

1. Summary information					
School	Stantonbury International School				
Academic Year	2018/19	Total PP budget	£584,375	Date of most recent PP Review	Sep 2018
Total number of pupils	1646	Number of pupils eligible for PP	635	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 4_ Eng/Ma	46.7%	64.7%
% achieving expected progress in English / Maths	41%/55%	75.8% / 73.4%
Progress 8 score average	-1.2	0.12
Attainment 8 score average	3.98	52

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.	Literacy
B.	Those who are both PP and SEND
C.	Numeracy
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance (engagement)

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved pupil progress and attainment in English and Maths. The use of the assessment cycles to identify students achieving 9-5 in English and Maths and individual progress 8 scores.	65% of PP pupils to achieve 5+ in basics and and A8 score of 55 points
B.	An improvement in attendance of PP pupils. Use of targeted intervention via the tutor, HOY and SLT. Monitored on a weekly basis and intervention put in place.	100% of PP pupils achieve a attendance figure of 96% or above.

5. Planned expenditure					
Academic year		2018/2019			
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?
All teaching is good or better	SEC process, lesson observations, Learning walks, Coaching and Mentoring.	Teaching and Learning Tool Kit	Stantonbury Evaluation Cycle, lesson observations, learning walks and triangulated with the data	NYS	6 week cycle
Improve quality of feedback and student response	Introduction of DIRT marking	Teaching and Learning Tool Kit	Regular monitoring of marking and feedback through book scrutiny	NYS MGT	End of each term
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?
65% on track in Basics	Intervention	Teaching and Learning Tool Kit	Weekly monitoring via the Raising Achievement Meetings	MGT HOF	Each assessment cycle
65% on track in Basics	Academic Mentoring	Teaching and Learning Tool Kit	Focused meetings linked to key priorities, revision, planning etc	SWE	Each assessment cycle
Total budgeted cost					
. 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?
65% on track in Basics	Small group tuition	Teaching and Learning Tool Kit	Use of external tuition provision	JFS	Each assessment cycle
65% on track in Basics	Disadvantaged First Strategy	To ensure all staff are aware of DA students and marking and feedback	Through the Stantonbury Evaluation Cycle process	SWE	6 week cycle

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
75% of lessons good or better and PP pupils making progress at least in line with peers in class	SEC implementation, CPD, support, high expectations	67% reached, progress of PP students broadly in line with non PP peers in most cases.	More focused training and work on PP first, e.g. first to mark, at front and individual teacher use of Class RAP sheets to show how PP are being supported- this includes sharing best practice and CPD.	£512, 876
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve progress in Maths and English	1 to 1 tuition	85% pupil KS3 and 72% pupils KS4 made progress in English. 79% pupils KS3 and 71% pupils KS4 made progress in Maths	Yes we will continue with the approach however there needs to be greater communication between the tutor and individual teachers to ensure the work they are doing is relevant.	£35,347
Improved reading age	2 x 15 minute reading sessions per week	94% of pupils made progress in their reading. 56% by 1-2 levels and 37.5% by more than 2 levels.		£39,014
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost