

# Crown Hills Community College Pupil Premium

Evaluation 2018-2019, and Strategy Statement for 2019-2020

## 1. Summary information – Evaluation of class 2019

<b>School</b>	Crown Hills Community College		
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£327,315.00
<b>Total number of pupils</b>	1346	<b>Number of pupils eligible for PP</b>	349 plus 4 LAC
<b>Governor Link</b> Mushtak Giga	<b>Governor Follow up visit/date</b>		

## 2. Results for disadvantaged students in Summer 2019 (GCSE) 56/243 cohort

	Pupils eligible for PP at CHCC	All Pupils at CHCC	PP NA 2019	NA 2019
<b>% achieving 4+ (standard pass) GCSE</b>	51.8%	56.8%	44.5%	64.4%
<b>% achieving 5+ (Strong pass) GCSE</b>	37.5%	38.3%	24.9%	43%
<b>% achieving 9-7 GCSE</b>	10.7%	13.2%	/	/
<b>% achieving EBACC (strong Pass) GCSE</b>	10.7%	7.8%	7.0%	40%
<b>Progress 8 score average (Ability)</b>	0.07 LPA -0.36 MPA 0.19 HPA 0.15	0.40 LPA 0.34 MPA 0.44 HPA 0.32	-0.44	0.00
<b>Progress 8 score average (Gender)</b>	MALE -0.40 FEMALE 0.74	MALE 0.10 FEMALE 0.88	/	MALE -0.27 FEMALE 0.23
<b>Attainment 8 Score average</b>	44.34	45.39	38.42	46.5
<b>Progress 8 Attendance (&gt;96%)</b>	0.38	0.65	/	/

## Subject Analysis/Pupil Premium 2019 Results

### 9-1 (Att8 Points)

Name	9%	9.8%	9.7%	9.6%	9.5%	9.4%	9.3%	9.2%	9.1%	9.0%	Other	Total Grac	Average	G Average	P Residual	Subject Pr	Positive SF	In A8 Basket %
Art	0	7.7	15.4	30.8	53.8	92.3	100	100	100	100	100	13.5	-	5	0.01	0.02	46.2	84.6
Citizenship	0	0	13	26.1	43.5	60.9	73.9	91.3	100	100	100	23.4	-	4.09	0.08	0.08	45.5	95.5
D&T	0	3.6	14.3	21.4	28.6	42.9	67.9	78.6	100	100	100	28.4	-	3.57	0.39	0.19	42.9	78.6
D&T Food	0	14.3	42.9	42.9	57.1	71.4	71.4	100	100	100	100	7.5	-	5	0.19	0.5	57.1	71.4
Eng Lang	0	5.4	10.7	28.6	41.1	53.6	85.7	98.2	100	100	100	56.4	+	4.23	-0.1	0.14	42.6	94.5
Eng Lit	5.3	19.3	21.1	29.8	49.1	61.4	75.4	94.7	100	100	100	57.5	-	4.56	0.26	0.15	45.5	94.6
Hum RS	17.6	35.3	41.2	52.9	58.8	76.5	94.1	94.1	100	100	100	17.6	-	5.71	0.97	0.89	75	100
Hums Geography	0	0	4.5	18.2	27.3	27.3	40.9	86.4	100	100	100	22.3	-	3.05	0.68	0.81	27.3	95.5
Hums History	8	16	36	44	52	68	72	80	96	100	100	25.5	-	4.72	0.14	0.53	65.2	92
Maths	1.8	10.5	21.1	36.8	42.1	52.6	71.9	91.2	98.2	100	100	57.4	+	4.26	0.03	0.04	52.7	98.2
MFL French	0	20	26.7	33.3	73.3	86.7	100	100	100	100	100	15.5	+	5.4	0.59	0.91	66.7	93.3
MFL Urdu	0	0	0	100	100	100	100	100	100	100	100	1.6	-	6	2.17	0.05	100	100
Sci Biology	0	0	50	75	100	100	100	100	100	100	100	8.6	+	6.25	0.23	0.12	42.9	87.5
Sci Chemistry	0	12.5	62.5	87.5	100	100	100	100	100	100	100	8.7	-	6.63	0.15	0.43	57.1	100
Sci Physics	0	12.5	62.5	75	100	100	100	100	100	100	100	8.7	-	6.5	0.02	0.13	57.1	100
Summary	2.6	11	22.3	35.4	49	61.4	78	92.5	99.4	100	100	345.5	-	4.52	0.04	0.08	49.4	93.3

