

Crown Hills Community College Pupil Premium Evaluation 2017-2018, and Strategy Statement for 2018-2019

1. Summary information – Evaluation of class 2018					
School	Crown Hills Community College				
Academic Year	2017/18	Total PP budget	£327,980	Date of most recent PP Review	Oct 18
Total number of pupils	1,240	Number of pupils eligible for PP	348	Date for next internal review of this strategy	Oct 19

2. Results for disadvantaged students in Summer 2018 (GCSE)			
	Pupils eligible for PP at CHCC	Pupils not eligible for PP	NA 2018
% achieving 4+ (standard pass) in Eng Ma	58.5%	60.4%	44.5%
% achieving 5+ (Strong pass) in Eng Ma	39%	41.5%	24.9%
% achieving 9-7 in Eng Ma	6.1%	11%	/
% achieving EBACC (strong Pass) GCSE	8.5%	9.1%	/
Progress 8 score average (Ability)	All – 0.11 (Gap 0.25) High – 0.04 (Gap -0.08) Mid – 0.13 (Gap -0.25) Low – 0.18 (Gap -0.56)	All – 0.36 High – 0.12 Mid – 0.38 Low – 0.74	-0.44
Progress 8 score average (Gender)	Girls 0.87 (Gap -0.02) Boys -0.532 (Gap -0.53)	Girls 0.89 Boys -0.002	/
Attainment 8 Score average	All 43.42 (Gap -0.91) Girls 50.26 (Gap +2.80) Boys 37.22 (Gap -4.84)	All 44.33 Girls 47.46 Boys 42.06	36.7
Attendance Figures (>96%)	All – 15% Girls – 13% Boys- 16%	All – 26% Girls – 26% Boys – 28%	/
Progress 8 Attendance (>96%)	All – 0.79 Girls – 1.12 Boys – 0.60	All – 0.88 Girls – 1.39 Boys – 0.61	/

Pupil Premium Subject Analysis

English Literature

- PP students (girls, boys, mid and high attainers) all did better than their peers. Low attainers were the only subgroup to not do as well.
- Didn't do as well at the top end i.e. 9-7 grades compared to all.

EBAcc:

- Subjects where there are gaps for PP students are geography, history and MfL.

Coursework based subjects:

- PP do well at and achieve higher than all pupils (Art, textiles, IT, all BTECs) in qualifications that have a large coursework element.
- This supports the finding from the pupil surveys that PP students aren't doing school work outside of school which is required for external assessments.
- In subjects where lots of the course is produced in school, they exceed their peers.

Subgroups

Girls / Boys:

- Different trends, usually girls did better when boys did not. Further enquiry needed as to why.

Low Attainers:

- PP Low attainers do significantly worse than other ability groups across all subjects. This is where the largest gap lies.
- In Art, Citizenship, DT Food, Textiles, Geography, French and German, no PP low attainers achieved a grade 4 or above.

High Attainers:

- PP High attainers exceed their peers in nearly every subject including the core subjects of English lang, lit, Maths and combined science.

3. Barriers to future attainment identified at CH (for pupils eligible for PP)

Academic Year	2018/19	Total PP budget	£327,315
Total number of pupils	1,346	Number of pupils eligible for PP	349 (26%)

Parental Engagement	Some parents of DA students are hard to reach (ie attendance at parents evenings). Building strong relationships with these families can be more complex, as many languages spoken as a first language at home = poor communication with parents and parental support impeded
Independent Learning	Some DA students struggle to time manage and to learn effectively and independently at home
Attendance	Poor attendance (particularly PP Boys) and persistent unauthorised absences of some disadvantaged students
Enrichment/Building Cultural Capital	DA students are unable to participate in extra-curricular activities to enhance confidence and cultural capital.
Commitment/Aspiration	Students have extremely high aspirational goals and visions for the future, but are not fully able to understand how or what they need to do in order to achieve this, including working independently at home and gaining high attainment levels in subjects.
Health, social, emotional, physical	High proportion of DA students are from extremely deprived backgrounds. They have not had regular eye screening, have poor eating and sleeping habits, and lack the energy and motivation needed in class.
Academic Achievement	T&L – Meeting individual needs not always met in classrooms, gaps identified in attainment between PP and non-PP students
Behaviour	High level of on-call rates with PP students compared to others
Finance	A review the quality of PP spend and the impact of delivery is required as the budget has decreased due to falling numbers of PP students.

