

Funding for financial year 2019 to 2020

In the 2019 to 2020 financial year, colleges will receive the following funding for each student registered as eligible for free school meals (FSM) at any point in the last 6 years:

Number of Secondary Pupils on Roll	Number of Pupils eligible for the Deprivation Pupil Premium	Percentage of secondary pupils eligible for the deprivation pupil premium	Deprivation pupil premium allocation
816	282	35%	£266,400

Total Number of pupils eligible for the Deprivation Pupil Premium	Total allocation for the deprivation Pupil Premium
282	£266,400

Number of Pupil Premium Students	Number of LAC Students	Total of Pupil Premium allocation.
282	2	£266,400

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1. Current attainment		
	Pupils eligible for PP (your college)	Pupils not eligible for PP (national average)
Progress 8 score average	0.16	
Attainment 8 score average	43.13	
2. Barriers to future attainment (for students eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Low literacy – literacy and numeracy skills for students eligible for PP remain lower than for other students, which prevent them from making good progress.	
B.	Attendance – Attendance rates of PP students are lower than that of their peers.	
C.	Low aspirations - some PP students lack aspirational goals, either failing to identify a plan of having plans lower than their attainment indicates they are capable of leading to early disengagement with education.	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Exclusions/seclusions – PP students make up a greater proportion of isolations and exclusions	
E.	Homework – PP students struggle with organisation outside of school, interviews reveal struggles with finding resources, time and space to complete this work and not fall behind.	
3. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Increase attendance of disadvantaged students	Improved attendance
B.	Close the chronological age and reading age of targeted PP students	Improved literacy
C.	Offer PP students time, space and resources to complete homework	Most PP students complete and submit their homework. Attendance at homework club

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D.	Encourage PP students to remain in Post 16 education	Increase in the number of students signing up to Post 16
E.	Improve the Progress 8 of PP students	Reduce the gap
F.	Reduce the proportion of exclusions and seclusions given to PP students and so increase their time in lessons	Improved attendance to lesson and therefore improved progress
G.	A greater number of parents attend consultation meetings and ensure their child has access to after school clubs and targeted revision sessions	Increased attendance to all consultation and information evenings

4. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
CPD to ensure staff are developing techniques which will improve teaching and learning; especially with a focus towards PP students	Progress of PP students improves	The focus of ensuring there is a greater understanding, empathy and strategic direction in teaching and learning practice	BlueSky monitoring	SLT	May 2020
Improve results in English and Mathematics	Improve outcomes in English and Mathematics	Results need to meet national average and progress needs to improve Results need to meet national average and progress needs to improve (Progress 8 for English for PP students was 0.41 and peers was 0.86 in 2019)	Principal monitors data and liaises with Director of English and Mathematics Lesson observations Recruitment	SLT	Termly

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Teaching and Learning focus on PP students	Increase knowledge and awareness of PP students. Progress of PP students is improved	Embed role of TLA within the lesson External evidence suggests that the most important intervention is ensuring that all staff know who their PP students are.	Principal and Vice Principal works with Director's to ensure this a focus for whole school and Alliance: Learning Walks Work scrutiny Lesson Observations	SLT	Termly												
Total budgeted cost																	
ii. Targeted support																	
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?												
Ensure that all students have independent access to learning materials	Progress of PP students has to improve	<p>Outcomes show a gap in performance</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Cohort</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>0.16</td> <td>0.62</td> </tr> <tr> <td>Attainment 8</td> <td>43.14</td> <td>50.04</td> </tr> <tr> <td>English and Maths</td> <td>40.82</td> <td>53.21</td> </tr> </tbody> </table> <p>PP students achieving a grade 5 or above in both English and mathematics is still however higher than the previous year (35.14%).</p>		PP	Cohort	Progress 8	0.16	0.62	Attainment 8	43.14	50.04	English and Maths	40.82	53.21	Intervention groups to be created after forensic analysis of current data and work sample.	SLT	Termly
	PP	Cohort															
Progress 8	0.16	0.62															
Attainment 8	43.14	50.04															
English and Maths	40.82	53.21															

