

Sir Jonathan North Community College

Pupil Premium Strategy 2018-2019

Executive Principal: Alison Merrills



Summary Information

School	Sir Jonathan North Community College				
Academic Year	2018-19	Total PPG	£350,625	Date of most recent PP review	19/6/17 External 30/8/18 Internal
Student numbers	1,269	Number of students eligible for PPG	375	Date for next internal review of this strategy	August 2019

Headline Measures 2018 (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: 2017)
Attainment 8	37.5/50.41/55.55	Not available /44.24/49.51
Progress 8	-0.226/0.428/0.709	Not available /0/+0.11
Basics Standard Pass (English and maths 9-4)	44.1/64.7/72.9%	Not available
Basics Strong Pass (English and maths 9-5)	29.4/49.2/57.1	Not available /39%/49%
EBacc Entry	19.1/32.4/37.6%	Not available /35%/43%
EBacc Strong Pass	8.8/20.6/25.3%	Not available /20%/25%

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

Personal development, Behaviour and Welfare

Aim:

- 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.

Strategies:

- 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. Larger room from knocking a wall between the two offices allowing for breakfast drop ins as needed; collaboration with the Learning Resources Centre to provide a stationery shop.
- c. £100 allocation for all PP students to spend on educational resources and visits, increased parental contact regarding attending trips.
- 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.

Intended Impact:

- a. Improved student engagement and well-being, 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.

Evidence:

- 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.

Teaching, Learning and Assessment

Aim:

- 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 run small intervention groups where needed.
- c. Facilitate swift improvement of Year 7 students starting below floor standard in English/maths.
- d. Support students under-performing to prevent pockets of under-performance.
- e. Ensure all students underperforming across the college are offered metacognition intervention.
- f. Ensure all students are prepared for their GCSE exams academically and psychologically.

Strategies:

- a. Wide range of CPD from NAML, middle leaders' conference and 'Elevate Learning'. Best practice shared at fortnightly 'Catch of the Week' sessions focusing on engaging PP students. Whole school training on PP progress planned termly. PP the focus of this year's classroom impact project.
- b. Creation of smaller and specific groups for LAP with a PP bias in core subjects.
- 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).
- e. Workshops delivered on developing metacognition and problem solving.
- f. Students directed to attend revision and exam technique sessions; exam breakfasts provided.

Intended Impact:

- 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. Improved outcomes across the curriculum due to increased ability to problem solve.
- f. Students feeling well prepared for their exams.

Evidence:

- 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. Improved GCSE results and improved results seen after progress checks.

<p>d. Increased participation to extended enrichment activities. Less students be classed as NEET as before.</p>	<p>e. Improved GCSE results. f. Student feedback from exit interviews.</p>
<p>Outcomes for Students</p> <p>Aim:</p> <ol style="list-style-type: none"> Remove barriers some students face in the standard curriculum. Remove the barriers some students face completing homework. To ensure all students progress to FE, employment or training. Ensure all students meet their full academic potential. <p>Strategies:</p> <ol style="list-style-type: none"> Alternative Curriculum: to provide personalised learning programmes and alternative qualifications to meet individual needs. 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. 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. Academic mentoring programme in place for PP students focus on Year 11 but light touch contact for all years after progress checks. <p>Intended Impact:</p> <ol style="list-style-type: none"> Reduced number of exclusions; improved GCSE outcomes. Improved outcomes, reduction in number of homework tasks not completed. Reduced number of students at risk of becoming NEET. Students reach academic potential. <p>Evidence:</p> <ol style="list-style-type: none"> GCSE results compared to predicted grades prior to curriculum change and number of exclusions. GCSE results, analysis of homework completed on SMH. Final destinations. GCSE results target grades met; targets met at each progress check Years 7-10. 	<p>Effectiveness of Leadership and Management</p> <p>Aim:</p> <ol style="list-style-type: none"> Identify groups of under-performing students promptly. All staff confident in the analysis and discussion of the achievement and attainment of students in individual classes. Reduce barriers to students learning due to lack of resources. Motivate students to succeed in education and to improve attendance at lessons. <p>Strategies:</p> <ol style="list-style-type: none"> Use data to facilitate efficient analysis of current grades. Use SIMs intervention manager to track attendance and impact of interventions. Continue to deliver training for key staff on using the data systems. 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 for key Year 11 students. Positive discrimination for rewards (postcards and positive behaviour points) Progress coach for attendance chasing PP absence, making home visits if needed. <p>Intended Impact:</p> <ol style="list-style-type: none"> Students receive prompt intervention. Confidence with data allows staff to drive intervention. 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. More PP students receiving academic rewards; increased engagement in school; attendance of PP students increases to 96%. <p>Evidence:</p> <ol style="list-style-type: none"> Gaps between working at grade and target grade narrowed within a term. Staff feedback, and evidence of increased early intervention. Attendance at enrichment opportunities and visits; GCSE results, working at grades in termly progress checks, parental and student feedback. Increased number of rewards and positive behaviour points on SIMs received by PP students.

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 (2017 – 2018), have continued this year. Recent changes are now starting to make an impact as can be seen in the 2018 GCSE results.

Proposed Pupil Premium Expenditure 2018-19

Total Pupil Premium Grant: £ 350,625

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
Careers widening participation visits and enrichment visits (coach fare)	2000
£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	37,500
Stationery stock for students who need a top up of essential equipment such as pens and pencils	150
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	£43,585.60

Total Spend of PP Allocation

Spend Type	£
Staffing	302,782
Enrichment and Teaching and Learning Resources	43,585.60
Total	£346,367.60
Total PPG Grant 2018/19	£350,625

How will impact be measured?

- By comparing GCSE results and headline measures from 2019 to 2018
- By comparing progress made by PP students versus non PP student nationally, within college and for each subject
- By comparing target grades set to working at grades after each progress check
- By comparing GL assessment data to target grades and working at grades in KS3
- By monitoring mock exam results and comparing them against target grades
- By monitoring attendance and punctuality
- By monitoring attendance at extra-curricular activities to include trips and visits, clubs, reward events, interventions and homework clubs
- By monitoring attendance at parents' evenings and comparing to previous year
- By monitoring behaviour (positive and negative) on SIMs
- By measuring specific targeted intervention at regular intervals using sims intervention manager
- Feedback from staff
- Parent Voice
- Student Voice
- Year 11 exit interviews