4. Desired outcomes 2018-19

	<i>Desired outcomes to improve outcomes for DA pupils, and how they will be measured</i>
Parental Engagement	Increased number of parents attending parents evening and catch-up consultation meetings.
Independent Learning	Provide opportunity for students to extend learning during out of school hours, by incorporating methods to support independent learning.
Attendance	Improve attendance, unauthorised absences with PP students, in particular year 11 boys.
Enrichment/Building Cultural Capital	Ensure all DA students participate in at least 1 new co-curricular session and attend at least 1 trip per year

Commitment/Aspiration	Ensure all PP students receive careers guidance which assists/directs with future aspirations
Health, social, emotional, physical	Issues regarding social, emotional, health and wellbeing are removed to allow all DA students to achieve successfully without barriers
Academic Achievement	T&L in lessons allows all DA students to be prioritised, ensuring progress is made comparatively to others at CH and nationally. Intervention strategies in place, measured outcomes for success. Establish monitoring systems so that all DA intervention is tracked and therefore measured for impact (SIMS spreadsheet)
Behaviour	Reduced level of on-call % rates with PP students
Finance	A clear connection between the PP budget and the impact on students is made.

Objective/Target	Area	Responsible	Monitor	Cost	Success Criteria. How will you know when the objective is complete/successful?	What difference has this made on DA pupils? How do you know this? Evidence of impact
<u>Community Links</u> Encourage parents to engage in school community, developing community relations. Build ties with local community including possible religious leaders	Parental Engagement	Saher (IL)	SDU	£93.00	Parents attend coffee/biscuit sessions and relationships are developed. Parents feel welcomed and more comfortable, Ties built with local communities – Mosques, Temples, library,	June 2019 – CHCC first ever Coffee Morning delivered, attended by 39 Parents PP 30% Non PP 70% (Higher % representative by PP parents comparative to whole school PP % of 23%{June 19}) Coffee morning parent survey completed: 10/11 said that the topics presented were useful, that they would definitely attend again, and offered a list of topics they would like to have in the future. (list documented for further use and planning for HT1 coffee mtg). The topics delivered on the morning were based on parental requests collected in Y7 PC, including 23 requests for Revision Skills strategies, and 14 requests for Organisational Skills, both of which were delivered.
<u>Increased identification/support</u> Letters sent to parents, provided during PCs (download letter from GOV.UK) SchoolComms usage (with Gujarati translated) Look at Setting up a YouTube Channel on the website which provides language translation/support (access to all, hard to reach parents) – (Publicity & Communication – Prospectus/website)		HOY SDU SDU		£5,820.00	More parents are aware of the criteria for FSM entitlement. All outgoing letters have script. SchoolComms usage to communicate yearly. Letters sent out to parents to inform them of FSM sign up. FSM numbers increase. Youtube channel set up .	As a result of sending letters to parents, accessible in numerous languages, both written and verbal, student numbers of both PPI and FSM have increased. <u>PPI August 2018:</u> 1399 students on roll, PPI x 342 44 students left (14 PPI) <u>PPI April 2019:</u> 1408 students on roll, PPI x 341 <i>Therefore, there is an increase of 15 PPI students on roll.</i> FSM August 2018 x 158 FSM April 2019 x 179
<u>Support parents with basic skills</u> Support parents to assist supporting their children - provide maths and literacy training (ESOL?)			AWR		Parents have improved skills and are better equipped to support their children.	<i>Therefore, there is an increase of 21 FSM students. Aim to increase this again next academic year.</i> <u>PC data:</u>

