

# Pupil premium strategy statement – Gryphon School

1. Summary information					
School	Gryphon School				
Academic Year	2019-20	Total PP budget	£200,000	Date of most recent PP Review	March 2019
Total number of pupils	1560	Number of pupils eligible for PP	273 without 6 <sup>th</sup> form	Date for next internal review of this strategy	March 2020

2. Current attainment			
2018-9		Pupils eligible for FSM/E6 (41)	Pupils not eligible for PP (national average)
Progress 8 score average		-0.37	
Attainment 8 score average		42.41	

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> )	
A.	Some disadvantaged students arrive in Year 7 with lower literacy skills than the majority
B.	Some disadvantaged students arrive in Year 7 with poor mathematical knowledge and understanding.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
C.	Historically, attendance of FSM students has not matched that of other students. 2019-20 The gap narrowed FSM students 90%; others 95%.
D.	High proportion of FSM students with social, emotional and mental health issues
E.	Lack of aspiration amongst Higher Prior Attaining students from particularly disadvantaged backgrounds.

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	<p>Improved literacy and English for FSM students</p> <p>2019 Progress 8 score for English for disadvantaged students to meet FFTD Targets = -0.057</p> <p>2019 English Progress 8 = -0.42</p> <p>2019 English Progress 8 Whole Cohort = -0.07</p>	<p>As a result of intervention and improved attendance, FSM students make expected progress in English in line with FFTD targets.</p> <p>2020 FFTD Target Progress 8 score for English for disadvantaged students: 0.024</p> <p>10.3 Progress 8 score for English for disadvantaged students: -0.328</p> <p>FFTD Target total cohort: 0.182</p>
<b>B.</b>	<p>Improved mathematical knowledge and understanding for FSM students</p> <p>2018 Progress 8 score for Mathematics for disadvantaged students to meet FFTD Targets</p> <p>Targets = 0.544</p> <p>2019 Maths Progress 8 = -0.57</p> <p>2019 Maths Progress 8 Whole Cohort = -0.30</p>	<p>As a result of intervention and improved attendance, FSM students make expected progress in Maths in line with FFTD targets</p> <p>2020 FFTD Target Progress 8 score for Maths for disadvantaged students: 0.294</p> <p>10.3 Progress 8 score for Maths for disadvantaged students: 0.104</p> <p>FFTD Target total cohort: 0.379</p>

<b>C.</b>	<p>Attendance of FSM students is maintained from last year and continues to improve</p> <p>2016-17 50% of disadvantaged students had &lt;95% attendance &amp; 20% had &lt;90%</p> <p>2017-8 50% of disadvantaged students had &lt;95% attendance &amp; 28% had &lt;90%</p> <p>2018-9 90% FSM students had 95% attendance or higher</p>	<p>At least maintain attendance levels at 90%</p>
<b>D.</b>	<p>Improved social, emotional and mental health for groups of FSM students and particularly those doing GCSE.</p> <p>2018-19 6 FSM students with significant mental health needs achieved required grades to join Gryphon sixth form and study A levels.</p>	<p>Reduced impact on P8 for FSM/Ever6 students with SEMH.</p> <p>Continued availability of timely support for PP students.</p>
<b>E.</b>	<p>Improved aspiration for HPA disadvantaged students</p> <p>2017 = 8 HPA disadvantaged students P8 score = +0.03 &amp; all 8 progressed to Level 3 courses; 6 at The Gryphon. 1 to Yeovil College and 1 was awarded a scholarship to Sherborne School for Girls.</p> <p>2018 = 24 PP students in Y13. 2/24 in employment, 6/24 Gap Year, 1/24 continued L3, 8/24 university or college, 5/24 no record.</p> <p>2019</p> <p>Waiting for Steve Martin – half of PP students went on to do A levels at Gryphon sixthform.</p>	<p>Destination data demonstrates an improvement in the number of students reaching further education</p> <p>2018 = 17 HPA disadvantaged students in Year 11 P8 = 0 &amp; 100% progress to Level 3 courses</p>

## 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?
Staff fully aware of all PP students in their classroom and prioritise their progress accordingly to ensure quality first teaching	Class lists and electronic seating plans identify PP on Progresso so info is always visible to staff. Key students highlighted to all staff by SJD	'Inspectors found an association between the overall effectiveness of the school and the impact of the pupil premium.' Ofsted Report 2014, Sutton Trust	Learning walks, book scrutinies & observations, attending department meetings, presentations at HODs Student Progress tracked using SISRA at each data collection by SJD/DHOYS and intervention put into place.	SJD/DHOYS/SLT	SLT meetings & HOD link meetings, Meetings between SJD and DHOYS SISRA tracking GCSE results 2020
Staff give full attention to the quality of feedback in PP students books	Staff encouraged to mark PP students' books first, prioritise PP students with DIRT time, purple pen activities, now and next time task.	Quality feedback has the greatest impact on student progress Sutton Trust EEF Toolkit High Impact at low cost.	Learning walks, observations & book scrutiny, SJD attends dept meetings, raised with HODs Student Progress tracked using SISRA as above	HODs/SLT/AKW/DHOY	SLT, ELG, HOD, DHOY book scrutiny

