



PUPIL PREMIUM REPORT: 2017- 2019

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*This document is internally reviewed and updated every term. It is republished following significant updates.
The last date of publication is indicated at the bottom of this page.*

1. What is the Pupil Premium Grant?

The Pupil Premium fund was first introduced in 2011 and is provided to schools with the aim of raising the attainment of disadvantaged students of all abilities to raise their potential.

The pupil premium is used to support students who are recorded on our January 2018 school census and who are known to be:

- **Ever 6 FSM.** This includes students who have been eligible for free school meals (FSM) since May 2012, as well as those first known to be eligible at January 2018.
- **LAC and Post-LAC.** This includes students who are on the alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order).
- **Ever 6 Service.** This includes students who have had parents in the regular armed forces or whose parents are in receipt of a child pension from the Ministry of Defence at any time since January 2012.

The above groups of students are collectively referred to as Disadvantaged Students (DiS) within this document.

The grant does not have to be completely spent by schools within a financial year; some or all of it may be carried forward to future financial years.

Pupil Premium Income at DSS

The total income from the Pupil Premium that DSS receives each year is given below

	No. of FSM Students	No. of Ever 6 FSM	No. LAC and post-LAC Students	No of Ever 6 Service Children	PPG Funding over the financial year	PPG Funding over the academic year
2017-18	151	135	24	0	£311,645	£311,580
2018-19	177	123	25	0	£320,600	

2. What is our disadvantaged student group like?

Dorothy Stringer School is larger than average, with approximately 1668 students on role. We receive a Pupil Premium Grant for approximately 19.5% of our students.

Numbers of Students

	Whole School	Year 7	Year 8	Year 9	Year 10	Year 11
Whole Cohort	1669	356	330	333	326	324
Disadvantaged	326	69	60	71	60	66
Percentage Disadvantaged	19.5	19.4	18.2	21.3	18.4	20.1

Composition of Disadvantaged Cohort

	Whole School	Year 7	Year 8	Year 9	Year 10	Year 11
FSM	177	39	38	34	32	34
Ever 6 Service	0	0	0	0	0	0
LAC	4	2	1	1	0	0
Post-LAC	21	0	2	7	9	3
Girls	149	30	27	34	30	28
Boys	176	39	33	37	30	37
White British	240	49	45	53	43	50
Black or Minority Ethnic	85	20	15	18	17	15
English as an additional language	25	5	7	6	5	2
Special Educational Needs or Disability	103	20	20	21	19	23
Low Prior Attaining*	44	7	11	9	9	8
Middle Prior Attaining*	147	27	23	41	26	30
High Prior Attaining*	104	32	22	20	18	20

**National guidelines indicating the division of these groups is no longer available / Data may not have been provided to us by prior schools*

Figures in the above tables will fluctuate through the academic year as students join and leave Dorothy Stringer School and as information is provided to us by parents. (This data was collected on 3rd October 2018)146.

3. What are the pathways for disadvantaged students at Dorothy Stringer School?

How do we support disadvantaged students in the classroom?

Our aim is to provide quality teaching for all disadvantaged students, to raise their attainment levels and to inspire a positive attitude to learning. This is achieved through a variety of teaching and learning strategies designed to engage disadvantaged students, including collaborative work, active learning and inclusive class discussions. Classroom teachers know their disadvantaged students and consciously engage them in all lessons. We also make sure that the level of challenge is appropriate for individual disadvantaged students, allowing them to access learning and ensure progress. The Stringer Learning Culture is fundamental to ensuring a positive learning environment for our disadvantaged students; this is a school wide system which establishes high standards of behaviour. Home Learning assignments are carefully set to embed, engage, enrich and extend student knowledge.



What if a disadvantaged student isn't making good progress?

Classroom teachers are vigilant in regard to disadvantaged student progress within their classroom. Teachers prioritise the work of disadvantaged students for assessment and feedback, so we quickly realise if a disadvantaged student is not making the progress we would expect. Teachers are regularly sent data reports for their classes, in which the progress of their disadvantaged students is specifically identified. If we notice that one of our disadvantaged students is struggling in the classroom, the learning experience for that student will be assessed and changes made; this could be as simple as a change in the seating plan, or a more complex intervention involving an individual action plan. Classroom teachers identify which parents they would particularly like to meet during parent evenings; the parents or carers of identified disadvantaged students are personally contacted, giving them access to priority appointments. Heads of Department track disadvantaged student progress against national standards and will intervene if progress rates are starting to cause concern. Head of Department intervention is likely to include working alongside the classroom teacher and the student to set individual learning targets. If a disadvantaged student is not making expected progress, they will be invited to attend a department support club, which are run at various times by subject specialists. Heads of Department will keep the parents of our disadvantaged students up to date with the support we are providing.



Designated members of our Senior Leadership Team have oversight of our disadvantaged student rates of progress, attendance and attitude to learning to make sure that no student goes unnoticed and that appropriate intervention is in place, giving our disadvantaged students every opportunity to thrive.

What if a disadvantaged student has a special education need or a disability?

The Special Educational Needs Coordinator (SENCo), Inclusion Coordinator (InCo) and some of our pastoral staff visit every primary school that sends us students with identified additional needs. During these meetings we develop a clear picture of the care, support and provision that has been provided to our disadvantaged or vulnerable students. This information is shared with colleagues via our provision maps, so teachers and support staff are immediately effective in their support of newly enrolled disadvantaged Year 7 students. In the first half-term of Year 7, we also undertake a thorough screening assessment in both reading and writing to identify any cognition and learning needs that disadvantaged students might have. This information allows us to target specific learning interventions. We regularly ask staff for observational or assessment feedback, to help us meet the needs of our disadvantaged students. We inform parents and carers of the support their child receives via an outward facing provision map. The support of outside agencies is used as appropriate.



What happens if a disadvantaged student struggles with life at school?

