

Stratton Upper School Pupil Premium Policy

2017-18

What is Pupil Premium?

Pupil Premium is the name attached to the additional money provided to support the education of students from specific backgrounds who, at a national level, have traditionally not performed well at school.

This national scheme was introduced in 2011. Schools must use the extra funding specifically to assist eligible students with their progress so that, over time, the gap in achievement between these students and others is eradicated.

The main focus is to remove barriers for students from families who are deemed to be disadvantaged by their financial circumstances.

Which students are eligible?

Students are assessed on a needs basis according to the following criteria:

1. Students who are eligible for free school meals.
2. Students who have been eligible for free school meals in any of the preceding six years (Ever 6).
3. Students who have parents in the armed forces.
4. Students who are looked after (LAC).

How much is Pupil Premium Funding worth?

From April 2015, Pupil Premium is payable at the following levels:

- Eligible secondary students attract funding at £935 per annum (EVER 6).
- Students who are looked after attract funding of £1,900 per annum (£500 of which is retained by the Local Authority).
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order attract funding of £1,900 per annum.
- Students from service families attract funding at £300 per annum (EVER 5).

How much Pupil Premium Money does Stratton receive?

Stratton's pupil premium budget for 2017/18 is: £108 785.

How is the Pupil Premium money used at Stratton?

At Stratton we focus our use of funding in 8 broad areas:

Pastoral provision, Data Collection, English and Maths provision, Teaching and Learning, Learning outside of the curriculum, Support, guidance and intervention, Achievement For All mentoring, Leadership and Management.

These areas of provision are outlined in the following pages.

Pastoral Support of Students at Stratton Upper School

Provision For Students	Impact 16/17	Development 17/18	Barrier
Stratton has a strong and stable pastoral system where Assistant Headteachers are in place to guide students from Key Stage 3 through to Key Stage 5.	Pastoral teams are well established and fully aware of which students are eligible for pupil premium.		Confidence and Self Esteem
Pastoral teams include very strong and experienced staff that are skilled in supporting students through the pressures they may experience.	HOKS and Year Leaders actively seek opportunities to use PP funding to benefit student progress in school.		Confidence and Self Esteem
Stratton is proud to offer student support services where specialist support officers are employed to help students deal with any barriers they may face.	PP students have access to devoted specialist staff. Student Support staff aware of PP students and communicate any barriers being faced.	Head of Student Support to attend bi weekly pastoral team meetings to update on any issues students are facing. Particular focus on barriers faced by PP students.	Confidence and Self Esteem
A school nurse is employed and students are encouraged to visit to discuss any health issues they may be facing.	Referrals made by student support or pastoral team.		Confidence and Self Esteem
Stratton is very clear with students about the standards expected around attendance and punctuality. Data is regularly analysed by Year Leaders and shared with form tutors. Weekly meetings between the Head of Student Support and EWO occur.	Attendance expectations are widely discussed with students across the school. Assemblies and work with form tutors is directly targeted.	Year Leaders to closely monitor attendance. Sliding scale of meetings with form tutor, year leader, HOK and Deputy Headteacher depending on percentage.	Confidence and Self Esteem
The behaviour policy at Stratton is well established and is intended to allow students to make progress in lessons and follow simple, but fair rules. Behaviour and sanctions implemented are monitored by Heads of Key Stage and Year Leaders.	Pastoral staff monitor and manage behaviour throughout the school. Standards are generally very high and this is reflected in the number of issues raised.	HOK's to manage behaviour issues even more closely through the extensive use of sims. Behaviour points issued for punctuality and uniform as well as behaviour.	Confidence and Self Esteem

