impact on behaviour within school. Mentorlink took time to get going but is now positive if too early to gauge success. LEP funded scheme still to arrive to replace Lifegoals.