

John Ferneley College Pupil Premium Strategy

1. Summary information					
School	John Ferneley College				
Academic Year	18/19	Total PP budget	£178,025	Date of most recent PP Review	12-07-18
		Catch up premium	£17,058 (£16361 –2106/17)		
Total number of pupils	1266	Number of pupils eligible for PP	213	Date for next internal review of this strategy	21-12-18

2. Current attainment		
	Pupils eligible for PP	Whole cohort
% achieving 4+/C incl. EM (2017-18 only)	42%	72%
Progress 8 in English / Maths (2017-18 only)	0 Eng / -0.38 Maths	0.43 Eng / 0.04 Maths
Progress 8 score average	-0.19	0.37
Attainment 8 score average	40.62	51.37

3. Barriers to future attainment (Trends for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	The attainment of Pupil Premium students shows them to be making less progress as compared their non-disadvantaged peers in a number of subjects but the college will be focussing on History, geography, maths, MFL and science This may be due to own personal issues, inability to self -regulate emotions and behaviours or in college issues.
B.	A proportion of pupil premium students do not secure a place at a post 16 provider or secure a place in work. Of those that do attend post 16 up to 7% do not complete 2 terms with their initial placement and leave to pursue other avenues of education or employment.
C.	Poorer behaviour amongst disadvantaged students continues and has been highlighted by The College with a higher proportion of disadvantaged students receiving a fixed term exclusion in comparison to their peers 2015-16 = 3.8% of cohort excluded 2016-17 = 3.2% of cohort excluded 2017-18 = awaiting data from DfE Of data above disadvantaged students WERE excluded more regularly than their peers -
D.	There are times when students find difficulty in overcoming barriers outside of school that impact upon their ability to focus upon learning

E.	<p>Case studies highlight difficulties that students face when not at college. Presently of 23 open cases to social care 18 are classed as disadvantaged.</p> <p>Regular attendance to lessons has also created a barrier to learning in college as some disadvantaged students are removed from lessons regularly and placed in isolation thus reducing the amount of time in the classroom and therefore reducing opportunity to make rapid progress. This coupled with poorer general attendance to college (see F) means that the knowledge rich curriculum delivered at the college is clearly watered down to an extent.</p>				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
F.	<p>Attendance was lower for disadvantaged students compared to NPP students (based on 2016-17 national averages currently)</p> <table border="0" data-bbox="221 405 2145 475"> <tr> <td>Disadvantaged attendance 91.9%</td> <td>National average 2016-17 = 92.8%</td> </tr> <tr> <td>Disadvantaged PA attendance 25%</td> <td>National average 2016-17 = 21.6%</td> </tr> </table>	Disadvantaged attendance 91.9%	National average 2016-17 = 92.8%	Disadvantaged PA attendance 25%	National average 2016-17 = 21.6%
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G.	<p>Pupil Premium parental attendance to Parents Evenings is lower than NPP students, this is also true of other parental events held. This could be indicative of lower parental engagement levels with school in general – Although there has been a general uplift in attendance from 35% to 45% on average for events</p>				
H.	<p>Many Pupil Premium families have other difficulties that are reported to school that may present barriers to the student's learning. Presently of 23 open cases to social care 18 are classed as disadvantaged.</p>				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)					
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D.	For students to be given the tools they need to deal with their feelings and build resilience through interaction with attendance team , student managers and embarking on extra-curricular activities such as ASCS and Duke of Edinburgh scheme and an increasing number of PP students partaking in extra-curricular activities the college offers and residential trips during enrichment week	Improved attendance amongst this group demonstrating a resilience to attending college regularly and increased participation in extra-curricular activities. % of PP students partaking in activities to be close to or the same as their peers.
E.	Fewer disadvantaged students removed from lessons and placed in isolation	As close to or the same number as non-disadvantaged students removed from lessons as to reduce curriculum time missed and regular liaison with support workers to ascertain reasons why removal happens in the first place so to remove these barriers to learning.
F.	For Pupil Premium students attendance to meet national expectations and beyond, particularly the FSM cohort	% attendance increases at least in line with national average or above for non-pupil premium students
G.	For the engagement of pupil premium parents with school to increase in order for all parties to work together for the best outcomes	Continue to raise attendance at school events to that of their peers and certainly above 50% (seen by OFSTED as a good benchmark)
H.	For families to receive help in any difficulties they may encounter that impact upon their child's school life	Qualitative data suggesting families found the help useful and are able to move on without the assistance. This would take the form of 'closed cases'. This would also include continued support for families and ascertaining whether a family may well be eligible for PP funding

