

Pupil Premium Mission Statement

Steining Grammar School is committed to:

- Improving disadvantaged students' academic outcomes in order to ensure that they achieve on a par with other students nationally. ('Other students' is the Department of Education term for students who are not disadvantaged.)
- Ensuring that disadvantaged students have equality of opportunity in accessing the curriculum. In relation to trips and visits that happen within school time, all students in receipt of Pupil Premium receive a significant subsidy to all costs.

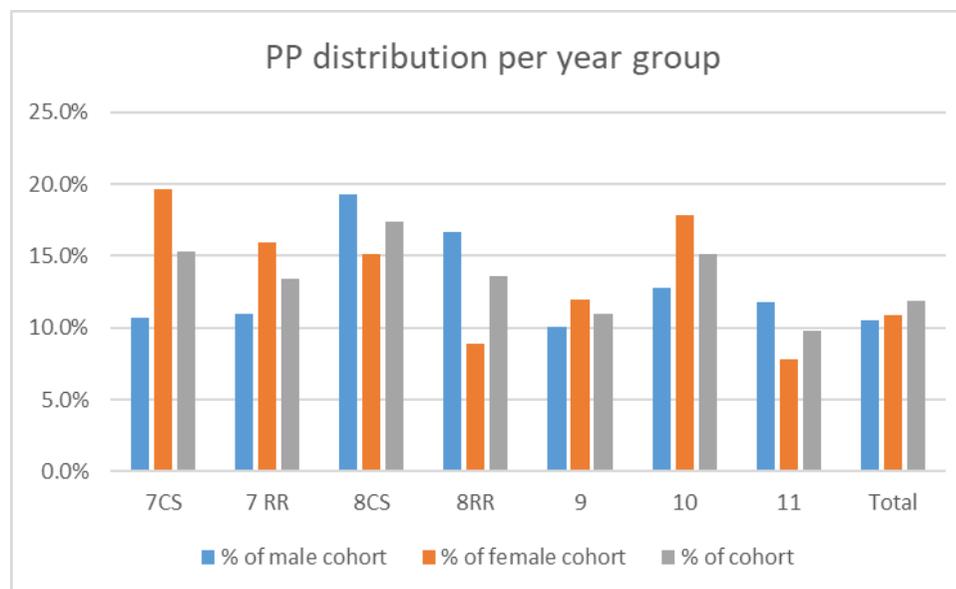
Our Objectives:

In improving outcomes for disadvantaged students, the following three areas are a focus of our strategic work:

- Improving academic outcomes by:
 - Improving the quality of teaching in the classroom
 - Improving feedback to students on their learning
 - Developing our use of data to better identify students in need of additional support
 - Undertaking research to identify strategies that can be deployed to enhance students' progress
 - Providing additional literacy and numeracy learning support for identified students
 - Supporting costs that ensure disadvantaged students can fully access the curriculum
 - Strengthening the learning character
 - Raising aspirations of students to access higher and further education
- Reducing exclusions by:
 - Providing outstanding pastoral support facilities and structures
 - Tailoring curriculum provision for identified students
 - Providing additional support from external agencies
- Improving attendance by:
 - Working with attendance officer to support students in achieving high attendance, and intervening early
 - Using structures to know our families and intervening in a timely, tailored manner

PP student overview

Year Group	Male	% of male cohort	Female	% of female cohort	Total	% of cohort	
7CS	11	10.68%	22	19.64%	33	15.35%	7CS
7 RR	8	10.96%	11	15.94%	19	13.38%	7 RR
8CS	22	19.30%	15	15.15%	37	17.37%	8CS
8RR	14	16.67%	5	8.93%	19	13.57%	8RR
9	18	10.06%	22	11.96%	40	11.02%	9
10	25	12.76%	30	17.86%	55	15.11%	10
11	21	11.80%	14	7.78%	35	9.78%	11
Total	119	10.5%	119	10.9%	238	11.9%	Total