Data Collection

Provision For Students	Impact 16/17	Development 17/18	Barriers
Sophisticated data monitoring and tracking systems collect both effort and predicted grades approximately four times a year per year group.	Regular assessment and use of progress checks enables HOK's to monitor progress of PP students closely.	Head of data to produce regular update for SLT to review in meetings.	Raising Aspirations
Progress check data is used to identify outstanding progress and to praise students where appropriate.	Top 10 % of students are recognised for both attainment and effort - letters from RW and HOK sent home.	Identify specific PP students and praise improvements in performance. Aim to raise self-esteem and confidence.	Raising Aspirations
Underperformance at all levels and in all subjects is identified through this data so that interventions are timely, targeted and data driven.	HOK's analyse performance of PP students in order to consider potential interventions for individual students.	AFA mentors to address progress issues in structured meetings.	Raising Aspirations
A performance dashboard is produced by Stratton's data team to illustrate performance of all students.	HOD's are able to analyse performance of all students and compare the progress of PP students with non PP.	A full provisional raise online document to be produced specifically for pupil premium students following each data capture to allow more detailed analysis of subject and student performance.	Raising Aspirations

English and Maths Provision

Provision For Students	Impact 16/17	Development 17/18	Barriers
English and maths classes placed into sets by ability; these subjects are well staffed so that class sizes are deliberately small, particularly for the lowest ability students.	PP students placed in appropriate groups with similar level students. All staff aware of who pp students are.		Raising Aspirations
Teaching Assistants are put in place for students that require additional support; there is a priority for this deployment in English and maths.	Extra support for SEN students in place with teaching assistants being aware of who pp students are in the class.	Specialist TA appointed to work with PP students in English and Maths only. Initial focus on Year 11 and Year 9.	Raising Aspirations
Looked after children are provided with 1:1 tutoring in both English and Maths throughout the year. Staff tutoring are Stratton teachers and are paired for maximum impact.	LAC students receive an extra 40 hours of English and Maths tuition per year.	Maintain funding for academic year.	Raising Aspirations
Students are provided with a 2-year "Study Plus" option at GCSE. They are targeted carefully using data; this model focuses on improving study skills in English and Maths. This intervention is led by SENCO.	Study plus programme is designed to relieve pressure on pp students by having one less option and to raise attainment in English and Maths.	Study plus lessons now taught by specialist English, Maths or SEN teachers. Focus on literacy and numeracy throughout all lessons.	Raising Aspirations
Accelerated reader programme used to identify students with weak literacy skills.	Early identification of pp students with weak literacy skills and intervention implemented asap.		Raising Aspirations
Regi-revision sessions implemented in both English and Maths in order to extend contact time between staff and under achieving students.	All pp students involved in regi revision sessions to increase contact time.	2 Maths sessions per week to run all year. All pp students involved in targeted groups depending on current progress levels.	Raising Aspirations

Teaching and Learning

Provision For Students	Impact 16/17	Development 17/18	Barriers
Highly qualified teaching staff are employed across the school where teachers are specialists in the subjects that they deliver.	Teaching is largely rated as good or outstanding across the school according to rigorous observation process at Stratton.	Focus in learning walks and observations on provision for PP students.	Raising Aspirations
The teaching staff is generally very stable with minimal turnover at head of department and faculty level. This ensures tracking of student progress is consistent and comprehensive. Staff leaving Stratton generally go on to promotion.	HOD's and HOF's to closely monitor PP student's performance in specific subject areas.	Focus on PP students in department meetings as a standing agenda item.	Raising Aspirations
Heads of Faculty meet with Assistant Headteacher and Deputy Head teacher as a working group on a weekly basis.	Good practice shared within the group with a view to raising attainment across all areas.	Regular group focus on PP development to ensure that individual students are discussed across faculties. Successful interventions to be explored and shared across the curriculum group to address under achievement in key areas.	Raising Aspirations
Assistant Headteacher appointed to SLT with the specific remit of developing the work of Heads of Faculty.	Good practice shared across the school's faculties with a focus on identifying underperforming students and intervening accordingly.	PP students to be a key focus of Heads of Faculty for new academic year. AHT to identify strong PP performance in subject areas and sharing good practice with less successful faculties.	Raising Aspirations
Assistant Headteacher develops timetable with focus on deploying appropriate staff with specific groups of students.	Staff with a proven track record of improving performance for PP students to be timetabled in targeted groups.		Raising Aspirations
Regular meetings between Heads of Faculty and school improvement partner.	SI links scrutinise data with a specific focus on PP students. SI link to explore intervention strategies with Head of Faculty in order to address any issues arising.	Data from AHT on PP students to be used when comparing with HOF's working data tracking processes. Aim is to ensure that no PP students 'slip through the net'.	Raising Aspirations

