

Pupil premium strategy statement (secondary)

1. Summary information					
School		Selly Park Technology College for Girls			
Academic Year - 2016-17		Total PP budget - £353,000		Date of most recent PP Review	n/a
Total number of pupils	678	Number of pupils eligible for PP	424	Date for next internal review of this strategy	n/a

2. Current attainment		
(All data related to 2015 – 16)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% of Disadvantaged Year 11 students	64%	13.2% (FSM)
Progress 8 score	0.38	-0.32
Attainment 8 score	52.2	52.7
Progress 8 English	0.51 (Other Pupils 0.76)	-0.25
Progress 8 Maths	0.02 (Other Pupils 0.28)	-0.29
% achieving A* - C incl. English & Maths	63%	70% (Other Pupils)
% achieving A* - C in EBACC	39%	29% (Other Pupils)

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.	Year 7 Literacy Levels on entry show that 23% are below expected (SATs Score of less than 100)
B.	Year 7 Numeracy Levels on entry show that 22% are below expected (SATs Score of less than 100)
C.	Internal data shows that a significant number of pupils in KS4 still require additional intervention to close the gap in English & Maths.
D.	Pupils in Year 11 eligible for PP are not making progress in English and Maths in line with 'Other' pupils.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Persistent absence rates for PP pupils are higher than 'Other' pupils. For Year 11 this was 13.3% compared to 8% Nationally.
F.	Overall absence for FSM pupils is slightly higher (5.4%) than those who are Non – FSM (4.5%)
G.	High numbers of pupils accessing emotional health and well-being support in school.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
A. Improved literacy levels and confidence to develop strategies to access language. Improved reading ages which research suggests enables greater access to language across a range of texts & impacts on writing ability.	<p>Improved reading ages – tracked through accelerated reader.</p> <p>Improved initial language levels – through the Evacuation Project (7 weeks x 1 day, intensive support through a combination of language & drama, based on WW2 Evacuees.)</p> <p>Increased confidence to try and develop language strategies and use ‘wow’ words as well as improved sentence structure. (Evacuation Project)</p>
B. Improved numeracy levels and confidence to develop strategies to develop numerical skills. Develop pupil’s ability to apply these to ‘real life’ situations which focus on time/distance/money.	<p>Improved initial numeracy levels – through the Cadbury Project (6 weeks x 0.5 day, intensive support through a combination of numeracy and number skills, based on organising & taking part in a trip to Cadbury World.)</p> <p>Improved ‘life skills’ – developed understanding of time/distances/money.</p>
C. Improved outcomes for disadvantaged pupils – closing the gap on non-disadvantaged pupils in both English & Maths	<p>Improved overall levels (9-1). Improved Progress 8 score for disadvantaged pupils compared to non-disadvantaged pupils in both English & Maths.</p>
D. Improved outcomes for disadvantaged pupils – closing the gap on non-disadvantaged pupils in both English & Maths	<p>Improved overall levels (9-1). Improved Progress 8 score for disadvantaged pupils compared to non-disadvantaged pupils in both English & Maths.</p>
E. Decreased PA % for disadvantaged pupils.	<p>PA % reduced for disadvantaged pupils.</p>
F. Decreased overall absence figures for disadvantaged pupils.	<p>Overall absence % reduced for disadvantaged pupils.</p>
G. Lower numbers accessing emotional health & well-being support OR Improved outcomes for those disadvantaged pupils OR improved attendance for those pupils (or a combination of any/all three)	<p>Improved overall levels (9-1). Improved Progress 8 score for pupils accessing Health & Well Being support.</p> <p>PA % reduced for disadvantaged pupils accessing Health & Well Being support.</p> <p>Overall absence % reduced for disadvantaged pupils accessing Health & Well Being support.</p>

5. Planned expenditure

Academic year

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?
Improved outcomes for disadvantaged pupils – closing the gap on non-disadvantaged pupils in both English & Maths	Saturday school intervention – open to all Year 11 pupils.	Saturday School has been a feature of what Selly Park has offered to pupils over a number of years. Pupils value and welcome the support – numbers are generally high with pupils giving of their time, amounting to 100's of hours of additionality.	External consultants are used and are well known for their previous results. Liaison with both the English & Maths departments ensures areas of weakness are targeted. Pupils are also split according to ability. Refreshments are available at break and lunch is also provided to ensure pupils can sustain concentration.	HN	Weekly for focus in Eng/Maths & groupings. Termly for data and evidence of impact.
Improved reading ages	Accelerated reader implemented for Year 7 & 8.	Research & information from other Collegiate schools suggests this can have a very positive impact on reading ages which is measurable.	Library well resources and accurately identifies reading ages of texts. Staff lead & regular contact with pupils (1 hour a week dedicated time)	AD	Termly data & annually regarding the overall success of the programme.
Improved outcomes for disadvantaged pupils – closing the gap on non-disadvantaged pupils in Maths.	Targeted support for all Year 11 pupils underachieving in Maths through support from school staff as part of small group intervention.	Small group targeted support ensure both disadvantaged & non-disadvantaged pupils are identified and supported according to specific weaknesses in their Maths skills OR if they are underachieving in relation to target grades. Groups of between 4- 6 means pupils are engaging with the content and each must provide an answer which can then be discussed.	Each area / aspect of maths is carefully tracked and monitored through regular testing in class. When mastered, pupils are selected according to the next skill that requires attention.	GB	After each topic test. Summer results.