Pupil Premium (PP) Strategy Statement

1. Summary information					
School	Steyning Grammar School				
Academic Year	2018/19	Total PP budget		Date of most recent PP Review	Oct 18
Total number of pupils	2222	Number of pupils eligible for PP	238	Date for next internal review of this strategy	Oct 19
2. Prior attainment-Aug 2018					
		PP		Non PP	
Progress 8 score		-0.4		0.1	
Attainment 8 score		33.7		49.5	
Basics 4+		39%		67%	
Ebacc APS		2.83 (4.58 entered)		4.31 (5.59 entered)	

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Weaker literacy and numeracy for some disadvantaged students.	
B.	Attendance	
C.	Access to curriculum and learning resources	
D.	Reduced learning character scores and extra-curricular engagement	
External barriers		
E.	Aspiration beyond compulsory schooling	
F.	Parental engagement	
4. Desired outcomes		Success criteria
A.	Disadvantaged students to fully access the curriculum and make progress in line with their peers.	Disadvantaged students have numeracy and literacy issues identified and supported. Over 70% of disadvantaged students to achieve positive progress 8 score overall.
B.	Disadvantaged students attending school and all of their lessons.	Weekly PP student attendance to be \geq 93%. (3% increase on last year).
C.	All disadvantaged students have equal access to learning resources and appropriate curriculum.	All PP students following suitable curriculum path (may include education offsite) and have necessary resources for all of their subjects.
D.	Disadvantaged students have TAACA average 3.5+ and have equal access to experience educational opportunities	PP TAACA scores are in line with non-PP students. Engagement with trips, visits and experiences is in line with other students.
E.	All PP students have planned outcomes for post GCSE (incl. 6 th form, college and apprenticeships) and bursary students at 6 th form for post A-Level.	No NEETS and increased rates of further and higher education.
F.	Engagement of parents of children eligible for PP is in line with peers.	Attendance at parent events to be in line with non-PP students.

Finance category	5. Planned expenditure				
	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. High quality first teaching				
	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?
Teaching and learning interventions	Teaching staff CPD	SGS is committed to improving academic outcomes for all by constantly working to improve the quality of teaching in the classroom. Contributing to regular, quality CPD will help to ensure this.	INSET days, SDP, department meetings and book scrutiny.	NKN/NJK/DCB/AHW/SAC	Termly
Brilliant Club	Brilliant Club	SGS is partnered with the Brilliant Club, which is an award winning organisation working to widen access to top universities for the most able students. This year, 55% of the cohort will be pupil premium, or first generation students with high prior attainment. Students access a higher-level curriculum and complete a dissertation.	Regular liaison with Brilliant Club lead and data monitored at each data drop.	TKJ	Spring and summer term (during and post completion)
Teaching and learning interventions	Literacy support	Accelerated reader. Whole school literacy and tier 2/ subject specific vocabulary focus.	Students monitored on AR scores. Lesson drop ins looking at literacy across the school.	CS/EMM/SQI/MM/CS.	After Summer exams 2019
Teaching and learning interventions	Maths support sessions	The 6 th form maths sessions last year were very beneficial to those students that attended, so we are continuing with it this year.	Careful selection of students, taught by experienced, effective school staff. Pre and post tests during every weekly session.	RMG	After Summer exams 2019
Teaching and learning	Boarding Project	This project is a continuation from last year as it positively influences students' self-control with	Careful selection of y7&8 students, and	SR/RB	After Summer exams 2019

