

Spend and Impact Review 2017-18

Rationale

Looking at the position the college was in at the end of 2016-17 there were a continuing number of areas to address with regard to disadvantaged students. Firstly, although the P8 gap had reduced compared to 12 months previously, results for these students were still lower than their NPP peers - so the college continues to prioritise subjects for action, mainly Maths, Science and History (including a bespoke GCSE History course for many of the college's disadvantaged students). Students with low starting points in these subjects were scoring particularly poorly in tests and at GCSE. The college also recognises that disadvantaged students' behaviour is generally poorer than their NPP peers. This needs addressing as it will clearly impact on progress therefore limiting life choices and career pathways. This coupled with lower attendance means that their access to high quality education is more limited than their peers. The college has also directed further funds into addressing attendance issues amongst disadvantaged students in an attempt to raise this and enhance performance. The college also feels that increasing links with disadvantaged families and breaking down barriers, be it at college or in the community, will reap rewards. The college recognises that there are many external barriers for students and their families to overcome and as a college we can work to improve dialogue and engagement and give families the support they need in the local community.

Students continue to be risk averse and lacking in commitment in and out of college and so encouraging students to complete a variety of enrichment activities and awards has become a priority, as many disadvantaged students do not join in or go on residential trips compared to their NPP peers. This translated into the classroom where effort and motivation isn't recorded as positively as their peers, so building a determination and resilience in the classroom is important for future success and happiness.

1. Review of expenditure - SPEND AND IMPACT 2017-18																																					
Previous Academic Year																																					
i. Quality of teaching for all																																					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned and further actions (and whether you will continue with this approach)	Cost																																	
To improve rates of attainment/progress and for students to progress equally with their NPP peers across year groups and subjects with particular regard to MATHS, SCIENCE and HISTORY (inc bespoke group)	Responsibility given for core history specialist to deliver bespoke course Targeted outstanding teachers for key groups Weekly maths mocks PIXL guidance New spec training Weekly meetings with progress lead	<p><u>DATA FOR YEAR 11 LEAVERS</u></p> <table border="1"> <thead> <tr> <th></th> <th>4+</th> <th>5+</th> </tr> </thead> <tbody> <tr> <td><u>2017</u></td> <td></td> <td></td> </tr> <tr> <td>English</td> <td>57</td> <td>32</td> </tr> <tr> <td>Maths</td> <td>39</td> <td>18</td> </tr> <tr> <td>Science</td> <td>25</td> <td></td> </tr> <tr> <td>History</td> <td>22</td> <td></td> </tr> <tr> <td><u>2018</u></td> <td></td> <td></td> </tr> <tr> <td>English</td> <td>75</td> <td>50</td> </tr> <tr> <td>Maths</td> <td>47</td> <td>25</td> </tr> <tr> <td>Science</td> <td>47</td> <td>22</td> </tr> <tr> <td>History</td> <td>20</td> <td>(Core history inc)</td> </tr> </tbody> </table>		4+	5+	<u>2017</u>			English	57	32	Maths	39	18	Science	25		History	22		<u>2018</u>			English	75	50	Maths	47	25	Science	47	22	History	20	(Core history inc)	<p>Due to the nature of NEW specifications it is difficult to compare previous strategies and results with current.</p> <p>The core history cohort was small (10) and only had 8 months to complete a full GCSE course - The current year 11 group will be more representative as they will have had the full allocation of time to complete the course.</p>	<p>Part funded + staffing budget</p> <p>£1000 resources</p>
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved behaviour amongst the PP cohort especially behaviours that lead to fixed term exclusions	College employs 3 mentors to work with students including one to introduce metacognition to improve engagement in lessons Continued work with MBP to support us with particularly difficult students Re-launch of behaviour system through INSET and assemblies Regular meetings with parents	DATA – 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	College continues to fund a core history class that will take disadvantaged and lower attainers and guide them through a bespoke course thus reducing pressure on students that can lead to disruption. College looking to reintroduce students currently with MBP and create a curriculum that will give meaningful qualifications without the number of exclusions given previously. An isolation unit has been created to remove disruptive students but also to support their reintegration into regular lessons 3 mentors will continue to work with key students to build up relationship and strategies for avoiding situations that lead to exclusion The new behaviour system adopted in the spring term to be continued to highlight and address poor behaviour 3 equivalent to HOY employed to work with students and help them access very best opportunities	As above n/a £5000 £20000 £20000

