

Castle Donington College Pupil Premium Strategy Statement 2019/20

Section 1: Summary Information					
School	Castle Donington College				
Academic Year	2019-2020	Expected PP budget for 2019-20	£86 320	Date of most recent External PP Review	July 2016
Total number of pupils	565	Number of pupils eligible for PP	92 (16 %)	Date for next internal review of this strategy	July 2020

KS4 Current Attainment	All Pupils @CDC (2019)	Pupils eligible for PP @CDC (2019)	Pupils eligible for PP (national average 2018)	National All
English and Maths (Grade 4 or above)	69.0%	32.6%	44.4%	64.6%
English and Maths (Grade 5 or above)	47.44%	18.8%	24.9%	43.2%
Progress 8 score average	0.28	-0.61	-0.44	-0.03
Attainment 8 score average	45.88	33.6	36.7	46.67

Section 2 : Barriers to Future Attainment (for pupils eligible for PP)

1. In school Barriers identified for 2019-20

A.	Pupils eligible for the pupil premium do not achieve as well as their peers in English and Maths
B.	Pupil premium boys achieve less well than girls
C.	Low Prior attaining pupils eligible for pupil Premium do not make progress in line with their peers from similar starting points
D.	A number of PP pupils do not show high levels of engagement and resilience and therefore do not achieve to their full potential as they progress through school.
E.	A number of KS4 PP pupils lack aspiration and do not always understand or appreciate the importance of how their education links with future careers. This prevents them from achieving what is required for aspirational post-16 destinations and career pathways.

2. External barriers

D.	A number of Pupil Premium eligible pupils have low attendance rates and some are persistently absent
E.	Parental engagement / support for participation in curricular and extra-curricular activities, including reading at home and support with revision

Intended Outcomes		Success Criteria
1.	Pupil Premium (PP) eligible pupils secure grades that allow them to pursue their ambitions. PP eligible pupils achieve grades in line with peers in GCSE English and Maths	In 2020 the achievement of PP eligible pupils in English and Maths will be more in line with peers
2.	Pupil Premium funding allows all pupils to flourish regardless of gender or financial circumstances. The Pupil Premium progress and attainment gap is reduced between girls and boys	In 2020 the difference between the achievement of PP boys and PP girls will be reduced.
3.	All pupils, including PP eligible pupils, are showing resilience in their learning and achieve good and outstanding in ATL grades in their lessons	<ul style="list-style-type: none"> • ATL grades of the PP eligible pupils to ensure that they are in line with their peers • Levels of attendance and progress improve
4.	All PP eligible pupils leave with an ambitious and fulfilling plan for post 16 destinations that allow them to pursue a path that excites and engages them. All PP eligible pupils in Year 10 and 11 to receive 1:1 regular careers interview, individualised careers guidance and progress to post 16 aspirations are monitored.	<ul style="list-style-type: none"> • No Year 11 pupils are NEET Post 16. Pupil's Post 16 applications are appropriate, timely and strong • Pupil surveys indicate that pupils feel they are given accurate and helpful guidance to make informed decisions about their future. • Year 9-11 PP eligible pupils attend all KS4 events including Parents Evening
5.	All pupils to believe in their abilities and achieve their potential regardless of their starting points. Low prior attaining Year 11 PP eligible pupils to attain in line with the non PP low prior attaining pupils	<ul style="list-style-type: none"> • Middle Leaders including Heads of Year ensure that <u>all</u> pupils are given timely and appropriate help and intervention to achieve their target grades so that PP eligible and particularly the low prior attaining PP eligible pupils make similar progress to peers with similar starting points.
6.	All pupils to have a sense of belonging to the College community, recognising that College provides the highest quality learning opportunities as well as social interaction that is so important for maintaining good mental health. Therefore we are striving for improved attendance for all pupils with a focus on eligible pupils and PA pupils	<ul style="list-style-type: none"> • Attendance data shows the attendance of eligible pupils is in line with national rates • The in school difference between eligible pupils and their peers is diminished • Persistent absence of PP eligible pupils decreases

