Pupil premium strategy statement (secondary) – October Review Document 2019

1. Planned expenditure	
Academic year	**2018/19**

i. Quality of teaching for all				

Desired outcome	Chosen action / approach	Estimated impact		Lessons learned
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	Purchase and use of accelerated reader to encourage substantial reading practice to create strong readers, based on student's independent reading level	AR is again being used to target Year 9 weaker readers – an intervention group which is dominated by PP students Feedback over the course of the year is that students have not made the same levels of progress as in previous years although the strategy has yielded clear improvements in Reading age. Whole cohort data		AR is considered to be coming to the end of its usefulness mostly due to its use with students in the Middle Schools.

Cohort reading ages – Jan 19	Reading ages of intervention cohort (shaded grey) July 19
11-12 = 28	11-12 = 5
10-11 = 22	10-11 = 17
9-10 = 26	9-10 = 16
8-9 = 19	8-9 = 9
7-8 = 12	7-8 = 9
6-7 = 8	6-7 = 5

Within the College as well as these increases 51 students have moved over the 12 threshold

| Use of Literacy Catch-up intervention programme | 1 to 1 Catch up literacy runs with students who enter the College with the lowest reading scores. Of those on the program in Year 9 13 of the 14 students were PP students. Staffing pressures meant that this intervention began later than in previous years. Each student received a 3 month catch up program. Although there was variation in the results on average students improved their reading age by 9 ½ months during this 3-month intervention. 6 PP students in Year 10 continued literacy intervention after receiving support in Year 9. Over the 1 ½ years of intervention students on average increased their reading ages by 1 year and 3 ½ months. | This program has again yielded success – it is crucial that this is prioritised and begins right away in Yr9 in the future. We are also currently trialling the use of literacy progress units with small groups to deliver improvements alongside wider coverage. |

| Purchase and use of Lexia Support package | Lexia trialled then following negotiation over price (and subsequent break in its use mid-year) it was purchased. Lexia power up literacy program launched with to target students with below chronological age reading ages as part of the wider literacy strategy. | There was a need for an AR replacement and this package will go a considerable way to fulfilling this. |

Other literacy strategies employed include:

STAR Tests for baseline testing.

PiXL Microwave lessons and resources.

Reading buddies

Science Literacy lessons

Results indicate PP levels of improvement are comparable to non-PP students

	Made progress (%)	Made 6m+ (%)
Cohort (94)	68	49
PP (45)	67	49
Non-PP (49)	69	49
Boys (57)	68	51
Girls (37)	70	46

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.	**Teaching and learning**	As overall results for the PP cohort fell significantly departments need to evaluate and adapt these individual plans to improve their effectiveness moving forward.
		• All book looks are focused on upper band and PP students	
		• PP first strategy is implemented by all teaching staff – further details below	
		• Lesson observation form asks for discussions with key PP students about their learning to ensure PP performance is at the forefront of teachers minds at all times.	
		Detailed data analysis of PP outcomes is common practice in all years at all data dives.	
		Strategies employed to support Y11 PP	
		• Phone call invitations to the Raising Achievement Evening	
		• Priority given to PP invitations to Parents Plus and phone calls to support	
		• Large number of revision guides bought for PP when I did the mass order on Parentpay in October	
		• PP/Upper band Y11 book look in term 3	
		• Y11 Raps introduced asking for interventions for students in key groups	
		• Revision timetable posted home for PP (rather than emailed)	
		• Underachieving boys group prioritised PP	
		• Upper band PP given session with ASC and ADA in preparation for December mocks	
		• 'Exam stay' (rather than exam leave) designed to support students who don't have easy access to support at home	
		Following the Year 11 mock exams each department created and implemented an individual plan to target PP underachievement in the final run up to the exams. Generally departments with lower numbers of PP students to target achieved reasonable success and the higher progress 8 scores in the open bucket reflect this however the core and subjects with significant numbers of PP students did not deliver the levels of success needed even when the effect of outliers in the results are discounted.	.

