

Colmers School and Sixth Form College Pupil Premium Strategy 2018 - 2019

1. Summary information					
School	Colmers School and Sixth Form College				
Academic Year	2018 - 2019	Total PP budget	£396,440	Date of most recent PP Review	NA
Total number of pupils	1110	Number of pupils eligible for PP	424	Date for next internal review of this strategy	Dec 2019
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			-0.4	0	
Attainment 8 score average			-0.6	0	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic 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. There is a specific issue related to the reading ages of PP pupils.				
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.				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	Pupils that are eligible for pupil premium are more likely to be absent and persistently absent. This is most evident with boys.				
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)					Success criteria

A.	Acceleration of progress in reading, specifically in Year 7 and Year 8	<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 and</p> <p>There will be an 80% improvement standardised scores that PP students achieved in tier KS2 tests. 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. There will be an 80% improvement standardised scores that PP students achieved in tier KS2 tests. An improvement in the performance off PP students in both GCSE Statistics grades and the Mathematics P8 bucket.</p>
C.	Behaviour incidents to be reduced across the school. Specifically focussing on the younger year groups (Years 7 to 9)	<p>There will be a reduction of behaviour incidents for pupils in Year 7, 8 and 9. This will be evidenced through comparing season on season data. This will be further evidenced with a reduction of D15s, D30s and D60s given to PP pupils.</p>
D.	Increased attendance and punctuality 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 to 94%+.</p>

5. Planned expenditure					
Academic year		2018/2019			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Sound training	Improved reading ages of children that have experienced this intervention.	Previous years and external evidence have shown that regardless of the initial reading age, the impact of this intervention can have a significant impact on children's reading ages.	Children will be carefully selected for this intervention. This will involve a careful mix of ability levels and across the different year groups.	Emma Wilks	At the end of each season. This is to ensure that impact is measurable.
Class Charts	Improved teacher knowledge of the different groups of pupils that are in their teaching groups.	Research has shown that it is important that teachers keep in their consciousness the mix of children. It will also ensure that all teachers have a clear rationale for how they set up their classrooms. This will sit alongside the Pupil Progress Folders that teachers are expected to keep.	Middle Leaders and SLT will ensure that their folders are available and accessible during class visits	Emma Wilks supported by Middle Leaders	Each season through learning walks
Employment of Extra Pastoral Support Workers	To use targeted interventions to reduce the number of behaviour incidents	Pupil mentoring and targeted pre-emptive interventions are proved strategies for reducing incidents. In addition to the staff deployment, this will sit alongside a more proactive use of the data that is used and available in school.	New job descriptions will improve the targeted support that is provided by the staff. In addition to this, there is a greater expectation to be more proactive and not reactive.	Craig Boardman and Stephen Morris	Seasonal – However, where possible, this will become regular.
Total budgeted cost					£43,300
ii. Targeted support					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Lexia	Improved reading and literacy levels of SEN/PP pupils	SSAT and the EFF have identified this intervention has have a significant impact on this targeted group of pupils	Initially, end of year data will be used to identify pupils that will be on the programme. This will be updated following each school data drop.	Ruth Bennett	Seasonal attainment and progress data
Teaching Assistant Deployment	Improved literacy and numeracy levels of the pupils that are targeted	EEF Toolkit identifies small group intervention as crucial for eradicating misconceptions across both literacy and numeracy. At Colmers this has been specifically effective due to the specialisms we have within out TA group.	Each season the outcomes will be reviewed. As a result, the pupils who are in receipt of the intervention may change and evolve.	Ruth Bennett	Seasonal attainment and progress data
Additional teachers in Year 11 to add an additional teaching group	Improved GCSE outcomes in this key subject area.	As above, evidence has shown that the smaller groups enable for a sharper focus on interventions. This is specifically effective using the PIXL Diagnosis, Therapy, Testing model.	Using previous attainment and progress data, the children and staffing will be carefully selected to ensure that the dynamics and atmosphere within the groups are effective.	Emma Wilks and Stuart Warner	Seasonal English Year 11 progress and attainment data

Employment of a Family Support Worker and Attendance Officer	Improved attendance and parental engagement across the targeted group	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	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	Ongoing review of caseload
Employment of a Director of Outreach and Alternative Provision and an additional Teaching Assistant: RITA	To support children with social and emotional barriers and keep them in mainstream education	Due to our context, we have several children that need specialist support to reintegration into mainstream or to be monitored closely as they access other provisions while they are in crisis.	Each pupil that is accessing this provision will have a clear plan that highlights review points with the target of integrating back in to mainstream lessons or school.	Sarah Finch	Three weekly reviews of individual plans.
Employment of a HLTA to support the Renaissance Centre	Following the intervention, targeted pupils are more able to access mainstream lessons through a combination of support and developed strategies.	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 pupils can be referred by their Head of Year to access specific interventions that are run by the Renaissance Centre. Following this referral, they are assessed, access the programme and then supported when they access their mainstream lessons.	Sarah Finch	Seasonal data