7.	College is at the heart of the community and all pupils excel when there are strong links with home and college, so that we are working as one family to support our children. We aim to help families engage with the College to ensure that all PP pupils are supported at home and at school	<ul style="list-style-type: none"> • Increase the attendance at parents' evenings for all and particularly PP eligible pupils • High attendance at and positive feedback from events for parents informing them how they could best support their child at home with studying and revision • High attendance at and positive feedback from events for parents focused on raising achievement and aspiration of PP eligible pupils take place • Increased attendance at enrichment, revision and after school activities for PP eligible pupils
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Section 3: Planned Expenditure 2019-20

The three headings below demonstrate how Castle Donington College is 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	Evidence (E) and rationale (R) for this choice?	How will you ensure it is well implemented and when?	Staff Lead	Cost?
a) Enhanced staffing to support pupils in English and maths to engage with particular focus on PP eligible pupils	<ul style="list-style-type: none"> • Pupils are given timely and appropriate help and intervention to achieve their target grades so that PP eligible and particularly the low prior attaining PP eligible pupils make similar progress to peers with similar starting points • The difference between the achievement of PP boys and PP girls will be reduced 	<p>(E) Support from extra staffing in 2018-19 was effective with a number of pupils. It enabled the additional teacher to focus exclusively on a small number of learners This needs to be more strategically focused</p> <p>(R) Research by EEF regarding the impact of small group work (+4 months) In-class grouping may also have an impact on wider outcomes such as confidence</p>	Tracking of progress and attainment data each half term to be feedback at Line Management meetings and in Reports to Governors. Termly Governor Monitoring visits	SS KE NB	Maths 10 hours per week x 38 weeks £4800 English £8000
b) Release Maths teachers from Tutor responsibilities to allow intervention and mastery learning sessions during tutor time	<ul style="list-style-type: none"> • Pupil Premium eligible pupils achieve grades in line with peers in GCSE English and Maths • The Pupil Premium progress and attainment gap is reduced between girls and boys • Low prior attaining Year 11 PP eligible pupils to attain in line with the non PP low prior attaining pupils 	<p>(E) following the Mastery learning model enabled specialist staff to break subject matter and learning content into shorter more focused units with clearly specified objectives Tutor time teaching allowed these objectives to be pursued until they are achieved for a growing number of pupils</p> <p>(R) EEF research suggests that Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress</p>	Tracking of progress and attainment data each half term to be feedback at Line Management meetings and in Reports to Governors. Termly Governor Monitoring visits	SS	£3000

<p>c) Introduce a reading scheme (Accelerated Reader) to ensure all pupils are able to access literacy standard required at GCSE level by KS4</p>	<ul style="list-style-type: none"> • Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read • Low prior attaining Year 11 PP eligible pupils to attain in line with the non PP low prior attaining pupils • Higher % of pupils with Reading age equal or better to chronological age in years 7, 8 and Year 9. 	<p>(E) Reading comprehension strategies focus on the learners' understanding of written text. We found pupils struggled to comprehend exam questions and therefore produced incorrect or unsatisfactory responses Our feeder primary schools currently use AR. Continuity and consistency is important for pupils and parents (R) research from EEF Toolkit shows Reading Comprehension strategies add +6 Months to progress strategies to be taught include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies</p>	<p>Termly Reports from Accelerated Reader for Years 7,8 and 9 Tracking of Reading ages at KS3 reported back at Line Management Meetings (English) Governor Monitoring Visits Annual Pupil and parent evaluation</p>	<p>KE/CJ</p>	<p>£1500 For tablets + software £2700</p>
<p>d) Peer assisted learning, in mathematics and reading to reinforce learning and/or correct misunderstandings</p>	<ul style="list-style-type: none"> • Pupils with low prior attainment in English and maths are more confident learners and perform more in line their peers from similar starting points • Low prior attaining Year 11 PP eligible pupils to attain in line with the non PP low prior attaining pupils • All pupils, including PP eligible pupils, are showing resilience in their learning and achieve low concerns in ATL grades in their lessons 	<p>(E) We have been running a successful peer maths and peer reading programme for several years and pupil feedback is overwhelmingly positive. (R) EEF state that peer tutoring approaches appear to have a positive impact on learning, equivalent to approximately five additional months' progress. Studies have identified benefits for both tutors and tutees. there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains</p>	<p>Tracking of progress and attainment data each half term to be feedback at Line Management meetings and in Reports to Governors. Pupil feedback Termly Governor Monitoring visits</p>	<p>SS/KE</p>	<p>£2000</p>
<p>e) Pupils are provided with Digital Resources / software packages programmes revision guides across a range of subject areas</p>	<ul style="list-style-type: none"> • All pupils but particular PP eligible pupils have appropriate resources and revision materials and access to relevant online support within college and at home • Low prior attaining Year 11 PP eligible pupils to attain in line with the non PP low prior attaining pupils • Pupil Premium eligible pupils achieve grades in line with peers in GCSE English and Maths 	<p>(E) 2018-19 success of pin point learning and maths watch they can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more (R) EEF Studies consistently find that digital technology where used to complement teaching, is associated with moderate learning gains: on average, an additional four months' progress</p>	<p>Line Management Discussion and evaluation of resources Half termly tracking of PP pupils progress and behaviour information</p>	<p>Middle Leaders</p>	<p>£2000 contribution</p>

