Pupil premium context 2018-19

Identified barriers to learning for our disadvantaged pupils:

1. Attendance
2. Academic engagement
3. Effective completion of homework
4. Equipment
5. Organisation
6. Mathematics/ English Literacy / numeracy levels
7. Emotional / mental health issues
8. Nutrition
9. Aspiration

Estimated numbers and funding:

2018-19 numbers
We estimate that we will have 189 pupils attracting the Pupil premium grant in the current academic year. (including

Estimated funding:
Pupil premium total: £190 615

Planned allocation of Pupil Premium funds

College wide strategies: £100 000				
Barrier	Strategy	Description	Rationale	Impact measurement
1	Raising attendance	EWO time 0.35 days per week Family liaison support PAL monitoring and intervention 5 x 1 hour per week Attendance admin support 5 x 0.5 hour per week	Evidence shows a direct correlation between attendance and attainment	Monitoring attendance and report every two weeks .
2	Subject teacher monitoring and intervention	Priority marking and feedback. Progress monitoring at each half term. Intervention strategies provided and explained to pupil.	Feedback and intervention have a HIGH impact on progress. (Sutton trust T&L toolkit, 'Subject to background' recommendations)	Work scrutiny Tracking analysis
2	Curriculum leader monitoring	Curriculum leaders monitor progress of pupil premium students across the subject and quality assure the intervention strategies used.	Feedback and intervention have a HIGH impact on progress. (Sutton trust T&L toolkit, 'Subject to background' recommendations)	Work scrutiny Tracking analysis
2	PAL monitoring and intervention	Pupil achievement leaders monitor progress of pupil premium students. Relevant interventions put in place to support pupils progress.	PALs offer a cross curricular view and are able to identify barriers and support T&L and enrichment opportunities	Tracking data KS3: termly KS4: ½ termly
2	SLT Oversight CO'M	A member of the SLT is responsible for drawing up the PP plan and for ensuring that it is implemented effectively	SLT leadership provides accountability to all other areas of the PP plan	Reporting to governors each term and to parents each year
2,3,5,9	SLT mentoring	SLT members mentor pupils who are falling behind and in danger of failing to meet targets	Encouraging high aspirations and access to the right support. Liaising with parents.	Tracking each term

STM strategy for disadvantaged pupils 2018-19

2	SAM Learning	Purchase of software for use as an intervention tool	Provides an engaging tool for revision	Tracking data half termly
3	Home work	Embedding of 'Show My Homework' including staff training	Sutton trust reports (T&L toolkit and 'Subject to background') indicate that homework impacts on progress. Monitoring shows that homework organisation is a barrier to PP pupils	Reporting every two weeks.
3,6	Collins Content	Purchase of Collins content for use with SMHW providing online textbook links for pupils	Pupils are sent sections of the Collins textbooks alongside their home learning to support their work and studies.	Usage reports
3	P6	Staffing of P6 after college homework support in room 41 and in the CLC including refreshments. Staffing of ICT suite (room 37 and 41) over lunchtimes.	Sutton trust reports (T&L toolkit and 'Subject to background') indicate that homework impacts on progress. Monitoring shows that homework organisation and availability of a suitable environment is a barrier to some PP pupils	Attendance reported each half term
3	P6 homework support	A small group of PP students who receive individual support after college with homework	Sutton trust reports (T&L toolkit and 'Subject to background') indicate that homework impacts on progress. Monitoring shows that homework organisation and availability of a suitable environment is a barrier to some PP pupils	SMHW reports and tracking
2	Maths / English class structuring MFL class structuring	Increased number of groups to achieve reduced class sizes, increased number of groups to facilitate PP students being place with most effective teachers. Enabling daily Maths and English booster in small groups providing optimum learning environments for PP pupils	Facilitating the best teaching for disadvantaged pupils as evidence shows that these pupils will gain greater benefits from this (Subject to Background)	Tracking data KS3: termly KS4: ½ termly

	Science class structuring Additional form groups			
2, 6	Intervention tutoring	1:1 tutoring by specialist HLTAs in Maths and Science.	Those who have fallen behind require personalised intervention support to catch up	Tracking data and GCSE results outcomes
9	Additional careers guidance	Y9 PP HAP receive a careers interview prior to pathways decisions Y10 PP HAP receive further interview. Beginning term 2b	To ensure that the high ability PP pupils set their sights suitably high and to consider career paths commensurate with their potential	Feedback from Careers service Pupil voice Tracking data

