

Pupil premium strategy statement (secondary)

1. Summary information					
School	Carre's Grammar School				
Academic Year	2018-19	Total PP budget	£41,140	Date of most recent PP Review	Nov 2018
Total number of pupils	782	Number of pupils eligible for PP	44	Date for next internal review of this strategy	Oct 2019

2. Attainment (of 2018 Year 11 cohort)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving EM at level 4	89%	71%
% achieving EM at level 5	89%	50%
Progress 8 score average	-0.25	0.13 (National other)
Attainment 8 score average	54.72	49.96

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<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
External barriers (<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 2019 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 2019
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		2018-19			
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	EHT to visit key primaries and hold meetings with parents – inform parents of PP's raised profile in admissions criteria for over-subscription. Revise format for Year 5 taster days to include some 11+ practice. 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. Parents also seem reluctant or are unaware of stating PP status during admissions process.	Feedback from Year 5 taster days. Feedback from EHT meetings with prospective parents Resources: <ul style="list-style-type: none"> 11+ sample papers/questions Staff costs for any additional familiarisation sessions 	Executive Head of School and Deputy Head	Annually based on review of admissions data and as part of our admission policy review
	Make potential PP students and parents aware of school contribution to cost of travel and/ or uniform costs	Evidence suggests disadvantaged students may be put off by high travel costs associated with greater home to school distances	Feedback from EHT meetings and take up of school contribution	Finance Director	

<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 and Pastoral groups consider barriers in the classroom to PP progress and recommend strategies to whole staff.</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>Resources:</p> <ul style="list-style-type: none"> Staff coaching programmes and costed provision of cover for peer observation 	<p>Assistant Head CPPD Lead of T&L group Deputy Head</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 2019</p>
<p>Impact of PP spending evidenced through QA process and in-school monitoring and tracking</p>	<p>QA process to focus on PP students and their progress as part of QA calendar for 2018-19. Maintain current monitoring model re spending and revise to include impact of spending</p>	<p>Prohibitive cost of Provision Mapper software means in-house solution needs to be developed</p> <p>QA process of learning walks and work scrutiny provide ideal opportunity for focus on PP students</p>		<p>Deputy Head Finance Director</p>	<p>Following outcomes of QA process. Effectiveness of monitoring solution to be reviewed at end of academic year</p>
Total budgeted cost					£12,900

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>Continue to employ learning mentors who offer 1:1 and small group work throughout the year</p> <p>Further embed assessment tracking systems such as Go4Schools that enable us to monitor progress</p> <p>Resources required</p> <ul style="list-style-type: none"> • 3 FTE x Learning Support Mentors • Go 4 Schools software • CAT parental reports for Y7 	<p>Past evidence (measurable 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>Continue to 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 HoYs	<p>At each tracking point</p> <p>Sept 2019 on receipt of GCSE and A Level outcomes.</p>
Total budgeted cost					£21,100

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	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	Deputy Head	October 2019
Disadvantaged students make aspirational plans for post 16 and post 18 study/apprenticeships or training positions	Contribution to subsistence costs during residential visits or the cost of non-residential curriculum trips	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.	Resources required 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	Finance Director	October 2019
	Targeted disadvantaged students have priority access to 1:1 impartial careers advice		Outside careers advisor offers at least 1 1:1 careers interview to all Year 11, 12 and 13 Disadvantaged students	EVC	At point of trip take up deadline
	Pastoral support including academic mentoring available to Disadvantaged students who are not meeting minimum expected progress targets.		Resources: <ul style="list-style-type: none"> Educational Visits budget FTE 3 academic mentors Careers 1:1 interviews for PP students in Years 11 to 13 	CEIAG Lead	September 2019
	Maintain offer of current annual school contribution to uniform/travel costs for disadvantaged students	Through assisting with travel/uniform costs, finances may be such that money is more readily available to allow students to pursue extra-curricular activities.	Monitor take-up of contribution offer	Finance Director	October 2019
Total budgeted cost					£7,140

6. Review of expenditure				
Previous Academic Year		2017-2018		
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 £13,700
PP students sit 11+, undertake familiarisation tasks, and apply for place at CGS	Disadvantaged students are high in oversubscription criteria in admissions policy	Parents are not declaring FSM6 status upon application (only one student for 2017-18 entry) despite FSM6 being second in over-subscription criteria for school entry (after EHCP/LAC).	Approach will continue, but school will look to increase parental awareness and willingness to declare FSM6 status as part of admissions process. EHT meetings with primary schools and their parents will be used to raise awareness. 11+ familiarisation tasks will also be built into Y5 Taster day activities.	
As in previous years, PP students' progress exceeds that nationally of 'other' students AND is in line with the progress of 'other' CGS students	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	Progress was greater than for 'other national'. Intervention has been more focussed than in previous years especially in English. Whilst T&L group haven't specifically focused on PP, a constant theme is addressing under-achievement and lack of motivation through a range of intervention strategies – this is then disseminated to wider staff through subject meetings.	2018/19 QA programme – one 'window' will focus in on P students and their progress – HoYs to be part of the process in terms of interviews to identify obstacles and possible solutions.	3 student support mentors £11,500 Subject specific mentors £1,003 Outside agency support and mentoring £765 Training Opportunities £432

