

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	The Stonehenge School				
<b>Academic Year</b>	2016/2017	<b>Total PP budget</b>	£124,355	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	635	<b>Number of pupils eligible for PP</b>	133	<b>Date for next internal review of this strategy</b>	Jan 2017
2. Current attainment					
			Pupils eligible for PP (your school)		
<b>% achieving 5A* - C incl. EM (2015-16 only)</b>			50%		
<b>% achieving expected progress in English / Maths (2015-16 only)</b>			95%/70%		
<b>Progress 8 score average</b>			-0.2		
3. Barriers to future attainment (for pupils eligible for PP)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )					
<b>A.</b>	Large proportion of Year 11 FSM (29%) with low fft20 P8 expectation (-0.7)				
<b>B.</b>	High number of turbulent FSM students (approx. 50% in Year 11)				
<b>C.</b>					
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>D.</b>	Poor FSM Attendance (87% in 2015/2016)				
4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )				Success criteria	
<b>A.</b>	To maximise academic outcomes for disadvantaged students.			Positive progress 8 score compared to fft20 target	
<b>B.</b>	To provide disadvantaged students with comparable opportunities to their non-disadvantaged peers			Increase in student/ parent participation in wider school activities.	
<b>C.</b>	To increase attendance of free school meal students			Increase in % of FSM attendance.	

5. Planned expenditure					
Academic year					
2016/2017					
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?
<b>To maximise academic outcomes for disadvantaged students.</b>	<b>Pupil Premium Champion</b>	The position of Assistant Headteacher pupil premium Champion ensures that disadvantaged learners' interests are represented at every level. The position ensures coherent provision planning, taking educational research into account and cascading this information down to be transformed in quality teaching for all.	Line Management - NDR	NDR	Fortnightly performance management meetings.
	<b>Data Manager</b>	The 2015 Dfe report: " Supporting the attainment of disadvantaged pupils: articulating success and good practice" states  <i>"More successful schools were using data more comprehensively to monitor pupils' progress."</i> <sup>1</sup>	Learning Walks, Departmental Reviews	CAD	On-going
	<b>'Providing for all' meetings</b>		Line Management- NDR	FKS	After each trackpoint
	<b>Department reviews and data analyses</b>	These strategies ensure that data is produced and used in a comprehensive manner in order to inform teaching and intervention.	Learning Walks, Departmental Reviews	CAD	On-going through Line management
	<b>Staff CPD - Development of the quality of feedback given</b>	Evidence from the Education Endowment Foundation suggests that effective feedback will have the highest impact on disadvantaged students( 8 months)	Learning Walks, Departmental Reviews, Book Scans	CAD	On-going

<sup>1</sup> Supporting the attainment of disadvantaged pupils: Articulating success and good practice Shona Macleod, Caroline Sharp, Daniele Bernardinelli et al Research Report, November 2015

<b>Employment of a KS2 teacher</b>	<p>The 2015 Dfe report recognises that:</p> <p><i>“higher prior attainment of disadvantaged pupils is strongly related to higher attainment at the next key stage”</i></p> <p>Therefore we have employed a KS2 specialist focussed on reducing the gaps in previous learning leading to improved access to KS3 material.</p>	Learning Walks and Departmental Reviews	CAD	After each departmental Review and Learning Walk
<b>Exam re-sit entry fees</b>	This strategy intends to remove financial barriers to students achieving the expected levels of progress in each subject area, regardless of KS2 ability.	Identification of need through TrackPoint	MRF	September 2017
<b>Revision classes</b>	Teaching students how to plan, monitor and evaluate their learning comes under the umbrella of meta-cognition and self-regulation, another high impact strategy highlighted in the EEF Toolkit (8 months)	HoDS to Monitor FSM attendance and report to Pupil Premium Lead.	MRF	From February 2017 onwards
<b>Revision skills sessions for Y11 students</b>		Tutors to monitor revision plans.	FKS	From February 2017 onwards
<b>Revision Guides provided.</b>	Providing revision guides will allow students to plan and manage their independent learning more effectively (see above)	Student Voice	FKS	May 2017
<b>Full payment of materials for Food and Res Mat</b>	2015/2016 results for disadvantaged students show that this strategy has a positive impact on students attainment, with disadvantaged students outperforming the non-disadvantaged peers.	Head of Faculty to oversee	WJH	September 2017
<b>24/7 revision and study support via online resources</b>	Providing online revision support and intervention will allow students to plan and manage their independent learning more effectively (see above)	Pupil Premium Lead to monitor SAM learning usage/	FKS	May 2017