### BTEC 1st Award (Att8 Points)

Name	D*2%	D*2%	D2%	D*2%	M2%	D*2%	P2%	D*2%	P1%	D*2%	F%	D*2%	U%	Other	Total Grac	Average	G Average	P Residual	Subject Pr	Positive SF	In A8 Basket %
Btec Music	0	0	0	100	100	100	100	100	100	100	100	1	P2-	4	1.13	-	0.62	0	100		
Summary	0	0	0	100	100	100	100	100	100	100	100	1	P2-	4	1.13	-	0.62	0	100		

### BTEC Tech Award (Att8 Points)

Name	L2D*%	L2D*	L2L	L2D*	L2A	L2D*	L2F	L2D*	L1C	L2D*	L1B	L2D*	L1P	L2D*	U%	Other	Total Grac	Average	G Average	P Residual	Subject Pr	Positive SF	In A8 Basket %
Btec Performing Ar	0	40	70	100	100	100	100	100	100	100	100	100	100	100	100	10	L2M	5.65	0.73	0.88	80	100	
Summary	0	40	70	100	100	100	100	100	100	100	100	100	100	100	100	10	L2M	5.65	0.73	0.88	80	100	

### Combined Science (Att8 Points)

Name	9%	9.8%	9.7%	9.6%	9.5%	9.4%	9.3%	9.2%	9.1%	9.0%	Other	Total Grac	Average	G Average	P Residual	Subject Pr	Positive SF	In A8 Basket %
Sci Combined	1	3.1	9.4	26	36.5	46.9	76	95.8	97.9	100	100	96	44	3.93	0.05	0.11	55.3	97.9
Summary	1	3.1	9.4	26	36.5	46.9	76	95.8	97.9	100	100	96	44	3.93	0.05	0.11	55.3	97.9

### Digital Apps Level 1 (Att8 Points)

Name	D%	D. E%	D. F%	D. G%	D. U%	Other	Total Grac	Average	G Average	P Residual	Subject Pr	Positive SF	In A8 Basket %
ITL1	0	0	0	40	100	100	5	U	0	-1.3	0	0	
Summary	0	0	0	40	100	100	5	U	0	-1.3	0	0	

### EL Science Baseline (Att8 Points)

Name	3%	3.2%	3.1%	3. F%	Other	Total Grac	Average	G Average	P Residual	Subject Pr	Positive SF	In A8 Basket %
EL Maths	0	100	100	100	100	5	3	0	-1.67	0	0	
Summary	0	100	100	100	100	5	3	0	-1.67	0	0	

### IT Digital App L2 (Att8 Points)

Name	A* %	A* . A%	A* . B%	A* . C%	A* . U%	Other	Total Grac	Average	G Average	P Residual	Subject Pr	Positive SF	In A8 Basket %
ITL2	0	4.8	71.4	100	100	100	21	B	5.14	0.59	1.09	90.5	95.2
Summary	0	4.8	71.4	100	100	100	21	B	5.14	0.59	1.09	90.5	95.2

### OCR National (Att8 Points)

Name	L2D*%	L2D*	L2L	L2D*	L2A	L2D*	L2F	L2D*	L1C	L2D*	L1B	L2D*	L1P	L2D*	F%	Other	Total Grac	Average	G Average	P Residual	Subject Pr	Positive SF	In A8 Basket %
OCR National PE	0	25	31.3	62.5	87.5	93.8	100	100	100	100	16	L2P	4.3	0.55	0.15	50	100						
Summary	0	25	31.3	62.5	87.5	93.8	100	100	100	100	16	L2P	4.3	0.55	0.15	50	100						