Disadvantaged students come from a range of backgrounds and respond to life at school in different ways. The teaching and support staff at Dorothy Stringer School are very aware of our disadvantaged students; if a student starts to demonstrate unusual or unacceptable behaviour, they would very quickly have a conversation with that student and make contact with a relevant colleague. The first port of call for a disadvantaged student would be their form-tutor, frequently a conversation with a member of staff along with a timely phone call home can help discover the reasons for their behaviour. The form-tutor will closely monitor the student for a period of time to make sure that the problem is resolved. If the

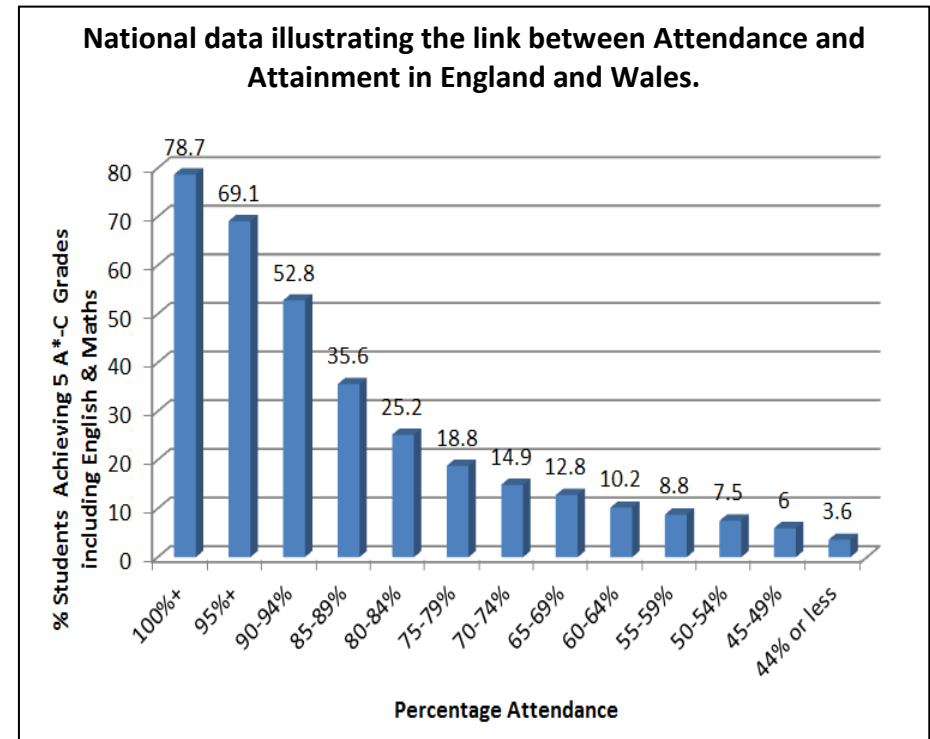
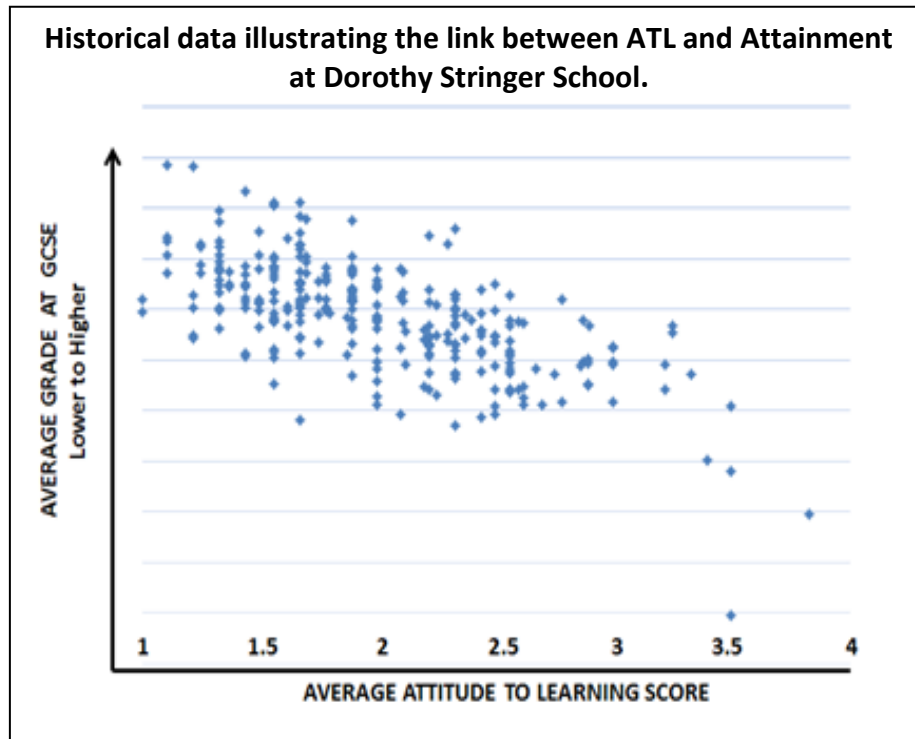
problem is more complex and a student does not settle, a Head of Year will be asked to assist. Heads of Year are given more time in their day-to-day working lives to support our disadvantaged students and are able to engage in in-depth structured conversations with students. Heads of Year also have time to meet with parents or carers during school hours. Where appropriate, Heads of Year will involve Heads of School and refer students for bespoke interventions ranging from counselling to carpentry to yoga. The support of outside agencies is used as appropriate.



No disadvantaged student is invisible at Dorothy Stringer School.

4. What are the barriers to learning for disadvantaged students at Dorothy Stringer School?

There are many barriers that our disadvantaged students face compared to their more advantaged peers. At Dorothy Stringer School we have identified our two largest barriers to disadvantaged student progress as **inadequate attendance** and a **diminished attitude to learning**. These two barriers are closely linked and, if not addressed, can result in a negative spiral.





Inadequate attendance means that students...

fall behind in their school work

which affects their confidence in school

which affects their motivation.

This has a negative impact on their enjoyment of learning

which can lead to poor behaviour

which can affect their ability to have or keep positive friendships.

This can affect their desire to attend school regularly.

This means they miss out on the life experiences that Dorothy Stringer School has to offer and will perform less well in examinations, reducing their professional choices in later in life.