Learning support and SEN strategies: £39 000				
Barrier	Strategy	Description	Rationale	Impact measurement
5	Registration support	Registration for pupils takes place in room 41. Some pupils register every day here, some for a portion of the week. Pupils are supported in their organisation of learning, equipment, home learning, planning, timetables etc. Emotional support is provided. Pupils have an environment where they can discuss anxieties or concerns.	Monitoring shows that homework organisation is a barrier to PP pupils. Facilitating supported reading time will ensure PP pupils practise necessary reading skills e.g. phonics, syllable division. Facilitating daily opportunities for support staff to identify emotional and/or social barriers to learning.	Tracking data KS3: termly. Half yearly reading age test. Tracking data KS3: termly.
6	KS3 academic intervention – Y8 & 9	Pupils with a reading age less than 8.06 are given a weekly session. These pupils complete a phonics reading program. The intervention involves a 1 hour per week session.	Monitoring shows that following a reading programme raises reading ages. Facilitating personalised tuition in specific subject areas.	Half yearly test of reading ages
2/5/7	KS4 1-1 academic intervention	KS4 students with various needs are provided support e.g. with organisation, ESMH Students receive 1-1 academic support in core subjects from a teacher	Monitoring shows that homework organisation is a barrier to PP pupils. Facilitating personalised tuition in specific subject areas.	Tracking data KS4: ½ termly.
7	1-1 counselling	Specialist TA is used to provide 1-1 counselling for students with various needs e.g. anger management. CAHMS pupils will also receive this support in college.	Offering support to pupils experiencing emotional, social and/or mental health issues in order to focus on learning.	Improved Wellbeing

6	IDL	Independent Dyslexia Learning resource	Tackling the barriers caused when reading ability limits progress and confidence in all subjects	Tracking data KS3: termly
4	Resource provision	Purchase of resources e.g. books etc.	Facilitating provision of reading material for pupils with reading difficulties.	Low readers, half yearly testing Reluctant readers, pupil feedback

Additional support: £36 000				
Barrier	Strategy	Description	Rationale	Impact measurement
1	Travel	Bus pass tickets	Those living out of the area may be supported in travel costs where travel arrangements may impact attendance.	Monitoring attendance and report every two weeks
1	Clothing	Provision of uniform and shoes for those who are unable to provide or replace these	Correct uniform affects attendance, confidence and belonging	Ongoing
3 / 4	ICT	Provision of laptop computers where a specific need is identified	Ability to access the curriculum and in particular home learning may be supported though ICT	Termly tracking
2 / 9	Extra-curricular	Lunchtime sport provision	Supporting confidence and enjoyment of school life	Attendance monitoring
8	Nutrition	Breakfast and break provision (extra £1.25 is given to FSM pupils for breakfast and break each day)	Many pupils arrive at school without having had a breakfast. We support them in this basic requirement.	Uptake monitored through cashless cafeteria system
1 / 2	Rewards	Rewards funding for PP pupils Prom attendance	To support attendance. Evidence shows a direct correlation between attendance and attainment	Attendance / AtL monitoring
1	Rewards	Attendance rewards scheme	To support attendance. Evidence shows a direct correlation between attendance and attainment	Attendance / AtL monitoring
9	Aspirations	Aspiration raising trips: University, Chemquiz etc.	Opportunity to raise aspiration through enrichment and trips (Subject to background)	NEET figures / pathways analysis

Additional Looked After and Post-Looked after support: £21 000				
Barrier	Strategy	Description	Rationale	Impact measurement
2	Alternative provision placement for PP	Off-site education and work placement	Facilitating provision of vocational learning.	Avoiding fixed term and permanent exclusions. .
2	English and maths specialist support	Intervention to support progress when identified	Support progress in key subject areas	Tracking each term
2,3,4,7	Support	Specific equipment, placement and counselling support Liaising with parents, carers and external organisations	Facilitating transition between KS2 and 3 and between KS4 and beyond Facilitating strong relationship with school Early identification of emerging barriers	Tracking reports Transition records

Grand total planned expenditure for pupils attracting the PP grant	£196 000

Review of the Pupil premium strategy takes place each term.

At the end of the academic year the entire strategy is reviewed and re-drafted for the year ahead.

The date for the next review of the Pupil Premium strategy is end of June 2019.