

# John Flamsteed Community School PUPIL PREMIUM STRATEGY - 2016/17

## 1. Summary Information

Total number of pupils	Y7 (120) Y8 (119) Y9 (115) Y10 (123) Y11 (111) Total (588)
Current Pupil Premium	Y7 (12) Y8 (24) Y9 (19) Y10 (23) Y11 (30) Total (108)
Current Pupil Premium funding allocated	£123,930

Date of PP plan	Dec-16
Date of PP next review	Mar-17
Date of PP further review	Jun-17

A higher proportion of students in 2016-17 Y11 eligible for FSM (23.9% 2017 vs 18.0% 2016 - RAISEOnline).  
 2016-17 Y11 prior attainment below national English APS: -0.9, Maths -1.2

## 2. PP Outcomes

2016 Actual	JFCS PP	Non-PP national (2016)
Basics	48%	69%
Att 8	3.7	5.3
P8	-0.44	0.13 (approx)

Progress 8						Attainment 8					
<b>Overall</b>											
Cohort		All		Dis		Cohort		All		Dis	
Score		-0.1		-0.4		111		23			
CI +/-		0.2		0.4		49.06		37.00			
Rank				88		49.34		52.56			
Difference						-0.28		-15.56			
		Low		Middle		High		Low		Middle	
		All		Dis		All		Dis		All	
Cohort		21		10		58		12		31	
Score		-0.24		-0.66		0.04		-0.40		-0.14	
National		0.00		0.19		0.00		0.14		0.00	
Difference		-0.24		-0.84		0.04		-0.54		-0.14	
CI +/-		0.46		0.66		0.27		0.60		0.37	
Rank		92								1	
		All		Dis		All		Dis		All	
Cohort		21		10		58		12		31	
School		28.48		22.90		49.30		45.67		61.87	
National		28.39		31.16		48.86		50.63		64.17	
Difference		0.08		-8.26		0.44		-4.96		-2.30	
Diff (grades)		0.0		-0.8		0.0		-0.5		-0.2	
										0.9	

Attainment 8					
grade C or above					
<b>English and mathematics</b>					
Cohort		All		Dis	
School %		71		48	
National %		62		69	
Difference %		9		-22	
		Low		Middle	
		All		Dis	
Cohort		21		10	
School %		14		10	
National %		11		13	
Difference %		4		-3	
Diff (no of pupils)		0		0	
		7		0	
		1		0	

Progress 8 for PP students in 2016 was negative: 0.4 of a grade below national average. Progress for Lower Ability PP students was significantly lower than other students nationally, caused in part by non-compliance with P8 where student curriculum was not closely matched to P8 elements.

Attainment for All students in L2 Eng and Maths was above national average, but PP student outcomes were lower than for all other students nationally.

Projected 2017	JFCS PP	Non-PP national (2016)
Basics	31%	69%
Att 8	4.43	5.3
P8	0.02	0.13 (approx)

