

Pupil premium strategy statement (secondary)

1. Summary information					
School	Frome College				
Academic Year	2019-20	Total PP budget	£197680.00	Date of most recent PP Review	Sept 19
Total number of pupils	1163	Number of pupils eligible for PP	192	Date for next internal review of this strategy	March 20

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)
% achieving 5A* - C incl. EM (2018.19 only)	32.26	72.41
% achieving expected progress in English / Maths (2018/19 only)	38.71	75.29
Progress 8 score average	-0.76	0.29
Attainment 8 score average	33.67	51.07

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

Outcomes declined slightly for 2018.19, following the significant rise of 2017.18 The need for disadvantaged students to be accelerated in their literacy and numeracy skills to fully access the courses studied remains evident.

Behavioral data has also improved however it still suggests that there is a continued need for further strategic work from the intervention team and outside agencies to ensure that our students can remain focused on and in the learning environment provided. Although the quality of teaching and learning has improved, the need for effective feedback for our disadvantaged remains a priority to facilitate the highest grades for all students.

Academic and personal mentoring will be developed in order to ensure parental engagement is as productive as possible.

Performance data indicates the need to maximise disadvantaged student performance in the Open Bucket.

Attendance of disadvantaged students continues to be a focus and must be improved across all years.

Developing the culture capital of our disadvantaged students is an area for development; ensuring this group of students is given every opportunity to engage in extra-curricular activities.

In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Poor prior attaining students need accelerated support in English to get them to achievement levels that allow full access to the curriculum and enable them to enjoy learning	
B.	Poor prior attaining PP students need accelerated support across all subjects in order to reduce the gap with their peers	
C.	Data suggests that low attaining mathematicians may stay as such throughout career at Frome College, early intervention for maths required.	
D.	Current data suggests further development of behavioural mentoring and interventions including restorative justice, to target underperformance across all areas	
E.	Effective use of intervention team to ensure that challenged students remain engaged and positive in their learning	
F.	Continue to track staff feedback methods and the implementation of the PP First strategy	
G.	Reduce NEETS. Although we have an effective Careers and transition support there are still a small number of NEETS which we will seek to reduce.	
H.	Develop strategy to reduce exclusion rates to keep students in school	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
H.	Parental engagement is low in some of the most challenged students	
I.	Attendance rates for pupils eligible for PP 90.5% (increase from 87.4% previous year) against 93%, a shortfall of 2.5 % - a reduction from 5.5% below school average from the previous year. The target for all students is 95%.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		
A.	<p>Pupils entering Frome College and indicated as in need of literacy catch up receive intervention to accelerate their learning experience to reading ages closer to their peers</p> <p>Assistant Principal Literacy to track students and intervene as appropriate post each tracking</p>	<p>Success criteria</p> <p>Pupils eligible for PP identified as having low reading age scores make more progress than others in the cohort so that the gap closes. All PP students to achieve and sustain reading ages above 12 years prior to Year 11.</p>

<p>B.</p>	<p>Pupils entering Frome College and indicated as in need of catch up receive intervention to accelerate their learning experience to levels closer to their peers</p> <p>Measured by termly tracking data by Assistant Principals overseeing the achievement of Years 9,10 and 11 followed by reflective discussion with parents</p>	<p>Pupils eligible for PP in Year 9 and 10 make more progress than 'other' pupils across all subjects especially English and Maths and at least 70/30 expected/good.</p> <p>Where they are not, departments are putting in place interventions, monitored by Head of Faculties (HOF) and senior team</p>
<p>C.</p>	<p>End of year 11 low attainers in maths to show levels of progress comparable to rest of cohort</p> <p>Assistant Principal Numeracy to track students and intervene as appropriate post each tracking</p>	<p>Pupils eligible for PP identified as low attaining from KS2 levels/raw scores make as much progress as 'other', so that 50% or above are on track for a positive Progress 8 Maths score by the end of KS4.</p> <p>Where they are not Maths department is putting in place interventions, monitored by AP Numeracy and senior team</p>
<p>D.</p>	<p>Decrease in Exclusions and gap in behavioural sanctions between PP and non PP across all measures, especially for withdrawals and exclusions.</p> <p>Measured termly through the Behaviour/Attendance report and intervention team work by Senior Assistant Principal Behaviour and Attendance.</p>	<p>Fewer behaviour incidents recorded for those pupils on the school system (without changing recording practices or standards). Evidenced each term through the Behaviour/Attendance report to SLT as a minimum</p>
<p>E.</p>	<p>All students who receive intervention to have made progress in their development against their perceived difficulty and appropriate evidence of intervention to be recorded allowing timeline and impact to be assessed</p> <p>Intervention process supported by a structured Mentoring program that targets students with the greatest need.</p> <p>Recording of wider college involvement of students with positive intervention focussed around character development and improving cultural capital.</p>	<p>Reduce numbers of students in IER and withdrawal and certainly reduction in repeat offences by individuals</p> <p>Positive student voice used assess the impact of the mentoring work</p> <p>Structured record of students' involvement in the wider aspects of the College as part of their character development.</p>