5. Planned expenditure

Academic year

2017/2018

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review of data	Costings PP spend
A) To improve rates of attainment/progress	Continued funding of Class Charts system of monitoring student progress and behaviour Staff given tools to seat students to maximise their potential and give additional support	This website allows for the highlighting of PP students on seating plans and within data and can be used to analyse different groups to spot any lack of progress. If teaching staff cannot easily see who the pupil premium students are, or review their data, this can create a barrier in time of putting interventions in place.	Regular monitoring by SLT and key data to be passed on to HOY and HOD every 6 weeks for analysis and action. Assertive tracking,P8 and commitment scores to show progress at each round of tracking	<u>Commitment scores</u> <u>Assertive tracking each round</u>	£3000 n/a

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review of data	Costing PP spend
<p>A) To improve rates of attainment/progress</p> <p>B) To help students plan a future and create their own aspirations</p> <p>G) For the engagement of pupil premium parents with school to increase in order for all parties to work together for the best outcomes</p>	<p>To upskill The Pupil Premium Co-Ordinator who will oversee the day to day experiences of Pupil Premium students, providing support to students/parents as appropriate, raising the profile in school</p> <p>The pp co-ordinator to work with primaries and other secondary's to share good practice and deliver strategies that raise attainment.</p> <p>PP co-ordinator to use SLE role to work with schools developing strategies to improve PP diet for this group</p> <p>Targeted support for ALL students to secure appropriate post 16 destinations through a rigorous careers programme and support from 'futures' leader</p> <p>PP students to have extra information given to staff in the form of PP passports</p>	<p>The OFSTED document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement.' Cites targeted support, data tracking and analysing why pupils were underachieving as good practice from other schools. This role will encompass all of the above factors. It will also help to raise the profile of these students in school time.</p>	<p>Regular meets with the member of SLT/HOD with Pupil Premium responsibility</p> <p>PP student/parent experiences to be tracked by pupil premium co-ordinator to gauge participation in college activities and after college events</p> <p>Careers lead and 'futures' lead to monitor suitability of post 16 destinations and intervene where inappropriate.</p> <p>Learning walks to highlight whether staff 'know' their students and what they are saying about college and progress.</p> <p>All staff to update Class-charts so that pupil premium students are highlighted and known</p>	<p><u>Uptake for after college events for PP students still below that of NPP students</u></p> <p>Parents evening NPP –</p> <p>Parents evenings PP –</p> <p>Supporting success NPP –</p> <p>Supporting success PP –</p> <p><u>Post 16 data</u></p> <p><u>Audit of PP needs and implementation after advice given</u></p> <p><u>Whole college – ongoing</u></p>	<p>£1000 training</p> <p>£..... PP spend to part fund teaching staff wages to ensure high quality learning</p> <p>n/a</p> <p>n/a</p> <p>n/a</p>

<p>c) Improved behaviour amongst the pupil premium cohort</p>	<p>Closely work with HOD/HOY and Behaviour Panel to reduce fixed term exclusions X3 student managers and attendance mentor employed to work with students aiding better attendance and progress.</p>	<p>Behaviour Interventions have had moderate impact for pupil premium students and fixed term exclusions remain higher for this group For some students, it may be that issues from outside of school transfer into their behaviour whilst in school. If these barriers to behaviour can be addressed it could lead to an improvement in progress in college.</p>	<p>Regular monitoring of students having fixed term exclusion and the reasons why and regular liaison with support staff to prevent such episodes from repeating themselves Analysis of data to gauge when and where issues arise and look for patterns to be addressed Rigorous behaviour policy that is known and understood by ALL stakeholders An isolation unit to be created that will house disruptive students but also provide appropriate work so that these students do not fall behind and support to complete these tasks</p>	<p><u>Exclusions –</u></p> <p><u>Isolation data/analysis</u></p>	<p>£30,000 part funding staff wages</p> <p>£5000 unit creation</p>
<p>D) For students to be given the tools they need to deal with their feelings and build resilience</p>	<p>Student managers and attendance mentors available for students to access in order to receive help for issues may present as barriers to learning, usually through behaviour or poor attendance</p>	<p>It is clear that good attendance and improved behaviour can only lead to a more enjoyable experience and focussed learning. Belief that with the reduction on controlled assessment it is increasingly important for students to be in college to access the courses and exam techniques vital to competing and making good progress in subjects</p>	<p>Giving Quantitative data on 'before and after' intervention and impact – with particular regard to attendance and progress Any pupil premium student missing college will receive a call for support and work sent home to maximise learning and a follow up call each day after to update on the absence</p>	<p><u>PP attendance rates</u></p> <p><u>Assertive tracking data – each round</u></p>	<p>As above student managers and attendance mentor wages part funded by PP allocation</p> <p>n/a</p>