		CAT scores used to elevate some PP students into higher groups in core subjects at the start of year 9. In addition PP students were prioritised during the 'transfer window' where Year 9 students requested option changes at the end of Term 1.	Too early to quantitatively assess the success
		Use of CATs has been cascaded to staff and well received during staff training inset. The use of CATs is more widespread within the staff as witnessed in class maps inspected during lesson observations	
		PP students prioritised and positively proportionally over represented in Year 9 catch up masterclasses run in Term 6. Masterclasses designed to target underachievement in specific grade 7+, grade 6+ and grade4+ groups during a week-long series of support workshops. The masterclasses contained over 50 students 65% of which were PP students.	Positive student and teacher voice following the masterclass week. The program will be continued next year with a possible extension in the size of the cohort.
C. End of year 11 low attainders in maths to show levels of progress comparable to rest of cohort	Use of specialist maths intervention programmes (Doodle and Hegerty Maths) to consolidate mathematical skills and support increased levels of progress.	Use of Doodle with target groups of students has been withdrawn from Maths lessons and discontinued by dept. Hegerty Maths is widely used by the department and is one of the front line interventions used with all underperforming students amongst which the outcomes of PP students is prioritised. Overall outcomes for PP students fell significantly in 2017.18. The fall in Maths results was proportional to the fall seen in all subjects i.e they did not do better or worse than other subjects with PP students within a much reduced set of results.	Convincing narrative and data needed from Maths department to justify current approaches to PP Maths intervention and PP budget spend.

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.	Overall increase in exclusions this year compared to last year although significantly below the 3-5 year average. % of PP students within this still disproportionately high. PP students still have a significantly higher behaviour point average than non PP students. Significant numbers of Year 9 students and their embedding into the College community was predominantly responsible for the increase in exclusion numbers during the year (26 of the total 36 exclusions).	Changes have been made to both the Aspire Learning Hub and accompanying inclusion work to help respond to this new challenge. In-addition a new sanctions system has also been introduced and staff training on behaviour management undertaken to support staff in dealing with challenging behaviour.

	2016.17	2017.18	2018.19
Total number of exclusions	106	10	36
Total number of PP exclusions	62	2	15
PP % of exclusions	58%	20%	42%

This year an Inclusion Centre was created for the purpose of implementing preventative programs of work for students. Within this PP students are prioritised to receive support. Students are able to access group sessions on coping strategies, self-esteem, classroom behaviour and anger management. These sessions are proving valuable in building on student's resilience and engagement with College. One to one mentoring and Emotional Literacy work is also on the menu of support with students receiving time specific work which enable them to identify and manage their feelings and emotions which allows them the ability to cope better with College life.

The ASPIRE Centre supports a range of students in KS3 and KS4 who could be disaffected with College, at risk of exclusion, or it is felt need extra support in school. Working with all staff our objective is to reach targets that have been set from by HOH on the students IPs. Students will be provided with an ASPIRE Progress Plan based on their IP targets. Each ASPIRE Progress Plan will be reviewed and updated regularly. The ASPIRE Progress Plan will be sent to ASPIRE families three times during the academic year with whole school progress data. Using IPs and ASPPs our goal is to motivate and engage the students to successfully re-integrate back into mainstream lessons.

The ASPIRE centre has undergone significant changes since February 2019. The ASPIRE students can access a core curriculum that is delivered by a trained Secondary teacher. The ASPIRE centre has been redecorated and a secure entry system has been fitted to safeguard the team. The ASPIRE centre can deliver a bespoke curriculum to meet the needs of each individual that is referred to the centre.

A bespoke ASPIRE package may include the following:

- A hot midday meal.
- Most students will have a shorter college day.
- A timetable package that may include lessons on site.
- Students may be offered support with careers decisions and WEX placements.
- ASPIRE staff will work with ASPIRE students and their families to ensure a strong working relationship can be established.
- Intervention support will be offered to individuals or to students working in small focus groups.
- Mentoring may be available.