					Register of parents/carers who participate	57 students in Year 11 did not attend PC. 12 of these students are PP which is 21%. This is lower than the 23% of PP overall
<p><u>Increased attendance at Parents Consultation meetings</u></p> <p>Letters sent home to PP parents 1st as a priority to give them a head start in booking appointments. School Comms uptake increased.</p>		SHA/ RIS AWR	JFO SDU	£1,392.00 £2,224.00	Increase in number of PP parent/carer numbers attending PCs	<p>46 students in Year 8 did not attend PC. 8 of these students are PP which is 15%. This is lower than the 27% of PP students overall.</p> <p>Year 9 PC Intervention needs/attendance March 2018: Non PP 167/225=74.2% DA 49/68=72.05% Gap 2.15% (target group for PP yr 9 PC identified and calls home made Nov 18)</p> <p><i>(Data/statistics from the last 3 parents' consultation meetings suggest that parental attendance from the PP students is in line with expectations and parallel to non PP students. We will continue to make phone calls to identified students and archive highlighted non-attenders for next year, however this will not be a focus on the strategy for next academic year)</i></p> <p><i>11/47 students on the catch up programme/targeted group are PP.</i></p> <p><i>9/11 students supported through EAL</i></p>
<p><u>Increased independent learning skills</u></p> <p>Students (and parents) gain a better understanding as to how to be organised and ready for learning both in and out of school. Guidance with use of APPs Quizlet etc</p> <p>Positively Mad – revision strategies. – investigate Planner to be developed to improve IL and parental engagement. (Booklets/Revision/Mock Exams)</p>	Independent Learning	SDO		£3,428.00	<p>Top Tips booklets and advice provided (revision, organisational).Translated.</p> <p>Memory Recall</p> <p>Revision strategies to support student learning in tutor groups - information cascaded to parents.</p>	<p><u>Student Survey data September 2018:</u></p> <p>104/306 (34.8%) of PP students surveyed, said they did not use their planner to organise their time effectively. (65.2% of PP students said they <u>did</u> use their planner)</p> <p><u>Student Survey data June 2019 via form tutor:</u></p> <p>1. 56% of students said they did use their planner to record HWK. 26.7% of these are PP, which is 1.7% better than the 25% DA cohort in Yrs 7-10.</p>

<p><u>Additional Homework Support</u> Homework clubs/assistance to be provided for students, opportunity for students to learn outside of school hours – library study time 1.5hrs per day</p>	HOFs		£1,343.29	Homework clubs and library used effectively for IL by PP students	<p>2. 37.2% of students said they used their planner to help with organisation. 22.8% of these are PP, which is 2.2% lower than the 25% DA cohort.</p> <p>3. 34.6% of students said they used their planner to help with timings such as exam dates and other school commitments. 23.3% of these are PP, which is 1.7% lower than the 25% DA cohort.</p> <p><i>As a result of these findings, more work is required to ensure the planner is used effectively to help with the completion of HWK and organisational skills/independent learning. This will be a focus for next year's strategy. A new planner has been developed and training included as part of this initiative for next academic year.</i></p> <p><u>Suvey completed in Jan 2019 by TLRs:</u> <i>Through student voice it is clear that all are familiar with the new policy, with a recent student survey suggesting that 91% of subjects are now setting relevant and appropriate homework and 82% of subjects set work regularly according to the newly introduced time allocation.</i></p> <p><u>Library reading challenge yr 6 transition summer reading:</u> Year 6-7 transition booklet developed ready for Autumn 2019. Y7 students to be surveyed to see how many completed the library reading challenge. 78/276 students in y7 said they read for personal pleasure in the summer of 2018 (26.35%). Aim to increase this figure. Survey to be completed with Y7s in Autumn 2019.</p> <p>Student Grant scheme developed over the year ready to start in Autumn 2019. Not only do we anticipate this to assist with barriers to access to resources, but</p>
<p><u>Year 6/7 Induction – literacy support</u> 1 week in Primaries. Involvement with local libraries. (Over 40 feeder Primary schools which reduces the ability to liaise effectively for transitional purposes on individual PP cases)</p>	SDU KPR		(£234.17) + additional costs SDU – repro, library visits	Transition year 6-7 Homework scheme set up, based on reading. Students read – reduce the literacy dip.	
<p><u>Financial Independence and instilling value</u> Provide each student with a sum of money with which they can buy school resources and equipment to support them with their learning. Parents must support their child with understanding the use of/and monitoring of the financial support, by having to give permission for money to be given. (No clothing, no food). Investigate how much per student per year</p>	SDU/ DBA		£60 per student per year KS3/£100 KS4 + admin costs to manage budget 2 hrs per week	Students learn to manage budget. Parental involvement Barriers removed in terms of equipment and resource needs. PP entitlement investment – change perception as to PP in school, possibly increase interest in PP	
<p><u>HW Learning Platforms</u> Investigate Learning Platforms for Homework - review access/appropriate for students (SAM Learning, SENECA) to support low prior attainers with IL</p>	SDU	JWR		Research complete and Learning Platform selected if necessary, in particular to support Low prior attainers PP	
<p><u>Student revision Timetable</u> Ensure a bespoke revision tt is organised for all year 11 students. Branch out to all year groups – life-planners – tutor group. Ensure PP are supported in this process (MIN)</p>	DDO/ AWR HOY	SDU		All year 11 students have a bespoke revision tt. Student voice, register of students with tt	

