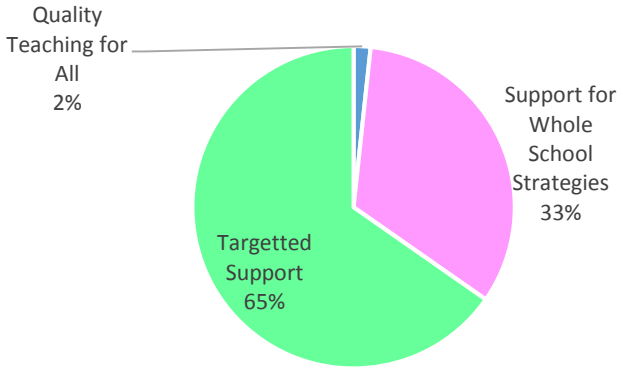
Pupil Premium 2018/19 Allocation, Spend and Impact

Contextual Information			
Year	**No. PP**	**% PP**	**Total**
7	89	52%	170
8	65	50%	131
9	40	33%	122
10	59	47%	126
11	57	44%	131
	310	**46%**	680



Total number of students on roll (11-16)	680
Total number of students eligible for Pupil Premium Grant	310
% of students eligible for Pupil Premium Grant	46%
Total Anticipated Pupil Premium Funding for 2018-19	£289,850

Quality Teaching for All	
PIXL attendance and strategies	£5,000
Total:	£5,000
Support for Whole School Strategies	
Breakfast Club	£3,465
3 x Pastoral Support Managers and 1 x Mental Health Counsellor (60% of costs)	£92,230
Total:	£95,695
Targetted Support	
Nurture and Restorative Justice staffing	£53,656
Aspire - Alternative Provision	£86,502
Pupil Premium Academic Bid Funding	£6,000
Pupil Premium Engagement Bid Funding	£1,000
Uniform access fund	£1,000
Year 7 Transition Summer School	£5,000
Funded Music Lessons	£2,500
Attendance Minibus	£4,485
Attendance Staffing	£29,012
Total:	£189,155
Overall Total:	**£289,850**

Pupil premium strategy statement 2018-19

1. Summary information					
School	**Sir William Stanier School, Crewe**				
Academic Year	2018-19	**Total PP budget**	£289,850	**Date of most recent PP Review**	June 2017
Total number of pupils	680	**Number of pupils eligible for PP**	310	**Date for next internal review of this strategy**	Dec 2018

2.	3. Current attainment			
Pupil Premium Students	**2017**	**2018**	IMPACT 2019 Results	Pupils not eligible for PP (national average)
% achieving 9-4 Eng and Ma	17%	22.6%	15.8%	
Progress 8 score average	-1.04 (-0.63 if Alternative provision and med needs students removed)	-1.19 (-0.78 if Alternative provision and med needs students removed)	-1.53 (-1.19 if Alternative Provision and med needs students removed)	0.13
Attainment 8 score average	40	26	22	

	Barriers to future attainment (for pupils eligible for PP) and desired outcomes		
In-school barriers			**Desired Outcomes**
A	**Teaching and Learning:**		1. Ensure Quality First Teaching allows all PP learners to make good progress in the lesson and reduce the need for additional intervention programs.

	Further improve teaching and learning and recording of assessment data in order that PP students have clear feedback and the most able are stretched in all curriculum areas.		2. Underachievement of PP learners is quickly identified and acted upon by class teachers. Feedback is specific and clear and enables learners to make steps towards closing gaps in skills, knowledge and understanding. 3. Interventions with groups are targeted at specific weaknesses and can be evaluated rigorously. 4. The most able receive stretch and challenge in all lessons through differentiated outcomes and critical thinking skills are developed. 5. RAP data shows progressive diminishing of gaps in all subjects and years. 6. An increase in attainment on exam questions and extended writing is seen where higher order skills are demanded.
B	**Progress and Attainment** Mathematics: Ensure that early intervention and quality first teaching lead to PP students in all years achieve in line with their peers. English/Literacy: Increase the reading and writing skills of PP learners of all abilities in order that they can access the wider curriculum and gaps in English attainment and progress diminish.	1.	2. Numeracy levels improve for all targeted cohorts in the school. A reduction in the attainment and progress gaps between PP students and their peers diminish in years 7-11 from September 2018 to July 2019 3. At least 70% of PP students are showing secure progress at each assessment round in Years 7-9 4. P8 for English and Maths for all students is 0 in Years 10-11 5. Reading ages of all Year 7 and 8 students show accelerated progress so that the gap between reading age and chronological age diminishes. 6. Improvement in Spelling Age for all students.
C	**Behaviour for Learning:** FTEs and internal isolation disproportionately affect PP students which has an impact on attendance and access to Quality First Teaching which in term impacts on progress and outcomes.		1. The number of FTEs for PP students reduces by adopting strategies with the DOPs and ASMs to modify behaviours and increase engagement with school. 2. The quality of work set when students are isolated ensures that students do not miss out on learning when they are outside of their teaching classroom. 3. Support services are prioritised at PP students.

External barriers			Desired Outcomes
D	Attendance: 1. PP attendance was below NPP attendance in 2017/18.		1. PP attendance is at least 95%
E	Equality of Chance: 1. Some students do not have breakfast in the morning 2. Some students cannot access the curriculum due to an inability for families to afford the uniform required. 3. Some students do not have access to the internet at home 4. Some students do not have access to equipment. 5. Average Homework scores are lower for all core subjects in Year 7 and 2 out of 3 core subjects in Year 8. 6. Some families cannot afford for their children to go on trips, pay for music lesson, revision guides etc. 7. Ensure all PP students have access to high quality and personalised CIEAG.		1. Income is not a barrier to PP students eating breakfast 2. Families are supported to pay for Uniform, PE kit and shoes 3. Students are given the opportunity to attend lunchtime homework clubs or are offered paper alternatives to web-based homework tasks. 4. Ensure students are fully equipped to access their learning 5. Ensure all PP students have access to printed copies of the knowledge organisers and have developed the skills to make effective use of them. 6. Ensure that finance is not a barrier for PP students engaging in the wider curriculum 7. NEET figures for PP are below national and local average.

4. Planned expenditure					
Academic year	**2018-2019**				
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**	**Description of expenditure and how it addresses the students' main barriers to educational achievement** **What is the evidence and rationale for this choice?** **How will you ensure it is implemented well?**	**Staff lead**	**Review Date**	**Cost**
Teaching and Learning: 1. Ensure Quality First Teaching allows all PP learners to make good progress in the lesson and reduce the need for additional intervention programs. 2. Underachievement of PP learners is quickly identified and acted upon by class teachers. Feedback is specific and clear and enables learners to make steps towards closing gaps in	T&L PP expectatations Teachers should: 1. know who their PP students are through use of the Class Profiles 2. Class teachers update the Learner profiles with at least one target for all PP students and 2 targets for underachieving PP students which are reviewed at least twice per assessment round. 3. PP students are carefully placed on justified	Subject Leads to QA teacher profiles and seating plans at beginning of assessment round and half way through Assessment round in order to modify planning if strategies are not yet effective.	CAS	After each Assessment round.	£0

skills, knowledge and understanding. 3. Interventions with groups are targeted at specific weaknesses and can be evaluated rigorously Ensure Quality First Teaching allows all PP learners to make good progress in the lesson and reduce the need for additional intervention programs.	seating plans for maximum progress in lessons. Continue to develop staff through regular attendance to PIXL meetings on strategies to accelerate progress and secure understanding.	Through formal lesson observations of colleagues as part of the annual performance management cycle in the school and student voice. Student voice QA of Analysis documents at each Assessment Round.	**Heidi Thurland – Vice Principal** **Subject Leads and Assistant Principal.**	July 2019	£5000
E. Equity of Chance: 4. Ensure all PP students have access to printed copies of the knowledge organisers and have developed the skills to make effective use of them.	Delivery of high-quality external and internal presentations/workshops covering a range of strategies to engage students in revision.	PP students are equipped with the skills needed to maximise exam success through the development of revision techniques. Increased frequency of mock exam papers with enhance QLA in subject areas to identify where strategies have work.		LHO/CAS	No Cost – covered by Higher Horizons.
			Total budgeted cost		**£5000**

ii. Targeted support					
Desired outcome .	**Chosen action / approach**	**Description of expenditure and how it addresses the students' main barriers to educational achievement** **What is the evidence and rationale for this choice?** **How will you ensure it is implemented well?**	**Staff lead**	**Review Date**	**Cost**

