

## PUPIL PREMIUM STRATEGY STATEMENT

1. Summary Information					
Academic Year	2018/19	Total PP budget (inc. catch up & LAC)	£186,332	Date of most recent PP Governor Review	2/10/18
Total number of pupils	1057	Number of pupils eligible for PP	188	Date for next internal review of this strategy	Termly

Year 11 Outcomes	2015-16	2016-17	2017-18
<b>Cohort</b>			
<b>Progress 8</b>			
Overall	-0.28	-0.22	-0.47
English	-0.26	-0.23	-0.68
Maths	-0.32	0.15	-0.29
EBACC	-0.33	-0.14	-0.32
Open	-0.33	-0.55	-0.6
<b>Attainment 8</b>			
Overall	40.79	41.40	37.0
English	8.97	8.97	7.6
Maths	7.60	8.61	7.2
EBACC	10.60	11.20	10.67
Open	13.61	12.63	11.05
<b>Standard pass in English and Maths</b>			
Overall	34%	64%	42%

2. <u>Barriers</u> to Future Attainment for PP students	
	<b>In-School Barriers</b>
A.	Low standards of <u>literacy and numeracy</u> on entry and subsequently throughout college.
B.	<u>Low aspirations</u> – cases of ineffective parenting, student emotional and mental health.
C.	The number of students receiving <u>fixed term exclusions</u>
D.	Attendance rates

3. <b>Desired Outcomes</b> – <i>including Ofsted Next Steps focus</i>		<b>Success Criteria</b>
A.	PP students achieve in line A8 and P8 scores	Pupil Premium students attain and progress in line with or above their prior performance expectations.
B.	Develop an <u>inclusive ethos</u> and tailored provision for PP students	Maintain very low permanent exclusion rates. Reduce the number of fixed term exclusions Reduce fixed term exclusion. All PP students' progress to post-16 education / training (No NEET).
C.	The number of students receiving <u>fixed term exclusions</u>	The number of fixed term exclusions for PP students drops
D.	Improved PP attendance	Attendance of PP students continues to improve. Gap between attendance of PP and non PP students closes. Reduce the number of persistent absentees among PP students. Attendance of PP parents at parents' evenings continues to increase..

## 4. Planned Expenditure

Academic Year - 2018/19

### 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	Review Dates
Students make <u>subject choices</u> which give them the best opportunity to maximise their academic progress	<p>Personalised Options guidance for targeted PP students</p> <p>Greater emphasis on careers guidance in Year 8</p> <p>GCSE forecast data analysed Year 9 students</p>	<p>To ensure progress for all students irrespective of national accountability measures</p> <p>To provide a personalised and appropriate curriculum pathway for every student</p>	<p>Targeted discussions with students and selected parents</p> <p>Feedback from revamped Options Evening format</p> <p>Personalised interviews with targeted Year 9 students</p>	<p>CC/DM/PE</p> <p>RSL/HOY 9</p>	February 2019
Students make better progress in <u>reading</u> and read widely across the curriculum	<p>Embed Renaissance Reading Programme.</p> <p>Reading age analysis and distribution to staff.</p> <p>Reading in extended 25 min. registration and Learning for Life</p>	<p>Students need targeted literacy support to process information effectively and to access the information and knowledge within the curriculum.</p> <p>This is a programme that has been independently evaluated and shown to be effective in other schools.</p>	<p>Renaissance Reading leaders monitor and evaluate the impact of this programme.</p> <p>Share data with teaching staff.</p>	CB	July 2019
Students have <u>skills</u> necessary to revise successfully for examinations	<p>Timetabled GCSE revision sessions</p> <p>Focus on revision techniques in subject lessons.</p> <p>Incorporate PIXl strategies</p>	<p>EEF evidence</p> <p>Feedback and evaluation of PIXL strategies</p> <p>Students require revision skills and strategies to make them effective learners.</p>	<p>Personalised invitations to parent seminars to support better student/parent understanding of what makes revision effective.</p> <p>Training for staff and greater use of assembly time</p>	PP/CC/PE/DM	May 2019

Quality first class <u>teaching</u> for all	<p>Key, strategic interventions in the classroom including the Four Gospels.</p> <p>Specialist Maths and English support.</p> <p>RAP's (<i>Raising Achievement Plans</i>) completed by staff at the end of every assessment period to identify any underachievement.</p> <p>Staff research projects on improving personal teaching which is evidence based.</p>	<p>Research evidence suggests that the most significant contributory factor to pupil outcomes is the quality of the teaching they receive.</p> <p>In the College, the best teaching identifies specifically what students need to do to improve and takes account of this when planning next steps, giving formative feedback to students as to how they can make improvements.</p> <p>Identify reasons for any individual underperformance and recommend remedial action</p>	<p>PP student focus in lesson observations and departmental reviews, book reviews</p> <p>Continuous monitoring and analysis of PP data using MIS system.</p> <p>Three termly PP governor review visits Termly PP report to full governing body and half termly to the F&amp;GP committee</p>	ST/ DM/RSL	Continuous
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**TOTAL BUDGETED COST –** e.g. *Doddle, Mintclass, Pixl & Library inc. books for Renaissance reading programme*

