

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Carre's Grammar School				
Academic Year	2017-18	Total PP budget	£43945	Date of most recent PP Review	N/A
Total number of pupils	799	Number of pupils eligible for PP	47	Date for next internal review of this strategy	Oct 2018

2. Attainment (of 2017 Year 11 cohort)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving EM at level 4	86%	71%
% achieving EM at level 5	86%	49%
Progress 8 score average	-1.33	0.11 (National other)
Attainment 8 score average	53.07	49.51

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Low aspirations / perception of selves as less able within a selective setting
B.	Lower self confidence and less academic and pastoral resilience (at KS4&5 sometimes leading to less ambitious future study choices)
C.	Personal organisation/study skills less secure
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Less experience of travel/higher education experience within family setting/ extra curricular participation
E.	Access to selective school education requires purchase of expensive travel pass for families living outside the town
F.	Lower attendance rates for disadvantaged students

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Able students from Sleaford and surrounding areas participate in 11+ process regardless of background and are not put off by expenses (e.g. cost of L.A. bus pass)  Disadvantaged students make (and perceive they are making) good progress	Registration for 11+ by PP students PAN of 120 in Year 7 2018 including PP students Student Voice interviews of Disadvantaged students show positive attitudes to school and learning
B.	Disadvantaged students feel well supported in their learning both in lessons and outside	Parents and students feel empowered to make ambitious decisions about post 16 or post 18 study routes. Predicted grades and outcomes show progress in line with 'others'.
C.	Learning Support team support students to close the gap in achievement and support them with demands of homework, non-examined assessment and examination preparation	PP and 'Other students' progress gap closed and P8 score is positive in 2018
D.	Destinations show disadvantaged students applying for Higher Education courses	Destination data for PP students is in line with 'others'
E.	Attendance of disadvantaged students in line with average for all students	Reduction in persistent absence for PP students below national average and in line with non-disadvantaged students

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?
PP students sit 11+, undertake familiarisation tasks, and apply for place at CGS	Disadvantaged students are high in oversubscription criteria in admissions policy	Admissions data, information from county admissions team, anecdotal from prospective parents on open days all suggest disadvantaged students' parents may be put off seeking a place at CGS due to the high cost travel costs	Offer of in school 11+ familiarisation mornings <b>Resources:</b> <ul style="list-style-type: none"> <li>NFER papers</li> <li>Staff costs for 1 X 2hour Saturday session in June</li> </ul>	Head of School and Deputy Head	Annually based on review of admissions data and as part of our admission policy review

<p>As in previous years, PP students' progress exceeds that nationally of 'other' students AND is in line with the progress of 'other' CGS students</p>	<p>Improve the effectiveness of intervention and academic mentoring as well as the leadership of outstanding teaching and learning through staff coaching programme. Teaching and Learning group considers barriers in the classroom to PP progress and recommends strategies to whole staff via staff coaching programme and CPPD plan</p>	<p>Research into effective CPD suggests that staff working together over a period of time to examine effective classroom strategies is the most effective for of staff development. Good balance of experienced and younger enthusiastic teaching staff makes this a realistic proposition</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Staff coaching programmes and costed provision of cover for peer observation</li> </ul>	<p>Assistant Head CPPD</p>	<p>In May 2018 as part of staff survey into CPD impact</p> <p>As part of progress tracking reviews and meetings between subject leaders and SLT links as well as at interim teaching staff Appraisals reviews in March 2018</p>
<p>Impact of PP spending evidenced through provision mapping</p>	<p>Trial software being developed by 'Provision Mapper' as alternative to developing spreadsheet tracking of costed PP interventions and impact</p>	<p>Ofsted identified evidence of impact of PP spending as an area for development in inspection March 2017</p> <p>Cool Milk developing Provision Mapper software – CGS advising developers of software on school needs</p>	<p>Trial of software to assess suitability and likely costs</p>	<p>Deputy Head</p>	<p>Effectiveness of software to be judged following trial period. Decision made on purchase of software or investigation into alternatives. By Easter 2018.</p>
<p><b>Total budgeted cost</b></p>					<p><b>£13,700</b></p>

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?
PP students' progress exceeds that nationally of 'other' students AND is in line with the progress of 'other' CGS students	<p>Employ learning mentors who offer 1:1 and small group work throughout the year</p> <p>Embed assessment tracking systems such as Go4Schools that enable us monitor progress</p> <p><b>Resources required</b></p> <ul style="list-style-type: none"> <li>• 3 FTE x Learning Support Mentors</li> <li>• Go 4 Schools software</li> <li>• CAT parental reports for Yf 7</li> </ul>	<p>Past evidence (measureable GCSE outcomes) suggests this supports those whose progress dips below that expected and targeted.</p> <p>Swift identification of whether PP students are making relevant progress in line with their peers.</p>	<p>Monitor the inclusion of study skills sessions, weekly academic support, organisational assistance, communication and meetings with parents, monitoring of intervention support plans written by staff, study leave supervision in school.</p> <p>Regular tracking reviews of PP students.</p> <p>Monitor the effectiveness of target setting and tracking systems in school and make improvements to setting and supporting the meeting of aspirational targets.</p>	Deputy Head and Pastoral Leader working with HoYs	<p>At each tracking point</p> <p>Sept 2018 on receipt of GCSE and A Level outcomes.</p>
<b>Total budgeted cost</b>					<b>£20,500</b>

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?
Disadvantaged students take part in a rich programme of extra curricular and co-curricular activities including residential visits	Contributions towards music tuition  Contribution to subsistence costs during residential visits or the cost of non-residential curriculum trips  Targeted disadvantaged students have priority access to 1:1 impartial careers advice	Participation which promotes subject knowledge and interest and broadens interests and life experiences is proven to lead to more aspirational life choices in the future.	Monitor uptake.  Communicate opportunities to all parents including financial support  <b>Resources required</b>  Allocated budget for wider educational experiences including E.g. peripatetic music lessons, travel contributions for Y9 Battlefields, Y10 Berlin trips etc.  Pastoral and Academic mentoring support is available to students in all key stages through the academic mentoring team	Deputy Head  Finance Director  EVC	September 2019  September 2019  At point of trip take up deadline
Disadvantaged students make aspirational plans for post 16 and post 18 study/apprenticeships or training positions	Pastoral support including academic mentoring available to Disadvantaged students who are not meeting minimum expected progress targets.	Disadvantaged students are more likely to be first generation undergraduates. By their very nature as able students in a selective school, level 3 and then university education is a realistic aim.	Outside careers advisor offers at least 1 1:1 careers interview to all Year 11, 12 and 13 Disadvantaged students  <b>Resources:</b> <ul style="list-style-type: none"> <li>Educational Visits budget</li> <li>FTE 3 academic mentors</li> <li>Careers 1:1 interviews for PP students in Years 11 to 13</li> </ul>	CEIAG Lead	September 2019
<b>Total budgeted cost</b>					<b>£9,745</b>

6. Review of expenditure				
Previous Academic Year		2016-2017		
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 PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £2,000
Monitoring the progress of all Pupil Premium students.	<p>Further refine assessment tracking systems (especially in Key Stage 3 and 4) that enable the school to monitor progress in a timely way, identifying swiftly whether FSM6 students are making relevant progress in line with their peers</p> <p>Go4Schools package rolled out to all staff to assist in analysis and identification of performance of student groups and under-achieving students</p> <p>Communicate effectively with parents of FSM6 students to ensure that they are aware of their child's potential, understand the way their child works best and supports their learning aspirations whilst facilitating greater parental engagement</p>	<p>Subject Leaders more confident in identifying in-group variations. Progress trackers completed by SL and discussions with SLT link focus on attainment and progress of groups including disadvantaged students.</p> <p>Go4Schools has allowed all teachers to identify variance in performance of teaching and student groups within subject areas.</p> <p>HoY training to ensure that HoYs are able to quickly access progress data for FSM6 students</p> <p>Feedback from students (including PP students) and parents is positive in terms of understanding of new KS3 tracking procedures (SurveyMonkey)</p> <p>CAT4 reports distributed to Year 7 parents clearly identify academic potential</p>	<p>Progress trackers for subject leaders have increased both awareness and focus of student group progress and will thus be continued. Challenge now is to ensure that discussions and interventions are planned within departments, and that subject leaders provide appropriate challenge to their subject teachers.</p> <p>Subject Leaders and HoYs are increasingly confident in their use of Go4Schools – further training to continue to be provided across the Trust.</p> <p>Positive feedback from parents at settling-in and parent consultation meetings.</p>	<p>Go 4 Schools software £600</p> <p>CAT parental reports for Y7 £1000</p>

	Support staff development initiatives that involve training/CPD designed to improve the effectiveness of intervention and academic mentoring	CPD evaluations by staff welcome these opportunities. Staff engaged in this theme and debate.	Now developed into a whole school focus on Growth Mindset which is proving particularly pertinent to supporting PP students.	Training Opportunities £400
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**ii. Targeted support**