						<p>also expect an increased number of FSM students as a result.</p> <p>HWK Platforms: 3 x visits made by companies, including Frog Learning, Show my homework and Milk. Frog to be brought in again to deliver session to SLT as this provided the most available resources to be shared as HWK.</p> <p><u>Analytics on website completed 4th-10th June 2019:</u></p> <ul style="list-style-type: none"> • Page 6/subjects/75 pageviews, 51 unique pageviews, 12 entrances. • Page 23/parent-resources/14 pageviews, 10 unique pageviews, 1 entrance. • Page 29/teachinglearning/10 pageviews, 10 unique pageviews, 0 entrance. • Page 95,96,111 homework and revision/1 pageview, 1 unique pageview, 0 entrance. <p><i>Aim to increase hits on site and compare data next year at the same time slot.</i></p> <p>All Y10 +11 students provided with revision TT, including both holiday TT and term time, for mocks and exams. Training provided to all students via tutor time, Y11 parent mtg, and placed on the website.</p> <p><u>Attainment data August 2019 for impact:</u> Positive P8 Score of 0.07, compared to National Average score of -0.44.</p>
<p><u>Attendance coaching</u> PP students with behaviour/attendance issues are coached – rewarded with early morning boxing/Karate sessions (to include breakfast)</p> <p><u>Attendance and Welfare Officers</u></p> <p><u>HOY intervention</u></p>	Attendance	Inclusion Team		£67,390.00	Small cohort of PP students with behavioural and attendance issues are identified and supported via teambuilding,	<p><u>Attendance data Jan 19:</u> Total 95.6% DA 94.6% gap -1% <i>Trend with eastern European groups identified. Further research required, however, this attendance % is better than NA of 94.5%.</i></p> <p><u>Attendance data HT4 Spring:</u> 2017-18 Total 94.7% DA 93.5% gap -1.2% 2018-19 Total 95.3% DA 94.2% gap -1.1%</p>
	FAD	£27,941.50				

				mentoring, coaching (teachers or boxing coach?) and sports early morning intervention. (boxing/martial arts) Students improved behaviour and attendance/attitude to learning.	<p><i>Attendance has improved for all comparatively to previous year at this time, and gap has decreased.</i></p> <p><u>Persistent Absence figures HT4 Spring:</u> 2017-18 Total 13.4% DA 22.7% gap -9.3% 2018-19 Total 16.5% DA 14.0% gap +2.5% <i>PA for DA students is now less than Non PP students.</i></p> <p><u>Attendance data EOY July 2019:</u> 2017-18 Total 94.7% DA 93.5% gap -1.2% 2018-19 Total 94.8% DA 93.6% gap -1.2%</p> <p>Impact statement attendance: HOY data mtgs completed, as well as whole school mtgs. As a result of regular data mtgs with a focus on groups, including DA students, the gap has been closed. With the addition of a new role of Assistant Head of Year for each year group next year, this will still remain a priority for monitoring purposes, but not part of the PP Strategy for 2019_20. Instead, punctuality will be a focus as this has been identified as an area for concern amongst DA students this year.</p>
<u>Subsidised cultural experiences</u> Subsidised, Theme days are focussed on building cultural capital, with events focussed on Latin, Fencing, Archery, Lacrosse, Classical music, rowing, chess, horse riding, fish filleting etc	Enrichment/Building Cultural Capital	Various ongoing	£120.00	PP students experience wider cultural experiences Impact statements (use of proforma) from staff and students involved, Govs reports, images on school website.	<u>Fish Filleting training provided for Y11 students in DT</u> £120 for Chef visit – impact statement completed. <u>Y9 Morning Mastery Sessions 2018 19:</u> 13 HPA PP students attended sessions. HPA P8 score <i>Aim to increase the number of PP HPA students next year, by including DA students first as a priority (Non DA students to be HPA ++ students, DA HPA +)</i> <u>Music lessons:</u> 25/120 regular attenders are PP in 2017_18 Trend – increase in PP students attending music lessons from 25 – 32 in 2018_9, due to increase in Eastern European student intake, as well as PP students prioritised when selecting students to attend free music lessons. <u>MFL Trip to France Spring 2019:</u>
<u>Academic trips Subsidy</u> yr 11 prom end of year trip subsidy for faculty trips (drama, geog, eng) other educational trips swimming NCS CHICKS				£8,000.00	All letters sent out to parents to have a script included. PP entitlement to academic trips – removed barriers to learning Pivot table