### 3. Barriers to future attainment identified at CH for 2019/20 (for pupils eligible for PP)

<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£310,685
<b>Total number of pupils</b>	1407	<b>Number of pupils eligible for PP</b>	331 plus 4 LAC (23% of the cohort)
<b>Parental Engagement</b>	A number of our PP parents cannot speak English. There is also a need to enhance bespoke support as identified by PP parents surrounding punctuality, sleep and independent learning as this has been identified as a need.		
<b>Independent Learning</b>	Students across the college are not using their current planner effectively and so this is impacting on the quality and amount of homework that is being completed. We have also found that students are not using the website effectively to access the online platforms.		
<b>Attendance / Punctuality</b>	Although attendance has improved for PP students and the gap has reduced, it is clear that punctuality remains a problem for PP students compared to their peers.		
<b>Cultural Capital / Aspiration</b>	Our PP students do not always have the same cultural capital awareness.		
<b>Commitment</b>	Some PP students currently show less commitment across their subjects and in all year groups. The largest gap is in Year 10.		
<b>Curriculum and Attainment</b>	There is still a gap in attainment due to appropriate aspirational choices.		

### 4. Desired outcomes 2019/20

<i>Key desired outcomes</i>	<i>Desired outcomes in detail, and how they will be measured</i>	<i>Success criteria EOY 2020</i>
<b>Parental Engagement</b>  <i>Parents are supported and their varying needs are met, which enables them to better support their children.</i>	50% of Year 7 catch up PP parents accessing ESOL. Measured by – Attendance data of parents and progress data of PP catch up students.  Increase number and attendance of PP parents at coffee mornings. Increased awareness of parents of importance of sleep, punctuality and independent learning. Measured by – Attendance data and parental feedback.  Tracking and maintenance of PP parental engagement at PC evenings and key information evenings. Measured by – PC attendance data.	At least 50% of Y7 Catch-up parents attend ESOL  As a result of ESOL attendance, the progress data of catch up students shows improvement.  An increased number of PP parents attend coffee mornings, relative to PP% whole school. Parents feedback on topics covered during these meetings is positive and improves awareness.  PP parents attend Grant fund parent info evening.  PP parents' attendance at PC evenings is relative to PP percentage whole school.
<b>Independent Learning</b>	Increased number of students actively using their planner effectively to record homework and plan their time. Measured by – Data comparison for pupil survey on use of planner.	Planner data from student survey demonstrates that all, and especially PP students are using their planner effectively.

<p><i>Students improve the quality and amount of homework they complete as they are more organised with their equipment and use their planner more effectively.</i></p>	<p>Increase number and attendance of PP parents at coffee mornings. Increased awareness of parents of importance of sleep, punctuality and independent learning. Measured by – Attendance data, parental feedback and actions.</p> <p>All PP students to access the grant fund to support independent learning and organisation. Measured by – Grant fund analysis. Equipment missing during mock exams analysis.</p> <p>Restructured website to ensure easier access to homework platforms and homework support. Measured by – Website analysis of these areas.</p>	<p>An increased number of PP parents attend coffee mornings, relative to PP% whole school. Parents feedback on topics covered during these meetings is positive and improves awareness.</p> <p>Grant fund analysis demonstrates that students are accessing their funds appropriately to support them with resources needed for the curriculum.</p> <p>Equipment audit during mock exams demonstrates a reduction in missing equipment comparative to last year.</p> <p>Website analysis demonstrates an increase in the use of the website to access online learning apps to support homework.</p>
<p><b>Attendance / Punctuality</b></p> <p><i>There are continued improvements in attendance of PP students comparative to their peers, as well as improved punctuality rates.</i></p>	<p>Improvement in punctuality rates of PP students across all year groups.</p> <p>Increase number and attendance of PP parents at coffee mornings. Increased awareness of parents of importance of sleep, punctuality and independent learning. Measured by – Attendance data and parental feedback</p> <p>Engagement of PP students with sleep study to improve attendance, punctuality. Measured by – pupil surveys. Sleep tracker analysis.</p>	<p>Punctuality data demonstrates that there is an improvement in punctuality for PP students.</p> <p>An increased number of PP parents attend coffee mornings, relative to PP% whole school. Parents feedback on topics covered during these meetings is positive and improves awareness of sleep and the importance of being punctual.</p> <p>Identified group of students demonstrate an improved commitment, attendance and punctuality record after taking part in the Sleep Tracker Programme.</p>
<p><b>Cultural Capital / Aspiration</b></p> <p><i>Our PP students will have an improved cultural capital awareness and be exposed to a variety of enrichment opportunities as a priority group.</i></p>	<p>A higher number of PP students accessing morning mastery, sports academy and brilliant club. Measured by – attendance register.</p> <p>An increase in PP students accessing music tuition. Measured by – attendance registers.</p> <p>An increase in the number of aim higher university trips and talks.</p> <p>An increased number of PP students attending the careers fayre. Measured by – Attendance data.</p> <p>All PP students access connexions for focused careers advice. Measured by – pupil voice/impact of interviews</p>	<p>Attendance figures to morning mastery, sports academy, music tuition and brilliant club demonstrate at least a 23% intake comparative to whole school PP cohort.</p> <p>There is an increase in the number of aim higher university trips and talks attended by PP students. As a result of this raised aspiration, attainment for this group improves.</p> <p>Attendance data at the careers fayre demonstrates an increase from last year.</p> <p>All PP students have focussed careers advice and as a result, Pupil voice demonstrates that the advice was impactful, supporting them to make considered choices for options.</p>