interventions		learning and also gives them a cultural experience working with students from other countries.	monitoring of engagement, attendance and progress data.		
Curriculum	Personalised curriculum plans	Review curriculum plans of every KS4 student (and also y8 option choices) to ensure they are studying a broad and balanced curriculum. This may include full time/ day at college, work experience, CS and cuthman support.	Review on termly basis (or more urgently if the need arises)	DCB/AHW	After Summer exams 2019
	ii. Targeted support/ knowing our students				
	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?
Strategy	Increased focus upon all ability groups within PP cohort	HPA PP students' performance dropped last year, so it is priority for this year. LPA PP students are a group who require additional support, although are also the largest cohort of PP students. This focus will be increased via an awareness of disadvantaged attainment for all teachers via data drops and CPD.	Regular meetings with HOF and HOYS identifying those at risk of underachievement.	DCB/ HOF/ HOY/LL	At each data drop.
Pastoral	Restorative justice	Staff training on restorative justice. Use of RJ during conversations on 'BAT' duty.	Monitor call log. Monitor internal exclusions	BK, AHW	Termly
Pastoral	Transition support strategies	Students, who make smoother transitions, settle faster into school life. Targeting students who have low attendance at primary school ensures that the correct strategies are in place from the start.	Careful and close work with primary colleagues. Team of transition staff to ensure a smooth start.	CT/LD/SC	October half term, reviewed at intervals.
Pastoral	Academic mentoring for underperforming students in KS4	Using TAACA data, PP students with low scores will be mentored to build their character. Interventions for these students are tailored to students' individual needs and targets.	Targeted students chosen carefully, as those who will benefit from additional intervention. Monitoring of google classroom	DCB	Termly
Pastoral	Girls club	Girls that need further guidance and emotional	Small number of PP	CG	After Summer exams 2019

		support. Increased attendance for girls' that attended	girls, that will respond to additional interventions		
	iii. Other approaches				
	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?
Attendance	Attendance action plan	Pupil premium attendance remains a school strategic priority as rates are too low and PA is too high. 1 st day absence calls, home visits, wellbeing meetings (with and without parents)	SC and EY working closely with students, staff and families Education welfare officer part of challenge the gap team.	EY/SC	Half termly
Aspiration	IAG support at y8 and y11	Aspirations towards further and higher education are too low among PP group. Individual career meeting in y11 for post 16 choices and group sessions at KS3 to make informed option choices.	Arrange individual and group sessions with careers advisor. Pass on relevant information to teachers.	AP/SEL	After Summer exams 2019
Aspiration	Widening participation opportunities	Visits to University to increase higher education aspiration (particularly for 1 st in family generation). Participate in university summer schools in y11 and 12.	Identify groups of KS4 students that may not have considered university as an option. Bring in a team & visit local universities. Identify HPA PP students that would meet criteria of application to summer schools and help them write the applications.	DCB/DEC	After Summer exams 2019
Engagement	Trip/ activity subsidy	Take up for extra-curricular and external trips are low from PP cohort. Closing the social gap is vitally important. In conjunction with academic excellence, disadvantaged students should be fully enabled to access the entire learning experience. Subsidy of all trips and visits that incur a fee should ensure that no student is excluded from	Monitor trip allocation. Strong communication and early notice of all trips, with payment plans / funding in place	HOY/SC	Trip allocations are reviewed throughout the year. Student questionnaires introduced to measure impact.

		an experience due to cost.			
Resources	Subsidised equipment/ revision guides etc	It is vital that all students have equal access to the books and equipment that are necessary for learning, revising, and achieving the best possible grades. Checking all PP students have correct equipment and revision guides for all subjects in KS4.	HOF's directly bid for support to ensure that students that would benefit from the resources are targeted.	HOF/LL	Termly
Engagement	Learning development managers to build parental engagement	Increasing parental engagement and access is a priority for improving student progress.	Meetings with SC/SQI. Parental feedback	SC/SQI	After Summer exams 2019
Transport	Funding travel to school/college	Ensure that out of area PP students can attend school/college without money being a barrier.	Identify families in need and subsidise travel.	BJK/AP/EY	Termly
Uniform	Uniform	Ensure that all PP students can attend school with the correct uniform and PE kit without money being a barrier.	Identify families in need and provide kit/ uniform vouchers. Have spare uniform and shoes for those that may need in the interim.	SC/AXB	Termly
SEND	Collaboration with SEND and inclusion to maximise student support and progress	This has been continued as this area of work remains a priority across the board and outcomes are not currently as positive as we would like.	Regular appraisal and monitoring of targets and outcomes.	SQI/BTK/SC/DCB	Termly

6. Review of expenditure 2017-18			
	Previous Academic Year	Income £147,885	
i. Quality of teaching for all			
Finance category	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)