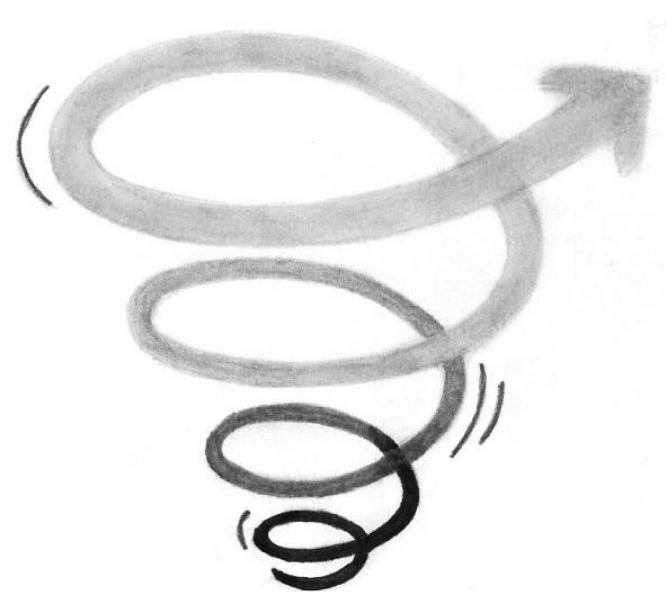
To remove our two main barriers to disadvantaged student progress, we have analysed potential causes which will enable us to provide appropriate bespoke interventions to reduce and remove the impact of these barriers to the progress of our disadvantaged students.

Reasons for inadequate attendance

- B1.** The perception they are 'invisible' in such a large school
- B2.** Low self-esteem & high anxiety
- B3.** The home environment
- B4.** Poor behaviour resulting in exclusions
- B5.** Low levels of engagement with school life

Reasons for attitudes to learning that need to improve

- B6.** The perception they are 'invisible' in the classroom
- B7.** Low starting points for literacy and numeracy; struggling to catch-up
- B8.** Low motivation and aspirations
- B9.** Making less than expected progress
- B10.** Poor engagement with home learning resulting in negative feedback



5. Did the difference reduce in 2017-18?

Ofsted Feedback: March 2018

- ***“Disadvantaged pupils who regularly attend [Dorothy Stringer School] make similar progress to their peers”***
- *“In 2017, [GCSE] pupils, including those who are disadvantaged, typically made strong progress in English and Modern Foreign Languages. These pupils achieved almost half a grade above others with similar starting points. Pupils, including those who are disadvantaged, are making stronger progress in a range of subjects including mathematics and science, due to improved provision. Additional support is provided for some [disadvantaged] pupils, and ‘hot topics’ are revisited to ensure that pupils reach their targets.”*

Comparing the Difference in GCSE Results between DiS/Non-DiS

*Estimated data

Number of Students	All Disadvantaged			Disadvantaged with 90%+ attendance		
	53	53	45	30 (56.6%)	41 (77.4%)	23 (51.1%)
Progress/Attainment Measure	2016 Gap	2017 Gap	2018 Gap	2016 Gap	2017 Gap	2018 Gap
Difference in Progress 8 score	-1.07	-0.58	-1.05	-0.49	-0.38	-0.31
Difference in Attainment 8	-19.74	-15.65	-18.78	-11.92	-10.95	-10.42
Difference in % 5x 9-4 (M+En)	-47.10	-33.46	-36.47	-26.28	-17.61	-13.95
Difference in % 9-4 Eng	-39.42	-20.46	-20.77	-22.25	-16.48	+7.14
Difference in % 9-4 Ma	-42.42	-33.97	-38.09	-24.05	-18.71	-16.45
Difference in % 9-4 Sci (1 or more)	-46.2	-28.44	-30.43	-20.78	-16.75	-9.95

Disadvantaged Students Results

*Estimated data

Number of Students	All Disadvantaged			Disadvantaged with 90%+ attendance		
	53	53	45	30 (56.6%)	41 (77.4%)	23 (51.1%)
Progress/Attainment Measure	2016	2017	2018	2016	2017	2018
Progress 8 score	-0.76	-0.46	-0.76*	-0.17	-0.29	-0.05*
Attainment 8	39.47	40.82	36.72	47.33	44.92	47.97
% 5x 9-4 (M+En)	35.85	49.06	51.11	56.67	63.41	73.91
% 9-4 Eng	52.83	73.58	68.89	70	78.05	100
% 9-4 Ma	39.62	49.06	51.11	60	63.41	73.91
Difference in % 9-4 Sci (1 or more)	41.51	56.6	57.78	63.33	68.29	78.26

These tables show that the difference in attainment at KS3 between disadvantaged students of different prior attainment bands, and the rest of the cohort is, for the most part, becoming very small.

KS3 Using APS to track Difference in Progress between DiS & Non-DiS

(6APS = 3 Sub-Levels of Progress = 12 months progress)

APS Range	+ to 0 APS	-0.1 to -0.3 APS	-0.4 to 0.9 APS	1-1.9 APS	2+ APS
Sub-Levels of Progress behind	Ahead of equal with whole cohort	0.05-0.25 SLOP behind whole cohort	0.25-0.5 SLOP behind whole cohort	0.5-1 SLOP behind whole cohort	1 or more SLOP behind whole cohort
Approximate months behind	Ahead or 0 months behind	1-2 weeks behind	3-8 weeks behind	2-3 months behind	4 or more months behind

Current Y8		End of Y7	End of Y8	End of Y9	Is the gap closing?
LPA	All Subs.				
	English				
	Maths				
	Science				
MPA	All Subs.				
	English				
	Maths				
	Science				
HPA	All Subs.				
	English				
	Maths				
	Science				

Current Y9		End of Y7	End of Y8	End of Y9	Is the gap closing?
LPA	All Subs.				Not yet
	English				Not yet
	Maths				Not yet
	Science				Yes
MPA	All Subs.				Yes
	English				Yes
	Maths				Stable
	Science				Yes
HPA	All Subs.				Stable
	English				Yes
	Maths				Yes
	Science				Yes

Current Y10		End of Y7	End of Y8	End of Y9	Is the gap closing?
LPA	All Subs.				Yes
	English				Yes
	Maths				Yes
	Science				Yes
MPA	All Subs.				Not yet
	English				Not yet
	Maths				Not yet
	Science				Yes
HPA	All Subs.				Not yet
	English				Not yet
	Maths				Fluctuating
	Science				Yes

While there is still work to do, these tables show a sustained trend in improving numbers of disadvantaged students (of Lower, Middle & Higher Prior Attainment bands) making expected rates of progress or above in the core subjects at KS3.