	<b>Extra English and Maths classes to create smaller class sizes at KS4</b>	Reducing class sizes is suggested to have moderate impact (EEF). Beyond that it provides the class teacher with more opportunity to provide more extensive feedback.	Impact to be reviewed through TrackPoint data	CAD	September 2017
	<b>English and Maths focus groups</b>	According to the EEF toolkit, small group tuition has a moderate impact. The use of year 11 focus tutor groups has historically been successful at Stonehenge and has therefore been employed as a strategy with this year 11 cohort.	Impact to be reviewed through trackpoint data	MRF	September 2017
	<b>English and Maths Week</b>	With a clear focus on these core subjects students are introduced to the value of learning outside of the ordinary curriculum. Research suggests that reading for pleasure is more effective at raising attainment than social class and is therefore important to engage disadvantaged student to learning outside of the classroom.	Impact to be reviewed through departmental Reviews	CAD	June 2017
	<b>Mentoring</b>	The Eef Toolkit lists mentoring as having some impact on attainment. Each disadvantaged underperforming year 11 has been assigned a member of staff as their mentor in order to address and monitor underachievement.	Review of Trackpoint data/ student voice	GJW/MAC	After each trackpoint data.
	<b>Pupil Premium/Sen Liaison</b>	Historic evidence at school highlights the need to look at Sen plus disadvantaged closely as often the issues of the one category will influence the other. It is hoped that by closely liaison that these will be minimised.	Line Management	FKS/SEN	September 2017
	<b>Participation in network development</b>	The rationale is to stay abreast new ideas and the sharing of good practice across the county. This should lead to opportunities to engage in national development to support PP students effectively.	Line Management	FKS	September 2017
<b>Total budgeted cost</b>					<b>£87,777</b>

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?
<b>Increase in attendance of disadvantaged students</b>	<b>Pastoral Manager</b>	Turbulent entries and exclusions impact on the disadvantaged attendance figures. The employment of a pastoral manager means they can address transition issues/behaviour issues which may lead to poor attendance. Furthermore, as a non-teaching member of staff they can respond to disadvantaged absence as a priority. Behaviour interventions are highlighted as having a moderate impact by the eef toolkit.	Line Management, Review of behaviour data (atl,tables attendance figures, exclusion figures)	TLR, FKS	On-going
	<b>Truancy watch</b>	The 2015 report explains: <i>“in particular, the finding that higher levels of pupil absence were associated with poorer outcomes for disadvantaged pupils in both primary and secondary schools.”</i> Therefore rigorous and priority tracking of disadvantage student attendance is an	Weekly and Termly review of attendance figures	FKS	On-going
	<b>Parental Engagement Programme</b>	The “Rapid Review of Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children” <sup>2</sup> recognises the role in home school partnership working and highlights the positive impact on attainment and attendance. A working focus group and a individualised strategy	Review of LDG sessions Parent Voice	JCB	May 2017

<sup>2</sup> Rapid Review of Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children , Hilary Grayson , 2013

	<b>Individual Phone Calls home</b>	has been set up to improve home school partnership	Parent Voice	Progress Leaders	May 2017
	<b>Rewards</b>	Student voice has informed us in the past that rewards motivate students. During team motivational challenge 2015/2016 – students who participated improved their attendance.	Review of Attendance figures	FKS	Team motivational Challenge
	<b>Social skills and self-esteem programme</b>	In house evidence suggests that absence (and poor attainment) is often driven by social/emotional reasons amongst our disadvantaged learners. The 2015 report also highlights:  <i>“A statistically significantly higher proportion of more successful secondary schools included social and emotional programmes”</i>	Pupil Voice	Pastoral team	May 2017
<b>Total budgeted cost</b>					<b>£17,848</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>To provide disadvantaged students with comparable</b>	<b>Work placement coordinator</b>	As a rural school with limited employment opportunities/ local further education providers, there is a real danger that our most disadvantaged students could become NEET. This strategy aims to reduce this risk.	Line management	MRF/SBO	September 2017