F. All students to receive timely effective feedback from classroom teachers, ensuring closing loop following feedback (purple pen) PP students achieve outcomes comparable to their non PP counterparts	Continued CPD and development of feedback and response methods for staff and students	Work scrutiny carried out on Upper band students with proportional PP numbers (25%) in the scrutiny. Book look shows feedback continues to improve, inconsistency although still present is less widespread although more work needs to be done on students responding to feedback in books.	
	Further embedding of the PP First strategy where teachers tilt their practice to positively discriminate in favour of PP students within their everyday teaching.	PP First strategy continues to be at the forefront of discussions with staff on PP progress. PP is a standing item on Wednesday morning briefings to staff ensuring that the urgency around PP student performance is maintained.	
		Total budgeted cost	**£133,248**

ii. Targeted support			
Desired outcome	**Chosen action / approach**	**Estimated impact**	**Lessons learned**
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	Mentoring and interventions as directed by Senior Asst Principal and inclusion team. Close liaison with home and appropriate use of external agencies	Research project undertaken by a member of middle management to develop an effective boys mentoring group. This group consisted of 20 boys 8 of which were PP. Mentoring took place weekly from Nov 18 until May 19. Student P8 scores were tracked over this time to gauge effectiveness alongside student voice feedback. Of the 20 students 14 improved their P8 score, 2 remained unchanged and 4 had a reduced P8 score. Of the 4 who's P8 scores fell 2 had failed to engage. The 18 students who too full part all fed back positive student voice as to their enjoyment and benefit of the project.	Mentoring over recent years has shown that it is beneficial for some students and is therefore a valuable part of a suite of interventions to be used with PP students.
G. All students to receive Next Steps interviews to support their career aspirations and Post16 transition	All students interviewed and supported with careers guidance. Students with greatest need receive follow up interviews and appropriate interventions	PP students were prioritised for next steps interviews with the Careers Coordinator. **Comparing the PP stats with the whole year group: (taking out NEET & unknown) so 57 PP students** 30% of PP students went to a Sixth form compared to 56% across the year group (-26%) 15.8% went into employment compared to 10.53% across the year group (+5.3%) Of the 20 PP students who went to college to study a vocational subject: 7 are on a level 3 course… 12.2% of PP students at college are on level 3 versus 11.9% of the year group (+0.3) 47% of PP students are on a level 3 course (at 6th form or college) versus 70% of whole year group (-23%) 42% of PP students are on a level 2 course or below versus 19.3% of whole year group (+22.7%) 84% of PP students stayed in education versus 89% of whole year group -5% (so doesn't appear to be that their aspirations to stay in education are substantially lower	Although a similar % of PP stayed in education the level of education they were able to access (6th form or level of vocational course) was generally lower than the year group as a whole although the KS4 target grades based upon KS2 performance for the PP cohort were considerably lower than the non PP cohort so it would be expected that this trend would exist to some degree. A review supported by Governor input has been undertaken into how the Post 16 Bursary has been distributed. One recommendation since implemented is the advertising clearly to Year 11 of the availability and structure of the bursary to ensure unnecessary financial concerns are not a barrier to applications from PP

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.	Personal invites to events as per calendar and parents held to those appointments	HoH have called parents of targeted PP students in their House to encourage attendance at Parents evenings. Follow up meetings are planned within the year to target PP parents for appointments with SLT. Despite this attendance to Parents Evenings of PP parents is still 30% below that of non PP students. All reports and correspondence which is usually given to students to deliver home is also being posted to ensure that communication with home is effective to encourage engagement.	Improving parental engagement despite considerable work still remains a key target moving into 2019.20. Additional strategies e.g. a creche at Parents Evening are being planned to target improvements next year.

