

1. Summary Information

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|--------------------------------------|--|
| Total number of pupils by year group | Y8 (124) Y9 (120) Y10 (112) Y11 (119) [Y11 (110)] Total (585) |
| Pupil Premium pupils by year group | Y8 (36) Y9 (26) Y10 (25) Y11 (24) [2017: Y11 (30)] Total (141) |
| Current Pupil Premium funding | £130,715 |

| | |
|---------------------------|--------|
| Date of PP plan | Dec-17 |
| Date of PP next review | Mar-18 |
| Date of PP further review | Jun-18 |

What is Pupil Premium funding?

The Government allocates funding to support:

- students in receipt of free school meals or who have claimed FSM in the last six years
- students who are looked after by the Local Authority,
- Children adopted from care under Adoption and Children Act 2002
- the children of Armed Service families

KS2 PRIOR ATTAINMENT BY KS4 COHORT:

| | | | | |
|---------|---------|------|-------|------|
| 2016-17 | English | -0.9 | Maths | -1.2 |
| 2017-18 | English | 0.4 | Maths | -0.6 |
| 2018-19 | English | 0.1 | Maths | -0.7 |
| 2019-20 | English | 0.5 | Maths | 0.3 |

2016-17 Y11 prior attainment below national English APS: -0.9, Maths -1.2

2. PP Outcomes

ATTENDANCE

| 2015 | % | % GAP PP / NON |
|---------------|------|----------------|
| ALL | 96.1 | |
| PP | 94.5 | 2.2 |
| NON-PP | 96.7 | |
| 2016 | % | % GAP PP / NON |
| ALL | 95.8 | |
| PP | 93.8 | 2.5 |
| NON-PP | 96.3 | |
| 2017 (approx) | % | % GAP PP / NON |
| ALL | 94.6 | |
| PP | 91.6 | 3.5 |
| NON-PP | 95.1 | |

FIXED TERM EXCLUSIONS

| Fixed term exclusions | Approx % of cohort | |
|-----------------------|--------------------|---------|
| | 2015 | 2016-17 |
| % of all students | 3.40% | 3.90% |
| % of PP students * | 6.10% | 9.25% |

NB * Exclusions for PP include a number of several lengthy (3/5 day) and repeat exclusions for two individual PP Y10 students as they moved through sanctions towards transfer / managed move / PEX.

ACHIEVEMENT

Recent trend

| Measures | JFCS PP 2015 (Actual) | JFCS PP 2016 (Actual) | Non-PP national (2016) | JFCS PP 2017 (Actual ~) |
|----------|-----------------------|-----------------------|------------------------|-------------------------|
| Basics * | 47% | 48% | 69% | 30% |
| Att 8 | 4.2 | 3.7 | 5.3 | 3.5 |
| P8 | -0.52 | -0.45 | 0.13 | -0.36 |

* Basics L2 in 2015 and 2016 based on Grade C.

* Basics L2 in this analysis for 2017 based on Grade 4.

~ Outcomes include projected impact of successful re-marks and removal of 'outlier' results for LW and CM.

ACTUAL 2017

| GROUP: | P8 |
|--------|-------|
| ALL | -0.05 |
| PP | -0.36 |
| NON-PP | 0.04 |

| 2017 Actual | JFCS PP A8 / P8 | JFCS Non-PP A8 / P8 | PP vs Non-PP |
|-------------|-----------------|---------------------|--------------|
| Eng | -0.39 | -0.21 | -0.18 |
| Ma | 0.22 | 0.46 | -0.24 |
| Ebacc | -0.18 | 0.32 | -0.50 |
| Open | -0.89 | -0.42 | -0.47 |
| Avg A8 | 3.48 | 4.67 | -1.19 |
| P8 | -0.36 | 0.04 | -0.40 |

| ACTUAL 2017 | P8 |
|--------------------|-------|
| PP LOW ABILITY P8 | -0.31 |
| PP MID ABILITY P8 | -0.63 |
| PP HIGH ABILITY P8 | 0 |

Overall, Progress 8 for PP students in 2017 is negative -0.36 grade below estimated from KS2 starting points, improving from -0.45 in 2016. The current Y11 KS2 data shows sig- starting points compared with national. Progress for Lower Ability PP students has improved from -0.66 in 2016 to -0.31 in 2017 as reduction on non-compliance and matching student curriculum more closely to P8 elements.

Middle Ability PP is -0.63 in 2017, worsening from -0.40 in 2016.