	<ul style="list-style-type: none"> The Pupil Premium progress and attainment gap is reduced between girls and boys All pupils, including PP eligible pupils, are showing resilience in their learning and achieve low concerns in ATL grades in their lessons 				
f) Staff training to ensure sharper focus on effective feedback to pupils and introduction of specific lessons to develop improved responses to feedback through teaching metacognition strategies in Year 10	<ul style="list-style-type: none"> Ensure all staff consistently use feedback that is specific, accurate and clear (e.g. "It was good because you..." rather than just "correct x"); Teaching staff compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y..."); Teaching staff encourage and support further effort sparingly so that it is meaningful; teaching staff overtly help pupils think about their own learning more explicitly, by teaching them specific strategies for planning, monitoring and evaluating their learning Year 10 pupils receive pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task through timetabled 'study sessions' 	(E) Ofsted identified an area for improvement to consistently apply the school's assessment and feedback policies Work scrutiny identifies inconsistencies in methods and impact of feedback. Verbal feedback has proved to be valuable, where it is immediate and part of a learning conversation (R) One EEF evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion	Work Scrutinies through subject Reviews/ Deep dives Governor Monitoring visits Effective use of Feedback policies	NB	Training SS/KE curriculum time £3,800
g) Route to resilience	<ul style="list-style-type: none"> Introduction to a common language of success. Implementation of Route to Resilience strategies 	The R2R training has been offered to the College as part of a Leicestershire initiative. Impact in other schools is significant.	Led by SLT Wholes school initiative		Free
Total budgeted cost					26 000

ii. Targeted Support					
Action	Intended Outcome	Evidence and rationale for this choice?	How will you ensure it is well implemented and when?	Staff Lead	Cost?
a) Through mentoring, training and support programmes improve teachers' behaviour management and teacher-led behavioural interventions in the classroom	<ul style="list-style-type: none"> All pupils, including PP eligible pupils, are showing resilience in their learning and achieve low concerns in ATL grades in their lessons Reduced incidents that interrupt learning, including low level disruption 	<p>(E) Following the introduction of a revised behaviour policy in 2018-29, we have found that by developing a positive ethos across the whole College we are improving greater engagement in learning and universal improved behaviour in lessons.</p> <p>(R) EEF states that behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective.</p>	Tracking behaviour points through G4S RAB meeting with HOY Governor monitoring visits	BW	<p>Contribution to behaviour module £600</p> <p>Behaviour Manager £24000</p>
b) Pathways to Success Event to target underperformance with particular focus on boys	<ul style="list-style-type: none"> Families engage with the College so that pupils are supported at home Targeted pupils show resilience in their learning and achieve low concerns in ATL grades Improved attendance for targeted pupils Identified pupils have individualised careers guidance and support with post 16 aspirations 	<p>(E) It is felt that similar event 2018 was partially successful but needed to be earlier in the year to allow follow up meetings with parents</p> <p>(R) EEF state that the association between parental engagement and a child's academic success is well established. Parents' aspirations also appear to be important for pupil outcome</p>	Tracking progress, attainment, behaviour and attendance data for identified group Pupils and parent feedback	NB/JC	No cost
c) Provide Breakfast / Study clubs, for identified pupils and in doing so, establish a positive start/ end to the day and safe environment	<ul style="list-style-type: none"> Provision of daily opportunity for social and emotional learning (SEL) Pupils show resilience in their learning and achieve low concerns in ATL grades in their lessons Improved attendance Provision of healthy breakfast Increased attendance at enrichment, revision and after school activities for PP eligible pupils 	<p>(E) We found that by providing activities before and after school, hard to reach pupils are able to thrive, succeed, and want to attend school. We hope to encourage more pupils to engage in social and emotional learning (SEL)</p> <p>(R) EEF found opportunities for SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They have an average overall impact of four months' additional progress on attainment. EEF research also</p>	Attendance records Behaviour records Attendance data	BW	LSA 1.5 hour per day £2000