		There is an improvement in the engagement in Work Placement experience by PP students, demonstrated by the number of students who take up a placement, and remain in the placement.
<p><b>Commitment</b></p> <p><i>Our PP students show improved commitment across all subjects.</i></p>	<p>An increase in the average commitment for PP students across all year groups. Measured by – My commitment analysis.</p> <p>Increase number and attendance of PP parents at coffee mornings. Increased awareness of parents of importance of sleep, punctuality and independent learning. Measured by – Attendance data and parental feedback</p>	<p>Commitment analysis for PP students demonstrates an improved average score in all year groups, as well as more PP students receiving the achievement rewards certificates compared to the previous year. (#Success numbers versus others.)</p>
<p><b>Curriculum and Attainment</b></p> <p><i>There is a reduced in-school gap in attainment.</i></p>	<p>Greater support for PP students when making option choices in Year 9 (from SEND department, aspirational careers interviews etc)</p> <p>Closer tracking and intervention of PP students in Y10 and Y11 to ensure the overall gap is closed.</p> <p>Bespoke LAC support to ensure academic achievement and progress is accelerated.</p> <p>Y11 PP revision camp. Measured by – attendance and progress data.</p>	<p>Closer tracking of PP students ensures that the overall P8 data and tracking figures for Y10 and Y11 demonstrate improvements comparative to last year's figures.</p> <p>The bespoke LAC support demonstrates that LAC students' achievement and progression is more than that of others in the school.</p> <p>Y11 PP revision camp demonstrates a clear improvement in attainment for this specific and targeted group.</p>

Barrier	Objective/Target/Plan	Responsible	Monitor	Cost	Measured by: See Pupil Premium Impact Data 2019_20 document O:\Administration\SLT\PP\2019 - 2020\Strategy  Tracking grids to be completed by those responsible as indicated	What difference has this made on DA pupils? How do you know this? Evidence of impact/impact statements 2019_20:
Parental Engagement  <i>A number of our PP parents cannot speak English. There is also a need to enhance bespoke support as identified by PP parents surrounding punctuality, sleep and independent learning.</i>	A number of Year 7 catch up PP parents to access ESOL so to help improve language skills for all and to support IL.	AWR	FAD	£6,521.10	<i>Measured by – Attendance data of parents and progress data of PP catch up students. Parent voice *A</i>	
	Increase number of coffee mornings and attendance to meet the needs of PP parents identified in Summer term 2019 to support punctuality. * Increase number and attendance of PP parents at coffee mornings. Increased awareness of parents regarding the importance of sleep, punctuality and independent learning. (Aim to have 1 per half term)	SRI	SDU	£386.00  £252.70 Cover cost	<i>Measured by – Coffee morning attendance data, attendance data and parental feedback/parent voice *B</i>	
	Maintenance of PP parental engagement at PC evenings – target appointment bookings	RNA RIS	SDU	£12,363.19  £1,023.04 Communication/ Schoolcomms mess.	<i>Measured by – PC attendance data. *C</i>	