**£30, 567**

## 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	Review Dates
PP students feel well-supported on <u>induction</u> to the College in Y7	Dedicated Transition Day for PP and vulnerable Year 6 students.	Nationally endorsed strategy and recommended for all schools. Very positive Transition Questionnaires. Very good Year 7 attendance rates.	Year 6 transition process Meetings with Year 6 teachers to gather PP information. Visits to feeder school inc. Year 6 teacher and students. Early publicity in feeder schools.	KM/PP/ DM	October 2018
Reduce the number of fixed term <u>exclusions</u> for PP students	<p>Introduce a Restorative Justice initiative</p> <p>Introduction of the St. John Bosco room</p>	<p>Positive impact of Restorative Justice in other schools</p> <p>Reduced fixed term exclusion rates</p>	<p>HOY's monitoring use of circle time/RJ practices in tutor groups</p> <p>Inclusion manager appointed</p> <p>SLT member given overall responsibility for the day to day running of the room</p> <p>Half-termly reviews of data with SLT</p>	<p>ST /HOY's</p> <p>LS</p> <p>ST</p> <p>ST/LS</p>	Continuous

<p>PP students are well-supported to make appropriate <u>choices about careers</u> and the next stage of education</p>	<p>Embed Get Ahead programme for targeted students.</p> <p>All KS4 students have a personal interview with a careers advisor</p> <p>Increased number of external speakers and visits with talks about careers and life outside college.</p>	<p>Destination data to reflect no NEET students.</p> <p>Extensive programme to assist transition to post 16.</p>	<p>Tailored provision – Vocational opportunities and appropriate alternative provision.</p> <p>Get Ahead program for PP students to support Post 16 transition.</p> <p>Student evaluation forms.</p> <p><i>Compass tracker completed termly</i></p>	<p>HOY 11</p> <p>CC/GM</p> <p>CC</p>	<p>July 2019</p> <p>July 2019</p> <p>Termly</p>
<p>PP students at risk of not making good progress <u>catch up</u> with their peers</p>	<p>Y7 and Y8 catch-up programmes identify and support these students in English and Maths.</p> <p>Y10 and Y11 extra tuition supports these students in specific subjects but principally English and Maths.</p> <p>Embed extended registration time and Renaissance Reading programme</p> <p>Some students requiring particular support are withdrawn to work with TA's.</p>	<p>Year 7 catch up data.</p> <p>Sutton Trust research suggests that small group intervention is just as effective as 121</p>	<p>Appointment of a new Raising Standards co-ordinator</p> <p>TLR responsibility for Renaissance Reading initiative</p> <p>Specialist intervention support for Maths and English.</p> <p>Appropriate use high quality external tutors to support targeted students</p> <p>Provide excellent English and Maths teaching at KS3.</p>	<p>SK</p> <p>SK Subject mentors</p>	<p>Termly</p>
<p>Expectations Evening for Year 11 in September</p>	<p>Setting out expectations for the year ahead e.g. attendance, exam revision etc.</p>	<p>90% attendance 2018</p> <p>Successful initiative used in other schools</p> <p>Very positive feedback from parents</p>	<p>Detailed preparation for the event inc. assemblies, text, letters home, compulsory attendance and personal calling</p>	<p>DM/PE</p>	<p>Sept. 2018</p>
<p>Pre-exam revision sessions – Pre-Exam breakfast club</p>	<p>Targeted students encouraged to attend by HOY and HOD on exam day</p>	<p>More ‘vulnerable’ students find these session reassuring</p> <p>The food provision helps some students to be in college on time for exams</p>	<p>Teacher presence every morning pre exams</p> <p>Encouragement and raising awareness with Year 11 students</p>	<p>HOY/ HOD's</p>	<p>May 2019</p>
<p><b>TOTAL BUDGETED COST –</b> e.g. <i>Intervention, Raising Standards Co-ordinator, Lead Learning Mentor, Carer Adviser Revision materials, Breakfast, Careers</i></p>					<p><b>£116,118</b></p>