Progress and Attainment: 1. Numeracy levels improve for all targeted cohorts in the school. A reduction in the attainment and progress gaps between PP students and their peers diminish in years 7-11 from September 2018 to July 2019 2. At least 70% of PP students are showing secure progress at each assessment round in Years 7-9 3. P8 for English and Maths for all students is 0 in Years 10-11 4. Reading ages of all Year 7 and 8 students show accelerated progress so that the gap between reading age and chronological age diminishes	NRA Reading Scheme ('Early Birds') A peer-mentoring scheme which takes place before school daily to improve the reading age of students whose reading age is considerably below their chronological age (5-8 years) through the use of the SRA program. This will support those within the Catch-up 7 cohort to accelerate reading ability as a fundamental to accelerating progress in Literacy. The program aims improve learners' reading efficiency and speed through the guided approach of colour-coded levels of graduated difficulty of reading, it focuses on individualised, independent work which lets each student move at their own rate. The aim is to develop employment of reading strategies, vocabulary and reading speed and to reduce anxiety and increase confidence	**Rationale:** The Sutton Trust Toolkit indicates that this type of Peer-Assisted tutoring (here it is Year 10 students working one to one with Year 7 students carrying out a structure approach to reading for 25 minutes a day 3-5 times a week) can have an effect of +5 months. Care has been taken to ensure that the staff have been well trained in the program and the Peer Tutors likewise.	Sarah Bryan Pam Craig (TA)	Reading Test taken after 12 weeks of intervention. AR1/2/3/4 English progress.	£200 + staffing

Attendance: PP attendance is at least 95%	Minibus for morning pick up	**Rationale:** ▪ PP students in secondary schools are 3 times more likely to become PA than their peers and 3 times more likely to receive two or more fixed-term exclusions across the year. Students who are not present are not engaging in the full curriculum experience and therefore may not make as much progress as those whose attendance is acceptable.	SCW	Termly	£4485
PP attendance is at least 95%	Attendance Office and EWO strategy		RWS	Termly	£29012
Ensure that finance is not a barrier for PP students engaging in the wider curriculum	Funded Music Lessons	Rationale: Increasing the cultural capital of disadvantaged students and ensuring a sense of belonging and participation in the school community is achieved.	CHN	Termly	£2500

PP attendance is at least 95% The number of FTEs for PP students reduces by adopting strategies with the DOPs and ASMs to modify behaviours and increase engagement with school. Support services are prioritised at PP students.	Nurture and Achievement Centre	**Rationale:** Students who are presenting with behaviours which make it difficult to engage with mainstream curriculum may require the opportunity to work with adults around the roots of the behaviour and time for restorative justice to be encouraged in order that behaviour is not repeated.			£53656
NEET figures for PP are below national and local average.	Aspire – Alternative Provision	**Rationale:** The Sutton Trust Toolkit indicates that this type of Small group tuition can add + 4 months as long as the groups stay small (below 7) and the groupings have been put together to ensure that the work is accurately matched to the needs of the students.	AN/RWS	AR assessment data Destination data Behaviour and Attendance data.	£86,502

PP attendance is at least 95%	Yr 7 Transition Summer School	**Rationale:** The Sutton trust indicates that participating in a Summer Schools can add + 3 months, especially if there is parental engagement. There is a moderate impact for a moderate cost and reduces the traditional attainment dip between year 6 and 7 whilst ensuring that those pupils at risk of not making a smooth transition are encouraged to build positive relationships with staff in order that progress can be accelerated in September 2018	CAS/MGJ	Year 7 AR1 2018 Attendance and Progress data Student and Parent Voice	£5000
P8 for English and Maths for all students is 0 in Years 10-11 RAP data shows progressive diminishing of gaps in all subjects and years. Underachievement of PP learners is quickly identified and acted upon by class teachers. Feedback is specific and clear and enables learners to make steps towards closing gaps in skills, knowledge and understanding. Interventions with groups are targeted at specific weaknesses and can be evaluated rigorously	PP Academic Bid Funding - Year 11 feedback and small group work with an examiner	**Rationale:** EEF research tells us that effective feedback can have a +8 months effect on a student and one-to-one tuition can have a +5 months effect. ▪ Pupil Premium students who are not on track in English will have additional access to feedback on exam success from and external consultant who is a trained and current AQA examiner. Students will also benefit from a question by question level analysis with a face to face session to give verbal feedback on strategies for attacking weak areas having had their papers marked by a current AQA examiner.	CAS	AR assessment data and specific QLA	£6,000