Learning Outside of the Curriculum

Provision For Students	Impact 16/17	Development 17/18	Barriers
Students are encouraged to take part in a range of extra-curricular events with the full programme of activities publicised to students and listed on the school website. Free lunches provided to staff that run extracurricular activities.	Positive experiences outside of the classroom help to encourage good learning behaviours for learning in lessons. This development is vital for PP students.	Profile of extra-curricular activities to be raised even further.	Self Esteem and Confidence
PP students who show an interest in playing a musical instrument receive funding for peripatetic lessons during curriculum time.	Learning to play a musical instrument is proven to aid student development and progress in lessons.	Stratton Music staff to actively seek opportunities to fund musical experiences for PP students.	Self Esteem and Confidence
Discretionary funding is made available to ensure that students are able to access the full range of trips and visits.	PP students are provided with the opportunity to attend all educational visits in order to support their learning.		Self Esteem and Confidence
A Duke of Edinburgh scheme is very well established at Stratton in order to aid the provision of positive learning experiences outside of the classroom.	Students involved develop communication skills and confidence in an unfamiliar environment.	Duke of Edinburgh leader to seek opportunities to include pp students. Funding provided to support pp involvement.	Self Esteem and Confidence

Support, Guidance and Intervention

Provision For Students	Impact	Development 2017/18	Barriers
An after school homework club is offered every night for targeted SEN students. This cohort includes many PP students so they have access to extra support with their studies on a daily basis.	Extra support for students is provided by expert professionals. Encouragement of students to complete homework will undoubtedly boost behaviour for learning during lessons.	Students who are both SEN and PP to be encouraged by SLT to attend homework club.	Raising Aspirations
Developing outstanding behaviour for learning in Year 9 students - 'The Year 9 Revolution'.	Year 9 students joining Stratton this year will find that their lessons are based around 5 specific values which promote outstanding attitudes towards learning. This is part of Stratton's drive to ensure that each student invests themselves in a 5 year programme of learning.	AHT for Key Stage 3 to monitor and develop Year 9 strategy with a view to ensuring positive learning traits follow through into Key Stage 4.	Raising Aspirations
Stratton offers a wide ranging curriculum in order to provide students with an individual and appropriate programme of study.	Students are interviewed by form tutors and SLT during the options process to ensure that an appropriate programme of study is developed.	PP students and parents to be interviewed specifically by members of SLT during the options evening.	Parental Engagement
The school has an extensive support programme to help students prepare for life both post-16 and post-18. We employ an impartial careers advisor who meets with students on request.	Funding is in place for all PP students to receive half a day of independent careers guidance throughout the year		Raising Aspirations
Extensive destination data is collected on students starting from the beginning of year 11 (to plan intervention) and continuing beyond the receiving their results. Very few students at Stratton become NEET at the end of Year 11.	PP students are specifically identified and directed to careers guidance services within school if there is an issue.		Raising Aspirations

Students are provided with help in preparing CVs as well as guidance in specific areas such as college and apprenticeship applications. These skills are specifically addressed in Year 11 RE lessons, assemblies and during form time.	Work skills for students are developed and monitored by Mrs Walton who is also part of the pastoral team.		Raising Aspirations
The school holds a careers fair with representation from a number of local and national businesses so students have the opportunity to discuss future plans.	Links with local businesses are strong and careers fairs are successful.	Mrs Walton to develop relationship with local employers and grow profile of Stratton careers fairs. PP students to be encouraged to attend.	Raising Aspirations

Achievement for All

Achievement for All (AfA) is a not for profit organisation which strives to remove barriers for students who are deemed to be less advantaged than others.