<p><u>Music lessons</u> Free musical instruments and Per lessons for FSM pupils</p>		RAL		£3,015.30	Improved cultural capital and opportunities for disadvantaged students	<p>7 x PP students to receive free hoodie @£18 each. Cultural Capital – students attend trip to France, including the Battlefields. Impact Statement provided. New roles identified within the school (Personal Development): roles identified x 3, starting August 2019, focussing on groups including PP, to ensure trips and activities, and well-being are supported.</p> <p><u>NCS:</u> All students offered full payment by school to attend NCS in the Summer 2019. 6/35 students on list are PP = 17.1%. Aim to increase % of PP students who attend next year, relative to school year percentage (this yrs cohort 21.6%).</p> <p><u>Fencing:</u> Sports Academy developed including Fencing. Attendance on 1st register of interest: Y7 0/3 DA Y8 1/7DA Y9 4/10 DA Total 5 DA students attended out of a total of 20 students. Aim to increase and prioritise PP students in the next academic year.</p>
<p><u>Social Mobility Commission</u> is investigated to see how we as a school can become better</p>					CH becomes part of a wider team nationally	
<p><u>Widening Participation</u> PP students only. Brilliant Club – HPAs Aim Higher University trips Morning Mastery Sessions for HPA</p>		DDO	JWR	£1,920.00 £5,880.70 – check the CPA Brilliant Club £3,840.00	A 5 year plan is drawn up identifying trips available for all students – enrichment and entitlement. Increased number of WP trips.	
<p><u>Student Mission Statement</u> Students who arrive at CH have an optimistic goal/vision for the future, know what they need to succeed, and create a mission statement to guide them towards reaching their goal.</p>	Commitment/Aspiration	SSQ JFO			Year 7 Students are provided with careers advice to help them create a mission statement for a realistic and optimistic future ambition.	<p><u>Y6 7 Transition Booklet:</u> Aspiration page created for booklet to support induction programme and planner. To identify impact next year. Planner for all students: New Planner pages created for all students ready for 2019_20, including Commitment tracking, aspiration, tracking and attendance. Tutor time programme: JFO created a varied tutor programme for 2019_20 to increase Aspiration/Commitment understanding, programme created for each year groups.</p>
<p><u>Stretch and Challenge Report</u> Apathetic HPA PP students placed on a Stretch and Challenge Report to improve effort/commitment (attainment)</p>		DDO	JWR		Small cohort of PP students identified - Students demonstrate an improved commitment, having	