	Termly audit of these intervention files by Senior Assistant Principal Behaviour and Attendance.	
F.	<p>All students to receive timely effective feedback from classroom teachers, ensuring closing loop following feedback (purple pen)</p> <p>Further embedding of the PP First strategy where teachers tilt their practice to positively discriminate in favour of PP students within their everyday teaching.</p> <p>Swift intervention following progress check data collections to support Year 11 PP achievement</p> <p>Termly report by Assistant Principal Teaching and Learning to quality assure in order that this is happening across all departments, reporting back to SLT</p>	<p>Work scrutiny in the calendar to focus on PP books to ensure meaningful targets are set and acted upon</p> <p>Lesson observations and learning walks testify to the implementation of the PP First strategy</p> <p>Attendance rates to intervention sessions of PP students in line or above other students.</p>
G.	<p>All students to receive Next Steps interviews to support their career aspirations and Post16 transition. Students with greatest need to receive follow-up interviews and appropriate interventions.</p> <p>Termly monitoring by Assistant Principal overseeing careers and enterprise</p>	<p>All students have concrete and appropriate destinations Post 16. Student voice indicates the value and impact of the work (use of closed questions will allow stats to be collated)</p>
H.	<p>Greater parental contact and influence on their child's education</p> <p>Parental attendance at all events to be measured for PP children and additional meetings to be minuted, filed and audited. Mapping of PP parent locations used to offer such things as alternative venues for meetings to support parental engagement.</p> <p>Crèche at Parents' evenings to promote parent engagement</p> <p>Redevelopment of parent portal and parent pay to ensure simplicity of use – coordinated by Assistant Principal Data</p> <p>Overseen and monitored by Senior Assistant Principal Behaviour and Attendance</p>	<p>Increased attendance at school of parents of PP children with little or no gap between attendance rates verses non PP children.</p>

<p>I.</p> <p>II.</p>	<p>Increased attendance rates for pupils eligible for PP Strategic review of attendance systems and procedures</p> <p>Termly meeting between SENCO, Attendance Officer and Intervention team to monitor the impact of intervention</p> <p>Across all year groups PP attendance gap measured every 2 weeks and reported to SLT by Attendance Officer. Interventions applied by Attendance Officer and HOH (Head of House) through the Senior Assistant Principal Attendance and Behaviour</p>	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below.</p>
----------------------	--	---

5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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 lead	When will you review implementation?
A. Pupils entering Frome College and indicated as in need of literacy catch up receive intervention to accelerate their learning experience to reading ages closer to their peers	Use of Literacy Catch-up intervention programme	Outcomes of which will improve access to all subjects. Increase basic levels of literacy to allow access to curriculum	Students selected by SENCO, programme coordinated by Teaching Assistant. 6 weekly report	AP/SENCO	Jan 2020
	Purchase and use of Lexia Support package	To develop all three domains of reading, physical, cognitive and emotional, by integrating students in a personalised reading program.	Co-ordinated by Librarian. 6 weekly progress reports	AP Literacy	Jan 2019

B. PP Pupils entering Frome College and indicated as in need of catch up receive intervention to accelerate their learning experience to levels closer to their peers	Data analysis using 4Matrix and supported by CAT scores to identify underachieving students and subjects.	Historical analysis of CAT scores of PP students verses prior attainment identify the potential for PP students to close the gap with their non PP counterparts.	Departments will put in place interventions, monitored by Head of Faculties (HOF) and senior team (AP overseeing specific year group)	HoF/AP	Termly through 2019.20 in conjunction with Progress Check timelines
C. End of year 11 low attainers in maths to show levels of progress comparable to rest of cohort	Use of specialist maths intervention programmes (Doddle and Hergerty Maths) to consolidate mathematical skills and support increased levels of progress.	Increased level of mathematical skills to enable numeracy dependent subjects to increase in progress	AP Numeracy to oversee the coordination of the programme supported by a Teaching Assistant and Cross Curricular Numeracy Lead	AP Numeracy	Jan 20
D. Decrease in Exclusions and gap in behavioural sanctions between PP and non PP across all measures, especially for withdrawals and exclusions.	Inclusion team to respond effectively to teacher/HOH requests for intervention with appropriate strategies that modify behaviours.	Strong social and emotional support is recognised as a very effective way to support disadvantaged students, especially when linked to close work with carers/parents. This consistency of support will also benefit the wider school community	SEMH Manager to oversee consistency of systems. Fortnightly behavioural round up (SLT), followed by termly pastoral report (SLT and HOH), used to monitor and respond to pastoral concerns of individuals. Termly impact assessment of interventions to date	AP Behaviour and Attendance	Jan 20

