

Sir Jonathan North Community College

Pupil Premium Strategy 2017-2018

Principal: Mrs Alison Merrills



Summary Information

School	Sir Jonathan North Community College				
Academic Year	2017-18	Total PPG	£359,220	Date of most recent PP review	19/6/17 External 1/9/17 Internal
Student numbers	1,264	Number of students eligible for PPG	379	Date for next internal review of this strategy	August 2018

Headline Measures 2017 (unverified)		
	Students eligible for PPG (DA) vs All Students vs students not eligible for PPG at Sir Jonathan North	Students eligible for the PPG vs All students vs students not eligible for PPG (National data: 2016)
Attainment 8	42/50/54.12	41/49/52
Progress 8	-0.36/0.16/0.4	-0.38/0/0.12
Attainment in English and maths (9-4)	47/63/72%	43/63/70%
EBacc Entry	17/23/26%	25/39/45%
EBacc achievement	11/14/16%	11/24/29%

Planned strategies to narrow attainment and progress gaps between Pupil Premium (PP) and all students 2017-18

<p>Personal development, Behaviour and Welfare</p> <p>Aim:</p> <ul style="list-style-type: none"> a. Reduce the social and psychological barriers our students experience by providing social and emotional support. b. To ensure all students are ready for the day by having breakfast and somewhere to pick up equipment needed such as pens and pencils. c. To remove the financial barriers associated with participating in extra-curricular activities. d. Expand our extensive, extended-curricular programme to enable students to widen their post 16 options. <p>Strategies:</p> <ul style="list-style-type: none"> a. Provide additional learning mentors, TAs to work with PP students during the school day, lunch times and pre and post school. Continue to use our 'PP Lead Learning Mentor' to identify PP students' needs by completing a barriers spread-sheet and engaging with parents to ensure needs are met. Contacting all PP parents that don't attend parents evening to share data and feedback. b. Breakfast club for Year 7 in half term 1, then KS3 and 4 throughout the year. c. £100 allocation for all PP students to spend on educational resources and visits. d. Positive discrimination of students invited to attend university open days, and enrichment activities. Mentoring to encourage and support students from Year 7 in all aspects of their planning for their economic futures. <p>Intended Impact:</p> <ul style="list-style-type: none"> a. Improved student engagement and wellbeing, increased parent evening attendance. b. Improve behaviour and attitude to learning and readiness for learning. c. Increased participation on visits and activities so PP participation is in line with cohort. d. Increased number of PP students taking academic subjects post 16. Students having a clear plan of progression post 16. <p>Evidence:</p> <ul style="list-style-type: none"> a. Increase the percentage of PP students attending mentoring and support, completion of barriers sheet. Increase parent evening attendance to be in line with the cohort. b. Reduction in behaviour incidents and behaviour points for lack of equipment. c. Increased participation in extra-curricular activities, student exit interviews. d. Increased participation to extended enrichment activities. Less students classed as NEET. 	<p>Teaching, Learning and Assessment</p> <p>Aim:</p> <ul style="list-style-type: none"> a. High quality teaching for all, sharing of best practice, training for all staff on PP specific strategies. b. Employ additional English and maths staff to reduce class sizes. c. Facilitate swift improvement of Year 7 students starting below floor standard in English/maths. d. Support students underperforming to prevent pockets of under-performance. e. Ensure all students are prepared for their GCSE exams academically and psychologically. <p>Strategies:</p> <ul style="list-style-type: none"> a. Wide range of CPD from NAML, middle leaders' conference and 'Elevate Learning'. Best practice shared at 'Catch of the Week' sessions focusing on engaging PP students. PP the focus of many classroom impact projects for the last two years. b. Creation of smaller and specific groups for LAP with a PP bias. c. One to one 'Catch up Maths' small group literacy booster KS3. d. Subject specific small group intervention; 20 C/D borderline students to work one to one with Leicester University students on the Pathways Programme (NCOP), (1 hour a week of free academic mentoring from November to May in English and maths). e. Students directed to attend revision and exam technique sessions; exam breakfasts provided. <p>Intended Impact:</p> <ul style="list-style-type: none"> a. Outstanding learning takes place reflected in outstanding progress. b. Outcomes and progress of LAP PP students improves in line with NA. c. Gap narrowed for LAP students in English and maths aim for floor standard. d. Reduction in pockets of under-performance in curriculum areas. Students in NCOP make more progress than their peers as seen in Progress Checks. e. Students feeling well prepared for their exams. <p>Evidence:</p> <ul style="list-style-type: none"> a. Work scrutiny and lesson observations; attendance at COW and internal training. b. GCSE results end of year targets compared to working at grades (WAG) after each progress check. Use of GL assessments to ensure progress being made. c. GL data, end of year WAG compared to target grades and Year 7 tutor feedback. d. GCSE results improvement on WAG and final grade. e. Student feedback from exit interviews.
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Outcomes for Students

Aim:

- a. Remove barriers some students face in the standard curriculum.
- b. Remove the barriers some students face completing homework.
- c. To ensure all students progress to FE, employment or training.
- d. Ensure all students meet their full academic potential.

