

Carre's Grammar School Pupil premium strategy statement

1. Summary information					
School	Carre's Grammar School				
Academic Year	2019-20	Total PP budget	£30,905	Date of most recent PP Review	Nov 2019
Total number of pupils	781	Number of pupils eligible for PP (includes Ever 6)	33	Date for next internal review of this strategy	Dec 2020

2. Attainment (of 2019 Year 11 cohort)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% Grade 5+ in English and Maths	44	64
Progress 8 score average	-0.51	-0.15
Attainment 8 score average	54.94	58.67
English Baccalaureate Average Point Score	5.07	5.39
% entering the English Baccalaureate	44	63

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 aspiration / 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

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 2020 including PP students Pupil Voice surveys 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 2020
D.	Destinations show disadvantaged students applying for Higher Education courses	Destination data for PP students is in line with 'others'

5. Planned expenditure	
Academic year	2019-20

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 Local 11+ Roadshows aim to engage and inform parents of disadvantaged students	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 for studying at CGS or erroneously believe the cost of coming to CGS may be more expensive than being educated elsewhere	Offer of in school 11+ familiarisation mornings Resources: <ul style="list-style-type: none"> NFER papers Staff costs for 1 X 2 hour Saturday session in June Staff time for 4 x 2 hour roadshows (Head of School, Administrator) 	Head of School	Annually based on review of admissions data and as part of our admission policy review

<p>PP students' progress exceeds that nationally of 'other' students AND, over 3 year trend, is largely in line with the progress of 'other' CGS students</p>	<p>Improve the effectiveness of intervention and academic mentoring by means of supervised study sessions for students with reduced curriculums and through identification of 'nurture' students with alternative curriculum offer.</p> <p>Facilitate outstanding teaching and learning through staff coaching programme and Teaching and Learning Communities sessions on 'Planning For Learning' and 'Planning For Assessment'.</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 staff development.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Staff coaching programmes and costed provision of cover for peer observation • Support staff time in administrating and monitoring supervised study sessions • Learning Mentor hours 	<p>Head of School (CPPD role)</p> <p>Deputy Head – oversight of intervention in Learning Support and monitoring through use of student data</p>	<p>In May 2020, as part of staff survey into CPD impact</p> <p>As part of termly line link meetings and review of progress towards targets in Department Development Plans and whole school development plans as well as at interim teaching staff Appraisals reviews in March</p>
Total budgeted cost					£9,000

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?
<p>PP students' progress exceeds that nationally of 'other' students AND is in line with the progress of 'other' CGS students</p>	<p>Employ learning mentors who offer 1:1 and small group work throughout the year</p> <p>Embed assessment tracking systems that enable us monitor progress</p> <p>Resources required</p> <ul style="list-style-type: none"> • 2.8 FTE x learning mentors • Go 4 Schools software • CAT parental reports for Yr 7 	<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 study leave supervision in school.</p> <p>Regular tracking reviews of PP students</p> <p>Lesson visits during QA processes systematically check on PP students</p> <p>Implementation of whole school intervention system</p>	<p>Deputy Head, SENCo and Learning Support Team</p>	<p>At each tracking point in Sept 2020 on receipt of GCSE and A Level outcomes.</p> <p>Via PP student voice surveys and interviews of PP students during lesson visits</p>
Total budgeted cost					£15,905

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	<p>Contributions towards music tuition</p> <p>Contribution to subsistence costs during residential visits or the cost of non-residential curriculum trips</p> <p>Rich offer of extra-curricular clubs.</p> <p>Targeted disadvantaged students have priority access to 1:1 impartial careers advice</p>	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.	<p>Monitor uptake.</p> <p>Communicate opportunities to all parents (including £100 financial support fund per year per PP student to claim)</p> <p>Allocated budget for wider educational experiences including E.g. peripatetic music lessons, travel contributions for school visits</p> <p>Pastoral and Academic mentoring support is available to students through the Learning Support and pastoral mentoring teams</p> <p>Outside careers advisor offers at least 1 1:1 careers interview to all Year 11, 12 and 13 Disadvantaged students. These students prioritised in schedule</p>	<p>Head of School</p> <p>Finance Director</p> <p>Finance Director</p> <p>i/c Careers</p>	<p>September 2020</p> <p>September 2020</p> <p>At point of trip take up deadline</p> <p>September 2020</p>
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.	<p>Resources:</p> <ul style="list-style-type: none"> • Educational Visits budget • FTE 2.8 learning mentors and pastoral team staff • Careers 1:1 interviews for Yr 10 PP and 11 students • Pupil Premium support fund for parents to claim directly from 		September 2020
Total budgeted cost					£6,000

Scroll down for review of expenditure in 2018-19

6. Review of expenditure		£41,140		
Previous Academic Year		2018-2019		
i. Quality of teaching for all and 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)	Actual Cost £14,000
PP students sit 11+, undertake familiarisation tasks, and apply for place at CGS	Disadvantaged students are high in oversubscription criteria in admissions policy. Disadvantaged students who meet the standard set by the Lincolnshire consortium of Grammar Schools can be confident of gaining a place at the school.	The number of PP students in the school was broadly maintained Additional introduction of 11+ information evenings x 4 held with associated time costs of Head of School and admissions manager	Settling in and parent surveys show parental appreciation of this information No increase in number of applications overall seen by either school. Awareness raised but limited impact perhaps so far perhaps.	NFER papers for pupil premium students Additional time costs of 11+ roadshows