KS3: % of disadvantaged students making expected progress, or above, in English, Maths & Science.

Red = 49% or below Amber = 50-69% Yellow = 70-84% Green = 85% or more

KS4: % of disadvantaged students predicted to make expected progress or above, in English, Maths & Core Science.

Red = 49% or below Amber = 50-69% Yellow = 70-84% Green = 85% or more

Current Y10		End Y7	End Y8	End Y9	End Y10	End Y11
LPA	English	Amber	Amber	Green		
	Maths	Yellow	Yellow	Amber		
	Science	Yellow	Green	Green		
MPA	English	Amber	Red	Red		
	Maths	Amber	Red	Red		
	Science	Amber	Amber	Green		
HPA	English	Amber	Red	Red		
	Maths	Yellow	Green	Amber		
	Science	Red	Red	Yellow		

Y11 2017-18		End Y7	End Y8	End Y9	End Y10	End Y11
LPA	English	Red	Red	Amber	Red	Red
	Maths	Red	Red	Red	Red	Red
	Science	Yellow	Red	Amber	Red	Red
MPA	English	Red	Red	Yellow	Amber	Amber
	Maths	Red	Red	Red	Red	Red
	Science	Red	Red	Red	Red	Red
HPA	English	Red	Red	Red	Yellow	Yellow
	Maths	Amber	Red	Yellow	Amber	Red
	Science	Red	Red	Red	Red	Red

Current Y9		End Y7	End Y8	End Y9	End Y10	End Y11
LPA	English	Green	Red			
	Maths	Red	Red			
	Science	Green	Green			
MPA	English	Green	Green			
	Maths	Amber	Red			
	Science	Green	Yellow			
HPA	English	Yellow	Yellow			
	Maths	Green	Yellow			
	Science	Green	Amber			

Current Y11		End Y7	End Y8	End Y9	End Y10	End Y11
LPA	English	Red	Amber	Amber	Green	
	Maths	Red	Red	Red	Yellow	
	Science	Red	Red	Amber	Amber	
MPA	English	Red	Amber	Amber	Yellow	
	Maths	Red	Red	Red	Red	
	Science	Red	Red	Red	Red	
HPA	English	Red	Red	Red	Yellow	
	Maths	Red	Green	Yellow	Yellow	
	Science	Red	Red	Red	Amber	

Current Y8		End Y7	End Y8	End Y9	End Y10	End Y11
LPA	English	Amber				
	Maths	Red				
	Science	Green				
MPA	English	Amber				
	Maths	Yellow				
	Science	Green				
HPA	English	Amber				
	Maths	Yellow				
	Science	Yellow				

6. What did we do to reduce the difference in 2017-8?

- **High quality teaching for all** continued to be at the heart of our vision for reducing differences; this includes a continued focus on prioritising disadvantaged students through our PP First initiative, raising expectations and aspirations, effective feedback and assessment and strategic setting in core subjects.
- **Improving attendance** through short and medium term interventions to raise aspirations, add cultural capital, improve levels of engagement with school life and develop positive attitudes to learning, so that our disadvantaged students benefit from our quality teaching provision.

Over 25% of our teaching staff volunteered to conduct action research to further develop our ability to support disadvantaged students. The development of many initiatives have been informed by national research by the [Education Endowment Fund](#).

Evaluation Key:

- Actions considered to be successful; will be continued in 2018-19
- Actions considered to show promise; will be developed in 2018-19 / 2019-20
- Actions not considered to be successful; will be discontinued in 2018-19 / 2019-20

Leadership & Management

	Action	Evaluation
1	<p>Deputy Headteacher(s) to</p> <ul style="list-style-type: none"> Lead joint SLT/middle leaders intervention meetings Hold subject review meetings with HoDs which includes analysis of disadvantaged student data. Ensure quality first teaching in the classroom, in which disadvantaged students are a priority Provide individual intervention for key students 	<ul style="list-style-type: none"> Disadvantaged student outcomes are known to be a school priority with all levels of staff engaged. Observations reveal that disadvantaged students receive Quality First Teaching in the classroom. Members of the senior leadership team meet regularly with key students and parents. Positive relationships developed.
2	<p>Disadvantaged Student Coordinator (Assistant Head) to</p> <ul style="list-style-type: none"> provide forensic analysis of disadvantaged student outcomes and attendance continue to develop and evaluate bespoke interventions for target students. maintain personalised records of interventions to ensure equal and appropriate access. coordinate and assist disadvantaged student action research teams. 	<ul style="list-style-type: none"> High level analysis regularly updated, including groups of disadvantaged students, such as prior attainment so that appropriate expectations/targets are set and progress tracked. Bespoke interventions developed and introduced for target students. Individual student progress tracked. Communication made with the teachers of under achieving disadvantaged students. Appropriate intervention put in place. Following a year of action research, best practice was shared with the whole school in July 2018. Key actions have been implemented.
3	<p>Data Manager to</p> <ul style="list-style-type: none"> collate and disseminate data to facilitate the detailed tracking of disadvantaged student outcomes and attendance. 	<ul style="list-style-type: none"> Data collated and disseminated to HoDs & HoYs to inform interventions (individual and departmental).

Ensuring high quality teaching for disadvantaged students.

	Action	Evaluation
4	<p>Continue promote the 'Pupil Premium First' initiative to increase disadvantaged student engagement in the classroom.</p> <p>Introduce a rotating 'Famous Five' for each KS4 year group to ensure that disadvantaged students of particular concern receive a little extra attention.</p>	<ul style="list-style-type: none"> Short lesson observations reveal DiS students to be engaged with their learning and teachers to have a good understanding of their needs. There has been a 3 year trend showing increasing numbers of DiS making expected levels of progress at KS3. There has been a 3 year improving trend in forecast P8s in Y10 & Y11. Famous Five was introduced last year. It will be continued this year and enhanced with the Disadvantaged Student Coordinator meeting identified students to help establish barriers to learning.