		shows that pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.			
d) Education Welfare Officer to monitor attendance of identified pupils and engage with families	<ul style="list-style-type: none"> Improved attendance for all pupils with a focus on eligible pupils and PA pupils 	Pupil with high levels of attendance achieve better. PP eligible pupils have historically higher absence than peers at the College	Monitoring RAB meetings EWO termly Reports	BW	£5100 30 days per year 10 days per term
e) Careers Advisor with a particular brief to focus on supporting PP eligible pupils	<ul style="list-style-type: none"> All PP eligible pupils in Year 10 and 11 to receive 1:1 regular careers interview, individualised careers guidance and progress to post 16 aspirations are monitored. 	The feedback from pupils has been overwhelmingly positive we decided therefore to renew the contract of the Careers Advisor, extending the remit to include Years 9, 10 and 11 pupils	Destinations data	BW	£6460
f) Working with families to ensure involvement of parents in supporting their children's academic learning	<ul style="list-style-type: none"> Increased attendance at parents' evenings for all and particularly PP eligible pupils High attendance at and positive feedback from events for parents 	Pupils with high levels of parental support show higher levels of resilience and have lower levels of absence. Incidents of poor behaviour and a progress and attainment data improve where there is a positive relationship between school and home	Records of parental attendance	NB	No cost
g) Provision of extended school activities including opportunities for pupils to enrol with National Citizenship Scheme and Duke of Edinburgh Award Scheme	<ul style="list-style-type: none"> Provision of daily opportunity for social and emotional learning (SEL) Pupils show resilience in their learning and achieve low concerns in ATL grades in their lessons Improved attendance Provision of healthy breakfast Increased attendance at enrichment, revision and after school activities for PP eligible pupils 	(E) Historically participation and engagement of enrichment activities has been low. We aim to review our provision and to identify activities pupils will engage with (R)EEF research shows that pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers. Studies of adventure	Record of pupils attendance	NB	£2560 Bus Trailblazers £1080

		learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress			
Total budgeted cost					£41 800

iii. Other Approaches					
Action	Intended Outcome	Evidence and rationale for this choice?	How will you ensure it is well implemented and when?	Staff Lead	Cost?
a) Relate Counselling Service	<ul style="list-style-type: none"> All pupils, including PP eligible pupils, are showing resilience in their learning and achieve low concerns in ATL grades in their lessons Improved attendance for all pupils with a focus on eligible pupils and PA pupils 	(E) EEF toolkit says that Self-regulation can contribute to 7 months of progress (R) Some pupils require more tailored and specific assistance to help them become Self-regulating and resilient.		HOY	3 x £90 per session per week £3400
b) Provision of a Hardship fund	<ul style="list-style-type: none"> financial help for uniform, instrumental lessons, College trips and activities, Ingredients for Food and Nutrition 	(E) we aim to prevent any student foregoing any opportunity we offer as a result of disadvantage		SLT	£500 trips Music 2500 Hardship 500
Total budgeted cost					£ 6900

Allocated Funding of Pupil Premium 2019-20	86, 320
Projected Total for Projects 2019-20	74,700
Remaining balance	

Pupil Premium Strategy Review Statement 2018-19

Review of expenditure					
Academic Year	2018-19	Total PP budget	£72,292	Date of most recent PP Review	
Total number of pupils	540	Number of pupils eligible for PP	84 (15.5%)	Internal review of this strategy	July 2019