<p>For students to be given the tools they need to deal with their feelings and build resilience through interaction with attendance team and student managers To embark on extra-curricular activities such as ASCS and Duke of Edinburgh scheme Students to show necessary determination to improve commitment in college through their tracking.</p>	<p>Continued employment of 3 attendance mentors to meet regularly with PP students to build confidence and encourage better attendance 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. Commitment scores tracked to show effort and expected involvement in college life</p>	<p>All year 7 PP students offered a discounted residential visit – Walesby (of which 90% participated and in line with previous years)</p> <p>10 disadvantaged students that had never been part of a residential taken to Kingswood for 4 days to build relationships and resilience.</p> <p>X2 students completed Bronze DofE award – out of a cohort of 10 (20% disadvantaged)</p> <p><u>Commitment scores – Spring to Summer</u></p> <table border="1" data-bbox="674 783 1272 986"> <thead> <tr> <th>Year</th> <th>NPP</th> <th>Disadvantaged</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>0.57</td> <td>0.32</td> <td>0.25</td> </tr> <tr> <td>8</td> <td>0.47</td> <td>0.35</td> <td>0.12</td> </tr> <tr> <td>9</td> <td>0.56</td> <td>0.14</td> <td>0.42</td> </tr> <tr> <td>10</td> <td>0.69</td> <td>0.8</td> <td>+0.11</td> </tr> </tbody> </table> <p>GREEN – BETTER THAN SPRING RED – WORSE THAN SPRING DIFFERENCE- RED/AMBER/GREEN DEPENDING IF GAP WIDENING, NARROWING OR SIMILAR COMPARED TO SPRING</p>	Year	NPP	Disadvantaged	Difference	7	0.57	0.32	0.25	8	0.47	0.35	0.12	9	0.56	0.14	0.42	10	0.69	0.8	+0.11	<p>Desire for ALL disadvantaged students to participate in the trip to Walesby 2018-19</p> <p>The college will run a similar residential this academic year funding permitting and offer the trip to a wider range of students from all year groups (7-10)</p> <p>Duke of Edinburgh will push participation within this group for next academic as uptake was lower than desired</p> <p>Push for more disadvantaged students to participate in ALL extra-curricular activities offered especially residential trips that will build confidence, resilience and independence</p> <p>To investigate why disadvantaged commitment continues to be below that of non-disadvantaged students and to create strategies to improve this such as after college clubs and parental commitment supporting college initiatives for their children. To research why commitment for disadvantaged students in year 10 was so high compared to ALL other groups and if quantifiable to introduce strategies into other year groups to raise their commitment scores</p>	<p>£2500 concession for Walesby</p> <p>£2000</p> <p>£4000 Duke of Edinburgh</p> <p>Part funded</p> <p>n/a</p>
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<p>For Pupil Premium students attendance to meet national expectations.</p>	<p>Continued employment of 3 attendance mentors solely to build relationships and 'get students into college' Daily list of those away call made, work send , home visits and support offered Weekly meetings with students to pick up issues in and outside of college Relentless pursuit of students to improve attendance College trained attendance officer for EWO role and responsibilities MET lead for attendance employed to support and implement strategies to improve attendance Mentors worked with key families both at college and feeder schools to build better relationships</p>	<p>DATA –</p> <p><u>2016-17</u></p> <p>Disadvantaged attendance 93.1% National average 2016-17 = 92.8% Disadvantaged PA attendance 20.8% National average 2016-17 = 21.6%</p> <p><u>2017-18</u></p> <p>Disadvantaged attendance 91.9% National average 2016-17 = 92.8% Disadvantaged PA attendance 25% National average 2016-17 = 21.6%</p> <p>Attendance is lower than national average for disadvantaged and disadvantaged PA and has deteriorated this academic year</p> <p>Attendance officer is trained to carry out duties of EWO up to formal legal proceedings that have also encouraged families to improve attendance and college EWO will also spend 10 hours a week at feeder primary (with highest proportion of disadvantaged pupils) supporting families and advising on all barriers to attendance as to create good habits for the future</p>	<p>College to continue with approaches</p> <p>College to continue to work regularly with primaries and nursery within The MET to engage families for early intervention and relationship building.</p> <p>Additional admin support brought in to manage workload</p> <p>Attendance Lead throughout The MET to continue to work alongside primaries with intention to improve attendance especially amongst disadvantaged group</p> <p>Daily punctuality report compiled to push early arrival at college and sanctions to be put into place for those that are persistently late in the mornings</p> <p>College to investigate why disadvantaged attendance dropped this academic year as data suggest that illness and a long autumn term affected ALL groups of students and general attendance dropped 0.7% due to this, The assumption is that disadvantaged attendance will improve once more with a shorter autumn term and hopefully fewer winter illnesses.</p>	<p>£25000 Full time attendance mentor</p> <p>£5000</p> <p>£5000</p> <p>n/a</p> <p>n/a</p>