High Ability PP is 0, decreasing from +1.20 in 2016, but only 1 student counted in this measure in 2016.

The in-school difference between P8 for PP / non-PP has remained at -0.40 from 2016 to 2017

Basics L2 (Grade 4) attainment in 2017 is 57% for ALL in school, 30% for PP students, and 67% for NON-PP students. This shows a widening in-school difference of 37%. Diff in 2015 was 24% and 2016 was 30%. (NB New GCSEs graded 9-4 in English and Maths in 2017, compared with A*-C in 2016).

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

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| In-school barriers |
| A. LITERACY |
| 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. PROGRESS |
| PP students progress below other students at KS4. |
| MA students with PP don't make enough progress through KS3, affecting their outcomes at KS4 |
| C. BEHAVIOUR |
| Behaviour of a small group of students affects their progress and disrupts other learners. |
| PP students are more likely to be withdrawn from lessons or excluded from school (FTE: 4% of ALL: 9% of PP in 2016-17). |
| External barriers |
| D. ATTENDANCE |
| Attendance for PP students (91.6%) lower than other students (95.1%), causing them to fall behind their peers. |
| Persistent absence of PP students is greater than for other students, causing them to fall behind their peers. |
| E. ASPIRATIONS |
| 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 / Evidence</i> | <i>Resources</i> | <i>Staff lead</i> |
|-------------------------|------------------|----------------|------------------------------------|------------------|-------------------|
|-------------------------|------------------|----------------|------------------------------------|------------------|-------------------|

| | | | | | |
|---|---|--|--|--|---|
| A. LITERACY | | | | | |
| 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. Poorly developed skills in handwriting hinder students working under timed conditions, possibly adversely affecting assessments, and limit capacity for extended writing. Consider literacy of PP Boys in Y7 - " language development and level of reading attainment are poorer, at least during the first ten years of life". "Social Class" differences - "Middle class children generally live in a verbally much richer environment". Vocabulary - "By Age 8, about 50% of level attained by 18 will have been reached". "Language is basic to an effective cognitive life, because it makes rational thought possible". "Language is to thought what a catalyst is to a chemical reaction: it sets it off, speeds it up and facilitates it". Dr Mia Kellmer in The Needs of Children. | Literacy support programme for students reading age <= 9: | Students supported to reach age appropriate level by end KS3. Measure reading age learning gains - all students to gain by 1-2 years in each year. | Coordination of PP tracking and planning literacy intervention in English (HoD) | SB |
| | | Students work on literacy during tutor time with selected staff. | | | |
| | | Identified PP students are extracted for some / part of English lessons with specific focus then return to main groups | Students in English progress at expected rate. Diminishing difference between PP and non-PP. | Coordination of PP tracking and planning literacy intervention in English (HoD) | Eng staff RAG rate after assessments to focus intervention. Students return to main groups when skills develop. |
| | | Selected students practise handwriting. | Work scrutiny shows improvement. | Equipment | H Morgan |
| B. PROGRESS | | | | | |
| 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. Tutor programme. | Coordination of PP tracking and planning literacy intervention in English (HoD) | SB / HRu |
| | | Students display scholarly behaviours. Staff focus on organisation and preparation for PP/ MA. | | Coordination of PP tutor time (AHTs), supported by HoYs. | IH / TA |
| | Focus on SPAG to improve outcomes. | English staff support SPAG across all subjects in Y11. | SPAG performance reported Dec Mocks / Mar Mocks. | e.g. FLASH marking (possible EEF project). Coordination of PP tracking and planning literacy intervention in English (HoD) | SB |
| | PP INTERVENTION PROGRAMME: | | | | |
| | Students are supported to improve life skills (attendance, punctuality, personal health and fitness) and develop skills in study, revision, self-evaluation and goal setting - to identify and work towards overcoming barriers to achievement. | Targeted tutorials for PP students. | Track PP and PP HPA as discrete groups and review at each Academic Monitoring point. | Meeting time for DHT and HoY. | IH and HR |
| | | One-to-one interviews for PP students. | | | |
| | | Subject based bespoke revision classes by external provider. | | | |
| | Funding for internal / external providers. | HR | | | |
| | PP students may not have ideal work environment or access to study resources to support home learning and revision: past papers, revision guidance, exam q's, online resources. Ensure all PP students have access. | Targeted Revision resources for PP students. | | KS4 Revision guides and equipment. | TA |
| | Update parents with key info to support students in final assessments and exams, PP students meet IH or HR during Parents' Evenings, individual appointment or home visit, as required. | Parent and student meetings for PP. | | Meeting time for DHT and HoY. | HR |
| Staff show planning for T&L to meet needs of PP students. Staff track and monitor progress in each subject. Systematic intervention arises where danger of under-performance. | Use of individual T&L plans for KS4 PP students for all subjects showing prior attainment/targets and tasks to support learning. Key info in front of books. | | HoDs / staff with TLR responsibilities. | Teaching staff - HoDs to QA. | |
| Students are motivated by offer of vocationally-relevant qualifications. | Review of vocational education, uptake by PP students, and impact. | | Costs of PP into vocational provision. | PM | |
| Staff develop understanding of PP students and potential obstacles to success. | Use of individual tracking sheets for PP students. | | Dedicated SSS. DHT to oversee. Admin support. | PM / SSS | |

