

Colmers School and Sixth Form College Pupil Premium Strategy Statement 2017-2018

1. Summary information					
School	Colmers School and Sixth Form College				
Academic Year	2017/18	Total PP budget	£405,000	Date of most recent PP Review	November 2018
Total number of pupils	1050	Number of pupils eligible for PP	395	Date for next internal review of this strategy	October 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% Basics Measure	40% (Non 66%)	63%
% English bucket/Maths Bucket	-0.72/-0.63	0
Progress 8 score average	-0.72	0
Attainment 8 score average	3.4	4.9

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills are lower in pupils eligible for pupil premium than other pupils. This prevents them being able to access a traditional secondary school curriculum.
B.	Numeracy skills are lower in pupils eligible for pupil premium than other pupils. This prevents them being able to access a traditional secondary school curriculum.
C.	Pupils that are eligible for pupil premium are more likely to be excluded and more likely to be excluded more than once.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Pupils that are eligible for pupil premium are more likely to be absent and persistently absent. This is most evident with boys.
F.	Pupils that are eligible for Pupil Premium are often those that have parents that do not engage with school.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Acceleration of progress in reading and literacy	<p>Pupils eligible for pupil premium will have significantly improved reading ages, closing the gap on 'other pupils'. Other pupils will have improved reading ages. However, the in-school gap will be reduced. This will be evidenced through reading age tests that have taken place in the autumn and summer terms.</p> <p>There will be an 80% improvement standardised scores that PP students achieved in tier KS2 tests.</p> <p>An improvement in the progress of PP students in the English element of P8.</p>
B.	Acceleration of progress of pupils in basic numeracy	<p>More pupils that are below age expectation reach secondary ready before the end of Year 7 and Year 8.</p> <p>There will be an 80% improvement standardised scores that PP students achieved in tier KS2 tests.</p> <p>An improvement in the performance off PP students in both GCSE Statistics grades and the Mathematics P8 bucket.</p>
C.	Behaviour incidents reduced in Years 9, 10 and 11	<p>There will be a reduction of behaviour incidents for pupils in Year 9 and Year 10. This will evidenced through comparing SLD, Green Room Referrals and FTE with previous years.</p>
D.	Increased attendance rates for pupils eligible for pupil premium	<p>Reduction of the number of pupils that are eligible for pupil premium being persistently absent. Overall attendance of pupil premium pupils rises from to 94%+.</p>

5. Planned expenditure

Academic year

2017 - 2018

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. Reading Ages improved specifically in Y9	Sound Training	This is proven intervention that has been effective at improving Literacy skills of all pupils. The training package also provides a suite of resources that can be used to develop and improve our whole school literacy approach. There is evidence of impact on reading ages after just 6 weeks of the programme.	The teachers that will deliver the training are English teachers and the school will organise its curriculum and timetable to enable pupils to have the time to complete the group work. There will also be an additional part-time teacher employed to ensure coverage of targeted PP pupils.	Emma Wilkes	October 2018
B. Improved levels of Literacy for all pupils	Additional teachers in English to provide one to one and small group intervention	The addition of teachers, in Y11 specifically, enables the school to reduce the class sizes. This gives teachers more time to focus on planning and forensic analysis of areas of development. Smaller class sizes in other year groups, ensures that the gap in progress and attainment is more likely to be reduced and will not widen.	Heads of Department will ensure that these additional teachers enable PP pupils to be placed in these smaller groups and receive targeted intervention. The quality of the Individual Recovery Plans that are written will be monitored by the school leads and Heads of Department.	Steve Morris	October 2018

C. Improved levels of Numeracy for all	Additional teachers in Mathematics to provide one to one and small group intervention	Smaller class sizes in Mathematics enable teachers to spend more time on interventions, and through formative feedback, enable pupils to identify and rectify gaps in knowledge or understanding. This has become more important in Middle School due to new larger GCSE Mathematics curriculum. In The Bridge we are having greater numbers of children that are below age expectation. Therefore, this targeted intervention will be used to make sure that in-school gaps do not widen and are reduced.	The allocation of teachers to groups gives the best opportunity to play to the strengths of the individual teachers. For example, primary trained teachers have been appointed and are timetabled to teach in The Bridge. We have also appointed specifically for Middle and Upper School.	Matt Fox	October 2018
D. To improve progress and attainment of pupils that are in Year 10 and Year 11	The Get Ahead Revision Programme	Due to the size of the newly reformed GCSEs, there is a common understanding that there is a need for pupils to become more effective with their revision. At Colmers, there is a need to provide pupils with structured revision programmes and resources. In addition to this, we require a provision that can be easily monitored and tracked for success.	The completion of the GAP programme will be monitored by tutors and the Heads of Year. The quality of the programme itself, and the activities that are included, is completed by the Assistant Headteacher lead. The programme has been further developed from its conception by including activities for the full ability range.	Matt Fox	October 2018
Total budgeted cost					£150,000
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?