Quality of teaching for all					
	Desired outcome	Chosen action / approach What did you do?	Estimated impact: Did you meet the success criteria?	Lessons learned Will you continue with this approach?	Cost
1.	Good progress and attainment in English with particular focus on eligible pupils	<ul style="list-style-type: none"> a. Release the Head of English during Tutor Time to provide small group interventions (£2320) b. Purchase and trial of Reading scheme, Accelerated Reader January 2019 to provide more accurate monitoring of Reading ability and ages which in turn leads to targeted intervention (£637) c. QLA used widely to identify gaps in knowledge 	<u>Progress score for English</u> Year 11 all pupils 0.28 Year 11 Pupil Premium Eligible pupils -0.83 <u>College gap -1.11</u>	Keeping Head of English and Maths available during tutor time 2017-18 ensured this time was used effectively to provide support and catch up. Providing key study materials ensure that all, particularly eligible, pupils are ready to learn. This was particularly effective in Maths After school Catch Up Sessions were more popular during the Autumn term. Different intervention strategies have been successful in English and Maths, these will continue to be used and evaluated throughout next year. For example, paired numeracy (Year 9 supporting Year 7)	£2320 £680
2.	Good progress and attainment Maths with particular focus on eligible pupils	<ul style="list-style-type: none"> a. Release the Head of English during Tutor Time to provide small group interventions (£2320) b. Enhanced staffing in maths to target pupils after question level analysis of assessments (£3700) c. Provide Tutor time and homework resources for pupils to support ongoing practice particularly problem solving questions in maths (£1000) 	<u>Progress score for Maths</u> Year 11 all pupils 0.63 Year 11 Pupil Premium Eligible pupils -0.43 <u>College gap -1.06</u>	Additional support in Maths lessons has proved to be effective in improving engagement in lessons. Walk and talk exams were trailed and proved to be successful with pupils in both subjects. Time and space needs to be built into the calendar to allow this to happen as a planned event. Enhanced staffing in Maths ensured that additional support could be targeted where need is greatest. One additional adult is maths specialists and experienced teacher (retired). A number of specialist resources have been purchased and used to support pupils in College and through homework. (My Maths, Maths Watch)	£2320 £3700 £1000

3.	Improve staff awareness of metacognition	TLG ran training session as an introduction. This raised the strategy amongst a small group of staff. MH and CJ attended training (£150). Both staff led staff training sessions in College. Staff are encouraged to implement the basic principles of metacognition into their day-to-day teaching. Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.		EEF toolkit suggests that Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. Strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is high, but can be difficult to achieve in practice, as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. This is a strategy we hope to continue to develop 2019-20 and will be part of the Teaching and learning Policy review.	£150.00
Total Spend				10 170	

Targeted support

	Desired outcome	Chosen action / approach What did we do?	Estimated impact: Did you meet the success criteria?	Lessons learned Will we continue with this approach?	Cost
1.	Increased parental support, curricular and extra-curricular opportunities are accessed by eligible pupils	a. Deliver Parent Information Evenings for key events and issues to inform and build positive relationships with parents. b. Introduce Pathways to Success Evening for target Year 11 pupils. CA present at this session (£170)	Parental feedback on questionnaire is positive. It is difficult to assess specific attitudes of Pupil Premium eligible parents, as questionnaires are anonymous. Attendance at Parents evenings for Pupil Premium Eligible pupils has improved. This is a result of tutors being proactive and contacting parents to let them know about parents evening if the student has not been making appointments.	Reply slips on parent Evening invitation letters has helped to chase up those who do not make appointments. HOY and Tutors will continue to target PP pupils as a priority. This may include a separated phone call home. For hard to reach parents follow-up phone calls have been helpful. Improved attendance at Parents Evenings will continue to be a focus for HOY 2018-19 as support from home has a big impact on learner confidence and resilience. EEF toolkit states good parental engagement has a positive impact +3 months.	£170.00