					been placed on a stretch and challenge report, resulting in improved attainment.	<p><u>Y11 20 for Success Intervention:</u> T1 P8 Boys -0.67 P8 LAP Boys -0.928 T2 P8 Boys -0.61 P8 LAP Boys -0.762</p> <p><i>Although still a negative figure for P8, the 20 for success intervention has improved results with this cohort as a target group, with an overall increase in grade for P8 from T1 to T3</i></p> <p>HPA PP Boys underachievers intervention May 2019: FPR set up a programme to identify the most effective strategies and interventions to support group of 7 x Y10 boys who underachieving/high ability. Project to identify individual needs and barriers, for a bespoke programme. All students met and placed on a report. Impact to be measured against next terms commitment and attainment data.</p> <p>Data collection from SSQ re Connections/careers day, work experience:</p>									
<p><u>My Commitment – extracurricular activities</u> School Commitment grading is assessed so that it includes a comment on extracurricular activity uptake. Life skills/citizenship programme</p>		AWR SHA	FAD		<p>Information regarding clubs, including Summer Food provision clubs is sent to parents. More students participate in extra curricula clubs. Commitment level grading to include participation. Commitment ranking boards on display. Tracking/data spreadsheet to identify improvements/areas for developments</p>	<p>Attendance at Careers fayre 2018_9:</p> <table border="0"> <tr> <td></td> <td>Y10 DA cohort 27.2%</td> <td>Y11 DA cohort 21.6%</td> </tr> <tr> <td>Total</td> <td>53</td> <td>149</td> </tr> <tr> <td>PP</td> <td>11/53=20.8%</td> <td>31/149 = 20.8%</td> </tr> </table> <p><i>Aim to target DA students at careers fayre to improve % attendance in line with school cohort, in particular Y10, and those DA students who did not attend in Y10 2018_19.</i></p> <p>SSQ to collect contact info from all Y11 leavers in August results day so that tracking can be made.</p>		Y10 DA cohort 27.2%	Y11 DA cohort 21.6%	Total	53	149	PP	11/53=20.8%	31/149 = 20.8%
	Y10 DA cohort 27.2%	Y11 DA cohort 21.6%													
Total	53	149													
PP	11/53=20.8%	31/149 = 20.8%													
<p><u>Careers</u> Careers Days including Russell Group Partnership. Careers guidance tracking for PP over 5 years– Careers Advice/Connexions/Work Experience (incl salaries) Bespoke careers advice – NCOP PP CEIAG Univ of leics.</p>		JFO SQU		£11,027.15	<p>Professional careers guidance provided for all PP students, helping to ensure all succeed with their goals. (Include info in planner – JFO/SQU)</p>	<p>SSQ to collect contact info from all Y11 leavers in August results day so that tracking can be made.</p>									
<p><u>Vision screening</u></p>	Health, Social,	SDU HOY		Free service.	Students have been vision tested and glasses prescribed	(Vision screening to be monitored by AHOYs and FBR as part of H&WB next year, with new people in place to support each year group). List of students in Y8									

<p>All students have a vision test screening. Specsavers screening training to small team, then cascaded down to HOYs, tutor groups.</p>		1 st aider		£time allocated to training staff	accordingly. Students have clear vision and can see the whiteboard/read effectively	<p>who were identified as having the need for an eye test sent to First Aid member of staff. Struggling with downloading the training videos.</p> <p>Aim to get ready for year 8 health Fayre scheduled in June 20. Priority to get all those in yY8 who require a test, to be tested in this time – 10 mins for each student who doesn't currently wear glasses.</p>
<p><u>Sleep awareness</u> PP students (and volunteering staff) who seem to be tired/late to school are given training on sleep deprivation via Loughborough Uni, SEAL agent. Sleep trackers and monitoring system developed via H&W team. TeenSleep programme investigated</p>		FBR SDU DKE			<p>Small cohort identified. Attendance and sleep deprivation addressed via sleep tracker trialling and awareness lectures. Improved awareness and attainment levels noticed.</p> <p>Teensleep investigated and incorporated if necessary</p>	<p><u>Sleep Awareness:</u> Assembly completed to all Yr groups on Sleep Smart strategies. Leaflet and information shared via Schoolcomms to all parents. Group identified for sleep smart tracking project and plan being put into place ready for Autumn 2019. Questionnaire created by Health and wellbeing member of staff, ready to complete survey as part of this in June 19 during work placement visits.</p>
<p><u>Increase Breakfast club uptake, esp PP students</u> Breakfast Club – staffing costs Free Breakfast - Aspens Additional Staff lunchtime duties (to support vulnerable students) Promote Breakfast Club. Investigate/menu/Coco pops, advertise via flyers and plasmas... with possibility of an academic focus at breakfast times.</p>				<p>£1,014.60 £9,078.60 £5,380.34</p> <p>Costs of flyers</p>	<p>Free breakfast and supervision available for all students Monitoring of who accesses Breakfast Club, and how many PP use this service is completed. Figures show improvement to uptake.</p>	<p><u>Breakfast Club:</u> At present the Breakfast club is well attended so a more focussed strategy needs to be done to ensure no overcrowding. As punctuality is a focus for next year's PP students, this will be included as part of the Sleep Tracker project managed by DKE.</p> <p>Impact statement completed by FBR re bananas and water for exams June 2019.</p>
<p><u>Healthy eating</u> Healthy Eating during Exams – food/fruit Health and Wellbeing Staff TLR x 1</p>		FBR		<p>£296.97 (£1,500 came out of exams budget)</p>	<p>Students are provided with healthy food/drinks during exam times, H&WB staff support</p>	<p><u>Attendance to Nurture group and Allotment activity:</u> Y7- 23 Y8 – 21 Y9- 7 Total 14/51 are PP =27.5%</p> <p>A successful Uniform donations week was organised in July via flyers and school comms. Lots of uniform collected and cleaned over the Summer holidays, and</p>