Strategies:

- a. Alternative Curriculum: to provide personalised learning programmes and alternative qualifications to meet individual needs.
- b. Homework clubs and provision of a PP work area with laptops where PP students can drop in at lunch or after school to complete homework and revision.
- c. Work and college placements offering employment opportunities and advice for students at risk of becoming NEET post 16. Meet all students who did not attend transition evening and pass on college information. Make an appointment with connexions if no plan in place.
- d. Academic mentoring programme in place for PP students focus on Year 11 but light touch contact for all years after progress checks.

Intended Impact:

- a. Reduced number of exclusions; improve GCSE outcomes.
- b. Improved outcomes, reduction in number of homework tasks not completed.
- c. Reduced number of students at risk of becoming NEET.
- d. Students reach academic potential.

Evidence:

- a. GCSE results compared to predicted grades prior to curriculum change and number of exclusions.
- b. GCSE results, analysis of homework completed on SMH.
- c. Final destinations.
- d. GCSE results target grades met; targets met at each progress check Years 7-10.

Effectiveness of Leadership and Management

Aim:

- a. Identify groups of underperforming students promptly.
- b. All staff confident in the analysis and discussion of the achievement and attainment of students in individual classes.
- c. Reduce barriers to students learning due to lack of resources.
- d. Motivate students to succeed in education and to improve attendance at lessons.

Strategies:

- a. Use data to facilitate efficient analysis of current grades. Use SIMs intervention manager to track attendance and impact of interventions.
- b. Continue to deliver training for key staff on using the data systems.
- c. Provide funding and drive the strategy of the £100 grant for all PP students. Ensure all parents and students are aware and are accessing the grant. Continue to provide laptops to key Year 11 students.
- d. Positive discrimination for rewards (postcards and positive behaviour points) Progress coach for attendance chasing PP absence, making home visits if needed.

Intended Impact:

- a. Students receive prompt intervention.
- b. Confidence with data allows staff to drive intervention.
- c. Students attending enrichment opportunities in line with the cohort. Students feeling ready to study by having revision guides and texts as required. Students able to access the online revision, and having use of revision workbooks to improve GCSE grades.
- d. More PP students receiving academic reward; increased engagement in school; attendance of PP students increases to 96%.

Evidence:

- a. Gaps between working at grade and target grade narrowed within a term.
- b. Staff feedback, and evidence of increased early intervention.
- c. Attendance at enrichment opportunities and visits; GCSE results, working at grades in termly progress checks, parental and student feedback.
- d. Increased number of rewards and positive behaviour points on SIMs received by PP students; Attendance figures.

Barriers to Learning

When making decisions about using Pupil Premium funding it is important to consider a school's context and challenges.

Common barriers for disadvantaged children can be:

- Attendance and punctuality
- Behaviour and exclusions
- Transition from primary to secondary school
- Literacy levels
- Parental engagement
- Student engagement in school visits
- Completion of work at home
- Access to ICT facilities
- Low aspirations
- Poor guidance.

There may also be complex family situations that prevent children from making sustained progress. At Sir Jonathan North Community College, we recognise that these challenges are varied and that one size does not fit all. Therefore we personalise learning for our students.

At Sir Jonathan North we meet with all our Pupil Premium (PP) students and have generated a spread-sheet which lists the barriers of each student. We use this to begin to form our strategies for each student. This information is also shared with staff when appropriate so they are also aware of the barriers the students face, and understand how and what they can do to support them in lessons. We check the progress of our PP students after each progress check and review the strategies that are in place, if the students are not making the progress expected we work with the CTLs and PL to put a new strategy in place.

Our key objective in using the Pupil Premium Grant is to narrow the gap between vulnerable groups. Strategies that were beginning to show success last academic year (2016 – 2017), have continued this year. Recent changes are now starting to make an impact as can be seen in the 2017 GCSE results.