Ensure students are fully equipped to access their learning Ensure all PP students have access to printed copies of the knowledge organisers and have developed the skills to make effective use of them. Ensure that finance is not a barrier for PP students engaging in the wider curriculum	PP Engagement Bid Funding	**Rationale:** A Sutton Trust document suggests "the choices that schools make in allocating money will be vital so that the funding can help raise pupils' attainment and aspirations". Just as the government have awarded the use of the allocation to schools so that they can use it to match the contextual needs of the students, faculties often know which factors are a cause for the attainment gap in their subject and are best matched to finding subject specific solutions to narrowing the gap.	CAS	AR assessment data	£1000
Families are supported to pay for Uniform, PE kit and shoes	Uniform Access Fund	Any student who is not accessing the curriculum (lessons or PE) due to lack of uniform and parents have been contacted will be supported through part or full payment to provide uniform. This is done on a case by case decision.	CAS/ASM	Finances reviewed termly for patterns.	£1000
			Total budgeted cost		£189,155

iii. Other approaches

Desired outcome	**Chosen action / approach**	**Description of expenditure and how it addresses the students' main barriers to educational achievement** **What is the evidence and rationale for this choice?** **How will you ensure it is implemented well?**	**Staff lead**	**Review Date**	**Cost**

Attendance: 1.PP attendance is at least 95% **Equity of Chance:** 1. Income is not a barrier to PP students eating breakfast	Breakfast Club	The club was modified to include all students but with a reduced menu to allow overall costs to be reduced. Whole school inclusion ensures that no PP student feels negatively identified due to lack of finances and PP students are encouraged to attend and have a healthy start to the day due to attending with their peers. Support staff ensure students are equipped and emotionally ready for the day.	NFN	Termly	£3465
2. The number of FTEs for PP students reduces by adopting strategies with the DOPs and ASMs to modify behaviours and increase engagement with school. 3. The quality of work set when students are isolated ensures that students do not miss out on learning when they are outside of their teaching classroom. 4. Support services are prioritised at PP students. 5. Families are supported to pay for Uniform, PE kit and shoes 6. Students are given the opportunity to attend lunchtime homework	Academy Support Managers	60% of the wages of the 5 Academy Support manages is paid for from PP as this represents the average caseload from PP. Academy support managers ensure students are equipped and Ready to Learn, support students who are being tracked by lesson reports, liaise with parents around barriers to learning and communicate with teachers strategies to ensure that students can access lessons and learning.	AN	After each Assessment Round	£92,230

clubs or are offered paper alternatives to web-based homework tasks. 7. Ensure students are fully equipped to access their learning					
				Total budgeted cost	**£95,695**

Impact and Evaluation 2018-19

Outcomes

Students eligible for Pupil Premium funding in 2018-19 leavers:

- 12 out of 13 of the students with significant difficulty accessing a full progress 8 curriculum due to significant medical needs, school refusers, Alternative provision, at SWS were PP. With an average collective P8 score of -3.15 and just one grade 4 pass at English and representing 23% of the schools PP cohort, this has had a significant factor on overall PP outcomes.
- 3 PP students were mobile students and 2 other PP students did not SWS during Year 11 making it difficult for us to support their academic progress.
- no gap between PP students and their peers in BTEC PE
- Better performance than their peers in GCSE Music, BTEC Business, Sport Science
- PP student performance at 4+ English has improved on last year, however maths and English/maths match have decreased.
- A number of PP students were entered for, and passed, their functional skills qualifications in English and maths.

Attendance

- PP stayed static from the previous year at 84.5% in contrast to their NPP peers whose attendance dropped 0.6% from 91% to 90.4%.
- PP Boys and PP Most Able girls attendance improved this year as did that of PP students in Aspire.
- PP Girls PA dropped when compared to the previous year

Exclusions

- 63% of Exclusions where of PP students, which is a disproportional amount in a population representing 42% of the school. Data showed that these were the highest in Years 7 and 8 which lead to the strategic development of the 'Engage' Curriculum and made immediate impact of reducing exclusions, improving attendance, reducing truancy and improving attitude to learning. The curriculum provision will form a key part of the PP strategy for 2019-20.