<p>Independent learning</p> <p><i>Students across the college are not using their current planner effectively and so this is impacting on the quality and amount of homework that is being completed. We therefore want to see an increase in planner usage, an increase in homework being completed</i></p> <p><i>We have also found that students are not using the website effectively to access the online platforms.</i></p>	<p>Routines in form time and use of planner as instructed by teachers setting HWK – increase number of students actively using their planner effectively to record homework and plan their time.</p>	HOYs	MPA	£3,428.00	<p><i>Measured by – Data comparison for pupil survey on use of planner. *E</i></p> <p><i>Reduction seen in the number of hwk warnings on sims register over the year. *D</i></p>
	<p>Coffee mornings: use of planner to support independent learning</p>	SRI	SDU		<i>Measured by – parent voice</i>
	<p>Transition booklet Y6_7: close the literacy dip by increasing student numbers who continue to read over the summer vacation</p>	SDU	SDU	£1,395.00 £489.50 staffing Yr6 Trans.	<i>Measured by – data comparison year 7 students *F</i>
	<p>All PP students to access the personal grant fund to support independent learning and organisational skills -Tuesday 10<sup>th</sup> Sept, 5.30pm/6pm. Both parental mtgs in 1<sup>st</sup> half term with mop up at Oct PC (4pm,,4.30pm,5pm, 5.30pm, 6pm)i.e. all parents to sign for grant. All provisions provided for PP students including revision books, cards, etc.</p>	SDU	AWR		<i>Measured by – Grant fund analysis. Equipment missing during mock exams analysis. *G</i>
	<p>Restructured website to ensure easier access to homework platforms to HWK on website by parents and students</p>	DKE	SDU	£828.00	<i>Measured by – Website analysis of these areas *H</i>
Attendance / Punctuality	Liaison worker to support Somali children	MPA	FAD	£8,753.57 Welfare Officer	<i>Measured by – Attendance and punctuality data and parental feedback *I *K</i>



<p><i>Although attendance has improved for PP students and the gap has reduced, it is clear that punctuality remains a problem for PP students compared to their peers. We therefore want to see an improvement in punctuality data.</i></p>	<p>Event (November)for parents: target parents at PC in October (all students, not just PP that have attendance and punctuality concerns) to attend, for support on sleep/being on time, use of planner, independent learning etc</p>	SDU	AWR	£2000.00 Repro (for year)	<i>Measured by - Attendance and punctuality data and parental feedback *I *K</i>
	<p>Breakfast provision: ensure focus group of PP students attend breakfast club (Sleep tracker groups) Promote to PP parents/students</p>	DBA	SDU	£3.613.53	<i>Measured by- PP attendance/punctuality analysis to breakfast club of focussed group *J</i>
	<p>Pastoral intervention and tracking of all PP students, use of planner/tracking of lates</p>	HOYs, AHOY,Inclus Team	MPA	£127,813.30	<i>Measured by - Attendance and punctuality data *I *K</i>
	<p>Sleep Tracker Study set up for 6 weeks to improve attendance and punctuality with a focus group of students who have att/punctuality/health concerns</p>	FBR	DKE	£300	<i>Measured by – pupil surveys. Sleep tracker analysis, attendance and punctuality data for this group</i>
<p><b>Cultural Capital/Aspiration</b></p> <p><i>Our PP students do not always have the same cultural capital awareness, and so we want to see our PP students attend more aspirational events and gain experiences.</i></p>	<p>Pastoral Programme to include career activities, goals setting, and Aspirational page in planner.</p>	JFO	SDU		<i>Measured by – pupil voice</i>
	<p>Y9 supported through careers advice (see below)</p>	SSQ	JFO	£7,699.02	<i>Measured by – pupil voice</i>
	<p>Y10 work experience- PP students to be prioritised to ensure placement requests are met, and forms are completed first</p>	SSQ	JFO	£3,990.00	<i>Measured by - attendance register and list of placements *R</i>
	<p>Connexions: all PP students to access connexions for focused careers advice.</p>	SSQ	JFO	£828.00	<i>Measured by – attendance register of PP students as priority focus first</i>
	<p>An increased number of Y10 +11 PP students attending the careers fayre.</p>	SSQ	JFO	£300.00	<i>Measured by – attendance data. *S</i>