### 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	Review Dates
Ensure all PP students make appropriate or better <u>progress</u>	HOD's use dedicated 'PP hours' to target/intervene and support identified students in their subject area  Introduce a 'wellbeing' package for PP students	L20 tracking data flags up students most at risk of not making the required progress based on their KS2 results  Very positive support for this initiative by HOD's on their 'Away Day'	RSL 'signs off' and monitors all interventions and initiatives taking place	RSL/ HOD's  SK	June 2019
Improve the <u>attendance</u> of PP students <i>(New attendance officer appointed (Charlotte Stokes)</i>  <i>(New SLT attendance responsibility (Cheryl Corbin)</i>  <i>(Lowest x12 PP Year 11 attendance allocated to SLT)</i>	Monitor student attendance and absence closely and ensure that response to absence is personalised, clear and proportionate.  Promote and develop positive relationships and regular contact with parents of PP students who have been identified by us or feeder schools	Improving attendance is a pre-requisite of students focusing on their learning and receiving consistent and continuous teaching.  Partnership between home and school improves attendance	Daily absence checks by 11.00 every morning. Weekly data sheets to SLT/HOY/Tutors. First day calling – inc. texting 'groups'  Support meetings set up to raise attendance of those with 15 day or more absence EHH referrals & Prosecution. Weekly 100% attendance data Prizes for high attendance – New draw system	CC/KM/ CS  CC/KM/ CS	Weekly  Continuous
Targeted use of data to underpin all strategies	Use of SIMS home screen to track less than 90% attendance	Daily SIMS usage and checks by HOY & SLT enables a more proactive approach	PP attendance section in reports submitted to the governing body – ½ termly F&GP/Termly to Full Governing Body	CC/CS  DM/DB/ CC	½ Termly
Termly PP reviews by dedicated PP Governor	Termly visits to explore elements of the PP website strategy plan <i>Inc. meeting with Safeguarding lead to review CLA</i>	Monitor, challenge and support the schools approach to supporting PP and CLA students	New attendance policy reflects, home visits, risk assessments & log	CC/CS	½ Termly
Home Visits	More home visits occur when there is no response to text and calls	Face to face contact is suggested to have more impact			
<b>TOTAL BUDGETED COST – e.g. Contribution to college counsellor, Sanctuary, Epraise &amp; Leadership Awards &amp; Incentive for 98%+ attendance</b>				<b>£47,460</b>	
<b>ESTIMATED TOTAL EXPENDITURE – 2018/19</b>				<b>£199,645</b>	

## **2017/18 INCOME**

Pupil Premium - £178,925    Year 7 Catch up - £11,782    LAC - £9,000

Total Income - £199,707

<b>Previous Academic Year - 2017/18</b>	<b>IMPACT</b>	<b>LESSONS LEARNED</b>
<p><b>1. Progress and attainment for PP students in-line with peers</b></p>	<p>Attainment 8 = 3.7 Progress 8 = -.47</p> <p>Increase in 7+ and 8+ attainment</p> <p>Significant increase in upper PP students attainment and progress</p> <p>All Year 7 catch up students were secondary ready by the end of year 7</p>	<p>PIXL strategies had significant impact on the targeted upper PP group</p> <p>Identification of key weaknesses made much earlier.</p> <p>Increase parental involvement.</p> <p>Appoint RSL and RSL manager to co-ordinate support.</p> <p>Identification of PPL10 students in each department.</p>
<p><b>2. Students achieve 9-4 in English and Maths in line with peers</b></p>	<p>42% achieved a 4+ in both English and Maths</p>	<p>Earlier support in English and Maths.</p> <p>Dedicated curriculum time for intervention with teaching staff.</p> <p>Greater use of WTMs with PP students.</p> <p>Small group interventions set up.</p> <p>Development of 'PP hours' for further intervention</p>
<p><b>3. Increase Pupil Premium attendance across KS3 &amp; KS4</b></p>	<p>PP attendance 2015/16 = 91.9% - In school gap = 4.2%</p> <p>PP attendance 2016/17 = 92.6% - In school gap =3.8%</p> <p>PP attendance 2017/18 = 91.5% - in school gap= 4.7%</p>	<p>Dedicated attendance officer</p> <p>SLT responsible for attendance</p> <p>First day calling</p> <p>Continuous home contact</p> <p>All assemblies need to have a focus on attendance</p>

<p><b>4. Support Pupil Premium students towards <u>full engagement</u> in college and beyond</b></p>	<p>Increased number of PP parents attending parents evenings</p> <p>PP NEETS 2015/16 = 2  PP NEETS 2016/17 = 2  PP NEETS 2017/18 = 3</p> <p>Support for educational visits, music lessons, revision resources, uniform etc. = all recorded and audited by the college finance team</p> <p>January 2018 College production lead role = A PP student</p>	<p>Need for supportive inclusion room with trained inclusion manager.</p> <p>Use of Boxhall profiles to record mental wellbeing and target support.</p> <p>Greater focus on student self-esteem.</p> <p>Strategies include BeYou programme and Personal Performance coaching</p>
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**Total Expenditure – £203,183    Balance C/F to 18/19 -£3,476**



## YEAR 7 'CATCH UP' STUDENTS

2016/17 Cohort	Students below level 4 at entry	Students not on track to meet minimum expected GCSE target at end of Year 7
English	33	4 (12%)
Maths	21	1 (5%)

2017/18 Cohort	Students not secondary ready at entry	Students not on track to meet minimum expected GCSE target at end of Year 7
English	32	Summer review 2018 = All Secondary Ready
Maths	36	Summer review 2018 = All Secondary Ready

2018/19 Cohort	Students not secondary ready at entry	Students not on track to meet minimum expected GCSE target at end of Year 7
English	44	-
Maths	46	-

CHILD LOOKED AFTER AFTER CLA	2016/17	2017/18	2018/19
	4	10	9