<b>opportunities to their non-disadvantaged peers</b>	<b>University taster days</b>	While aspiration raising strategies score 0 in the eef toolkit, being a rural school with limited exposure to higher education, past experience has taught us that taster days can be informative as well as motivational to disadvantaged students. The Rapid Review of Parental Engagement” report suggests: <i>“What is needed, therefore, are not interventions to instil aspiration, but to facilitate better access to information about the available options, and appropriate support and advice.”</i>  Our aim to meet this need.	Student Voice/ Parent Voice	FKS/SBO	May 217
	<b>Curriculum based educational trips</b>	Although the eef toolkit suggests that trips only have a limited impact, this strategy does allow us to expose students to a wider cultural environment that is lacking in rural areas.	Student Voice/ Parent Voice	HODS	May 2017
	<b>Assisting in travel costs to external providers</b>	The 2015 report highlights that fact that rural schools struggle to raise attainment amongst disadvantaged students. One reason may be due to the difficulty in access of resources. This strategy aims to alleviate this problem.	Student Voice/ Parent Voice	FKS	May 2017
<b>To provide disadvantaged students with comparable opportunities to their non-disadvantaged peers</b>	<b>Student travel to and from revision sessions funded</b>		Student Voice		
	<b>Reduction of 50% on PE kit items.</b>	Although the eef toolkit does not recognise any value added with use of this strategy, as this school has a high proportion of turbulent disadvantaged students, this strategy is important to cultivate student’s acceptance of school ethos and the feeling of belonging.			
	<b>Free blazer and tie for all FSM students</b>				

	<b>Supplements on hot Food</b>	<p>Educational research shows that a healthy diet impacts on performance:</p> <p>“Nutritional supplements resulted in improved cognitive and social behavioural performance at school”</p> <p>(Sorhaindo and Feinstein 2006)</p> <p>It is our intention to provide this opportunity</p>	Review of disadvantaged use of cafeteria	FKS	Termly
<b>Total budgeted cost</b>					<b>£18,730</b>

<b>6. Review of Expenditure</b>					
<b>Previous Academic Year</b>				<b>2015/2016</b>	
<b>Provision</b>	<b>Aims</b>	<b>Key Stage</b>	<b>Cost</b>	<b>Impact Comment and RAG</b>	
Registration for the Achievement for All scheme.	Two year groups involved in the programme, specifically based on the attainment of the FSM cohort.	3 & 4	£995	AfA results show that every cohort involved in the progress improved their attainment in both English and Maths during the course of the scheme. Registration discontinued but skills learnt will continued to be applied.	



Development of the quality of feedback given (staff training, clear policy, resources to enhance feedback, work scrutinies and learning walks conducted)	To provide students with formative feedback allowing them to understand the next steps in their learning	3 & 4	£350	Improved quality of feedback across the school evident through work checks and learning walks. Still an area to continue to monitor and develop.
Department reviews and data analyses focussing on attainment and progress of FSM students	To track these students in every subject at every level. To look at classroom-based interventions	3 & 4	£350	Dept reviews have focused on FSM students and HODs have scrutinised data after each track point. This has led to a closing of the attainment gap (2016 results)
'Providing for all' meetings conducted termly (after each tracking point)	To look at individual FSM students in core subjects and discuss possible interventions	3 & 4	£165	All FSM students discussed: staff discuss possible interventions and processes to use within the classroom as well as from a strategic perspective
Data manager to support tracking of students targets and levels of progress	Regular analysis to inform progress made and necessary intervention. Attainment of groups to be analysed.	3 & 4	£2,494	Comprehensive data made available for managers to process and discuss individual students performance
Literacy and numeracy coordinators responsible for focus on Literacy and Numeracy across the curriculum	Whole school development of key skills needed to access the curriculum (separate action plan in place for both)	3 & 4	£2,267	Improved Maths and English results. (results 2016)  An improved awareness of literacy in all lessons (departmental reviews)

Staff CPD to develop areas highlighted by Sutton Trust report	To raise staff awareness and promote aspects of quality teaching that impact on the attainment of all students	3 & 4	£450	Staff aware of areas to help promote learning for FSM students. Still needs reinforcing
Participation in LEA network development meetings and consultation with LEA advisor for PP	To learn new ideas and share good practice across the county. To hear and coordinate latest national developments on ways to support PP students	3 & 4	£495	PP lead up to date with latest advances in this area and able to implement ideas from other colleagues
Exam entries paid for students needing to resit to make 3 LEP in English	To increase the % of students making the expected levels of progress in each subject area, regardless of KS2 ability	4	£589	3 Lop - 2016-10-30  English 95%  Maths 70%
<b>PASTORAL SUPPORT</b>				
Truancy watch to reduce persistent absence	To increase the attendance of FSM and all students through attendance officer	3 & 4	£140	Attendance figures for disadvantaged remain constant  - 2014/2015 – 87.3% - 2015/2016-87.2%  -  - This must become an improvement priority for the coming year