Improved basic numeracy skills	One to one and small group numeracy support	We find that one to one or small group support is crucial for teachers to work on fundamental misconceptions. This approach is supported by the EEF Toolkit as an effective solution to this issue in Mathematics.	The maths intervention teachers are trained class teachers and are led by the Head of Department. There is a continuous cycle of diagnosis, therapy and testing and each week different pupils and groups of pupils receive the intervention.	Matt Fox	July 2018
Behaviour incidents reduced in Years 9, 10 and 11	Employment of 2 Pastoral Support Workers	Due to the basic need of the community that the school serves. There is greater requirement to secure positive relationships with parents and spend more time with pupils talking about their worries, concerns and needs. Often, there is an immediate need and non-class based support is required to deal with these issues.	These members of staff have been strategically placed in the areas of need in the middle school years. They are then deployed by the appropriate Assistant Headteachers and Heads of Year. They will then develop a targeted intervention group to develop relationships with. The impact on these groups will be reviewed regularly at the end of each season.	Linda Wilcox	July 2018
To improve relationships with difficult to reach parents and improve the attendance of pupils that attendance fall below 90%	Employment of a Family Support Worker and Attendance Officer	To develop relationships and identify the needs of our most vulnerable families, there is a need to seek specialism that reaches beyond the capacity of the normal school team. Time is needed with whole families to guide them in the best way to support their child. Attendance is an area that constantly needs someone to challenge and chase. Something that is beyond a class teacher's role.	These members of staff have a case load of families that they are continuously working with. This is predominantly on engagement with school and parenting skills. Regularly, their work will be reviewed and the impact of their work measured.	Sarah Finch	July 2018

To support children with social and emotional barriers and keep them in mainstream education	Employment of a Director of Outreach and Alternative Provision and an additional Teaching Assistant: RITA	To maximise the chances of all pupils remaining in, or returning to mainstream education. Also, those that are not accessing mainstream school continue in quality education and feel a linked to the school community.	These members of staff will have pupils referred to them by the appropriate Assistant Headteacher. There will be continuous reviews with families and key workers from social services.	Sarah Finch	July 2018
To avoid pupils and family disengagement with mainstream education and reduce exclusions and permanent exclusions	Employment of a HLTA to support the Renaissance Centre	Due to our community, we need specialist interventions around social skills, behaviour adjustment and a feeling of belonging. In previous years we have increased the number of pupils that have been successful in mainstream following a period of intervention on the RC.	Each season a Head of Year has the ability to refer pupils to the RC. Therefore, we can ensure that the correct and most appropriate pupils are accessing this provision. The quality is then judged on the success they have in their mainstream lessons and ultimately if they return full-time.	Sarah Finch	July 2018

Total budgeted cost £225,000

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?
To enable all PP pupils to access peripatetic lessons	A subsidy is available for those pupils that would like to take part in musical tuition.	Traditionally, we have made sure that no child is disadvantaged due to an inability to fund their own music lessons.	A set percentage of the cost of music lessons is paid for out of the school PP funding. It is ensured that the cost of these lessons is as such that it is accessible for all pupils	Emma Brereton, Steve Morris	July 2018
To ensure that PP are not disadvantaged by their inability to purchase equipment and resources for school	This is a traditional hardship fund for all pupils, particularly those that are eligible for the PP. It includes uniform, school-related equipment and revision resources.	Over recent years, it has become evident that more families struggle with the demands of their weekly or monthly spend. Therefore, to ensure that no family or child feel isolated or have a lack of belonging, we make sure that we are able to support them in the essentials of school.	Each decision is made on a case by case basis, with the final decision coming from the Assistant Head lead. We work on a basis that there should be no barriers to their learning based on the basic and essential equipment that is used in school.	Linda Wilcox	March 2018