There mantra is simple:

‘Achievement for All: a world in which all children and young people can achieve regardless of their background, challenge or need’.

AfA is Stratton’s partner in delivering a comprehensive mentoring programme for students in Key Stage 4. We match students with dedicated staff who support them in order to develop their progress across the curriculum. Particular attention is paid to progress in English and Maths.

The key aims of this programme within Stratton are:

- Raise attainment in English and/or Maths.
- Provide mentoring and support for disaffected students.
- Encourage and improve relationships with hard to reach parents.
- Support vulnerable students with the rigours and stresses of modern education.
- AIM TO CLOSE THE GAP FOR ALL PUPIL PREMIUM STUDENTS.

In June 2016 Stratton were named as AfA secondary school of the year which is an incredible honour.

Whilst awarding Stratton with this prestigious award, Chief Executive Sonia Blandford commented:

‘The quality of mentoring at Stratton Upper School and the work ethic displayed by staff should be a blueprint for any secondary school looking to implement any form of mentoring’.

Achievement for All

Provision For Students	Impact 16/17	Development 2017/18	Barriers
In Year 11 students have been selected to be mentored according to their progress in English and Maths as well as any students who may experience pastoral issues. Some of these students are part of our pupil premium cohort.	A very personalised approach is developed for AfA students in order to help them move towards the progress they are capable of.	Mentors working with PP students to identify barriers and develop strategies for improvement. Specific funding opportunities to be sought out and implemented.	Parental Engagement
In Year 10 all pupil premium students are mentored on the AfA programme. Mentors have been sought who have a good relationship with individual students and have the confidence to support them across all aspects of their curriculum.	Mentors to develop a relationship with individual PP students and their parents.	Scrutiny of progress data for individual PP students should be much more wide spread across the school due to intervention of the mentors. Feedback to AHT is vital in order to gain funding for specific projects.	Parental Engagement
Mentors to attend structured meeting each term with parents and student in order to discuss and address any issues arising in specific subject areas. Particular attention paid to English and Maths.	The work of each mentor is designed to break down barriers between parents and Stratton. Alleviating the effects of any negative attitudes towards education is vital in ensuring the whole family are invested in the student's progress.	Close monitoring of structured meeting feedback to ensure areas of need are addressed.	Parental Engagement
Working lunches between mentor and student are held once a term in addition to the structured meetings with parents.	Students are encouraged to discuss their progress openly and honestly with their mentor. Pizza is provided for mentor and mentee in order to encourage attendance of meeting.	Paperwork to be updated to include a section exploring potential use of PP funding to remove barriers to learning.	Parental Engagement

Mentors to build a positive relationship between school and parents.	Mentors are encouraged to become a point of contact for parents in school. Building a positive and trusting relationship with parents is a key aim of the programme. Parents of PP students have often experienced negative experiences in education.		Parental Engagement
Mentors to build a positive relationship with mentee.	Each PP student is encouraged to honestly and openly discuss their barriers to learning. Mentors develop strategies to break these barriers down.	Funding to be sought is an appropriate opportunity presents itself.	Parental Engagement