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1:1 mentoring and revision material for students	Offer student the emotional outlet and physical resources to independently lead their learning	Year 11 mentoring was successful last year. The revision material packs given out last year, which had a positive impact because parents came in and collected the material having met with teachers. Parents explicitly expressed both their gratitude and their readiness to support students with exam revision.	Director's to be allocated students to mentor Resources to be ordered and distributed on Year 11 Intervention Evening	SLT	Termly
Total budgeted cost					
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Work internally and with external agencies to improve attendance of PP students	Improve PP attendance and so progress	PP attendance is below other groups and has a negative impact on progress. 91.48% attendance for PP students and 95.86% for peers in October 2019.	Work closely with the participation officer to ensure discrepancies are identified early All form tutors and Directors to track attendance weekly	SLT	Half termly

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Provision of secure and supportive environment for students to learn. To staff resources to support students with a practical and purposeful learning environment before the start of the college day and during intervention sessions	Improve access to study materials and space. Progress of PP students is improved	Many PP students do not have a purposeful learning environment outside of the college to promote self and independent study; so the college looks to offer this within the community	Work with all staff to ensure progress is being tracked and analysed Introduce breakfast club Provide breakfast prior to public examinations	All staff SLT	Termly
Total budgeted cost					

5. Review of expenditure for 2018 – 2019				
Previous Academic Year		2018 – 2019 Progress 8 PP = 0.17 Non PP = 0.51		
i. Quality of teaching for all				
Action	Intended outcome	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

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<p>Investment in small group intervention for English and Mathematics</p>	<p>Better GCSE results</p>	<p>PP students exceeded previous year's performance.</p> <p>Holistically, English results are better with 86% getting a 5 or more; 52% achieved a grade 5 or more in mathematics.</p> <p>41% of PP student achieved a grade 5 or more in English but only 6% of PP student achieved a grade 5 or more in mathematics.</p> <p>Progress 8 for 2018 was 0.17 for PP students and 0.51 for peers,</p> <p>Whereas, for 2019 progress 8 was 0.16 for PP students and 0.62 for peers.</p> <p>All PP students who did the Physics GCSE achieved a grade 5 or more; all PP students studying Chemistry and Biology achieved a grade 4 or higher.</p>	<p>PP students benefitted as a result of this intervention</p>	
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Investment in resources for the PP students	Better GCSE results	<p>PP students exceeded previous year's performance</p> <p>Open element non-GCSE FOR 2019 is 2.99 where as in 2018 it was 1.65.</p> <p>Pp students achieving grade 5 or above in the English Baccalaureate is 6.12% in 2019, whereas it was 2.7% in 2018.</p> <p>40.82% of PP students achieved a grade 5 or above in both English and mathematics in 2019, whereas it was 35.14% in 2018.</p>	PP students benefitted as a result of this intervention – extra resources to facilitate independent learning has resulted in more keen learners	
ii. Targeted support				
Action	Intended outcome	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

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<p>Offer students support and guidance to make the best Option choices at the end of KS3, KS4 and KS5.</p> <p>Personalised meetings with Director's facilitated this process</p>	<p>Offer a bespoke provision at KS4 and KS5; opportunities to excel after Post 16 are also fully invested in.</p>	<p>Uptake for higher education was lower this year – 25% in comparison to 62% last year.</p> <p>Students have embarked upon KS4 courses, which are appropriate for their needs following a rigorous screening process. Staff, parents and students have been involved in discussions with the Director, VP and the Principals to secure the right choices.</p> <p>More investment and links made to assist sending students to businesses, which offer apprenticeships.</p>	<p>PP students are eager to invest in their future – pupils open to discussion in smaller forums.</p>	
<p>Targeted intervention before and after school and during school holidays</p>	<p>Ensure all PP students have the support necessary in all subject areas to perform and make expected progress</p>	<p>Students' performance improved and they were all able to follow their future study pathway.</p> <p>Targeted intervention opportunities with key students assisted student engagement. BASE and RAISE groups offered an outlet to express reservations and academic support.</p>	<p>The sessions helped to support the students' academic progress but also their emotional well-being</p>	
<p>iii. Other approaches</p>				

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Action	Intended outcome	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
Offer PP students access to school counsellor.	Provide additional pastoral support for vulnerable students.	<p>2 PP Students took advantage of this provision for a short while.</p> <p>One was able to secure more than 5 GCSE's at grade 5 or above, whilst the other one is now settled in college pursuing a more vocational route.</p>	This has worked for our students and we will continue this approach.	

6. Additional detail