Rewards for improved or sustained high level of attendance	To improve attendance rates for FSM students	4	£120	Attendance levels increased during rewards schemes
Individual phone calls home to encourage attendance at parents evenings	To improve attendance of FSM parents at parents evening, leading to better communication with parents	3 & 4	£85	For some parents, this has helped. Attendance at parents evening remained static-focus for Idg group in coming year
Breakfast club/supplement on hot lunches	Healthy eating to promote higher levels of energy, concentration and learning	3 & 4	£1,145	Changes made to FSM delivery
Year 7 circus skills for every year 7 student	Confidence boosting and team-building	3	£1,020	Students feel supported and more confident during the transition (parent and student voice)
Senior Leader roles overseeing each key stage, with additional progress leaders for 3 year groups	More support, care and guidance. Increased level of monitoring to support progress.	3 & 4	£4,307	Students and Parents have better pastoral support (behaviour data / student voice)
Pastoral Manager role created for Key stage three	Better behaviour and pastoral support for KS3 students.	3	£8,238	Behaviour in KS3 improved. Review of role in following year to focus more closely on behaviour.
Achievement rewards for students through the PACE system	To promote success and recognise achievement.	3 & 4	£575	Still some inconsistency with the PACE scheme- rewards scheme to be reviewed.
Free blazer and tie for all FSM students	Financial support at point of starting/changing schools.	3 & 4	£1,025	FSM students have the same uniform as their non FSM peers

Reduction of 50% on PE kit items.	Financial support at point of starting/changing schools.	3 & 4	£525	FSM students have the same PE kit as their non FSM peers
Student travel to and from revision sessions funded	To ensure all students are able to attend relevant revision sessions	4	£360	Good attendance at revision sessions- to be developed further
Additional behaviour and learning support activities	To support with behaviours that affect attitude and attainment	3 & 4	£400	Behaviour improved- behaviour data
Revision skills sessions for Y11 students	To help Y11 FSM students with developing their skills and effectiveness in revision	4	£450	Students have improved skills to help them with their private revision at home
Social skills and self-esteem programmes	Confidence boosting programmes to raise aspirations	3 & 4	£350	Students experienced less anxiety around exam time – improved exam entries.
<b><i>CURRICULUM PROVISION</i></b>				
Provision of alternative curriculum opportunities	To provide all students with the suitable curriculum	3 & 4	£13,028	Needs of all students met

Enhanced KS2 to KS3 transition (pastorally, SEN, English an maths)	To create clear communication between feeder schools and new teachers, allowing students to settle quickly. Attainment and assessment information to be collected to decrease potential for dip.	3	1,560	Improved with more regular meetings. Still some areas to develop
Employment of a KS2 teacher.	A Key Stage 2 trained teacher to provide targeted support to Key Stage 3 students below expected standards.	3	£29,487	Low attaining y7 students make good progress
Easter revision classes	Revision classes before the GCSE exams with specialist teachers, or to complete final Controlled Assessments/coursework	4	£3,916	Students feel supported and better prepared for their exams
Assisting in travel costs to external providers	To ensure that all students have the same opportunities	3 & 4	£780	Making all opportunities available to all students
Curriculum based educational trips	To provide experiences beyond the classroom	3 & 4	£400	All students given the same opportunities and taken advantage of- impact difficult to measure
Full payment of materials for Food and Resistant Materials Technology	To ensure that all students have the same opportunities.	3 & 4	£494	FSM students able to have the same opportunities as their non FSM peers- Res mat results show that disadvantaged students outperformed their non-disadvantaged peers.