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	Attendance tracking has significantly improved and is now more accurate and interventions are more focussed. The profile of attendance within the College has been raised significantly. Attendance Lead in place to ensure timely accurate registers received from tutors and teaching staff. The Attendance Officer reports to SLT on a 2-week cycle so up to date stats can be analysed and acted upon. AL consistently tracking all PP students to identify concerns and coordinating with HoH and Tutors a graduated response to ensure PP students receive appropriate support, i.e. catch up work and/or intervention. Implement new processes to ensure appropriate referrals for interventions to Education Safeguarding Somerset. Implement a relevant awards system for Year 11's to ensure full attendance before exam season. **Pupil Premium students who were Persistent Absence (below 90%)** **Year 9/10/11 only - does include medical tuition students** September 2016 – July 2017 - 40% September 2017 – July 2018 – 42% September 2018 – July 2019 – 25% (whole College = 11.6%; National = 13.6%) Overall PP attendance September 2018 – July 2019 **90.5%** (whole College = 94.6%) Overall PP attendance September 2017 – July 2018 **87.9%** These statistics also include the year 11 attendance May to July 2018.19 11 Penalty notices issued of which 3 were PP students. 17 Warning Penalty Notices were issued of which 13 were PP students.	Greater collaboration between SENCO, SEMH Manager and AL must happen. New PP Lead to attend PP meetings with SEMH, AL and SENCO. To follow up the obvious success of this year's attendance strategy further work needs to be done to close PP gap and more targeted work with PP students will help facilitate this.
		Total budgeted cost	**£25,488**

iii. Other approaches			
Desired outcome	**Chosen action / approach**	**Estimated impact**	**Lessons learned**
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 with the benefits that this will provide for the wider student community	As detailed earlier in report - Relaunch of the Aspire learning hub and the introduction of supporting inclusion work to take place after February half term. New staff have been employed and changes to the roles of existing staff have been made in order to launch this new initiative. Within this PP students will make up the majority of the work undertaken. Three middle leaders are conducting PP research projects targeted at improving PP outcomes in 3 separate curriculum areas – science, MFL and English. Research findings to be incorporated into next year's PP statement and plan.	
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.	Sam Learning – use is currently less than in previous years and patchy within the College. Where it is used students are very positive about it use but wider coverage is needed. AP in charge of T&L is leading on this. Research project currently being undertaken by a member of middle management to review systems and outcomes for students who join the College mid-year. These students who are often PP typically achieve lower outcomes and a programme is being devised to overcome the disadvantage joining late inflicts upon a student.	

| 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 | Exclusion data listed previously.
All department requests for financial support for PP students have been able to be accommodated using PP funds – this covers a wide range of educational trips as well as resources. Departments have been invited to bid for additional cash for specific things to support Yr11 PP students in the final run up to the exams. Considerable funds have been devoted to improving the PP uptake to the Bronze Duke of Edinburgh award which is the cornerstone of our Character Development work with many students. This strategy has been very successful with record numbers signed up representing a 350% increase in numbers.

 PP Funded Prison Experience Project
6 students were able to form a better understanding of what it feels like to be arrested and to spend time in prison, conducted in a safe and nurturing environment. It's easy to explain to young people what would happen if someone breaks the law, but not that easy for some young people to understand what that would feel like. This experience gave students the knowledge and understanding they need to make the right decisions as they journey through life.

 PP funded Breakthrough Project 2019
3 PP students took part in the personal development course that involved walking and camping in wild and remote areas on Dartmoor. They hiked from North to South Dartmoor, about 25miles, during which time the focus was on personal leadership, motivation, confidence, team work, team leadership and personal effectiveness. They were all immensely proud of their achievement and it built self-esteem and positive relationships with College staff which has helped them stay in education. | Continue with the D of E PP initiative in future with a view to even greater uptake longer term |
| | | **Total budgeted cost** | **£21,358** |