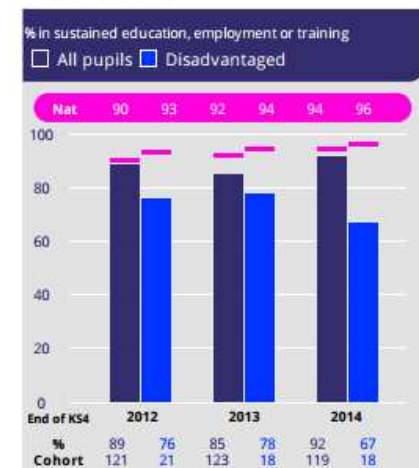
### Absence



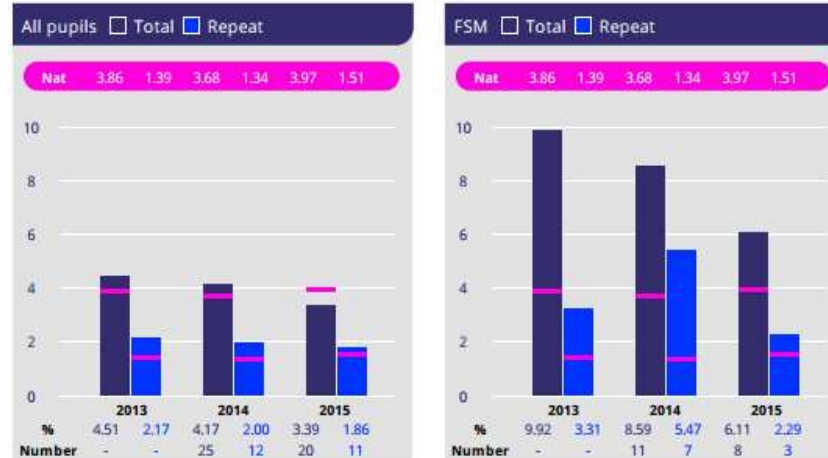
### Persistent absence



### Destinations



### Fixed term exclusions % and number of pupils excluded



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

<i>In-school barriers</i>
<b>A. LITERACY</b>
Literacy skills entering Y7 lower for PP students than other students, affecting progress in Y7, possibly holding students back as they move through school.
<b>B. PROGRESS</b>
PP students progress below other students at KS4.
MA students with PP don't make enough progress through KS3, affecting their outcomes at KS4
<b>C. BEHAVIOUR</b>
Behaviour of a small group of students affects their progress and disrupts other learners.
PP students are more likely to be withdrawn from lessons (19% of cohort / 24% of exclusions in 2015-16) or excluded from school (10% : 6% in 2015).
<i>External barriers</i>
<b>D. ATTENDANCE</b>
Attendance for PP students (93.8%) lower than other students (96.3%), causing them to fall behind their peers.
Persistent absence of PP students (18%) is nearly double that of other students (9.2%), causing them to fall behind their peers.
<b>E. ASPIRATIONS</b>
Aspirations - % of PP students in sustained education is below non-PP and national average.

### 4. ACTIONS

<i>Desired outcomes</i>	<i>Rationale</i>	<i>Actions</i>	<i>Success Criteria</i>	<i>Staff lead</i>
-------------------------	------------------	----------------	-------------------------	-------------------

<b>A. LITERACY</b>				
Higher rates of progress in literacy for Y7 PP students.	PP students do not always have access outside school to resources and support available to other students. Poor literacy prevents students from accessing curriculum and progressing at same rate as peers. The Lexia programme has been independently evaluated and shown as effective in other schools: Beauchamps High School, Essex  "We have found Lexia to be hugely beneficial to the acceleration of students phonological development and have made it a core part of our additional intervention schedule. We currently use Lexia as part of our early intervention with Year 7 and Year 8." Poorly developed skills in handwriting hinder students working under timed conditions, possibly adversely affecting assessments, and limit capacity for extended writing.	Literacy support programme for students reading age <= 9	Students supported to reach age appropriate level by end KS3.	HRu
		Phonics-led Reading Skills solution - Lexia software.	Measure reading age learning gains - all students to gain by 1-2 years in each year.	
		Students work on literacy during tutor time and some 20-30 extraction from English lessons with specific focus then return to main	Extended writing develops - shown in work scrutiny.	H Morgan
		Selected students practise handwriting.	Work scrutiny shows improvement.	
		Preferential staffing in English facilitates focused intervention and smaller teaching groups for less able students.	Students in English progress at expected rate. Diminishing difference between PP and non-PP.	All staff RAG rate after Eng assessments and request focused intervention. Students return to main groups when skills develop / consolidated.
<b>B. PROGRESS</b>				
Diminishing difference between progress of PP students and other students in school and nationally at KS4.	Student outcomes are enhanced when they perceive strong emphasis on learning, good behaviour and climate for learning, feeling valued and positive relationships, and formative feedback. (Pam Sammons). Focus on DP students to develop supportive relationships and enhance sense of self-worth and confidence in small group setting.	English staff support extended writing across all subjects in Y11.	Learning walks and work scrutiny.	SB / HRu
		CPD on Growth Mindset, diffn and stretch - esp PP/ MA.		ST / PH
	<b>PP INTERVENTION PROGRAMME:</b>		Track DP and DP MA as discrete groups and review at each Academic Monitoring point.	
	Discussion with students reviewing attendance, work scrutiny, revision, <b>target setting</b> - to identify and work towards overcoming barriers to achievement.	Targeted tutorials for PP students.		IH and HR
	Bespoke in-house revision programme with internal/external expertise. Groups of 10-15 in a range of subjects - compulsory for PP students.	One-to-one interviews for PP students.		LW
	Provide resources to support home learning and revision: past papers, revision guidance, exam q's, online resources. Ensure all PP students have access.	Easter Revision for targeted students (incl. all PP).		HR
	Subject based bespoke revision classes by external provider.	Targeted Revision resources for PP students.		HR
	To keep parents updated of key information to support students in final assessments and exams, all PP students to have a meeting with IH or HR during Parents' Evening, targeted Parents' Evening, individual appointment or home visit, as required.	Justin Craig session invites to targeted students - all DP/MA students to attend at least 2 sessions.		Justin Craig - invite sent to students by HR.
	Use of individual education plans for Y11 students for all subjects showing prior attainment/targets and tasks to support learning. Key info in front of books.	Parent and student meeting for PP.		HR
	Individual Intervention Plans for PP students.	All teaching staff - HoDs to monitor.		