Subsidised (50% reduction) Music Lessons	To ensure that all students have the same opportunities.	3 & 4	£625	No measurable impact- discontinued.
Revision Guides provided.	To develop self-study skills, allowing for more effective revision or self-reflection	4	£1,425	Positive GCSE results 2016
English and Maths week	To promote the subjects for enjoyment and provide a wealth of experiences outside the classroom.	3	£350	Heightened appreciation of English and Maths out of the classroom
24/7 revision and study support via online resources	To develop self-study skills, allowing for more effective revision or self-reflection	3 & 4	£1,850	Students made regular use of online resources available
<b><i>ENHANCED INTERVENTION</i></b>				
Extra English and Maths classes to create smaller class sizes at KS4	More teacher support provided, allowing for more support and intervention in the classroom to support progress	4	£7,829	All students have better tailored support. English and Maths results improved
English and Maths focus groups	To support the completion of Controlled Assessments or exam practice for targeted students likely to miss their target grades in English/Maths	4	£2,457	Increased understanding and confidence of the English and Maths exam requirements

One to one and small group tuition in English and Maths	To support students falling behind their target grades in these subjects in Y11	4	£4,915	Students in small groups made good progress (see also year 7 literacy catch up)
Targeted parental involvement before English and Maths exams	Evenings targeted at underachieving students to provide parents with skills and knowledge to support revision, etc	4	£50	Those parents who attended found helpful. Needs to widen to wider parent body- Parental engagement to be developed in 2016/2017
Maths clinic offered to students for extra support over lunch time	Opportunity for students to catch up if they are falling behind in Maths	3 & 4	£50	Few students attended- discontinued
1:1 and small group teaching of additional literacy and numeracy in years 7 and 8	Use of specialist teachers to support students who fell below level 4, to bring them to the required level with intensive sessions before accessing the rest of the curriculum (separate action plan in place)	3	£7,829	Improved results in y7 for those not entering on L4
Summer School (targeted at FSM in Year 6 and those below levels 4 in maths or English in years 7 and 8)	To provide literacy and numeracy support, as well as life skills, PE and sports, and confidence boosting sessions with outside guests	3	£4,500	Summer school students made smoother transition.
Mentoring and advice to help remove barriers to success	Volunteer teachers as mentors to support each FSM Year 11. Tutors to support all other years.	4	£300	Y11 mentoring scheme ran well for all FSM students. Y10 mentoring scheme showed direct improvement in tracking over the course of the scheme

University 'taster' days	To raise the aspirations of 'first time' university applicants	4	£900	Students have a greater awareness of HE and know how to access it.
Work placement coordinator to place students at risk of exclusion	To provide students with advice and experience of work, and reduce number of NEETs	4	£3,442	Destinations survey completed. Further career advice needed.

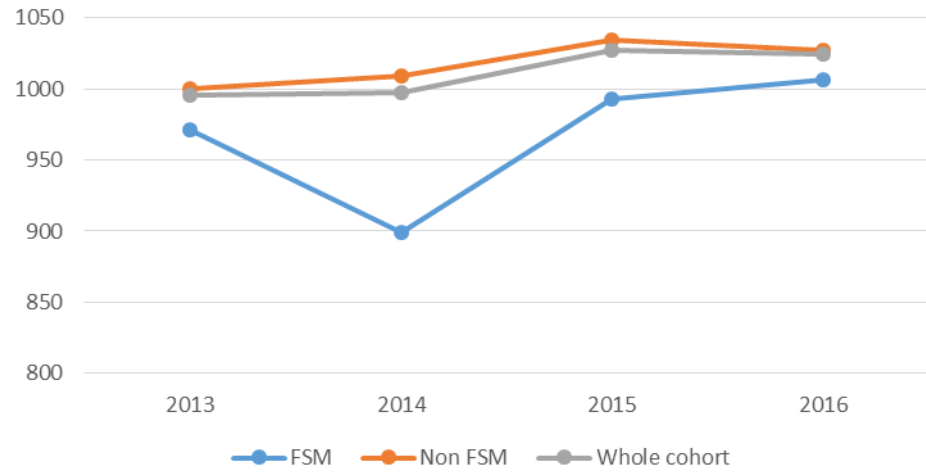
**6. Additional detail**



## GCSE Results 2016

Category	% FSM ACHIEVING 2014	% FSM ACHIEVING 2015	% FSM ACHIEVING 2016
Key Stage 2 to Key Stage 4 Value Added	899	993.4	1006.12
Progress 8 Score	-0.8	-0.34	+0.02
Percentage achieving 5 A* - G	82%	88%	90%
Percentage achieving 5+ A* - C GCSEs (or equivalent) including English and Maths GCSEs	33%	16%	50%
Percentage achieving A* - C in English	39%	29%	80%
Percentage achieving A* - C in Maths	43%	42%	52.63%
Percentage of pupils making expected progress in English	43%	42%	95%
Percentage of pupils making expected progress in Maths	43%	48%	70%

Value added from KS2 to KS4



Percentage of students achieving 5A\*-C inc EM