5	<p>Continued additional staffing in English, maths and science to permit:</p> <ul style="list-style-type: none"> • The restructuring of maths sets, based on the successful English Department model. • The modification of the maths curriculum and the development of a Maths Action Plan. • Extra English classes for Y8 & Y9 weaker linguists. • The introduction of fortnightly library hours for the majority of Y8 & Y9 students (those not studying Fast Track French). • Full time English & Maths subject specialists in support rooms. 	<ul style="list-style-type: none"> • There has been a 3 year trend showing increasing numbers of DiS making expected levels of progress at KS3. However, there are inconsistencies between core subjects and cohorts. • The successes have been most evident with our small LPA English classes in which observations reveal very positive relationships between staff and students which have resulted in more than 85% of LPA students achieving or exceeding expected rates of progress in English at the end of KS3 in 2017-18. • Maths will continue to review their setting policies in order to emulate the successes achieved by our English Department. 															
6	<p>HoDs to trial pupil focused 'drop in' observations, in which feedback is given about the learning experience of target disadvantaged students.</p> <p>SLT to join departments during 'book looks' to maintain a focus on specific groups of disadvantaged students.</p> <p>Disadvantaged student groups to be invited to SLT meetings for joint student-teacher 'book looks'.</p>	<ul style="list-style-type: none"> • Short Lesson Observations showed that many of our DiS students are really engaged with their learning. Feedback from HoDs indicates that they think the new short lesson observation format is really positive. • Feedback about SLT/HoD book looks during observations are positive. • Cross curricular book looks organised by Ofsted and during HoD meetings. Book looks to be developed by targeting specific students and comparing their work across the school to see how student performance varies between departments. 															
7	<p>Reinforce and continue to embed the Stringer Learning Culture: a whole school focus on promoting positive behaviour for learning, reducing distractions for/by disadvantaged students.</p>	<ul style="list-style-type: none"> • Less incidents of mobile phone use in class and more students coming equipped for class. <table border="1" data-bbox="1055 866 2018 970"> <thead> <tr> <th>SEPTEMBER</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Lack of equipment</td> <td>301</td> <td>141</td> <td>92</td> <td>63</td> </tr> <tr> <td>Mobile phone confiscated</td> <td>49</td> <td>15</td> <td>17</td> <td>10</td> </tr> </tbody> </table>	SEPTEMBER	2015	2016	2017	2018	Lack of equipment	301	141	92	63	Mobile phone confiscated	49	15	17	10
SEPTEMBER	2015	2016	2017	2018													
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8	<p>An online intervention log has been provided to improve cross-curricular communication about strategies used to support disadvantaged students.</p>	<ul style="list-style-type: none"> • Over 1500 interventions shared online in 2017-18, improving the communication between staff about DiS. • This strategy is still in its infancy; its impact should become more apparent the more it is used. 															
9	<p>Action research groups to develop strategies which engage disadvantaged students in classroom based learning</p>	<ul style="list-style-type: none"> • Best practice shared with the whole school in July 2018. Mixed success, but some great ideas generated. Action Research groups to continue in 2018-19 with focus on whole school priorities. 															
10	<p>Action research groups to develop strategies to engage disadvantaged students with home learning.</p>	<ul style="list-style-type: none"> • Pilot uses of remote revision have been very promising with positive feedback from students and staff. This action group will continue in 2018-19, expanding to include Maths, English & Science. 															

11	Continue to run Y8 PRS classes (study skills) for LPA disadvantaged students with weak linguistic skills. Learned skills are transferable across the curriculum.	<ul style="list-style-type: none"> • Median ATL score remained consistent at 'Good' during 2017-18. • The benefits of a course like this to the needs of participant students are generally accepted. However, planned changes to the KS3 in future years could see the initiative replaced by an alternative course, such as the Princes Trust Achieve Programme (Personal Development and Employability Skills) in which students can access Entry 3 or Level 1 qualifications.
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Improving Attendance and Engagement

	Action	Evaluation																		
12	Maintain an increased number of pastoral leads with increased time allowing: <ul style="list-style-type: none"> • Better knowledge of DiS with increased focus on attendance • DiS attendance targets to continue to be included in appraisal targets for Pastoral Leads. • Co-tutors allocated to all Y7 & Y11 form groups to provide time for small group/1:1 DiS mentoring 	<ul style="list-style-type: none"> • The current Y10 and previous Y11 had more DiS with a 95%+ attendance rate at the end of 2017-18 when compared to 2016-17. • During 2017-18 the gap between the number of DiS with a 95% attendance rate and the rest of their cohort closed in our current Y10, current Y11 and previous Y11. • The difference in median attendance between whole cohort and DiS was smaller in 2017-18 in our current Y10 and previous Y11 compared to the end of 2016-17. • Inconsistent improvements in attendance data may not show the positive impact of an increased number of Pastoral Leads; however, the importance of these roles in making sure that our disadvantaged students do not become invisible and feel welcomed and part of the school is essential. 																		
13	Continue to engage with the parents of disadvantaged students: <ul style="list-style-type: none"> • The parents of identified disadvantaged students personally invited to attend parent evenings. An appointment is scheduled before slots are opened up for general booking. • The parents of identified disadvantaged students with a low ATL or attendance are scheduled parents evening appointment with a deputy head. • Invitations emailed to the parents and teachers of disadvantaged students, inviting them to support their children/students at home sporting fixtures. 	<ul style="list-style-type: none"> • Analysis reveals stable/high/improving rates of DiS parent attendance. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Current Y7</td> <td>NA</td> <td>69%</td> </tr> <tr> <td>Current Y8</td> <td>91%</td> <td>91%</td> </tr> <tr> <td>Current Y9</td> <td>83%</td> <td>88%</td> </tr> <tr> <td>Current Y10</td> <td>81%</td> <td>79%</td> </tr> <tr> <td>Current Y11</td> <td>72%</td> <td>87%</td> </tr> </tbody> </table> • High proportion of DiS parents turning up home fixtures, but the initiative is time consuming and only targets a very small number of students so not cost effective. 		2016-17	2017-18	Current Y7	NA	69%	Current Y8	91%	91%	Current Y9	83%	88%	Current Y10	81%	79%	Current Y11	72%	87%
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Current Y10	81%	79%																		
Current Y11	72%	87%																		