<p>F) Pupil Premium students attendance to meet national expectations and better, particularly the FSM cohort</p>	<p>Attendance Officer role supported by x2 admin staff 2 attendance mentors to meet students and parents to tackle internal and external barriers to coming to college</p>	<p>External issues are likely to result in a barrier to learning for students. This role helps deal with the full spectrum of internal and external issues that arise for these students These can be dealt with through this role. In addition, this role attempts to address medical issues during school day-to-day, as well as long term. Many of the PP students have a listed medical condition.</p>	<p>Attendance officer to receive training to help address students of concern Attendance mentors to shadow attendance officer to learn different aspects of the role before conducting their business alone Attendance mentors receive training with regard to improving student engagement and family support</p>	<p><u>Attendance rates throughout academic year (PA highlighted)</u></p> <p><u>CPD opportunities taken – what ?</u></p>	<p>£15000 part funding towards attendance lead role</p> <p>\$1000 training through LEA</p>
<p>H) For families to receive help in any difficulties they may encounter that impact upon their child's school life</p>	<p>Continued employment of an attendance mentor FULL TIME to work with students and parents – this will include issues outside of the college and not limited to attendance Each parent evening there will be representation from local community to give advice to pp parents Families supported to ascertain whether they are eligible for extra support through FSM or PP funding and advice on how to gain this College to work with disadvantaged families in local primary's to build great relationships in preparation for transition and to reduce factors that will affect progress and well-being in secondary school.</p>	<p>The OFSTED document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement.' Cites a case study of a school employing a Parent Support Advisor as effective in increasing a positive relationship with the school through the PSA, this also improved attendance as well as behaviour. The attendance mentor element of the role will work with families to help overcome any barriers presented impacting on the child's education. The student manager role can assist in helping students overcome greater personal difficulties that may be presenting as a barrier to learning. Clearly building relationships and trust from early years can only benefit as the family travels through the education system and will break down misconceptions and barriers that inhibit success in education.</p>	<p>Cases reviewed regularly</p> <p>Analysis of parental engagement in after college events and increased student attendance through mentor support</p> <p>Ongoing role- Development of mentor and student manager role throughout academic year</p> <p>Regular meetings with actions from primary liaison mentors and those working with families of younger pupils.</p>	<p><u>Uptake for after college events for PP students still below that of NPP students</u> <u>Parents evening NPP –</u> <u>Parents evenings PP –</u> <u>Supporting success NPP –</u> <u>Supporting success PP –</u></p> <p><u>CPD opportunities taken – what ?</u></p> <p><u>Strategies employed/success? (Quantifiable ?)</u></p>	<p>As above for attendance mentor costing</p> <p>As above</p> <p>n/a</p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of success and further action required
A) To improve rates of attainment/progress	Providing revision guides for ALL pupil premium students in ALL core subjects	The cost of buying revision guides across subjects can provide a barrier for those families who cannot afford them.	Informing parents Meetings with students and parents across points in the year to check they are being used correctly (P8 meetings) Supporting success evenings Above the line evening	<u>Assertive tracking data</u>	£1000 revision guides
F) For Pupil Premium students attendance to meet national expectations or better, particularly the FSM cohort	Working with the LA's court team service to implement a more rigorous programme of monitoring leading to penalty notices and prosecution Attendance mentors to work relentlessly to improve attendance of PP students	Students need to be attending school in order to learn. The school already implements first day calling, electronic registration, letters once attendance reaches a certain level and meetings with parents before a referral to The LA. This new rigorous system will lead to a quicker assessment of family circumstances that will aid the attendance officers decision making and processes	Regular monitoring of attendance data Pupil premium Co-Ordinator to meet with Attendance Officer and discuss all pupil premium students under 96% to track attendance intervention Attendance mentors report back to Attendance Lead weekly for update on student attendance and absence and possible reasons why and actions Work with younger students families to build good practice and trust with regard to attendance and legal processes	<u>Attendance data throughout academic year</u> <u>Spreadsheets to show intervention/impact or legal processes</u> <u>Primary attendance data</u>	As above for part funded wage for attendance lead, mentors and PP lead n/a n/a
H) For families to receive help in any difficulties they may encounter that impact upon their child's school life	To continue the policy of offering All year 7 pupil premium student a residential trip paid for – Walseby	It is important that pupil premium students feel part of the college community and have the same out of college experiences as their peers	Data analysis of pupil premium uptake showing a rise year on year in participation of pp students Parents to meet HOY and tutors to be offered place	<u>Extra-curricular uptake data and areas of uptake – in college/residential/sport etc</u>	£2000 for trips and extra-curricular activities

