

1. Summary Information

Total number of pupils by year group	Y8 (160) Y9 (119) Y10 (115) Y11 (110) [Y11 (119)] Total (623)
Pupil Premium pupils by year group	Y8 (37) Y9 (33) Y10 (26) Y11 (23) [2018: Y11 (21)] Total (140)
Current Pupil Premium funding	£127,985

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

Date of PP plan	Sep-18
Date of PP review	Mar-19
Date of PP further review	Jul-19

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

2. PP Outcomes

ATTENDANCE

2016	%	% GAP PP / NON
ALL	95.8	
PP	93.8	2.5
NON-PP	96.3	
2017	%	% GAP PP / NON
ALL	94.6	
PP	91.6	3.5
NON-PP	95.1	
2017- 2018 (approx)	%	% GAP PP / NON
ALL	95.3	
PP	93.7	2.3
NON-PP	96.0	

FIXED TERM EXCLUSIONS

Fixed term exclusions	Approx % of cohort		
	2015	2016-17	2017-18
% of all students	3.40%	3.90%	4.27%
% of PP students	6.10%	9.25%	6.00%

ACHIEVEMENT

Recent trend

Measures	JFCS PP 2016 (Actual)	JFCS PP 2017 (Actual)	JFCS PP 2018 (Actual Estimated)
Basics *	48%	30%	57%
Att 8	3.7	3.5	4.09
P8	-0.45	-0.45	-0.03

ACTUAL 2017

GROUP:	P8
ALL	-0.08
PP	-0.45
NON-PP	0.07

ACTUAL 2018

GROUP:	P8
ALL	0.14
PP	-0.03
NON-PP	0.18

2017 Actual	JFCS PP A8 / P8	JFCS Non-PP A8 / P8	PP vs Non-PP
Eng	-0.42	-0.09	-0.33
Ma	0.20	0.47	-0.27
Ebacc	-0.20	0.42	-0.62
Open	-0.94	-0.35	-0.59
Avg A8	3.48	4.67	-1.19
P8	-0.45	0.07	-0.52

2018 Actual	JFCS PP A8 / P8	JFCS Non-PP A8 / P8	PP vs Non-PP	GAP PP - NonPP: 2017 vs 2018
Eng	0.09	0.06	0.03	0.36
Ma	0.11	0.40	-0.29	-0.02
Ebacc	0.11	0.33	-0.22	0.40
Open	-0.36	-0.04	-0.32	0.27
Avg A8	4.09	4.91	-0.82	0.37
P8	-0.03	0.18	-0.21	0.31

ACTUAL 2017	P8
PP LOW ABILITY P8	-0.34
PP MID ABILITY P8	-0.72
PP HIGH ABILITY P8	-0.25

ACTUAL 2018	P8
PP LOW ABILITY P8	-0.38
PP MID ABILITY P8	0.02
PP HIGH ABILITY P8	0.03

Overall, Progress 8 for PP students in 2018 is provisionally estimated to be slightly negative, -0.03 grade below estimated from KS2 starting points.

This is a marked improvement from -0.45 in 2017. The current Y11 KS2 data shows sig- starting points compared with national.

Progress for Lower Ability PP students has worsened slightly from -0.34 in 2017 to -0.38.

Middle Ability PP P8 is +0.72 in 2018, and marked improvement from -0.72 in 2017.

High Ability PP P8 has shown improvement, from -0.25 in 2017 to +0.03 in 2018..

The in-school difference between P8 for PP / non-PP has improved significantly, from -0.52 to -0.21.

Basics L2 (Grade 4) attainment in 2017 was 57% for ALL in school, 30% for PP students, and 67% for NON-PP students.

Basics L2 (Grade 4) attainment in 2018 was 74% for ALL in school, 57% for PP students, and 78% for NON-PP students, and diminishing gap of 21% compared with 37% previously.

Progress for PP students has improved markedly in English, from -0.42 to +0.09. Progress of PP students in English exceeds that of Non-PP students.

Progress of PP students has increased in English, eBacc and Open Progress 8 'buckets', with diminishing gaps to Non-PP progress outcomes.

Progress of PP students has decreased slightly in Maths, but remains positive. The gap to Non-PP progress outcomes in Maths has increased by 0.02.