Toe by Toe	To improve reading ages of lower attaining pupils	Research and our own experiences have shown that this intervention has a huge impact on the targeted pupils. In addition to this, there are significant social benefits to the programme,	Each season a group of pupils will be selected to take part in the programme. Following its completion, new data will be generated to ensure that progress has been made.	Ruth Bennett	Seasonal Toe by Toe data
Total budgeted cost					£346,640
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Supporting families through subsidising uniform and school equipment	No child, regardless of social background will feel as if they are not part of Colmers	Due to the context of the school, we have several families that struggle to fund the multiple pressures that school puts upon them.	Each case will be taken on its own merits. Decisions will be made with the support of all the adults that know the family. This is to ensure that decisions are fair, and all variables are accounted for.	Craig Boardman	Ongoing
Supporting families by subsidising trips and enrichment activities	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 can 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 and the Trip Lead	Case by Case basis
Total budgeted cost					£6,500

6. Review of expenditure				
Previous Academic Year		2017/2018		
i. Quality of teaching for all				
Action	Intended outcome	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
Sound Training	Reading Ages improved specifically in Y9	There is evidence of improved reading ages of the pupils that were intervened with. This was evident in PP and Non-PP.	Although one of the most effective interventions that we have in school, we do need to significantly improve the way in which we target pupils. This needs to be complimented by the close monitoring of the impact of the interventions. We have further supplemented our Sound Training Team by training up additional teachers. Continue with an improved approach.	£4,200
The Get Ahead Revision Programme	To improve progress and attainment of pupils that are in Year 10 and Year 11	There was an improvement in the overall P8 grade of one tenth of a grade. It is difficult to identify if this was because of this intervention. Pupils have commented that they are much more likely to engage with an online provision.	Despite the resource that is available being of a high quality, we still do not have enough children accessing the programme. IN addition to this, we are finding it increasingly difficult to monitor the impact or the completion of the tasks. We have therefore shifted the focus of our revision tasks to an online model that can also be tracked far easier. In addition to this, teachers will be able to personalise the provision far better.	£1,500
Additional teachers in English to provide one to one and small group intervention	Improved levels of Literacy for all pupils	There was an improvement of the English P8 score of two tenths of a grade. This was also mirrored by an improvement in the figure for PP pupils.	The creation of the group had an impact on the English GCSE results with an improvement of the P8 score by two tenths of a grade. We learnt that it crucial to get the dynamic of the groups correct by carefully selecting the teacher and the pupils so that they complement each other. Continue with approach.	£96,579

Additional teachers in Mathematics to provide one to one and small group intervention	Improved numeracy levels for all	Unfortunately, there was an improvement in the outcomes of the GCSE groups. However, outcomes of pupils in the other year groups are improving. This is most evident in the pupils that are following The Bridge curriculum.	Despite the results not showing the impact that we anticipated or desired. It is felt that pupils benefitted. Unfortunately, resources and cost mean we are unable to continue with this intervention.	£99,430
ii. Targeted support				
Action	Intended outcome	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
One to one and small group numeracy support	Improved basic numeracy skills	There is evidence of impact in the small group support given to pupils in Year 7 and Year 8. This is evidenced by the increasing number of pupils that are categorised as secondary ready.	Despite the results not showing the impact that we anticipated or desired. It is felt that pupils benefitted. Unfortunately, resources and cost mean we are unable to continue with this intervention.	£11,068
Employment of a Family Support Worker and Attendance Officer	To improve relationships with difficult to reach parents and improve the attendance of pupils that attendance fall below 90%	Although a straightforward indicator and attendance is still an Achilles Heel of the school. This does not tell the true story of the impact that these posts have on the families and community of the school.	This can never be a yearly approach, these are interventions and relationships that have been developed over many years. 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 overall attendance in the school. Approach continued.	£34,926

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	There continues to be success and complex relationships this area. We have also had success with children that have completed their schooling due to this intervention but also children that have been a success and reintegrated back into school following managed moves or refusing to attend school.	This area of intervention has increasing need. We are also improving our guidance and interventions to ensure that more children access mainstream as early as possible. Approach continued.	£39,006
To avoid pupils and family disengagement with mainstream education and reduce exclusions and permanent exclusions	Employment of a HLTA to support the Renaissance Centre	Another area in which it is difficult to pinpoint success. However, there continues to be a high success rate with the children that are accessing this support.	Some of the children that access this provision will always need the support of the professionals that work within it. In addition to this, we are having a higher need for this provision due to the new intake of Year 7. Approach continued	£17,833
iii. Other approaches				
Action	Intended outcome	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
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.	Uniform and equipment are 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.	£4,500

<p>To enable all PP pupils to take part in out of school activities, including school trips and revision resources</p> <p>£2,000</p>	<p>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.</p>	<p>All pupils that have a desire to go on trips and visits are able to do so.</p> <p>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.</p>	<p>Approach continued.</p>	<p>£2,000</p>
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<p>1. Additional detail</p>
<p>Additional data analysis and evaluation is contained in the school's other documentation. For example, the School Improvement Plan, The Headteacher's SIP Report to The Governing Body and the school's Self Evaluation Form.</p>