Proposed Pupil Premium Expenditure 2017-18

Total Pupil Premium Grant: £359,220

Proposed Spend – Staffing

Area	Roles	% of Salary	Amount including on costs 2017-18 (£)
Inclusion and Behaviour Staff	AP Satellite School	30%	77,847
	Student Support Manager		
	Behaviour Support Manager		
	5 X TA Behaviour		
	Inclusion Support Worker		
Additional Teaching Staff to Support Pupil Premium Students	AP Student Progress	50%	152,402
	Additional Maths Teacher	100%	
	Additional English Teacher		
	Teacher Closing the Gap		
Learning Mentors and Teaching Assistants working with Pupil Premium Students	TA Numeracy Lead	30%	49,703
	TA Literacy Lead	30%	
	Lead Learning Mentor	100%	
	Senior Learning Mentor	30%	
	Learning Mentor		
Attendance and Admin Staff Supporting Pupil Premium Progress	Attendance Officer	30%	22,830
	Progress Coach Attendance		
	Admin Support	100%	
		Total	£302,782

Proposed Spend - Enrichment and Teaching and Learning

Strategy	Annual PP Allocation £
Free Breakfast for FSM during first term for Year 7 and after Christmas for Year 11	2000
Laptops for study room	2500
Building work to create study room out of existing two offices. Generating a study area PP students can come at break, lunch and after school to complete homework and revision.	10000
Careers widening participation visits and enrichment visits (coach fare)	1000
£100 grant for all PP students to spend on educational resources and visits, encouraging students to engage in their learning and to take part in more enrichment opportunities	37,900
Stationery stock for students who need a top up of essential equipment such as pens and pencils	140
Increased parental engagement by having additional coffee mornings after each parents' evening and having a tea/coffee room at parents' evening	500
Increased parental engagement by sending personal invites to parents' evenings with students data check in	500
Provision Mapping software (30%)	435.60
TOTAL	£54,975.60

Total Spend of PP Allocation

Spend Type	£
Staffing	302,782
Enrichment and Teaching and Learning Resources	54,975.60
Total	£357,757.60
Total PPG Grant 2017/18	£359,220

Impact of strategies put in place to narrow attainment and progress gaps between disadvantaged and all students 2017-18

Overall there was a small but consistent reduction in gaps in progress between Pupil Premium (PP) and all students for all progress related key performance indicators. The Progress 8 (P8) for all PP students improved compared to the previous year (2017), and the year prior (2016), showing a gradual upward trend.

The impact of the strategies for last year are described in the table below:

Strategies	Impact
Personal Development, Behaviour and Welfare	
<p>a. To provide additional learning mentors, TA and pastoral workers to work with vulnerable students both during the school day, at lunch times and pre and post school. Promote from within a 'Lead Learning Mentor' with responsibility for identifying PP students' needs and engaging with parents to ensure they are met, and to improve parental engagement.</p> <p>b. Breakfast clubs across the college.</p>	<p>a) This year, a continued focus on parental engagement has led to a further 23.5% increase on average in attendance of PP parents at parents' evenings. At the Easter and May revision sessions PP students were at least equally represented, in some cases the cohort was proportionally made up of more PP students.</p> <p>Attendance has improved for the last four years for the PP cohort. Building relationships with students and families has resulted in persistent absence in the PP cohort falling by 28% since last year, and a 36% fall over the last two years.</p> <p>b) Breakfast clubs across the college continued to run. A targeted PP club was in place from January 2018 and 10 students attended regularly at least once a week. The impact is hard to measure but students all reported that this had made a positive impact on their well-being and claimed they felt more prepared for their exams; that they were more motivated to revise and stick to their revision plan. The students who attended completed a short survey which indicated that having a place to complete supported revision and increase their confidence was the main reason for attending.</p>

<p>c. Subsidise enrichment opportunities such as science club, Duke of Edinburgh (D of E), inclusion arts, sports.</p> <p>d. Positive discrimination of students invited to attend university open days, and enrichment activities. All PP students to be visited on work experience.</p>	<p>c) The percentage of students participating in the DofE award has varied over the last few years. We have had a steady increase in the participation rate of our PP cohort but we still need to engage more PP students in this opportunity. Sports clubs and extra-curricular sports include at least 30% of PP student in line with the cohort.</p> <p>d) All Key Stage Three and Four PP students have had at least one additional extra-curricular activity this academic year as part of the 'Widening Participation' programme. All careers-related trips contained at least a third of PP students in line with the cohort. For the first time this year 10 Year 9 students attended a 4 night 'Introduction to Medicine' residential at the University of Leicester where they took part in a number of lectures and stayed in the halls of residence. All PP students were visited whilst on their work experience. All student were offered a mock interview from local employers during the summer term, and a significant number of the PP cohort received very positive comments about the way they conducted themselves during the interview.</p> <p>Of the trips and visits that have taken place in school this year 78% have had an increase in the percentage of PP students attending. The residential trips have also shown an increase in the number of PP attending, and the residential trips this year have increased the percentage participation further still. A new residential (Medicine Summer School) had 100% Premier students attend the trip. Fifty four trips took place in 2017-18, of these trips 30.5% had the expected number of PP attend. This is a slight increase on last year, but is still an area to work on.</p>
<p>Teaching, Learning and Assessment</p>	
<p>a. Invest in a wide range of continued professional development; continue to share best practice.</p>	<p>a) Staff regularly share practice at fortnightly 'Catch of the Week' sessions. This includes strategies to engage PP students. There have been termly whole staff sessions on the progress of students. PP was one of the key focus areas for this year's classroom impact research projects. The teachers leading these sessions are all from the English curriculum team. The progress for PP students in English for the last two years has been well above the national average for all students. This suggests the strategies promoted are working for this cohort.</p>

b. Creation of specific groups for targeted intervention for Year 11 maths.