To enable all PP pupils to take part in out of school activities, including school trips and revision resources	This is to ensure that economic deprivation is not a barrier to experiencing out of school activities that would be typically accessed by all children or by children of different backgrounds.	The research indicates that pupils often have that moment that switches them on to education. By having the opportunity to experience moments outside of their community and take part in activities that they would not normally have the opportunity to do, maximises the engagement in school.	The lead teacher will ensure that when costing of trips is created that there is an allowance for disadvantaged pupils.	Brett James	July 2018
Total budgeted cost					£30,000

A>Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attainment and progress	Additional Teachers of English, Mathematics and Science	In Year 11 Attainment in English rose by two thirds of a grade. In Mathematics this grade remained the same. Progress in both subjects was disappointing with both achieving a P8 score of -0.42. At KS3 there was a more positive picture with Year 7 making more than expected progress, Year 8 making expected progress but this pattern slowing down in Year 9. In KS3 there is little difference in the performance of PP pupils in any of the three subjects.	Approach continued. We evaluate that this action should be continued, but specifically in English and Mathematics, where we have been able to ensure there is quality in the provision that is available. Each subject has an approach that through the formative feedback they are able to identify need, and due to the smaller class sizes they can action those interventions effectively. We have also been able to recruit top quality teachers in these areas, but most importantly specialists in each age group or school.	£140,000

Improved parental involvement and attendance and behaviour	Contribution towards the Guidance Team leadership (the five Heads of Learning & Achievement)	Although we have a trend in the reduction of FTE'd (46 pupils to 35). We remain in the position that the group that is most likely to be FTE'd is disadvantaged boys. We have seen some measurable impact in the reduction of FTE in disadvantaged pupils as a group, with the proportion of students being FTE'd that are disadvantaged being reduced from 78% to 66%.	Approach continued but outside of the PP Allocated Budget. Inevitably, in a school such as this, there is still required expertise in the pastoral team. It is specifically important to have a member of staff that monitors the well-being of a year group. We needed to increase the capacity of the team by appointed PSWs that have the time and specialism to have an impact on those groups that require interventions to avoid FTE.	£25,000
Improved attainment and progress	School Improvement Plan (additional) funds	There was significant impact in a number of subjects that used this fund. For example, the use of Tassamai has contributed to a 10% rise in the number of pupils that are leaving the school with two sciences.	Approach continued but outside of the PP Allocated Budget. As above, there is a need for the fund and it has enabled us to purchase resources and interventions. For example, the online resource Tassamai. However, this had a major impact on the science results but did not have a specific impact on the attainment and progress of PP pupils. Therefore, it was a success, but not solely specific to disadvantaged pupils.	£10,000
Improved attainment and progress	The Get Ahead Programme	We did not achieve the school's targets. However, we experienced more pupils than ever completing revision. The impact on Pupil Premium pupils cannot be measured because last academic year this was not tracked as closely as possible.	Approach Continued. The funds available were to produce the targeted resources for the pupils to use for revision. Although, this did not show the results that we had hoped with the school performance indicators. We know that pupils that engage fully with the programme were successful in their external exams. A more targeted approach, specifically around the completion by disadvantaged pupils is required. For example, tutors focus the checking of these folders first.	£2,000

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved behaviour and engagement	Employment of a Specialist TA to support the Renaissance Centre	The past year has shown that severe and engrained disengagement is effectively remedied by the RC. Of the 58 pupils who took part in one of the programmes 52 successfully returned to mainstream lessons. Now they are in mainstream lessons they exhibit significantly improved attendance and behaviour records. A high proportion of these pupils are in receipt of Pupil premium funding.	Approach Continued (possibly developed). The provision in the RC is excellent. This is illustrated by the amount of children that receive the intervention and then successfully return to a complete mainstream experience. Following last year's success, the provision has been further refined and additional intervention programmes have been produced. These will further cater for the variety of needs of our pupils.	£30,000