<u>Emotional support</u> Learning mentors Nurture Group – salaries, allotment project, nurture resources. Counsellor Inclusion Support team (Behaviour Mgt/keeping students on track)		BSU AAP LFO		£17,421.77 £17,025.00	Students are supported emotionally and provided with the care they need at all times.	parents that have requested support have been invited to attend a meeting for school uniform pick up on the 22 nd August. Hardship fund has been used for some students to purchase shoes and clothes as and when requested. A clothing rail will now be an on-going set up in the family room, where new PP arrivals can select when needed. Local school shoes company also contacted, who will donate 20 x shoes per year to support our most vulnerable children.
<u>Uniform provision</u> Uniform donation at the end of year 11 to be set up, in order to create available kit for all. All students able to meet expectations of uniform. Access to hardship fund for uniform, bought items for certain students ie shoes and underwear		Student council KCL			Uniform provision set up to allow all students to feel part of the community. Self-esteem maintained.	
<u>Looked After Children</u> Support for LAC students – TAs, nurture, mentoring as above		TTO BSU LGL		£5,149.60	LAC students care provided as a priority at all times	
<u>Low prior attainer intervention</u> Close gaps between PP Low attainers and other LAP group in all subjects	Academic Achievement	HOFs AWR			Target group LAP PP students, to aim for grades 4 or above – tracking in faculties completed so that this group is identified as part of the MIN focus group/booster group	Regular UA DA student lists sent to Middle leaders for Y10 and 11. Regular communication with focussed targeted students sent to all HOFs, with communication regarding strategies and intervention. All ability groups were targeted, but results show that our Low ability students are still a cause for concern and will continue to be a focus for next academic year. <u>August Results statement:</u> Progress 8 score average (Ability) PP ALL LPA -0.36 0.34 MPA 0.19 0.44 HPA 0.15 0.32 Teacher training sessions on PP MIN strategies completed Sept 18. To all staff. All HOFs questioned on data and strategies for DA students in data mtgs. <u>Work scrutiny Jan 2019:</u> 210 books/folders seen, HOFs looked at a statistically significant number of books of PP pupils total of 45 (about 20%).
<u>HOF intervention</u>					Constant communication regarding UA groups with a focus this year on Y10 and 11	
<u>Alternative academic provision</u>				£12,500		
<u>T&L – Meeting Individual Needs</u> PP students are the first in everyone’s mind. MINs strategies set up in school. Communicated to all staff via TT. MINT class set up to allow data to inform teaching more easily.		TTO SDU JWR			Teachers are aware of their PP students in lessons, have identified strategies to support them, and issues are shared and/or dealt	

<p>PP on the HOF agenda item to ensure PP students are at the forefront of teachers minds. HOFs to be able to articulate strengths and areas for improvement for PP in SEFs</p>		SDU			<p>with in Faculty meetings. MIN QA HOF agenda communicated, articulated, included in SEFs Teachers are aware of PP students and how to support emotionally and academically. PP students individual needs are met</p>	<p>Of the 45, 36 were marked fully in accordance with the policy (80%). Of the other 9, some marking had taken place albeit not enough or in compliance with the policy. No PP book/folder had been neglected. Of the remaining 164, 133 were marked fully in accordance with the policy (81%). Of the remaining 31, either some marking had taken place albeit not enough or in compliance with the policy or the books or folders had been neglected. <i>Impact statement: As a result of raising the profile of PP and providing strategies for the marking first of PP pupils' books (e.g. as happens in English, for example, because PP pupils are seated at the front in line with faculty policy) as well as T&L QA generally, there is no gap between the quality of feedback received by PP and NPP pupils and, in the majority of cases, the quality of that feedback is high. Therefore, the attainment gap is being closed.</i></p>
<p><u>Teaching strategy</u> Investigate the use of modelling/visualisers as a meta-cognition strategy that supports more effective T&L in classrooms,</p>					<p>Visualizers investigated and trial usage incorporated as a strategy to support DA students – attainment levels and SV evaluated for impact</p>	<p>Visualizers purchased Summer 2019, ready to start for the next academic year. T&L team to model use, and use as a pilot project with staff – possibility of this as a KYRA Research project or part of Research with SJNCC Pupil Premium Forum.</p>
<p><u>Careers options choices</u> Investigate further opportunities for BTEC coursework curriculum for PP students (as seem to do better in coursework led subjects).</p>		SQU			<p>Alternative course pathways investigated and students placed on bespoke curriculum that suits needs</p>	<p><u>Careers options choices:</u> SLT discussion regarding access to the curriculum and it was agreed that all students must not be limited in their choices.</p>
<p><u>Extra tuition</u> One to one tuition English and maths ESOL Tutor Holiday examination revision classes, one to one targeted intervention in core subjects and faculties Achievement Faculty Support Literacy/Numeracy (am sessions) staffing costs Reading Intervention/Staffing and books/resources</p>		AWR		<p>£7,821.95 £2,416.70 £4,946.50 £31,785.50 £18,744.87</p>	<p>Students attend intervention classes. Establish monitoring systems so that all DA intervention is tracked and therefore measured for impact (SIMS spreadsheet).</p>	