14	<p>All 55 disadvantaged Year 7 students will be offered a free week long residential trip to Dolawen, our field study and adventure centre in Snowdonia National Park, with their form group. This initiative is sponsored by The Big Yellow Storage Company, who will match the funds that our school uses to support these trips. This is a focused opportunity for form tutors to really get to know the disadvantaged students in their form. It also provides the basis for a positive and cooperative relationship for the duration of the student's time at Dorothy Stringer School, and into their future. Positive relationships are developed between peers from different social backgrounds.</p>	<ul style="list-style-type: none"> • 100% of DiS attending said they got to know other students in their form better. • 75% of DiS attending said that because they got to know their form tutor better on the trip that they are more likely to speak to them if they have a problem. • Before the trip 76% of DiS said they felt part of the Stringer Community. After the trip 96% said they felt part of our community. • 88% of DiS attending said they felt more confident following the trip. <p>Disadvantaged Student Voice</p> <ul style="list-style-type: none"> • <i>Thank you.. It's been really fun and we've all got much closer.</i> • <i>Thank you so much, without this opportunity I would not have been closer to some people and do activities I have never done before.</i> • <i>Thank you so much for sponsoring the trip. Without you, I wouldn't have been able to participate. Thank you very much. Xx</i> • THANKS FOR HELPING ME COME. IT WAS JUST EPIC!
15	<p>Actively encourage disadvantaged students to join at least one extra-curricular club, increasing engagement with school life and widening their circle of friends. Expand Y7 Clubs Fair to include Y8.</p>	<ul style="list-style-type: none"> • Following the successful introduction of the Clubs Fair in 2016-17, which encouraged an increasing number of DiS to participate in extra-curricular activities, the participation of DiS in 2017-18 was disappointing. It would appear that greater numbers of non-disadvantaged students are sign-up to clubs while disadvantaged student participation dipped in 2017-18 (in terms of actual student numbers and proportional representation.) There has, however, been anecdotal feedback that many of our Y7 students may not have found out about some of our clubs and signed-up without the Fair. Because the Fair is a relatively new event, this could just be a dip rather than a trend. • In 2018-18 we should undertake some research to find out how we can better engage DiS with our extra-curricular programme.
16	<p>Prioritise disadvantaged student activity selection for Enrichment Week. This will help positive relationships to develop between peers from different social backgrounds and provides a focused opportunity for staff to really get to know disadvantaged students.</p>	<ul style="list-style-type: none"> • An evaluation form needs to be created in 2018-19 to assess the impact of this action.
17	<p>Peer Mentoring:</p> <ul style="list-style-type: none"> • Continue peer mentoring at KS3 in which disadvantaged Y9 HPA students work with disadvantaged Y7 LPA students. • Introduce cross-campus peer mentoring for DiS to aid transition between Key Stages. • Engage students from the University of Brighton to mentor key Black, Minority & Ethnic disadvantaged students. (3 DiS students) 	<ul style="list-style-type: none"> • Y7-Y9 Study Buddy programme did not run in 2017-18 due to long term absence of a key member of staff. • Y1 Varndean College students (who are Stringer alumni) assisted with Y9 options lesson. Very positive feedback from students. The plans to roll out this cross-campus support will proceed. Positive feedback also received from Y9 DiS in regard to 'Shadow a Sixth Form Student' day. • The 2 DiS (both Y11 males) involved in the BME mentoring programme have shown improving P8 scores or improving attendance.

18	Engage alumni through the Future First programme, to support our disadvantaged students.	<ul style="list-style-type: none"> • We have an increasing number of alumni who have agreed to provide work experience placements to Y10 (disadvantaged) students and have 94 alumni who have agreed to support our (disadvantaged) students. • 3 different careers workshops ran in 2017-18. Following an evaluation, the most successful was the session that ran with members of our alumni and 30 students. We received the following feedback from those 30 students: <ul style="list-style-type: none"> - 85% of students attending the workshops were disadvantaged - 85% said they were more confident about being successful in the future - 80% said that following the workshop they want to work harder at school. - 87% said that meeting former students showed them that 'people like me' can be successful.
19	Small group mentoring sessions for disadvantaged students with low attendance.	<ul style="list-style-type: none"> • This initiative was not as effective in 2017-18 as it had been during 2016-17. In its current form has been discontinued.
20	Action research groups to develop interventions which improve disadvantaged student attendance and engagement with school life.	<ul style="list-style-type: none"> • Best practice shared with the whole school in July 2018. Mixed success, but some great ideas generated. Action Research groups to continue in 2018-19 with focus on whole school priorities.
21	Continue with successful bespoke interventions to engage disadvantaged students in school life. Interventions likely to include, young naturalists, yoga and other interventions provided by the Support Department.	<ul style="list-style-type: none"> • Bespoke interventions for small groups of students not proving to be as successful this year. A less extensive programme is on offer because of timetable restraints and more focus on in-class intervention. Lack of continuity in staff mean that interventions start from scratch each year and new staff need constant direction. For these intervention programmed to be successful, the school needs to commit to training and maintaining staff in intervention roles.
22	Target disadvantaged students for university visits to raise aspirations.	<ul style="list-style-type: none"> • 34% of all students participating in university visits were disadvantaged, slightly higher than the 32% last year. This is proportionally in excess of the 20% DiS cohort we have at school. • An evaluation form regarding the impact of these trips needs to be developed.
23	Enhanced work experience for DiS Y10 HPA. Develop the network of skilled/professional opportunities for students and provide additional support for students before and during the application process.	<ul style="list-style-type: none"> • A mentoring programme was developed to help build confidence in our DiS before applying for work experience placements. The results of this intervention were inconclusive.