Improved behaviour and engagement	Employment of a Pastoral Manager and a Pastoral Support Worker	<p>Although we have a trend in the reduction of FTE'd (46 pupils to 35). We remain in the position that this group is still most likely to be FTE is disadvantaged boys.</p> <p>We have seen some measurable impact in the reduction of FTE in disadvantaged pupils as a group from with the proportion of students being FTE'd that are disadvantaged being reduced from 78% to 66%.</p>	<p>Approach Continued but Refined.</p> <p>Our analysis of the data has shown that the intervention is required in Years 9 and Year 10. Therefore, instead of the floating PSWs, they have now been more aligned to these year groups so that they can build relationships and formulate personalised interventions for pupils that are at risk of FTE.</p>	£70,000
Improved parental involvement and attendance and behaviour	Employment of a Family Support Worker and Attendance Officer	<p>As well as the headline figures for attendance being a concern, we still identify that low ability disadvantaged students remain the most likely children to have a day off school.</p> <p>In the last 3 years, we have seen a decline in the number of students with attendance less than 90%, showing that the work with and the education of parents is having some impact.</p> <p>The work with families of disadvantaged pupils is a strength and further evidence can be found in case studies that are produced by this team.</p>	<p>Approach Continued.</p> <p>This can never be seen as a yearly approach, these are interventions and relationships that have been developed over many years.</p> <p>Although, there is much to do with attendance, we are now becoming more tuned into the type of student that we need to target and work with to improve their and the overall attendance in the school.</p>	£67,000
Improved behaviour and engagement	Employment of an Adolescent Psychotherapist	<p>We continue to have a number of referrals for Wave 4 – Social and Emotional support (58). A number of these have accessed the expertise of our Adolescent Therapist.</p> <p>This has also enabled us to speed up and refine our referrals to Forward Thinking and CAMHs and access the support needed for our vulnerable students as quickly as possible.</p>	<p>Approach Continued.</p> <p>Children's mental health continues to an issue that needs addressing. We, as many other schools, have an increase in the number of pupils that need specialist care.</p> <p>What we need to ensure going forward is that teachers are educated using the specialists we have in school.</p> <p>We also need to maximise the time so that more pupils that require it can access this provision.</p>	£23,000
Improved behaviour and engagement and attendance and punctuality	Music Tuition and Musical Instruments	<p>We have 22 Pupil Premium students that are accessing music tuition and a number of these are now studying for Music as one of their GCSE subjects.</p>	<p>Approach Continued.</p> <p>We still have significant numbers accessing these lessons. As well as PP pupils, we may also need to consider how we may fund those that are not allocated funding but may still be in a position that they are unable to access these opportunities.</p>	£5,000

Improved behaviour and engagement and attendance and punctuality	Pastoral Fund	Uniform and equipment is rarely an issue in the school. Any persistent breaches can be referred and we speak to parents about support. In the last year we have increasingly supported pupils in the purchase of revision guides.	Approach Continued. We may also look into putting more money into the fund. As a school, we are getting more and more families that are unable to purchase clothing and equipment for large families. In addition to buying uniform etc. for families, we have also purchased a stock that can be used at times of need. This uniform is then returned to the school.	£5,000
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attainment and progress	Extended School Day supervision	For the reasons explained across the page, this did not continue and other more appropriate use of this funding was selected.	Approach Stopped. Logistically, and, more importantly the effect on teacher pupil relationships, meant this became a difficult intervention to maintain. Understandably, we found the intervention difficult to staff and monitor. The funding for this intervention was used elsewhere.	£25,000
Improved behaviour and engagement and attendance and punctuality	Free or subsidised access for all students eligible for the Pupil Premium to participate on school visits	All pupils that have a desire to go on trips and visits are able to do so. Through this and additional funds, we ensure that all trips that are planned are accessible to all students. This includes residential trips and essential trips that are of GCSE or A-Level courses.	Approach Continued.	£10,000
Improved behaviour attendance and parent engagement	Specialist supervision for staff working with complex and challenging students and families	Teachers and associate staff have a more developed understanding of areas in which may become a barrier to a student's learning. Such as, attachment theory, emotional literacy etc.	Approach continued but outside of the PP Allocated Budget.	£5,000

B> Additional detail

- Additional data analysis and evaluation is contained in the schools other documentation. For example, the School Improvement Plan, The Headteacher's SIP Report to The Governing Body and the school's Self Evaluation Form.