				The Pathways to Success Evening was positive. All pupils invited attended and we will repeat the event in 2019-20 opening to a wider audience	
2.	Attendance data shows the attendance of eligible pupils is in line with national rates and the gap between PP and their non PP peers is reduced in College	<p>a. Review and refocus work of the Attendance and Welfare Officer role to focus on harder to reach pupils and their parents (£3420)</p> <p>b. Enhance role of external Education Welfare Officer to monitor attendance of identified pupils and engage with families (£7000)</p>	<p><u>Attendance 2018- 2019</u> Whole school attendance 95.36% (95.29%) Non-PP attendance 95.76% (95.65%) PP attendance 93.57% (93.64%) Figures in brackets show the figures the week before EWO began. The gap between PP pupils and overall attendance widened from -1.65% to -1.79% a difference of -0.14% since the EWO began. It was felt that more time was needed to establish relationships with our hard to reach families Nationally PP eligible attendance is 91.9% Attendance rate for PP pupils at Castle Donington is better than national figures by + 1.67%</p> <p><u>Persistent Absence</u> Pupil Premium eligible persistent absence stood at 28.4% for the academic year 2017/18 (12.02% for the whole College) Pupil Premium persistent absence currently stands at 11.63% (8.84% for whole College). PA (PP) has therefore decreased by 16.77% and the gap between all pupils and PP pupils for PA has diminished by 13.59%</p>	<p>The range of strategies in place was aimed at ensuring pupils enjoy coming to school and ensuring hard to reach pupils are able to thrive, succeed, and want to attend. Our evaluation identified that where a combination of factors existed (teaching was good, there was stability of staff, a safe place identified and a consistent adult contact), the attendance of many of our previously poor attenders improved. Go4Schools attendance module has improved efficiency of data collection and analysis and provided capacity. HOYs have up to the minute data on attendance. In addition to supporting groups of pupils with low attendance rates, NZ has been able to provide useful training, immediate support and fast access to County Hall 2019-20 will see the continuation of EWO involvement at current intervention levels with a view to reduce involvement, as in-house skills develop Continue with Go4Schools attendance module and associated training.</p>	£3420 £7000
3.	All identified eligible pupils engage effectively in learning (attitude to learning, behaviour, concentration,	<p>a. Purchase of new software to log behaviour incidents with greater consistency Behaviour Module (£535) Attendance Module (£1149) Parental Engagement (£398) Training (£120)</p> <p>b. The appointment of a part time Cover Supervisor to ensure</p>	<p>Increase in positive commendations issued by staff – whole school average for positive to negative ratio is 92% - exceeding the target set by the new policy The proportion of commendations received by PP pupils was 47%; 53% to non-PP The proportion of negative behaviour points received by PP pupils was 62.7%; 37.3% to non PP</p>	<p>G\$S software has taken some time to implement and further support is needed. Recording of incidents, responses and communications is better stored electronically and provides detailed evidence for analysis and evaluation. Two Cover supervisors have been appointed and provided familiarity to pupils and consistency in terms of expectation. They have</p>	£2120 £5097 £22 900 £2730

	learning stamina)	<p>continuity, greater consistency and familiarity in cases of staff absence (£5097)</p> <p>c. Implement updated Behaviour Policy, following review</p> <p>d. Appointment of Behaviour Manager (£22 900)</p> <p>e. Heads of Year to present their analysis of behaviour data at their regular RAB (Raising Attainment Board) meetings.</p> <p>f. Maintain Loughborough Inclusion Partnership to support pupils at risk of exclusion (£2730)</p>	<p>There have been proportionally more negative referrals for PP pupils this year</p> <p>Adapted timetables have been effective for individuals</p> <p>Number of pupils on Report has reduced</p> <p>Ofsted report number of fixed term exclusions as low</p> <p>LIP managing three pupils full time; we have successfully integrated two pupils back into mainstream education; partnership working well</p> <p>Number of exclusions low and LIP membership (plus other outside support) supports us in keeping PP pupils in education with appropriate provision</p>	<p>been successful in reducing incidents occurring when staff are absent.</p> <p>The Behaviour Policy was launched and has been well received by the majority of staff and pupils. Expectations are clear and there is more consistent responses to incidents. The behaviour policy does not have a section on PP this is something to reflect on particularly pupils where hard to reach parents</p> <p>The role of Behaviour Manager has worked well and had a positive impact in supporting reduction of incidents and repeat offenders. RAB meetings take place over a 5-week cycle. HOY have improved the way they monitor and respond to incidents. An increased focus on PP eligible pupils is needed – what are the barriers, what extra help can be given?</p> <p>Two behaviour focussed INSET sessions have been delivered to all staff. More staff training on ACE/PP needed to support with managing some PP pupils</p> <p>The LIP proved to be a useful resource offering student hosting facility, bespoke behaviour programmes, specialist advice ‘surgeries’, it is essential to continue this partnership and investigate other partnerships in 2019-20</p>	
				Total Spend	£43 437