c. One to one 'Catch up Maths' and small group KS3 literacy booster.

d. Subject specific small group work for under-performing groups.

e. Students directed to attend revision and exam technique sessions; exam breakfasts provided.

b) The Year 11 students who received targeted intervention for maths during Year 11 made more progress than their peers. On average an improvement of 1.3 of a grade compared to 0.83 of a grade for students who did not receive the intervention.

c) One to one 'Catch up Maths' and the small group KS3 literacy booster showed all students on the programme had made the same progress as their peers by the end of the summer term (looking at end of year exams and end of year WAG (working at grades). We are looking into other ways of supporting these students where a greater impact can be shown.

d) Subject specific small group work for under-performing groups took place in all curriculum areas. The impact was hard to measure. This year SIMs intervention manager was used to track progress made going forward. Progress Leaders monitored attendance weekly and parental contact and engagement increased significantly in the last term compared to previous years. We had a particular focus on our LAP PP students in these small groups; the P8 data suggests this has had a positive impact. Some interventions were more beneficial than others. The small group maths and the online maths had the biggest impact between mock one and GCSE exams.

e) Attendance at exam breakfasts was high. There were no PP students late for morning exams. There were members of the PP team in every breakfast ensuring all students had the equipment they needed for the exam, and making sure they had eaten breakfast.

Outcomes for Students

a. Alternative Curriculum. To provide personalised learning programmes and alternative qualifications to meet individual needs.

b. Homework clubs.

c. Work and college placements offering employment opportunities and advice for students at risk of becoming NEET post 16.

d. Academic mentoring programme in place.

a) 100% of the PP PSP cohort remained in full-time education at Sir Jonathan North Community College and sat their GCSE exams, compared to 100% last year, the year before (2016) and 76% in 2014-15. However this year one of our students was not educated on site.

b) Homework clubs run by the PP team in the Learning Resources Centre every lunchtime and Monday-Friday after school. Student feedback was very positive and this will continue next year.

c) There is no data available yet to show how many of our PP students went on to full time education or training. However the majority of the students who were on the college placement course did not achieve as well as expected. This was likely because of the timetable this year resulting in students attending college missing their core subjects once a week. As a result we are not putting as many students through the scheme next year, and the students will only be out for an afternoon compared to the full day this year.

d) In English and Maths the PP students improved their progress more than the non PP students between their November mock exams and the actual GCSE results. Looking at the difference between mock one and actual results in English and mathematics the percentage increase of PP students achieving both standard (4+) and strong (5+)grades was greater than that for non PP students.

In the GCSE non-verified results there is a small but consistent reduction in gaps in progress for the PP students compared to national other for the last three years. This shows consistent improvement for P8 for all PP students compared to our results last year. English P8 for PP is 0.18 which is above the national

average for all students. It is also above the national average for 'All other pupils' in 2016, and 2017.

The basics strong pass (9-5) has also improved this year for our PP cohort, and is also higher than the national average for PP when looking at our SISRA collaborative data.

Effectiveness of Leadership and Management

- a. Invest in a data system, which facilitates efficient analysis of current grades.

- b. Plan and deliver training for key staff on using the data systems.

- c. Provide learning resources such as revision guides and laptops to students identified as requiring them.

- a. Data system now in place and being used by KS4 teachers to quickly identify students under-performing at KS4 we are now all using SISRA.

- b. Training delivered to all key staff on data system, and offered to all teaching and non-teaching staff. All staff who received the training said that they felt more confident in finding data about their class and know how to look at under-performing groups to compare their data with the whole class.

- c. Laptops were lent to 6 students during the last two terms at Sir Jonathan North. The review with parents afterwards was 100% positive and parents and students felt this resource made a positive impact on their performance. However, because this was one of many interventions the impact is hard to measure. Students who were allocated with laptops first made the most progress overall, this trend was seen last year too; as a result we are already lending some laptops out to Year 10 students that we think we use the resource wisely. A review of all Year 11 PP students was carried out in September 2017 to identify which resources they needed and revision guides were

d. Positive discrimination for rewards.

supplied at a parents' transition evening alongside revision tips for parents.

d. Positive discrimination for rewards has been in place for just over one academic year, and is now being monitored using the SIMs behaviour module. This year we will be starting to measure impact using the positive behaviour points on SIMS.