24	Disadvantaged students actively encouraged and supported in their application for student leadership roles.	<ul style="list-style-type: none"> Following a small increase in 2017-18, it was agreed that HoDs can make executive appointments for DiS who meet ATL & ATT standards. Provisional executive appointments can be made for DiS who do not meet ATL & ATT standards on the understanding that ATL & ATT will improve. Following this, we have seen a further (small) increase in 2018-19 In 2018-19 a FSM student went through the application process and was appointed to one of the Head Student positions. Y10 students to start writing prefect applications in PSHE classes to encourage more DiS to write applications. <table border="1" data-bbox="1066 395 2031 564"> <thead> <tr> <th></th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Prefects</td> <td>9.4%</td> <td>11%</td> <td>15%</td> </tr> <tr> <td>Peer Mentors</td> <td></td> <td>8%</td> <td>13%</td> </tr> <tr> <td>JLT</td> <td></td> <td>4%</td> <td>12%</td> </tr> <tr> <td>Sports Captains</td> <td></td> <td>7%</td> <td>10%</td> </tr> </tbody> </table>		2016-17	2017-18	2018-19	Prefects	9.4%	11%	15%	Peer Mentors		8%	13%	JLT		4%	12%	Sports Captains		7%	10%
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25	Introduce Y9 Cultural Capital classes for LPA/MPA disadvantaged students who do not study a second language. Topics studies will be drawn from a range of subjects, aiding engagement across the curriculum.	<ul style="list-style-type: none"> The difference in attainment between Y9 LPA and other lower ability students is slowly closing in English. This could be, in part, to the wider knowledge students are gaining from this course. The benefits of a course like this to the needs of participant students are generally accepted, but very difficult to measure as improving cultural knowledge will help enhance engagement across the curriculum. 																				
26	Maintain a designated contact for LAC and Post-LAC support to provide personalised support for LAC and Post-LAC students.	<ul style="list-style-type: none"> Generally our LAC & Post-LAC students have a better attendance rate than other disadvantaged students and in most year groups have a better ATL than other disadvantaged students. Last year's Y10 (current Y11) have better ATL and Attendance than the rest of their cohort. 																				
27	Maintain enhanced Emotional Health and Well-Being provision within the school through 1:1 and small group interventions.	<ul style="list-style-type: none"> Disadvantaged students referred by HoY through the KS3/KS4 panel meeting. 																				
28	Free breakfasts for Y11 disadvantaged students during GCSE exam period	<ul style="list-style-type: none"> Almost 100% attendance of DiS to GCSE exams. 																				
29	Where necessary, we continue to support disadvantaged students with uniform in order to help them feel part of the school community.	<ul style="list-style-type: none"> Increasing numbers of DiS students in correct uniform. Additional support will be put in place for students in 2018-19 enabling student to borrow uniform. <table border="1" data-bbox="1048 1257 2031 1358"> <thead> <tr> <th>SEPTEMBER</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Uniform log with note</td> <td>78</td> <td>44</td> <td>42</td> <td>45</td> </tr> <tr> <td>Uniform log without note</td> <td>76</td> <td>28</td> <td>23</td> <td>19</td> </tr> </tbody> </table>	SEPTEMBER	2015	2016	2017	2018	Uniform log with note	78	44	42	45	Uniform log without note	76	28	23	19					
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30	Continue to develop individually tailored timetables for a few high profile disadvantaged students, so they can be successfully reintegrated into the classroom and exclusion rates among disadvantaged students reduced further.	<ul style="list-style-type: none"> • Dorothy Stringer School's exclusion rates are significantly lower than other schools in B&H. • There are a reducing number of fixed-term exclusions for our disadvantaged students. <table border="1" data-bbox="1055 197 2033 365"> <thead> <tr> <th></th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Number of Fixed Term Exclusion Sessions awarded to PP students</td> <td>176</td> <td>130</td> </tr> <tr> <td>% of all Fixed Term Exclusion Sessions awarded to PP students</td> <td>58.3%</td> <td>28.5%</td> </tr> </tbody> </table>		2016-17	2017-18	Number of Fixed Term Exclusion Sessions awarded to PP students	176	130	% of all Fixed Term Exclusion Sessions awarded to PP students	58.3%	28.5%
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31	Invite the 'Poverty Proof the School Day' organisation to conduct an audit of DSS.	<ul style="list-style-type: none"> • Poverty Proofing audit took place in Nov 2017, however receipt of the report was delayed. An Action Research group will be set up in 2018-19 to review the report and to make recommendations which will make the school more equitable. 									

7. What are we doing in to reduce the difference in 2018-19?

- **High quality teaching for all** will continue to be at the heart of our vision for reducing differences; this includes a continued focus on prioritising disadvantaged students through our PP First initiative, raising expectations and aspirations, effective feedback and assessment and strategic setting in core subjects.
- **Improving attendance** through short and medium term interventions to raise aspirations, add cultural capital, improve levels of engagement with school life and develop positive attitudes to learning, so that our disadvantaged students benefit from our quality teaching provision.

The development of many initiatives has been informed by the national research of the [Education Endowment Fund](#).

Leadership & Management

	Action
1	Deputy Headteacher(s) to <ul style="list-style-type: none"> • Provide forensic analysis of disadvantaged student outcomes and attendance • Work with a city wide network of senior staff exploring how to improve attendance • Lead an action research group to develop policy about successful strategies that will aid students with poor attendance catch-up with their peers. • Lead joint SLT/middle leaders intervention meetings • Hold subject review meetings with HoDs which includes analysis of disadvantaged student data. • Ensure quality first teaching in the classroom, in which disadvantaged students are a priority • Provide individual intervention for key students
2	Disadvantaged Student Coordinator (Assistant Head) to <ul style="list-style-type: none"> • provide forensic analysis of disadvantaged student outcomes and attendance • continue to develop and evaluate appropriate interventions for target students. • maintain student tracking sheets to monitor individual DiS ALT and progress; communicate with teaching/pastoral staff as appropriate • coordinate and assist disadvantaged student action research teams. • Individually meet with key students as required • Work with a citywide network of Disadvantaged Student Coordinators to evaluate and share best practice
3	Data Manager to <ul style="list-style-type: none"> • collate and disseminate data to facilitate the detailed tracking of disadvantaged student outcomes and attendance.

Ensuring high quality teaching for disadvantaged students.