<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 £41,000</b>															
Tailor the support for those identified as needing additional academic or pastoral support to make the same progress as their peers.	Employ student support mentors who offer 1:1 and small group work throughout the year to support those students whose progress dips below that expected and targeted. This will include study skills sessions, weekly academic support, organizational assistance, communication and meetings with parents, monitoring of intervention support plans written by staff, study leave supervision in school  External counselling and mentoring to support students in terms of academic progress and emotional well-being	<p>The data below compares PP at CGS to other students at CGS(not nationally which would be unduly favourable).</p> <p>2017 PP results were unduly affected by the performance of 2 students with serious mental health issues and one who was a school refuser and sat a limited number of exams (in a cohort of 7 this had a huge detrimental impact). Other students had positive outcomes in line with their peers.</p> <table border="1"> <thead> <tr> <th></th> <th>Progress 8</th> <th>Att. 8</th> <th>English &amp; Maths</th> <th>English Bacc.</th> </tr> </thead> <tbody> <tr> <td><b>2016</b></td> <td>-0.17</td> <td>+0.08</td> <td>+2</td> <td>-3</td> </tr> <tr> <td><b>2017</b></td> <td>-1.43</td> <td>-8.4</td> <td>0</td> <td>-19.5</td> </tr> </tbody> </table>		Progress 8	Att. 8	English & Maths	English Bacc.	<b>2016</b>	-0.17	+0.08	+2	-3	<b>2017</b>	-1.43	-8.4	0	-19.5	<p>Measurable results for students in terms of attainment and progress from KS2-4 show this is an initiative well worth the PP funding spent on it. This will be continued as the major use of our PP funding.</p> <p>There is still work to do to ensure that our <b>most able</b> PP students achieve progress in line with their most able peers at this school</p>	<p>3 student support mentors £24,300</p> <p>Subject specific mentors £13,500</p> <p>Outside agency support and mentoring £2,200</p>
	Progress 8	Att. 8	English & Maths	English Bacc.															
<b>2016</b>	-0.17	+0.08	+2	-3															
<b>2017</b>	-1.43	-8.4	0	-19.5															

**Other approaches –**  
**iii Funding for learning opportunities**  
**iv Supporting the funding of events and resources that are aimed at raising broader skills levels and boosting academic outcomes and aspirations**

Desired outcome	Chosen action / approach	Estimated 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 £12,050
<p>Students have opportunity to access the curriculum and enrichment opportunities in line with their peers</p> <p>Promote cultural enrichment of PP students</p>	<p>Identify key subject based resources that many parents buy or activities in school that require voluntary contributions and use pupil premium funding to assist those pupils who require additional support.</p> <p>Funding for after school homework club once a week for Key Stage 4 students.</p> <p>Contributions towards music tuition Supporting in school learning activities that involve external companies or deliverers for FSM students</p> <p>Contributions to off-site learning that take place largely in curriculum time that are an important part of the curriculum and will help to improve outcomes in specific subjects.</p> <p>Contributions to board and lodging costs as part of extra-curricular residential visits.</p> <p>Increase take up of FSM students in extra-curricular clubs by removing barriers to participation. E.g. through support for subscriptions or costs involved in attendance</p> <p>Contributions to costs of travel and/ or uniform costs</p>	<p>This strategy has the most impact on broadening students' horizons and therefore will continue as part of our bid to build levels of confidence and aspiration for the future in these students.</p> <p>Of the 7 students in Year 11 who qualified for PP last year 4 are sitting academic A level programmes in the Sleaford Joint Sixth Form. Two are studying are college, one of whom is boarding at Brackenhurst College following considerable additional support provided by the school.</p> <p>PP students throughout the school have leadership roles (e.g. in the student council, as form reps etc.)</p> <p>Take up for extracurricular trips and visits by PP students is at least in line with take up from other students.</p>	<p>This is the strategy which meets with highest parent approval. They see their child benefiting directly.</p> <p>We are now increasingly proactive at encouraging our PP students to take on positions of responsibility within the school and look to actively encourage this through identification of opportunities during PP meetings.</p>	<p>Arts Award materials, GCSE revision guides, cooking ingredients/apron, Maths equipment, improving ICT provision, sports equipment/kit £2,500</p> <p>Peripatetic music fees £840</p> <p>PSHEC days, SRE activities, Study Skills days, Team Building activities £1250</p> <p>Costs of field trips, theatre visits etc. £800</p> <p>Contribution to boards and lodging costs (but not travel costs) on extra-curricular residential visits in years 7 to 11 £2,000</p> <p>Subscription/costs of attendance at extra-curricular clubs £460</p> <p>Travel/uniform costs @ £100 per student £4,200</p>



## 7. Additional detail

- In this section, you can annex or refer to **additional** information which you have used to inform the statement above.