Other approaches					
	Desired outcome	Chosen action / approach What did we do?	Estimated impact: Did you meet the success criteria?	Lessons learned Will we continue with this approach?	Cost
	Eligible pupils show improved	a. Provide a wide range of trips and activities to develop	We have been successful at providing a range of extracurricular opportunities for pupils that access	For next year, we will print a report from Evolve of pupils who haven't accessed these	£3800 £1800

<p>self-esteem, resilience and aspiration</p>	<p>independence and to engage with learning</p> <p>b. Maintain a Relate Counselling Service (£3800)</p> <p>c. Enhance the PSHEE curriculum to ensure pupils are able to identify strengths and personal qualities</p> <p>d. Investigate opportunities for pupils to enrol with National Citizenship Scheme</p> <p>e. Provision of enrichment activities after school with transport (£1800)</p> <p>f. Provide a Hardship fund (financial help for uniform, instrumental lessons, College trips and activities, Ingredients for Food and Nutrition) Hardship fund has been used as follows: Uniform- £534, Trips £153, Music Lessons £2263.92, Cooking ingredients £56, School dinners at FE college £57, Revision guide £5</p>	<p>these activities around 16% of them are eligible for the Pupil Premium compared to 17% of the whole student body that are eligible for the Pupil Premium. This looks like the pupils who are accessing extra-curricular activities are reflective of the student body as a whole.</p> <p><u>Sporting Trips</u> 277 Participants, 42 were eligible for PP (15%)</p> <p><u>Careers focussed trips</u> 175 Participants, 29 were eligible for PP (17%)</p> <p><u>Subject based trips</u> 105 Participants, 15 were eligible for PP (14%)</p> <p><u>Community and cultural</u> 218 Participants, 37 were eligible for PP (17%)</p>	<p>opportunities and directly target them and make them aware that financial assistance is available. We have evidence of pupils who have accessed trips and activities, but we have spotted an opportunity to track pupils who haven't accessed any extra-curricular trips and activities</p> <p>Did not move forwards with NCS but intend to invite NCS in for next year.</p> <p>PSHEE has been used to develop aspirations and resilience. Fabulous engagement by local employers who have contributed their time and expertise for free.</p> <p>We should continue to offer extra- curricular opportunities to improve student's wider cultural experience. We can improve this by not just tracking those who take part in the activities but also those pupils who have not participated. This will ensure that the Pupil Premium is distributed equitably and not just to those who ask for assistance.</p> <p>Relate counselling have been retained and will continue next year</p> <p>Hardship fund has been used as follows: Uniform- £0, Trips £153, Music Lessons £2263.92, Cooking ingredients £56, School dinners at FE college £57, Revision guide £5</p>	<p>£3000</p>
<p>Appropriate and aspirational progression routes and destinations for Year 11 leavers</p>	<p>c) Maintain a Careers Advisor with a particular brief to focus on supporting eligible pupils (£6400)</p> <p>d) Provide appropriate work experience placements for all</p> <p>e) Ensure good tutoring allows pupils to identify their strengths and Personal Statements reflect ambition and aspirations</p>	<p>Of our Y11 PP pupils: 38% have started L3 courses 15% have started L2 courses 7.6% have started offered a L1 course 15% are joining the Services 3 pupils have severe SEMH or behavioural issues and work with them is on-gong through LIP and social work/medical agencies These courses are appropriate and aspirational given the circumstances of the individuals concerned</p>	<p>The feedback from pupils has been positive and so we have decided to renew the contract of the Careers advisor and extend his remit to cover Year 9, 10 and 11 pupils. Year 11 have access to the local employment market, College information and apprenticeship opportunities through the work of the CA and PSHEE days. In 2019-20 we plan to continue with independent careers advice but start with PP pupils in Year 9 for 1:1 meetings where</p>	<p>£6400</p>

	f) Organise focused activities for a wide range of Post 16 options		<p>options advice and independent careers sessions will be available.</p> <p>Following student and parent feedback, we will plan for the CA to be present at parent meetings and contributing to CIEAG programme.</p> <p>There have been several meaningful interactions between employers and pupils – Norton, EMA, Hypnos Young Enterprise, Dimensions, Oxbridge group, Careers Show, University talks in assemblies. These need to be planned and continue into 2019-20</p>	
			Total Spend	£15 000

2018-19 Pupil Premium Funding

Total Income	£72 292
Total Expenditure	£68 607
Residual	£3685