<b>Desired outcomes</b>	<b>Rationale</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Staff lead</b>
<b>B. PROGRESS (contd)</b>				
Improved rates of progress across KS3 for MA PP students.	Student outcomes are enhanced when they perceive strong emphasis on learning, good behaviour and climate for learning, feeling valued and positive relationships, and formative feedback. (Pam Sammons). Focus on DP students to develop supportive relationships and enhance sense of self-worth and confidence in small group setting.	English staff support extended writing across all subjects in KS3.	Track PP and PP MA as discrete groups and review at each Academic Monitoring point. Diminishing differences between PP students and others in-school leading to diminishing differences with national other at KS4.	SB / HRu
		CPD on Growth Mindset, diffn and stretch - esp PP/ MA.		ST / PH
		Mentoring for PP MA		HoYs
	Use of surplus staffing to facilitate intervention for PP and PP MA students	PM		
	OFSTED Inspection handbook: Quality of Teaching, Learning and Assessment requires that "assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well".	HoDs and HoY develop use of SISRA and follow up Academic Monitoring, with focus on PP MA students.		PM
		Subject leaders develop focused learning activities to optimise PP MA progress		Learning walks and work scrutiny show improvements.
Marking and assessment policy - focus on feedback and support for PP students.				
Students who spend 2-3 hours a night doing homework are 10x more likely to achieve 5x L2 quals than those who spend no time on homework. (Pam Sammons)	Homework policy - focus on DP students to check completion; offer support in school to facilitate work outside lessons.	Homework planner checks and work scrutiny show PP students completing tasks and quality / outcomes improve.	TA	
<b>C. BEHAVIOUR</b>				
Behaviour referrals reduced.	OFSTED Inspection handbook: "Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. For individuals or groups with particular needs, there is sustained improvement in pupils'	Sanctions flowchart	Reduction in behaviour referrals and exclusions. Review of Rewards system shows students are motivated by praise and positive reinforcement.	DMu
		Student support services		
		Mentoring for DP MA		
		SLT follow up		
		Rewards Policy		AC
<b>D. ATTENDANCE</b>				
Increased attendance for PP students.	Poor attendance is a major limiting factor in progress of students and impacts several of the targeted outcomes shown above.	Parent contact if late Parent contact - first day absence focus list More regular reports for targeted PP students MAT referral / EWO Transport? Rewards for 100% attendance Rewards for improved attendance Parenting support	Improvement in punctuality and attendance	DMu
<b>E. ASPIRATIONS</b>				
E. Raise student aspirations	Socio Economic background can impact student outcomes (FSM vs Non-FSM 1 GCSE grade lower on average nationally). Family quals and aspiration - lower quals background tends to lower KS4 outcomes (students with HEd parents achieve average 2 grades higher than students where parents have no quals), and less likely to move to L3 post-16 or continue to Higher Ed. Lower ambition and aspiration may limit students' confidence and drive towards meeting academic potential. Such students may receive less guidance and support for their studies or choices. (Pam Sammons)	Support for PP students in accessing trips and resources: Trips: University visits: STEM activities: Raise profile of Apprenticeships (Earn While You Learn). Focused Careers guidance Ensure PP attendance at Opportunities Evenings, A Level presentation, Sixth Form Providers, Parents' Information Evenings	Participation rate for PP students.  Student uptake and 0% NEET sustained for PP students.	HRu

**References:** DfE Research Report: "Influences on students' GCSE attainment and progress at age 16." P. Sammons et al - September 2014