	Disadvantaged family eligibility and advice on the website	The offer of a residential trip may be the only time a pupil premium student leaves home for an extended period and has experiences new to them that build confidence and resilience as well as being enjoyable!	Assemblies and meetings to encourage participation for ALL students in the year group Potential disadvantaged families to be offered support for applying for funding. Questionnaire to ascertain positive outcomes such as enjoyment, independence and risk taking – compared to non-pupil premium students.	<u>Tracked numbers of 'new' PP families</u> <u>Documented student voice</u>	n/a n/a
F) For the engagement of pupil premium parents with school to increase in order for all parties to work together for the best outcomes G)For families to receive help in any difficulties they may encounter that impact upon their child's school life	To ring-fence a portion of the funding for any individual needs that may arise Uniform bank Music lessons Enrichment trips Equipment Cooking ingredients Counselling	Enables students to feel part of the school community regardless of their background Build relations with parents by being able to offer forward assistance when needed	Parents able to request when appropriate This offer will also be on the college website with guidance and advice on how to apply for funding. Parents actively using website or seeking advice as to application for PP funding Staff to bid for student support in lessons or extra-curricular	<u>Track 'additional spend' (any department/families under expected requests/needs ?)</u>	Part fund uniform and 'essentials' for wellbeing of students in college and support for families £1000 uniform £500 cooking £500 counselling
A) To improve rates of attainment/progress C) Improved behaviour amongst the pupil premium cohort	To part fund students to attend alternative provision or be referred to Melton Behaviour Partnership To be placed on bespoke EBAC courses to re-engage students. Funding for specialist EBAC teacher in history	Clearly conventional routes do not work for ALL students and although every effort is made to follow a traditional education a few students need alternative provision – This may be due to behaviour or a student's future pathway that can't be met by the college or a route more suited.	Open communication with alternative provision providers Regular reviews	<u>Track numbers on AP</u>	Part funding students that are on alternative curriculum AND eligible for PP £12,000 Part funding specialist teacher for history at KS4

John Ferneley College Pupil Premium Vision Statement 2018-19

We whole heartedly believe that NO CHILD SHOULD BE LEFT BEHIND -

John Ferneley College takes a whole school approach to supporting the intervention, intervention strategies and guidance and support offered to students throughout the school, in order to maximise attainment and reduce barriers to learning. All students eligible for Pupil Premium and the Year 7 Catch Up Premium have access to this support, and further targeted support is offered.

In April 2011 the government introduced Pupil Premium funding. This additional funding was allocated to children from low-income families who were known to be eligible for free school meals, and children who had been looked after continuously for more than six months. In April 2012 the children who could qualify for Pupil Premium funding was extended to pupils who have been eligible for free school meals at any point in the last six years known as FSM6, children who have been 'looked after' continuously for more than six months, and the children of service personnel. The Government have stated that schools are free to spend the Pupil Premium as they see fit, but will be measured on the effectiveness of how the additional funds have been used.

In 2013 The Year 7 Catch Up Premium was introduced. This, again, is additional funding for students and is allocated to students who did not achieve a level 4 in either Maths or English at the end of Key Stage 2. In the same way as for Pupil Premium, schools are free to spend the Catch Up Premium as they see fit, to best support the students' progress in English and Maths.

The college has responded to challenges introduced from 2013 with regard to the curriculum and accountability measures that are set to test all, especially those from a disadvantaged background. The college has also responded by embracing these challenges but also been mindful of the support students will require to meet these changes. Hence the creation of bespoke courses such as core history and increased accountability for heads of department. The college is also piloting a number of innovative approaches to support students such as disadvantaged student mentors, metacognition sessions and daily low stake quizzes to prepare for the new style examinations.

The MET (that includes John Ferneley, 5 primary's and Oasis nursery) has begun working with early years providers and the primary schools to build long lasting relationships with families and narrow traditional gaps between groups such as the word gap and basic motor skills so to give disadvantaged children and their families the opportunities and skills to succeed alongside their non-disadvantaged peers. The Trust is fully committed to and strives for solutions to generational barriers to learning and success in education and continues to seek new and innovative strategies that will aid families and children that attend any of the settings within The MET but also continue to support those that have left the education system and are making their way in society both locally and further afield. This approach is based on extensive research through The EEF and Sutton Trust that links early years support and development as a key driver to narrowing gaps in attainment and progress but also motivation and resilience as our children grow up and become adults in society.