Teaching and learning interventions	Ensure that disadvantaged students are known and understood by teachers. Quality teaching and learning is a priority for this group and their progress is regularly discussed and improved. Disadvantaged students take priority with interventions and feedback.	<p>Subject best practice and wave 1 classroom intervention strategies widely adhered to, evidence in book scrutiny and lesson drop ins. HOF's considering disadvantaged students classes more carefully and new 'PP' group with strongest teachers set up in Science. Discussions about disadvantaged students' performance had with Hof's and leadership links. Awareness of, and provision for disadvantaged students has improved throughout school. A regular presence on SLT with input into teaching and learning discussions is a key factor in continued raising standards. Qualitative impact evident and narrowing of the gap in some key headline measures.</p> <table border="1" data-bbox="577 357 1523 718"> <thead> <tr> <th>Performance</th> <th>2017 Cohort</th> <th>2017 Disadvantaged</th> <th>GAP</th> <th>2018 Cohort</th> <th>2018 Disadvantaged</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>0.24</td> <td>-0.44</td> <td>0.68</td> <td>0.02</td> <td>-0.45</td> <td>0.47</td> </tr> <tr> <td>Attainment 8</td> <td>50.49</td> <td>37.63</td> <td>12.86</td> <td>47.2</td> <td>33.2</td> <td>14</td> </tr> <tr> <td>Basics 4+</td> <td>75%</td> <td>47%</td> <td>28%</td> <td>64%</td> <td>37%</td> <td>27%</td> </tr> <tr> <td>Basics 5+</td> <td>50%</td> <td>30%</td> <td>20%</td> <td>39%</td> <td>15%</td> <td>24%</td> </tr> <tr> <td>Ebacc entered</td> <td>39%</td> <td>21%</td> <td>18%</td> <td>31%</td> <td>5%</td> <td>26%</td> </tr> <tr> <td>Ebacc 4+</td> <td>27%</td> <td>14%</td> <td>13%</td> <td>19%</td> <td>12%</td> <td>7%</td> </tr> </tbody> </table>	Performance	2017 Cohort	2017 Disadvantaged	GAP	2018 Cohort	2018 Disadvantaged	GAP	Progress 8	0.24	-0.44	0.68	0.02	-0.45	0.47	Attainment 8	50.49	37.63	12.86	47.2	33.2	14	Basics 4+	75%	47%	28%	64%	37%	27%	Basics 5+	50%	30%	20%	39%	15%	24%	Ebacc entered	39%	21%	18%	31%	5%	26%	Ebacc 4+	27%	14%	13%	19%	12%	7%	Staff responsibility for disadvantaged progress and intervention is to continue, with a variety of roles shared around larger departments. Pupil Premium Lead to have regular progress meetings with HOF's during each learning cycle. Department development plans to continue to have PP section. This is a long-term strategy that will need to be continued.
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Curriculum resources	To provide financial and academic support for identified students so that they improve numeracy and literacy skills, have access to resources, music lessons, trips etc. To ensure the curriculum offer meets the needs of the students so that they can be successful in the future.	<p>A significant cohort of disadvantaged students have taken part in trips and visits away from the school site. These trips helped to build the students' cultural capital, , strengthen their learning character and support peer interactions.</p> <p>The boarding club is a very successful intervention for KS3 students developing their exposure to students from different countries and establishing homework routines.</p> <p>Students on the scholars programme continue to attain well. 100% of students on the programme last year 'graduated' with a pass or better.</p> <p>Positively mad revision workshops for y10 and y11 were engaging but had limited impact on trial exam results.</p> <p>A student that were at risk of exclusion attended Asphalaeia (alternative provision) full time and several students who were struggling to access the curriculum did day release at college and/or work experience. This was very successful and enabled students to gain additional qualification and prepare them for their post-16 college route.</p>	Funding trips and residential was costly, but the outcomes for the target students were extremely positive. Boarding project will continue, as the impact was significant. Scholars programme will continue with more PP students involved for the next cohort. We will not offer the positively mad workshops, and instead will drip feed information through PSHE and assemblies. Alternative provision, college and work experience are strategies that we will continue to fund as they support our most vulnerable students.																																																	
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	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)																				