<b>ii. Targeted support</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>
Improve P8 for FSM students	Quality first teaching Support with students studying coursework subjects TRAX Mark books first, give quality feedback Check homeworks first, etc	QFT is the most cost effective and effective method of ensuring progress.	Presentation at start of year reminding teachers of ways to support PP students, followed up Hotlists of underperforming students in Years 10 &11 shared with staff Follow up in HoD/SLT meetings Monitoring progress at the end of each data cycle	SJD/JWG	Each data cycle & end of year. Reading and spelling scores analysed every 6 months.
Improve literacy at KS3 Improve P8 in English	Students below Level 3, which includes a significant amount of PP students, are taught in the Nurture Groups by specialist staff in Year 7 – 11.High quality first teaching in English	The data within school over the last three years has shown PP students develop self-esteem and confidence and literacy is accelerated in the Nurture Groups .GCSE results for LPAs was significantly improved in 2019	Monitoring progress at the end of each data cycle Learning walks, book scrutinies. Staff training. Review of reading and spelling ages. JWG to monitor English FSM progress regularly with PRB	SJD/KMG/PRB/JWG	Each data cycle & end of year. Reading and spelling scores analysed every 6 months.
	Range of wave 2 & 3 interventions including 1-1 support with a specialist literacy practitioner and English teacher	1:1 tuition can have an additional +5-month impact on progress	Review of progress after each cycle and tracking of Reading and Spelling ages where appropriate.	SJD/PRB/AKW	Each data cycle & end of year. SJD/ JWG meet fortnightly to discuss progress of students
Improve numeracy at KS3 Improve P8 in Maths	Maths team provide additional maths support at KS4 KS3 Maths SOW completely overhauled to meet need focusing on Y2-3 skills using concrete approaches. Highly skilled	Small group tuition can have +4-month impact	Monitoring of progress at each data cycle Learning walks, book scrutiny, department meetings, training. SJD to mentor JC JWG to monitor Maths FSM progress regularly with AJS	AJS/JGP/SJD/JWG	Each data cycle & end of year

	One-to-one support with a specialist maths teacher High quality first teaching in maths	1:1 tuition can have an additional +5-month impact on progress	Review of progress after each cycle.	SJD/AJS/AKW	Each data cycle & end of year. Half-termly review of progress SJD/JWG/AKW meet fortnightly to discuss progress of students
--	--	--	--------------------------------------	-------------	--

<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>
Attendance of PP and non PP students' continues to improve.	DHOYs appointed to monitor FSM attendance. Develop strategies for intervention. NJD and SE continue to focus on PP students.	Historically, school data shows a gap in attendance between FSM and non-FSM students which impacts on attainment.	Monthly meetings between HOY/NJD/SE Additional fortnightly meetings between SSMs/SE 6 weekly visit from Dorset CC attendance officer to advise and support Targeted Support SJD/AKW	NJD	Monthly
Improved social, emotional and mental health for groups of FSM students	HOYs, DHOYs and SSMs monitor FSM social, emotional and mental health issues and refer students for a range of Wave 2&3 intervention	Data highlights a significant underperformance of performance of FSM students with social, emotional and mental health issues	Close monitoring of students by SJD, SF, JB, Blue Room	SJD/JP/DSA	At the end of interventions or more frequently if appropriate.

Improved rates of progress for high attaining PP students	Intensive tracking of progress of HPA at KS3 & KS4 Liaising with departments to ensure the curriculum is challenging	2016-7 results for HPA were disappointing due to three outliers 2017-8 showed significant improvements but contained no outliers 2018-9 results for HPA were once again disappointing and reflected the performance of the main cohort. Significant numbers of HPAs had mental health needs.	Meetings with SJD/DHOY/AKW after each review to identify students in danger of underachieving School-wide focus on challenging HPAs including CPD and coaching School Improvement Group focus with HODs Focus for learning walks and book scrutiny.	SJD/JWG SLT/HODs/DHOYS	After each review
Raised aspirations for PP students	All PP students to have an interview with Careers Advisor to support the right choice of destination CD leading an aspirational programme for KS3 HPA PP students to be actively encouraged to involve themselves in cultural and sporting extra curricular activities. 6 <sup>th</sup> form Gryphon Bursaries for top FSM students. Appointment of Caroline Dallimore to develop aspiration of HPAs at KS3 and DHOYs to raise aspiration in KS3	School data shows good take up of A levels but poorer take up of university places.  Low to moderate cost interventions.  SGS Bursary has no cost to the school has significant impact on young person.  There is a significant difference between target and performance of some FSM of all abilities, particularly from the most disadvantaged homes.	Tracking data for PP students regarding their destinations after GCSEs and A levels. AKW to ensure all students have Careers Advice meetings  Aspirational programme – Led by CED working with DHOYs  Prioritising of PP students for sporting and cultural events.  SL/POD to oversee publicising and award of bursaries.	SJD/CD/DHOYS, POD	End of year Termly student voice on aspirations programme



## Pupil Premium Expenditure 2017-2019 and Budget 2019-20

Pupil Premium Support	2017-18 Expenditure	2018-19 Expenditure	2019-20 Budget
FSM Guarantee - support for trips, Carey Camp equipment, uniform, transport costs, etc	£6330	£6500	£7000
Y11 GCSE 1:1 and small group extra teaching	£12291	£11000	£15000
Staffing	£134,702	£162,000	£145000
Transport costs	£2141	£3,000	From FSM guarantee
Revision Sessions and Guides	£4556	£5,000	£3000
Careers advice and guidance	From main budget	From staffing	£5100
Additional Pastoral Care and Support-counselling, behaviour support and other professional services	£13014	£10,000	£17500
Attendance Support	From main budget	From staffing	£3900
Extra learning resources and exam support	From main budget	From main budget	From main budget
Breakfast Club / Provisions	£3730	£3500	£3500
PetXi Easter / Half term revision	£22,460	From staffing	From staffing
Income	£200,000	£200.000	£200000