Leadership and Management

Provision For Students	Impact 16/17	Development 2017/18	Barriers
Pupil premium policy and action points develop by Assistant Headteacher (A. Evans).	AHT to regularly report to Headteacher and Trustee task group to ensure transparency.	Task group to be chaired by Trustee Richard Westergreen-Thorne.	Raising Aspirations
Governor link to focus specifically on disadvantaged groups.	Senior staff responsible for disadvantaged students to be held to account by governor in regular meetings.	Governor Clair Neish to work specifically with AHT SENCO and AHT PP and AfA.	Raising Aspirations
Middle school liaison to continue and led by AHT KS3.	PP students are known to Stratton staff before they start along with other relevant information such as any pastoral issues which may provide a barrier.	AHT KS3 has implemented a much more comprehensive strategy for middle school liaison and roll over. This will continue for 2017/18.	Raising Aspirations
Key pupil premium information shared widely throughout the school and on school website.	Staff widely aware of who disadvantaged students are and their responsibilities to provide for them.	AfA scheme to raise profile even further of PP students. Mentors and AHT to hold teaching staff to account over provision offered.	Raising Aspirations

Pupil Premium Performance 2016/17

		Basics		Grade 4		Grade 5		Grade 7		A8	P8
		4	5	E	M	E	M	E	M		
2017	ALL	55.6	28.4	66.1	65.4	49.4	32.7	10.5	9.7	41.4	-0.399
	PP	41.7	12.5	54.2	45.8	37.5	14.6	4.2	6.3	35.1	-0.681
	Non PP	58.9	32.1	68.9	69.9	52.5	36.8	12	10.5	42.9	-0.33

17%

7.8

GAP 5.0%

2016		~ 4		M	A8
	ALL	54.8		67	48.38
	PP	36.7		50	39.46
	Non PP	62.1		70.5	50.26
		25%			10.8

An 8% reduction in the GAP between PP and Non PP for BASICS year on year.

A 3% reduction in the GAP between PP and Non PP for A8 year on year.

Planned Expenditure of Pupil Premium Budget 2017/18

Intervention	Cost	Impact
Pupil Premium programme leadership.	£10,000	Leadership to provide a clear and transparent overview of PP provision across the school.
Administration support	£6,000	Admin support used to develop smooth running and implementation of PP strategy.
Specialist Teaching Assistant to work in English and Maths lessons with PP students.	£10,000	Extra support offered to PP students in English and Maths lessons on a needs basis.
1:1 Tutoring in English and Maths for LAC students.	£8,000	LAC students given up to 40 extra hours of English and Maths provision per year.
Maths Saturday School Intervention Strategy.	£5,000	Stratton staff paid to deliver extra sessions on a Saturday for PP students.
Use of 'Show My Homework' programme to aid completion of work outside of the classroom.	£2,500	Development if use of SMHW programme and training for staff to encourage completion of work set outside the classroom.
Trips and Visits	£10,000	PP students to have access to all relevant educational visits to aid progress across curriculum.
Intervention funding for individual faculties. (£2000 per faculty).	£16,000	Individual targeted interventions to be implemented by individual faculties. Need and specific impact must be identified in advance.
Revision materials for key stage 4 PP students.	£2,500	Revision guides provided for PP students for all subjects.
Careers advice	£2,500	Comprehensive advice and guidance for post 16 options provided.
Achievement for All mentoring	£5,000	Intensive mentoring provided for all PP students to aid progress.
Uniform and Equipment	£5,000	PP students relieved of the financial burden of uniform and subject specific equipment.
Learning Enhancing Software	£2,000	Contributions to programmes which will benefit PP students with their academic progress e.g. accelerated reader and exam reader.
Pupil Premium Champions	£10,000	Year group specific PP advocate.
Tute Online Tutoring	£5000	Access to online live tutoring to help develop progress in core subjects.

Could your child be eligible?

The Pupil Premium grant is provided directly to the school to support the needs of identified students. If you are in receipt financial support due to your circumstances you may be able to claim free school meals.

The Stratton kitchen is a very popular resource serving hundreds of healthy meals each day. Even if your child has no intention of using its facilities, by claiming the free school meal your child is entitled to, you are also enabling the school to access Pupil Premium funding in direct support of your child's future.

Pupil Premium Contact:

Mr A Evans (Assistant Headteacher)

staevans@stratton.beds.sch.uk

01767 220000