Impact of PP spending evidenced through provision mapping	Trial software being developed by 'Provision Mapper' as alternative to developing spreadsheet tracking of costed PP interventions and impact	Prohibitive cost and slow development of the product meant that this hasn't been adopted by the school. Set-up proved to be quite 'unwieldy' and inappropriate for the needs of the school giving the limited PP intake.	Provision Mapper team have been asked to contact us again in 2019/20 to give school an update on progress of the product with respect to new modules being developed. School will continue to map provision and impact through use of spreadsheet modelling until a more effective solution (at reasonable cost) becomes available.	
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ii. Targeted support

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 £20,500																				
PP students' progress exceeds that nationally of 'other' students AND is in line with the progress of 'other' CGS students	Employ learning mentors who offer 1:1 and small group work throughout the year	<p>Students generally performed well at GCSE, out-performing the national 'other' measure but falling short of the non-disadvantaged students at Carre's. The gap however was narrow, although the attainment of this relatively small cohort (9 students) was unduly skewed by the performance of one student who failed to secure any passes at GCSE despite numerous interventions from both subject teachers and LSAs.</p> <table border="1"> <thead> <tr> <th></th> <th>Progress 8</th> <th>Att. 8</th> <th>English & Maths</th> <th>English Bacc.</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>-0.17</td> <td>+0.08</td> <td>+2</td> <td>-3</td> </tr> <tr> <td>2017</td> <td>-1.43</td> <td>-8.4</td> <td>0</td> <td>-19.5</td> </tr> <tr> <td>2018</td> <td>-0.37</td> <td>-8.74</td> <td>+10</td> <td>-1.09</td> </tr> </tbody> </table>		Progress 8	Att. 8	English & Maths	English Bacc.	2016	-0.17	+0.08	+2	-3	2017	-1.43	-8.4	0	-19.5	2018	-0.37	-8.74	+10	-1.09	Approach will continue. Focus is now on more targeted support, especially in Supervision lessons where the LSAs are liaising more closely with the subject teachers particularly in the core subjects.	3 student support mentors £18,000 Subject specific mentors £2,500
	Progress 8	Att. 8	English & Maths	English Bacc.																				
2016	-0.17	+0.08	+2	-3																				
2017	-1.43	-8.4	0	-19.5																				
2018	-0.37	-8.74	+10	-1.09																				

	<p>Embed assessment tracking systems such as Go4Schools that enable us monitor progress</p> <p>Resources required</p> <ul style="list-style-type: none"> • 3 FTE x Learning Support Mentors • Go 4 Schools software 	<p>HoDs are very familiar with Go4Schools package and are now able to drill down into teaching groups and pupil groups including FSM6. As part of the Progress grade tracking, HODs are required to comment on the attainment and progress of the FSM6 groups across the school, and this is followed up through link meetings with senior leaders.</p>	<p>Greater focus needed on attainment and progress of FSM6 students as part of the Progress Grade review. DHT to focus on PP students when meeting with HoYs post progress grades to identify possible issues and where support may be needed.</p>	
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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 £9,745
<p>Disadvantaged students take part in a rich programme of extra curricular and co-curricular activities including residential visits</p>	<p>Contributions towards music tuition</p> <p>Contribution to subsistence costs during residential visits or the cost of non-residential curriculum trips</p> <p>Materials provided to support the learning of PP students</p>	<p>✘ PP students have taken up the offer of contributions towards music tuition</p> <p>✘ students have received contributions towards subsistence costs for trips and visits</p> <p>Students have own copies of revision materials in addition to a range of resources available in Learning Support</p> <p>Fund has also contributed towards the cost of additional activities such as PSHEC and RSE days</p>	<p>This approach will be continued – parents will be reminded of the offer of contributions towards activities and trips</p>	<p>Arts Award materials, GCSE revision guides, cooking ingredients/apron, Maths equipment, improving ICT provision, sports equipment/kit £1,987</p> <p>Peripatetic music fees £2,000</p> <p>PSHEC days, RSE activities, £0</p> <p>Costs of field trips, theatre visits etc. £2,602</p>

<p>Disadvantaged students make aspirational plans for post 16 and post 18 study/apprenticeships or training positions</p>	<p>Targeted disadvantaged students have priority access to 1:1 impartial careers advice</p> <p>Pastoral support including academic mentoring available to Disadvantaged students who are not meeting minimum expected progress targets.</p>	<p>Where a need has been identified, PP students have priority access to careers advice.</p>	<p>Disadvantaged students will continue to have priority access to 1:1 impartial careers advice where the need has been identified</p>	<p>Contribution to boards and lodging costs (but not travel costs) on extra-curricular residential visits in years 7 to 11 £1,613</p> <p>Subscription/costs of attendance at extra-curricular clubs £0</p> <p>Travel/uniform costs @ £100 per student £1,543</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.