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<p>For the engagement of PP parents with school to increase in order for all parties to work together for the best outcomes For families to receive help in any difficulties they may encounter that impact upon their child's school life</p>	<p>Attendance mentors have engaged with families and supported with difficulties outside of college – not exclusively attendance Daily calls and visits to PP families to assist with student issues surrounding barriers to attending and educational progress whilst in college Each parent evening there has been representation from local community to give advice to pp parents SLF Local community</p>	<p>Improved attendance from disadvantaged groups has highlighted the success of building relationships with families and currently ALL evening events are attended by upwards of 45% of disadvantaged families (although our target is 50%+) Noticeable building of trust from disadvantaged families with more attending parental evening and events and coming to open mornings at The Venue, Phoenix House and Sure Start The college has engaged with MBC and attends The Peoples Board that is investigating disadvantaged family issues across the town. This platform has given the college opportunity to discuss barriers to the education system and suggest ways to address this.</p>	<p>As above – Attendance mentors will continue their work with students and families and branch into primaries and nursery within The MET.</p> <p>College to look at support offered at parents evening as there was very low interest in local community support such as SLF and local community groups</p> <p>College to continue to offer advice and support on the website and through dialogue with families-</p> <ol style="list-style-type: none"> 1) Eligibility for pp 2) How to apply for support 3) Local support in the community <p>The college to continue working closely with the local council in an attempt to track and find common ground and gaps in the support given to disadvantaged families in the local area and seek solutions to improve their personal situations and thus their children's lives and experiences.</p> <p>The college to offer alternative times for parents to engage with teachers and support staff as formal parent's evenings may fall into a time where some families have other commitments, work or difficulty in finding a child minder.</p>	<p>See above</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p>
<p>For students to reach their potential and have a meaningful and sustainable post 16 destination be it in education or the workplace.</p>	<p>Careers officer targets disadvantaged students for early intervention Parents involved in decision making progress including choice of post 16 provider and 'supporting success' evenings College enrolled with Careers and Enterprise Company Work experience offered to all year 10 An employer evening ran for year 10 and 11 to highlight the world of work and address pre-conceptions</p>	<p>DATA – Targeted a minimum Pupil Premium NEET rate that did not drop below last year's % of 1%. (National average is 1.5%) All but 1 student has a place at post 16 or work for next year</p> <p>NCS has been very popular with over 50% of the cohort taking up the opportunity</p> <p>Greater number of apprenticeships offered to year 11 leavers than ever before</p> <p>Website used more frequently to offer students work experience/apprenticeships</p> <p>STEM and 'Futures' role created to further enhance careers offer at the college for 2018-19</p>	<p>Further 'push' high level apprenticeships for next year Secure 100% for post 16 or work-placement with support of Futures leader and targeted careers support</p> <p>Run similar recruitment campaign in college</p> <p>Advertise in college and website and offer additional times for businesses to visit college to deliver offers</p> <p>As above</p> <p>Leaders to formulate strategies to get the very most out of local businesses with regard to future opportunities for college students</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>£10000</p>

John Ferneley College Pupil Premium Vision Statement 2017

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 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 introduction of formalised SOW and assessment for all students at designated times of the year will mean that every student will have access to an exceptionally well planned, delivered and regularly tested curriculum that will prepare all students for the rigours of formal testing and the world of work.

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.