

Pupil premium strategy statement

1. Summary information					
School	Church Stretton				
Academic Year	2017/18	Total PP budget	£94,500	Date of most recent PP Review	
Total number of pupils	538	Number of pupils eligible for PP	97 (18%)	Date for next internal review of this strategy	Sep 2018

2. Current progress/ attainment		
	Pupils eligible for PP (CSS)	Pupils not eligible for PP (national average 2017)
% achieving 4+ incl. EM (2016/17 only)	63%	71.2%
% achieving 5+ incl. EM (2016/17 only)	26%	49.4%
Progress 8 score average	-0.34 (2016), -0.27 (2017)	-0.11
Attainment 8 score average	44.1	49.8

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 (<i>issues to be addressed in school</i>)				
A.	Limited / lower Reading Age than peers – Average DA Reading Scores	Year Group	Standardised Reading Score	
			DA	NDA
		11	100.6	104.1
		10	103.9	111.4

		9	104.0	112.22
		8	97.5	107.8
		7	102.3	111.3
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			
External barriers (<i>issues which also require action outside school</i>)				
D.	Attendance for children in receipt of PPG is 93.53% compared to all students 95.48%. 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.	Diminishing gap for Maths	Decrease in gap at 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

You may have more than one action/approach for each desired outcome.

5. Planned expenditure					
Academic year		2017/18			
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"> Focus on quality Feedback and differentiation by task 	<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	Summer 2018
Extra Maths and English tuition	<ul style="list-style-type: none"> Tracking and monitoring GAP analysis 	<ul style="list-style-type: none"> Education Endowment Fund research In school analysis of previous years Acknowledgement of building confidence and familiarity as well as hard targets of uplift in grade 	<ul style="list-style-type: none"> To be monitored by PPM and English and Maths departments for both hard and soft target attainment. 	LO	Summer 2018
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 	<p>Monitoring of PPM by SLT in weekly meetings</p> <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	2018
Yr 11 cohort in 2017-18 cohort attain target grades	Incentives	<ul style="list-style-type: none"> • Education Endowment Fund • University of Chicago/University of Bristol joint study • It is hoped by using incentives this will engage some of the hard to reach students to prepare for exam through attending revision session etc as these will be set objectives 	<ul style="list-style-type: none"> • Half termly meeting with PP students to set and review targets. • Mark book for staff to review on Go4schools 	PPM	Summer 2018
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 	PPM	Summer 2018

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?
Increased confidence, motivation and ambition in Yr 11	Elevate	<ul style="list-style-type: none"> • Elevate 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 • Increase use of revision sessions in and out of school 	AJW	Summer 2018
That all PP students have access to	Revision guides	<ul style="list-style-type: none"> • Experience of staff 	<ul style="list-style-type: none"> • Regular meeting with students 	PPM	Summer 2018

March 2018

relevant revision materials		<ul style="list-style-type: none"> By removing the cost element DA students have a barrier removed from them achieving 	<ul style="list-style-type: none"> Teacher feedback about use of revision guides 		
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 2018
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 2018
To aid students with revision skills	Positively Mad	<ul style="list-style-type: none"> NCOP research 	<ul style="list-style-type: none"> Resources passed onto staff on shared area. Session follow up in PSHE 	AM	Winter 2018
Build up literacy/numeracy skills	PHSE lessons	<ul style="list-style-type: none"> Education Endowment Fund School experience 	<ul style="list-style-type: none"> Discussions with pastoral teams to include in KS3 PHSE lessons 	PPM	Winter 2018
To inspire for future careers/education	Events with the assistance of Careers Enterprise Company and National Collaborative Outreach Programme	<ul style="list-style-type: none"> Education Endowment Fund School Experience 	<ul style="list-style-type: none"> Tracking of Careers experiences using STArT package 	Careers Adviser	Winter 2018
Identify outside agencies to help PP students	Mentorlink LEP project (replacing Lifegoals) Divert Enhance	<ul style="list-style-type: none"> School Experience Local Authority Advice Education Endowment Fund 	<ul style="list-style-type: none"> Spreadsheet of interventions to be updated Monitoring of students by tutors/HL 	PPM	Winter 2018