Attendance	To work with students, parents and outside agencies to improve attendance and ensure continuity of learning.	<p>During the last five years we have been successful in improving the attendance of disadvantaged students. Improvements to the quality of teaching and learning have been instrumental in these improvements. The introduction of an Education Welfare Officer to our support team structure has allowed us to more effectively support and challenge students and parents where attendance has been problematic. Furthermore, improvements to our pastoral support structures have ensured that those students vulnerable to poor attendance receive greater support. Where appropriate we provide alternative curriculum pathways for students e.g. college placements, supported timetables to help promote good attendance and secure their learning.</p> <table border="1" data-bbox="577 507 1279 628"> <tr> <td>Improving attendance</td> <td>2015</td> <td>2016</td> <td>2017</td> <td>2018</td> </tr> <tr> <td>Attendance % KS3 & 4</td> <td>90.6%</td> <td>90.4%</td> <td>89.9%</td> <td>90.4%</td> </tr> </table> <table border="1" data-bbox="577 660 1317 927"> <tr> <td>Reducing the attendance gap between SGS disadvantaged students and other students nationally: Attendance gaps</td> <td>2015</td> <td>2016</td> <td>2017</td> <td>2018</td> </tr> <tr> <td>Attendance % KS3 & 4</td> <td>-5.1%</td> <td>-5.5 %</td> <td>-5.7%</td> <td>-4.8% (provisional)</td> </tr> </table>	Improving attendance	2015	2016	2017	2018	Attendance % KS3 & 4	90.6%	90.4%	89.9%	90.4%	Reducing the attendance gap between SGS disadvantaged students and other students nationally: Attendance gaps	2015	2016	2017	2018	Attendance % KS3 & 4	-5.1%	-5.5 %	-5.7%	-4.8% (provisional)	PP attendance remains a school strategic priority will continue, with the attendance officer to continue to work strategically throughout all year groups.
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Attendance % KS3 & 4	-5.1%	-5.5 %	-5.7%	-4.8% (provisional)																			
Pastoral Intervention	Build confidence, self-esteem and aspiration in these students. Offer support and training with key issues so that they become more independent and resilient learners who feel part of the Steyning family.	<p>Individual careers meetings for y11 students and group sessions for y8 students about options were informative and supported successful 6th form transition. We had our largest PP cohort transition to the 6th form (11 students, 27% of cohort).</p> <p>Staff training on positive behaviour management using a consultant was less impactful than we had hoped.</p> <p>1:1 student mentoring was of varying success. The students that met with their staff mentor regularly had increased attendance and their improvements from y10 were significant. For some students it was behaviour improvements and for others it was progress improvements. This is reflected in case studies.</p>	<p>We will continue to offer the IAG support, but will also use in-house staff to engage with y9&10.</p> <p>We will run in-house staff training in future as staff buy-in is higher.</p> <p>Success of the 1:1 mentoring programme depends upon the careful selection of students, consistency of mentors, and regular attendance supported by school staff. We will continue this approach next academic year, with a further careful selection of targeted students.</p>																				

iii. Other approaches			
	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)
Widening participation	Our sixth form bursary is a financial provision that supports students that may be from a family that has no experience of apprenticeships or university.	Bespoke Bursary/FSM passports written by College were disseminated to staff and identified students' needs. Staff felt these were useful particularly for new students. Intervention from 6 th form team prioritised bursary students which lead to a number of students getting 'back on track' according to internal data. However, disadvantaged outcomes did not support this overall as L3VA for disadvantaged dropped to -0.5. Networking with universities and supporting students with UCAS procedure and open day visits was highly beneficial as 62.5% of cohort are attending university, art foundation or additional study.	The passports and 6 th form intervention will continue as it is a low cost approach. supporting students with UCAS procedure and open days will continue.

Teaching and learning	£59,154
Pastoral, behaviour support and welfare	£63,391
College	1028
Travel	433
IAG	2900
DT	1108
Chanctonbury Challenge	2243
Resources	4106
Music	1444
girls club	153
uniform	1288
sport	334
brilliant	1945
trips	1058
y7 camp	878
prom	255
gcse pod	2000
pos mad	1,130
boarding	1953
mentoring	1,026

PP SPEND 2017-18