F. All students to receive timely effective feedback from classroom teachers, ensuring closing loop following feedback (purple pen)	Continued CPD and development of feedback and response methods for staff and students	Effective feedback to be the best pedagogical approach in terms of cost effectiveness and learning acceleration in all students. This will improve learning for our disadvantaged and non-disadvantaged students.	Termly work scrutiny along with SLT quality assurance in order to ensure that this is consistent across all departments	AP Teaching and Learning	Jan 20
PP students achieve outcomes comparable to their non PP counterparts	Further embedding of the PP First strategy where teachers tilt their practice to positively discriminate in favour of PP students within their everyday teaching.	Research indicates that PP students benefit most from quality first teaching	Lesson observation feedback Swift intervention following progress check data collections to support Year 11 PP achievement	AP Teaching and Learning	Jan 20
Total budgeted cost					£103993.00
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	When will you review implementation?

<p>E. All students who receive intervention to have made progress in their development against their perceived difficulty and appropriate evidence of intervention to be recorded allowing timeline and impact to be assessed</p>	<p>Mentoring and interventions as directed by Senior Asst Principal and inclusion team. Close liaison with home and appropriate use of external agencies</p>	<p>Strong social and emotional support is recognised as a very effective way to support disadvantaged students, especially when linked to close work with carers/parents. This consistency of support will also benefit the wider school community</p>	<p>Senior Asst Principal to ensure that appropriate students are on 'strategy' and that support plans are complete at the end of each termly cycle. Parental engagement to be ensured each termly whether by strategy or individual parental meeting</p>	<p>Senior Asst Principal</p>	<p>Jan 20</p>
<p>G. All students to receive Next Steps interviews to support their career aspirations and Post16 transition</p>	<p>All students interviewed and supported with careers guidance. Students with greatest need receive follow up interviews and appropriate interventions</p>	<p>Students receive specialist careers guidance to improve aspirations, increasing engagement in subject areas and attendance and reducing the possibility of NEET</p>	<p>Employability Co-ordinator coordinates schedule as directed by A Principal overseeing Careers and Enterprise</p>	<p>AP</p>	<p>Jan 20</p>

<p>H. Greater parental contact and influence on their child's education Parental attendance at all events to be measured for PP children and additional meetings to be minuted, filed and audited. Mapping of PP parent locations used to offer such things as alternative venues for meetings to support parental engagement.</p>	<p>Personal invites to events as per calendar and parents held to those appointments</p>	<p>Those students reaching the end of year 11 with the largest negative VA are commonly those whose parental engagement was sporadic, suggesting that working with the family is a key way to support disadvantaged students</p>	<p>Parental attendance at all events to be measured for PP students and additional meetings to be arranged, minuted and filed. HOH to coordinate. Overseen by Senior AP Behaviour and Attendance.</p>	<p>Senior AP Behaviour and Attendance</p>	<p>Jan 20</p>
--	--	--	---	---	---------------

I. Increased attendance rates for pupils eligible for PP Strategic review of attendance systems and procedures	Strategic review of attendance by AP Behaviour and Attendance to ensure systems robust and consistency in approach. Across all year groups PP attendance gap measured every 2 weeks and interventions applied by Attendance Officer and HOH through the Senior AP Behaviour and Attendance and EWO interventions as appropriate	Quick response to poor attendance recognised as effective strategy to help disadvantaged	Senior AP Behaviour and Attendance to monitor feedback each 2 weekly cycle and update interventions as required. Track patterns with Attendance Officer and HOH. Attendance Officer to report data 2 weekly to SLT	Senior AP Behaviour and Attendance	
Total budgeted cost					£74179.00
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	When will you review implementation?
Strong leadership of inclusion of all students with specific understanding of Pupil Premium and attendance	AP Behaviour and Attendance continue with Inclusion team and lead. These staff will direct dedicated time to the outcomes of PP students along	Clear responsive leadership recognised as vital in raising aspirations for all and effecting change for disadvantaged and non-disadvantaged alike	Clear minuted SLT meetings where data is discussed as a standing item for behaviour, attendance and teaching and learning	Principal	Jan 20

	with the benefits that this will provide for the wider student community				
C. Pupils entering Frome College and indicated as in need of catch up receive intervention to accelerate their learning experience to levels closer to their peers	Purchase and use of Sam learning subscription, an on line resource to enable students to consolidate lessons.	Use of programme can be monitored to ensure participation. Programme will encourage independent learning for PP students and all student body	Head of Faculty ensures teachers use and promote the programme to students. Usage monitored by AP Teaching and Learning	AP Teaching and Learning	Jan 20
D. Decrease in Exclusions and gap in behavioural sanctions between PP and non PP across all measures, especially for withdrawals and exclusions.	Funds available to support enrichment activities to raise aspirations and support inclusion	Students provided with additional resources and experiences to support engagement	Senior Assistant Principal oversees allocation of resource	Senior Assistant Principal	Jan 20
Total budgeted cost					£10523.00