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

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>FUNDING</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	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 - 2ND IN DEPT?	ENGLISH TLR. Staff allocated to support tutor groups.	
		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.	Work scrutiny shows improvement.	Equipment	TA support. Cost of equipment.
		Bringing / transition work with feeder primaries to develop learning resources for younger students Selected students practise handwriting.				
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 (2nd in DEPT)	ENGLISH TLR. Surplus staffing from English.	
		Students in the Driving Seat - students are active and self motivated in lessons.		Coordination of PP tutor time (AHTs), supported by HoYs.	IH reduced TT. HoY additional 1 hour per fortnight off TT.	
	Students motivated by rich learning tasks and extended curriculum offer.	STEM and projects involving outside agencies / visiting speakers, with	PP student participation. Student interviews show enthusiasm and	Depts bid in for additional resources to	£10k contingency fund	
	PP INTERVENTION PROGRAMME:	Targeted tutorials for PP students.	Track PP and PP HPA as discrete groups and review at each Academic Monitoring point. Learning walks show PP students identified and entitlement is being met. HoDs report on PP progress and interventions and impact of TLR posts and surplus staff. LEADS TO DIMINISHING DIFFERENCE IN OUTCOMES FOR PP / OTHERS.	Meeting time for PP op (DMU) and HoY.	5 x HOY x 3 times. 15 days cover @ £250. DMU reduced TT = PP for 20 hours per fortnight?	
	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.	One-to-one interviews for PP students.		Funding for internal / external providers.	£10k contingency fund	
	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.	Enhance dept capitation (No. KS4 PP students x £5)	
	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 PP op and HoY.	5 x HOY x 3 times. 15 days cover @ £250. DMU reduced TT = PP for 20 hours per fortnight?	
	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. PP entitlement. PP seating plans.	HoDs / staff with TLR responsibilities.	Identify TLRs. Direct focus to PP tracking and intervention.		
	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.	Construction PP =4/11 Y9; 9/16 Y10.		
	Staff develop understanding of PP students and potential obstacles to	Use of individual tracking sheets for PP students. Develop tracking of PP	Dedicated SSS. PP op to oversee. Admin	DMU reduced TT = PP for 20 hours per		

Desired outcomes	Rationale	Actions	Success Criteria		FINANCE	
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 (2ND IN DEPT)	ENGLISH TLR. Surplus staffing from English.	
		Mentoring for PP MA		PP Op / HoY follow up to Academic Monitoring	5 x HOY x 3 times. 15 days cover @ £250. DMU reduced TT = PP for 20 hours per fortnight?	
		Use of surplus staffing to facilitate intervention for PP and PP MA students		Maths / English / Core TLRs. Surplus staff in depts.	Possible access to c.80 hours per fortnight across the curriculum.	
	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.	PP Op / HoY follow up to Academic Monitoring	5 x HOY x 3 times. 15 days cover @ £250. DMU reduced TT = PP for 20 hours per fortnight?	
		Subject leaders develop focused learning activities to optimise PP MA progress		HoDs / depts allowed to allocate 'meeting time' as needed for planning and QA	13 hours during academic year	
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 / use of Hwk Hub - focus on PP 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.	Supervision of hwk club.	TA support 190 days x 1 hours = c.190 TA hours		
Students motivated by rich learning tasks and extended curriculum offer. Use of external providers to enhance curriculum and motivate students	STEM and projects involving outside agencies / visiting speakers, with preferential focus on PP students	PP student participation. Student interviews show enthusiasm and motivation.	Depts bid in for additional resources to support cost of additional curriculum provision	£10k contingency fund		
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.	Hardship fund (TBC)		
	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. PP op to oversee. Admin support.	DMU reduced TT = PP for 20 hours per fortnight? Cost of 1x SSS?	
		Student support services				
		Mentoring for PP HPA				
		SLT follow up				
		Rewards Policy				Cost of rewards linked to PP improvements.
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. PP op to oversee. Admin support.	Cost of MAT / EWO - PP pro rata. DMU reduced TT = PP for 20 hours per fortnight? Cost of 1x dedicated SSS. PP Family learning / parenting support events.	
		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				
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)	Change of ethos for trips - not first come, first served. Planning for PP.	Participation rate for PP students.	Possible support for parents supported with costs on individual needs basis.	Depts bid in for additional resources to support cost of additional curriculum provision. £10k contingency fund. Plus HARDSHIP FUND (LW / CW TBC).	
		Support for PP students in accessing trips and resources:				
		Trips - curriculum enrichment				
		University visits	Student uptake and 0% NEET sustained for PP students.	Not Going to Uni site. 16+ Evening	Careers - PP interviews cost	Pro rata cost of events and careers to PP. RB reduced TT.
		STEM activities				
Raise profile of Apprenticeships (Earn While You Learn).						
Y10 / Y11 PP Careers Conference - ensure PP attendance at						
Founders 4 Schools.						
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"