	Morning Mastery: criteria to include all HPA PP pupils (and all other high high pupils)	JWR DDO	SDU	£599.57 £977.19	<i>Measured by – attendance registers *L</i>
	Music tuition: an increase in PP students accessing music tuition.	RAL	SDU	£3,220.00	<i>Measured by – attendance registers. *M</i>
	An increase in the number of Aim Higher/NCOP University trips and talks.	SSQ Personal Dev TLRs	JFO	£1,424.00	<i>Measured by – attendance registers *Q</i>
	Sports Academy: ensure PP students are targeted	JGI	DKE	£6,330.00	<i>Measured by – attendance registers *P</i>
	NCS: ensure PP students are targeted	SSQ	SDU	£200.00	<i>Measured by – attendance registers *N</i>
	Brilliant Club: ensure PP students are targeted	AHA	JWR	£441.60	<i>Measured by – attendance registers *O</i>
Commitment  <i>Some PP students currently show less commitment across their subjects and in all year groups. The largest gap is in Year 10.</i>	Target parents of PP students where commitment is low and attendance is poor. Personally invite targeted parents to attend Event in November. Communicate and support parents to increase awareness of importance of sleep, punctuality and independent learning, plus any other advice as required, incl commitment.	SDU	AWR	£32,191.73 SDU Sals 50%/Admin support/2 x Par Eve.	<i>Measured by – Attendance data, Nov Event, attendance and parental feedback *T</i>
	Target parents of PP students where commitment is low and attendance is poor to attend PC. Provide narrative to AHOYs/HOYs for discussion at PCs	AHOY	MPA	£761.97 Interpreters	<i>Measured by – Attendance data, attendance at PC and parental feedback *T *A *B *C</i>
	Planner – record commitment to allow for more improved tracking by students in tutor time	HOY	AWR	Cost included above	<i>Measured by – My Commitment analysis *T</i>
	Pastoral interventions (bottom 20) put into action for each year group after each data collection	HOY	MPA	Cost included above	<i>Measured by - My commitment analysis *T</i>

	Celebrate commitment, whole school through the use of commitment boards	HOY	AWR	Cost included above	<i>Measured by – My Commitment analysis</i> <i>*T</i>	
Curriculum and Attainment  <i>There is still a gap in attainment due to appropriate aspirational choices.</i>	All year 9 PP students attend a careers advisory meeting to guide and support them with making the right GCSE option choices	SSQ	JFO		<i>Measured by – student voice, register of attendance</i>	
	All year groups are tracked closely, in particular Year 10 and 11 - data entry for commitment and attainment, actions put into place immediately to ensure the overall gap is closed. (Data meetings to provide evidence)	SDU	AWR	£9,380.00 (Text/Revision) £7,605.90	<i>Measured by – progress data</i> <i>*U</i>	
	Bespoke LAC support to ensure academic achievement and progress is accelerated.	JFO	SDU	£21,299.55	<i>Measured by – attendance and progress data of LAC students</i> <i>*V</i>	
	Year 6_7 students are provided with transition booklet to encourage engagement with reading for pleasure	SDU	AWR		<i>Measured by – analysis from survey Sept 2018/2019</i> <i>*W</i>	
	Curriculum planning and funding supports needs for SEND/PP students fully so that attainment is expected or above	HOFs	AWR		<i>Measured by – progress through the curriculum in CURRTLA meetings, students can access the same curriculum as their peers, fully, over time</i>	
	Bespoke Y11 PP revision camp for underperforming PP students set up for focussed revision and catch-up. Term 2 (Feb or Easter to be decided closer to the time)	SDU	AWR	£25 ph for supporting staff + refreshment and revision materials £297.00 Healthy Eating £3,550.00	<i>Measured by – attendance and progress data.</i>	
	Other ongoing financial commitments to support Pupil Premium, not listed as part of the Strategy		TTO		£15,331.13 TAs + 1  £1,203.77  £3,989.81  £4,400.00	

	Lunchtime Duty Staff to support all students			£5,244.00		
	Trip subsidy for curriculum trips including Geography/Drama/Swimming and other trips			£4,144.37		
	Miscellaneous Equipment purchases			£4,072.00		
	Pupil related travel costs for fixtures and other transport costs			£2,185.00		