<p>PP students' progress exceeds that nationally of 'other' students AND, as over 3 year trend, is in line with the progress of 'other' CGS students</p>	<p>Ensure the effectiveness of intervention and academic mentoring as well as the leadership of outstanding teaching and learning through staff coaching programme.</p> <p>Subject Leader ensure pupil premium students' progress is monitored specifically as part of the departmental and whole school pupil progress review systems. SLT and HoDs consider barriers in the classroom to PP progress and recommend strategies to department teams via staff coaching programme and CPPD events</p>	<p>Intervention effective leading to some strong Progress scores for many students including PP students. HoDs suggested some revisions to the intervention systems. Staff engaged in this and debate. New systems now in place for Sept 2019 and more widely supported by parents and students.</p> <p>Pupil progress meetings led by Senior Links now embedded in school meetings schedule and culture. All students' progress is regularly reviewed at classroom teacher, subject leader and whole school level with a focus on PP each time. A development worth the focus.</p> <p>5 lead coaches now trained and cascading training to other staff. 4 Teaching and Learning communities established to replace Teaching and Learning group.</p>	<p>Adaptations to the intervention systems were needed in order to secure better home school engagement especially of Pupil Premium students and their parents</p> <p>We were moderately satisfied with the progress made by 9 PP students in year 11 who achieved P8 scores of -0.5. One student who joined the school in Y10 significantly under-performed – without his results the P8 measure would be -0.2, comparing favourably with the cohort as a whole (-0.2).</p> <p>Revisions to the staff teaching and learning group was needed to secure better engagement from some departments</p>	<p>Staff coaching programmes and costed provision of cover for peer observation</p> <p>Training of 5 CGS lead coaches as part of 2018-19 plans for staff CPD</p>
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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)	Actual Cost £24,500																																							
<p>PP students' progress exceeds that nationally of 'other' students AND (as is case for past 3 years) is in line with the progress of 'other' CGS students</p>	<p>Employ learning mentors and pastoral support who offer 1:1 and small group work throughout the year</p> <p>Embed assessment tracking systems that enable us monitor progress</p> <p>Resources required</p> <ul style="list-style-type: none"> • 2.8 FTE x Learning mentors • Go 4 Schools software • CAT parental reports for Yr 7 	<p>Highly impactful especially considering the trend over 5 years.</p> <table border="1" data-bbox="869 395 1382 1289"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2018 (ASP)</th> <th colspan="2">2019 (ASP)</th> </tr> <tr> <th>National</th> <th>School</th> <th>National</th> <th>School</th> </tr> </thead> <tbody> <tr> <td>Basics 9-5 – All</td> <td>40</td> <td>80</td> <td>43</td> <td>63</td> </tr> <tr> <td>Basics 9-5 – Dis</td> <td>50</td> <td>89</td> <td>50</td> <td>44</td> </tr> <tr> <td>A8 – All</td> <td>44.3</td> <td>62.88</td> <td>46.55</td> <td>58.35</td> </tr> <tr> <td>A8 – Dis</td> <td>50.14</td> <td>55.1</td> <td>50.15</td> <td>54.94</td> </tr> <tr> <td>Ebacc APS - All</td> <td>3.8</td> <td>5.92</td> <td>4.07</td> <td>5.36</td> </tr> <tr> <td>Ebacc APS - Dis</td> <td>4.4</td> <td>4.9</td> <td>4.42</td> <td>5.07</td> </tr> </tbody> </table>		2018 (ASP)		2019 (ASP)		National	School	National	School	Basics 9-5 – All	40	80	43	63	Basics 9-5 – Dis	50	89	50	44	A8 – All	44.3	62.88	46.55	58.35	A8 – Dis	50.14	55.1	50.15	54.94	Ebacc APS - All	3.8	5.92	4.07	5.36	Ebacc APS - Dis	4.4	4.9	4.42	5.07	<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>We need to continue to focus on the achievement of our PP students (and 'other' students) in English) P8 -0.8. Even with a small cohort of 8, this was statistically significant.</p>	<p>2.8 FTE x Academic mentors</p> <p>Go 4 Schools software</p> <p>CAT parental reports for Yr. 7</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)	Actual Cost £2,640
<p>Disadvantaged students take part in a rich programme of extra-curricular and co-curricular activities including residential visits</p> <p>Disadvantaged students make aspirational plans for post 16 and post 18 study/apprenticeships or training positions</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>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>Direct parental support for expenses such as bus pass, and/or uniform expenses</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 9 students in Year 11 who qualified for PP last year 7 are sitting academic programmes in the Sleaford Joint Sixth Form.</p> <p>PP students throughout the school have leadership roles (e.g. as librarians, 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</p>	<p>A contribution to board and lodging costs (but not travel costs) on extra-curricular residential visits in Yrs 7-11</p> <p>FTE 2.8 learning mentors and pastoral team staff</p> <p>Careers 1:1 interview for Yr 10 PP and 11 students</p> <p>Art and D&T materials plus subject revision guides for GCSE</p> <p>Peripatetic fees</p> <p>Costs of e.g. Field Trips in Geography, Theatre Visits.</p> <p>£100 per PP student available for uniform /travel</p>