	Action
4	<p>Continue promote the 'Pupil Premium First' initiative to increase disadvantaged student engagement in the classroom. Refresh the initiative with the 'Miles Higher' strategy which consolidates classroom strategies that have proven to be successful.</p> <p>Embed a rotating 'Famous Five' for each KS4 year group to ensure that disadvantaged students of particular concern receive extra attention. Disadvantaged Student Coordinator to meet with key students and relevant members of staff as required.</p>
5	Continued additional staffing in English & Maths to permit smaller class sizes in Maths, English, particularly for LPA disadvantaged students. Share best practice for setting strategies at HoD meetings.
6	HoDs to use pupil focused 'drop in' observations, in which feedback is given about the learning experience of target disadvantaged students.
7	<p>Line Managers to join departments during 'book looks' to maintain a focus on specific groups of disadvantaged students.</p> <p>Student focused cross-curricular 'book looks' to take place in HoD meetings, in which the work of target disadvantaged students is compared across the curriculum to explore levels of engagement in different classes. Best practice to be shared.</p>
8	<p>Reinforce the Stringer Learning Culture: a whole school focus on promoting positive behaviour for learning, reducing distractions for/by disadvantaged students.</p> <p>Fully stocked pencil cases to be provided to form-tutors to loan to disadvantaged students who may have come to school without the equipment required for fully engaging with class activities.</p>
9	Staff to continue using the online intervention log to improve cross-curricular communication about strategies used to support disadvantaged students.
10	Action research to develop strategies to provide remote support to disadvantaged students as they revise.
11	<p>Continue to run Y8 PRS classes (study skills) for LPA disadvantaged students with weak linguistic skills. Learned skills are transferable across the curriculum.</p> <p>Continue to run Y9 Cultural Capital classes for LPA/MPA disadvantaged students who do not study a second language. Topics studies will be drawn from a range of subjects, aiding engagement across the curriculum.</p> <p>Continue to explore alternative courses, such as the Princes Trust Achieve Programme (Personal Development & Employability Skills).</p>
12	<p>Revision resources (revision books, folders, highlighter pens, index cards, paper etc.) given to Y11 students as appropriate.</p> <p>Disadvantaged students prioritised for GCSE revision clubs.</p>
13	Introduce the university lead Scholars Programme (Brilliant Club) for a small group of HPA disadvantaged students.

Improving Attendance and Engagement

	Action
14	Maintain an increased number of pastoral leads with increased time allowing: <ul style="list-style-type: none"> • Better pastoral knowledge of disadvantaged students with increased focus on attendance • Disadvantaged student attendance targets to continue to be included in appraisal targets for Pastoral Leads. • Co-tutors allocated to all Y7 & Y11 form groups to provide time for small group/1:1 DiS mentoring
15	All staff to engage with 'empty chair' strategies, shared by the Empty Chair Action Research Group. These strategies should aim to reduce anxieties of students with poor attendance returning to the classroom.
16	Continue to engage with the parents of disadvantaged students: <ul style="list-style-type: none"> • The parents of identified disadvantaged students personally invited to attend parent evenings. An appointment is scheduled before slots are opened up for general booking. • The parents of identified disadvantaged students with a low ATL or attendance are scheduled parents evening appointment with a deputy head.
17	All disadvantaged Year 7 students will be offered a free week long residential trip to Dolawen, our field study and adventure centre in Snowdonia National Park, with their form group. This initiative is sponsored by The Big Yellow Storage Company, who will match the funds that our school uses to support these trips. This is a focused opportunity for form tutors to really get to know the disadvantaged students in their form. It also provides the basis for a positive and cooperative relationship for the duration of the student's time at Dorothy Stringer School, and into their future. Positive relationships are developed between peers from different social backgrounds.
18	Form tutors to actively encourage disadvantaged students to join at least one extra-curricular club, increasing engagement with school life and widening their circle of friends. Complete student survey to find out the barriers to disadvantaged students joining clubs.
19	Prioritise disadvantaged student activity selection for Enrichment Week. This will help positive relationships to develop between peers from different social backgrounds and provides a focused opportunity for staff to really get to know disadvantaged students. Complete student survey to assess the impact of Enrichment Week on disadvantaged students.
20	Peer Mentoring: <ul style="list-style-type: none"> • Continue peer mentoring at KS3 in which disadvantaged Y9 HPA students work with disadvantaged Y7 LPA students. • Develop cross-campus peer mentoring for DiS to aid transition between Key Stages and to improve GCSE outcomes.
21	Continue to engage alumni through the Future First programme, to support our disadvantaged students.
22	Target disadvantaged students for university visits to raise aspirations. Conduct student surveys to find out the impact of these visits.
23	Disadvantaged students actively encouraged and supported in their application for student leadership roles. Y10 students to write their Prefect Applications in PSHE lessons to encourage DiS applications.

24	Maintain a designated contact for LAC and Post-LAC support to provide personalised support for LAC and Post-LAC students. Set up a panel to agree the fair distribution of funding for specific needs.
25	Free breakfasts for Y11 disadvantaged students during GCSE exam period.
26	Where necessary, we continue to support disadvantaged students with uniform in order to help them feel part of the school community: depending on the need, students are given/loaned items of uniform.
27	Continue to develop individually tailored timetables for a few high profile disadvantaged students, so they can be successfully reintegrated into the classroom and exclusion rates among disadvantaged students reduced further. <ul style="list-style-type: none"> Specialist teaching staff in learning support rooms. Inclusion Coordinator to work closely with key disadvantaged students, families and staff.
28	Action Research Group set up to explore the implementation of recommendations in the 'Poverty Proof the School Day' report.
29	Develop community engagement programmes in which disadvantaged students, staff and parents can interact informally.
30	Action Research group to explore how we can engage parents with student home learning.
31	Increase Education Welfare Officer time, to enable more EWO contact with disadvantaged students.

7. How have we used the Pupil Premium Fund?

FOCUS	2015-16	2016-17	2017-18	2018-19
Leadership & Management		£ 46,700	£45,800	£61,770
Ensuring High Quality Teaching for Disadvantaged Students	£220,085	£196,490	£176,743	£116,400
Improving Disadvantaged Student Attendance & Engagement	£115,357	£ 115,764	£182,718	£263,520

	2015-16	2016-17	2017-18	2018-19
Total Pupil Premium Expenditure	£335,442	£358,954	£405,261	£441,690
Pupil Premium Funding received	£301,840	£312,223	£311,580	£320,600