Improved outcomes for disadvantaged pupils – closing the gap on non-disadvantaged pupils in English.	Targeted support for all Year 11 pupils underachieving in English through support from school staff as part of small group intervention.	Small group targeted support ensure both disadvantaged & non-disadvantaged pupils are identified and supported according to specific weaknesses in their English Literature/Language skills OR if they are underachieving in relation to target grades. Groups of between 4- 6 means pupils are engaging with the content and each must provide an answer which can then be discussed.	In English, regular written work again provides evidence that improvements are being made.	HN	After each assessment and after the Summer results.
Improved outcomes for disadvantaged pupils – closing the gap on non-disadvantaged pupils in English.	Targeted support for all Year 11 pupils with Speaking & Listening as part of their English Language GCSE.	In this instance pupils are supported as a class initially, then on a 1:1 basis. This approach again has a track record of success. Staff external to school are used as pupils feel more able to open up and speak honestly about topics that they are passionate about rather than worry that school staff will ask questions they would rather not answer. Topics have included: mental health issues in both pupils and parents; bereavement; aspirations.	Pupils speak to classmates to hone their skills before being recorded individually. Feedback is given to ensure improvements are made.	HN	After each practice.

Total budgeted cost

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?
Improved literacy levels and confidence to develop strategies to access language.	Evacuation Project – 7 weeks x 1 day a week, including a visit on the Severn Valley railway. Those below expected level on entry are targeted.	Real life experience, combined with the physical nature of drama has led to positive results in previous years. Use of an external specialist reduces impact on classes & ensures quality.	Regular meetings to track improvements. Initial data captured and reviewed again at the end of the project. School staff also assist the external lead to ensure consistency of approach in regard to rewards and sanctions.	KW	Annually for final data. Weekly for the running/organisation of the project and at the end of the project.

Improved numeracy levels and confidence to develop strategies to develop numerical skills.	Cadbury Project – 2 groups x 2.5hrs x 6 weeks. Those below expected level on entry are targeted.	After the success of the Evacuation Project in previous years we are trialling the Cadbury Project for the first time this year.	Regular meetings to track improvements. Initial data captured and reviewed again at the end of the project. School staff also assist the external lead to ensure consistency of approach in regard to rewards and sanctions.	SN	Annually for final data. Weekly for the running/organisation of the project and at the end of the project.
Lower numbers accessing emotional health & well-being support OR Improved outcomes for those disadvantaged pupils OR improved attendance for	Employment of a Counsellor 2 days a week.	Pupil and parents feedback show this provision is highly valued. This year we have increased this support from 1 to 2 days a week.	Regular meetings with the DHT to discuss how pupils are responding to the support being given.	LD	Weekly & termly.

Total budgeted cost

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?
Improved life experiences for pupils	Bikeability – Learn to Ride / Level 1, 2 & 3, Fix It courses.	Learning to ride a bike gives pupils a sense of pride in their achievements and for some leads on to them cycling as part of staying fit and healthy.	The scheme itself is free, costs are associated with any staff cover to support certain pupils and food/drinks for those delivering and pupils taking part. Pupils have access to the scheme for between 10 – 12 weeks in the year. Certificates are awarded in assembly.	KW	After each week, each block and annually.
Improved confidence through recognition of pupils' achievements and efforts both in and out of school.	JAS Award for all pupils in Years 7 (Silver) & 8 (Gold). Year 6 (new Year 7) have the opportunity to complete the Bronze level at Summer School.	The JAS award is the forerunner for DofE and recognises achievements through understanding; Me & My World; My Interests (new skills / cubs attended); Get Active/Stay Active (PE & Swimming rewards & events) plus and Adventure section. The Award addresses some of the issues identified in the document 'KS3; The Wasted Years'.	The award provides a link between KS2 – 3 for those pupils attending Summer School. It is led by the DHT in school and is integrated into PSHEE & tutor time to reinforce the positive contribution that all make to the school and for many, their achievements outside of school. As part of the award all pupils have a 'Skills Day' and 'Adventure Day' in both Year 7 & Year 8.	KW	Termly and after the 'Skills Day' and 'Adventure Day'. Certificates and badges are awarded upon completion.

Improved life experiences for pupils & links to curriculum content.	Extra-Curricular Activities / Trips & Visits	All subjects are encouraged to link curriculum content to events/activities outside of school in order to develop pupils understanding of the content of GCSE e.g. visiting Art Galleries / seeing live theatre performances. In addition we support pupils to gain confidence in subjects which they love and enjoy. We know pupils who achieve recognition for any aspects of school life is likely to achieve better academically, as well as supporting them to deal with success and failure in a supportive environment. e.g. sports fixtures, lunchtime/after school clubs and competitions / music performances.	HoD's provide an overview of trips/visits they feel would support pupils overall understanding of the curriculum (enhancement) as well as a wish list of those that develop and support a love of their subject (enrichment). These are then planned and budgeted for within the confines of the budget and timetabling/staffing constraints.	HoD's and SLT.	Each visit is subject to both an overview of its aims an a review upon return. Annually SLT review, with HoDs which are feasible.
Lower numbers accessing emotional health & well-being support	Breakfast Club – Free toast & drink available to all pupils.	We are aware that some families struggle to provide adequate food for pupils and as such this can impact on the health and concentration levels of pupils.	Breakfast is available free of charge every day.	Aspens	Annually.
Total budgeted cost					

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.