					Investigate impact of Numeracy/Literacy am sessions on DA students in form groups, as well as reading intervention.	
<p><u>On-call data intervention</u> Work with inclusion team and T&L team to reduce barriers to learning in and out of classrooms in order to reduce the amount of sanctions and on-calls with PP students comparatively to others</p>	Behaviour	Behaviour our AAP		£31,318.00	Inclusion teams have intervention strategies in place to support PP students. Tracking in place to record progress. CHICKS – holiday organised.	<p>Spring data 2019</p> <p><u>Exclusions:</u> 2017-18 PP 33/35% Non PP 61/65% Total 94 2018-19 PP 46*/37% Non PP 64/63% Total 110 *2 PP students have 11 exclusions between them which is a disproportionate number to all exclusions included within the data. One PP student has 7 alone this year and we are working relentlessly with outside agencies to avoid a permanent exclusion.</p> <p><u>Victims of Bullying:</u> 2017-18 PP 18/29% Non PP 44/71% Total 63 2018-19 PP 13/25% Non PP 38/75% Total 51</p> <p><i>Impact statement: This year there are less incidents of bullying with more students on roll and a lower % of incidents for PP students.</i></p> <p><i>This has been due to the work we have done to support disadvantaged vulnerable students including greater corridor supervision, line ups, and targeted support for PP students from ex-offenders, police and local services. We also make use of the inclusion team in college to ensure PP students have a liason with someone they have a positive relationship with, which has had a positive impact.</i></p> <p><i>We have raised awareness through anti-bullying week on how to keep safe and across the college we have 12 anti-bullying ambassadors of which 4 are PP. This is 33% which is greater than the PP cohort % overall.</i></p>

<p><u>PP expenditure review</u> Review the quality of PP spend and the impact of delivery.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Finance</p>	<p>SDU AWR</p>	<p>FAD</p>		<p>A clear connection between the PP budget and the impact on students is made. SIMS interventions in place to record impact in all areas</p>	<p>Meetings made with Finance officer every term to discuss finance and expenditure, and analysis of what can be changed accordingly to ensure expenditure has impact. This is on-going. To be reviewed again every term.</p> <p>Rewards system updated and credits not provided so no longer viable. The rewarding of merits was analysed and discussed, and the giving of these is varied dependent on teacher etc, so difficult to gain accurate and measured statistic from this as part of the strategy. Instead, commitment will be a focus for next year as this will be a push for all across the school, including the recording of it.</p> <p>Revision guides and equipment provided to all students in English plus other subjects as requested. Y10 UA DA Focus group provided with Revision materials and training session with parents. Data to be analysed over the duration of their Yr 11.</p>
<p><u>Equipment and Resources:</u> Revision guides Pupil related travel Rewards – goals credits/merits etc.</p>				<p>£8,694.00 £8,342.19</p>	<p>Further investigation as to the actual costings of DA needs per subject. Possibility of students having financial control over what they buy per year. Collect data – how many rewards are provided to DA students comparably to others in the school? Student voice – thoughts on rewards. SIMS interventions in place to record impact in all areas</p>	