| Desired outcomes | Rationale | Actions | Success Criteria | | Staff lead |
|--|---|--|---|--|----------------|
| B. PROGRESS (contd) | | | | | |
| Improved rates of progress across KS3 for HPA 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. | Coordination role of PP tracking and planning literacy intervention in English (HoD) | SB / HRu |
| | | Mentoring for PP MA | | HoY follow up to AM2 | TA / HoYs |
| | | Use of surplus staffing to facilitate intervention for PP and PP MA students | | Maths / English / Core TLRs. | 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. | Learning walks and work scrutiny show improvements. | HoY follow up to AM2 | PM |
| | | Subject leaders develop focused learning activities to optimise PP MA progress | | STEM project costs. | LHi |
| | 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) | Marking and assessment policy - focus on feedback and support for PP students. | Homework planner checks and work scrutiny show PP students completing tasks and quality / outcomes improve. | eg FLASH marking (possible EEF project) | |
| Homework policy / development of Hwk Hub - focus on PP students to check completion; offer support in school to facilitate work outside lessons. | | Supervision of hwk club. | | | |
| | Students motivated by rich learning tasks and extended curriculum offer | EEF / STEM PROJECTS | Research and planning - leads to offer by departments and uptake by PP students. | DHT time to research and propose. Resource costs. Materials. Depts deliver. | |
| | PP students may not be able to participate in full range of curriculum / enrichment activities where additional cost involved. | Funding to support enrichment / key curriculum opportunities. | | Parents supported with costs on individual needs basis. | |
| | Core focus on PP. Share TLRs | | | | |
| C. BEHAVIOUR | | | | | |
| 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' behaviour. " | Sanctions flowchart | Reduction in behaviour referrals and exclusions. Review of Rewards system shows students are motivated by praise and positive reinforcement. | Dedicated SSS. DHT to oversee. Admin support. | PM / DMu / SSS |
| | | Student support services | | | |
| | | Mentoring for PP HPA | | | |
| | | SLT follow up | | Cost of rewards linked to PP improvements. | AC |
| | | Rewards Policy | | | |
| D. ATTENDANCE | | | | | |
| 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 | Improvement in punctuality and attendance | Dedicated SSS. DHT to oversee. Admin support. | PM / DMu / SSS |
| | | Parent contact - first day absence focus list | | | |
| | | More regular reports for targeted PP students | | | |
| | | SSS provide dedicated monitoring, reporting and triggered intervention. | | | |
| | | Transport | | | |
| | | EWO / share role with TRA | | | |
| | | Rewards for 100% / improved attendance | | | |
| Parenting support | Literature / event during holidays / transition. | | | | |
| E. ASPIRATIONS | | | | | |
| 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: | Participation rate for PP students. | Parents supported with costs on individual needs basis. | HRu |
| | | Trips - curriculum enrichment | | | |
| | | University visits | | | |
| | | STEM activities | Student uptake and 0% NEET sustained for PP students. | STEM providers | |
| | | Raise profile of Apprenticeships (Earn While You Learn). | | Not Going to Uni site. 16+ Evening | |
| | | Focused Careers guidance | | Careers - PP interviews cost | |
| Y10 / Y11 PP Careers Conference - students and parents evening? | Founders 4 Schools. | | | | |
| Ensure PP attendance at Opportunities Evenings, A Level presentation, Sixth Form Providers, Parents' Information Evenings | Pro rata cost of events. | | | | |

References: DfE Research Report: "Influences on students' GCSE attainment and progress at age 16." P. Sammons et al - September 2014
OFSTED School inspection handbook - October 2017
Dr Mia Kellmer Pringle: "The Needs of Children: A Personal Perspective"