

# John Ferneley College Pupil Premium Strategy

1. Summary information					
School	John Ferneley College				
Academic Year	17/18	Total PP budget	£175320	Date of most recent PP Review	10-07-17
		Catch up premium	£16360		
Total number of pupils	1166	Number of pupils eligible for PP	197	Date for next internal review of this strategy	01-12-17

2. Current attainment		
	Pupils eligible for PP	Whole cohort
% achieving 4+/C incl. EM (2016-17 only)	32%	68%
Progress 8 in English / Maths (2016-17 only)	-0.48 English / -0.58 Maths	0 English / -0.22 Maths
Progress 8 score average	-0.3	0.01
Attainment 8 score average	35.39	50.71

### 3. Barriers to future attainment (Trends for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	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 MATHS , SCIENCE , HUMANITIES AND MFL This may be due to own personal issues, inability to self -regulate emotions and behaviours or in college issues.
<b>B.</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.
<b>C.</b>	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 ( Internal data ) Fixed term exclusions for disadvantaged 2016-17 = 55% of total Fixed term exclusions for non-disadvantaged 2016-17 = 45% of total ( Although cohort represents 25% of whole college )
<b>D.</b>	There are times when students find difficulty in overcoming barriers outside of school that impact upon their ability to focus upon learning Case studies highlight difficulties that students face when not at college. Presently of 20 open cases to social care 16 are classed as disadvantaged.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Attendance was lower for disadvantaged students compared to NPP students ( Internal data used ) NPP overall attendance – 4.3% absence (5% national)      PP overall attendance – 6.9% absence (7.2% national) NPP PA attendance – 9.8% absence (8.8% national)      PP PA attendance – 21.1% absence (21.3% national)	
<b>F.</b>	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	
<b>G.</b>	Many Pupil Premium families have other difficulties that are reported to school that may present barriers to the student's learning. Presently of 20 open cases to social care 16 are classed as disadvantaged.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	To improve rates of attainment/progress and for students to progress equally with their NPP peers across year groups and subjects. To increase access to a more aspirational curriculum for disadvantaged students – to close the entry pattern gap, while also delivering high levels of success in these more challenging GCSEs. Specifically to strengthen teaching for disadvantaged students in Humanities and MFL – through Core History and Core French.	This is a long term goal- for students' Progress 8 Scores to increase in line with their NPP peers. 100% of students in Core History and Core MFL, are entered for their exam at the end of the course and achieve pass grades.
<b>B.</b>	To help students plan a future and create their own aspirations. For students to have the opportunity to experience at least discussions with members of staff and careers advisor about their future, progressing into the opportunity to visit Higher or Further educational establishments, or having people to visit to discuss with them this, alongside giving them the opportunity to visit places outside of the local area.	Ideally this would be seen through impact upon results as students realise they need to work to get the grades they need. However, at a minimum Pupil Premium NEET rate does not drop below last years % of 1%. Students to have the independence and resilience to complete courses they start without dropping out of education
<b>C.</b>	Improved behaviour amongst the pupil premium cohort especially behaviours that lead to fixed term exclusions	The % of pupil premium cohort being given a fixed term exclusion to reduce to that ( or similar ) of non-disadvantaged students
<b>D.</b>	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	Improved attendance amongst this group demonstrating a resilience to attending college regularly and increased participation in extra-curricular activities.
<b>E.</b>	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
<b>F.</b>	For the engagement of pupil premium parents with school to increase in order for all parties to work together for the best outcomes	Raised attendance at school events
<b>G.</b>	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'.

## 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?	Staff lead / COST	Review of success and further action required
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. <b>Assertive tracking, P8 and commitment scores to show progress at each round of tracking</b>	SLT  £3000	December 2017
A) Improved rates of progress	Monitoring of college structure, including changes in timetable (for all years), allowing for increased time in subject areas over a 2 week timetable. Also having after college independent study sessions Greater liaison and tracking with Primary Schools to ensure transition includes detailed data to promote progress Staff to be given responsibility for numeracy and literacy	Importance of giving students additional time in CORE subjects to maximise their potential to achieve and reach the very highest grades at GCSE – This includes a new core history group that will have additional time to access curriculum.  Building in a resilience to work and ambition to do well. Many students are unable to work at home due to circumstances beyond their control  The importance of having correct information when students start at the college knowing their academic ability and behavioural profile will enable staff to tailor programmes that will meet their needs and aid progress	Student and parent voice to gauge whether they feel the new structures is aiding their progress and understanding  P8 tracking to quantify whether new structure aids greater progress <b>Commitment scores to be raised to show an increased focus on independent learning</b>  Early meetings with KS2-3 co-ordinator and primaries with a robust system for data collection and highlighting student needs when arriving at John Ferneley  Monitoring of assertive tracking P8 and <b>accelerated reader scores</b>	WD LH PK KS2-3 co-ordinator Numeracy and literacy co-ordinator        £6000	December 2017

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?	Staff lead	Review of success and further action required
<p>A) To improve rates of attainment/progress</p> <p>B) To help students plan a future and create their own aspirations</p> <p>F) 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>Targeted support for ALL students to secure appropriate post 16 destinations through a rigorous careers programme</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 with Pupil Premium responsibility</p> <p>All staff to regularly audit their pp offer to students</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 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>PK ALL STAFF</p> <p>£500 training</p> <p>£100 admin</p>	<p>December 2017</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</p> <p>X3 mentors 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</p> <p>Analysis of data to gauge when and where issues arise and look for patterns to be addressed</p> <p>Rigorous behaviour policy that is known and understood by ALL stakeholders</p>	<p>WD Attendance mentors PK</p> <p>£20000 MBP</p> <p>£35000 Mentors</p>	<p>Individual cases reviews</p> <p>Data presented to SLT termly for discussion</p>

<p>F) 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>G) For families to receive help in any difficulties they may encounter that impact upon their child's school life</p> <p>D) For students to be given the tools they need to deal with their feelings and build resilience</p>	<p>To employ an attendance mentor FULL TIME to work with students and parents – this will include issues outside of the college and not limited to attendance</p> <p>Each parent evening there will be representation from local community to give advice to pp parents</p> <p>Breakfast provided for students and parents to give additional opportunity for families to interact with staff and confront issues in college and at home.</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.</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 role throughout academic year</p>	<p>PK HOY HR+JJ Attendance mentors</p> <p>£2000 breakfast Offer</p>	<p>Student cases reviewed regularly</p> <p>Parental engagement collected and analysed</p> <p>After events</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>Metacognition support</p>	<p>It is clear that good attendance and improved behaviour can only lead to a more enjoyable experience and focussed learning.</p> <p>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</p> <p>Any pupil premium student missing college will receive a call for support , work sent home to maximise learning and a follow up call each day after to update on the absence</p>	<p>PK Attendance mentors</p>	<p>December 2017</p>

A) Rigorous recruitment of the very best teacher	To actively seek and recruit the very best and most talented teachers to maximise learning and progress for all students with particular emphasis on pupil premium students that need extra support.	Studies at EFF have cited that the number 1 strategy for outstanding learning and progress for students is high quality teaching and feedback	<b>Continual pursuit of outstanding teachers</b> through recruitment and networking locally and nationally <b>Staff supported</b> to develop their own expertise through refresher courses, new specification training and support through the wellbeing agenda. <b>Rigorous PM</b> to pick up any issues that may exist with teaching staff.	LH CS  £..... to supplement staffing budget	Ongoing process
E) Pupil Premium students attendance to meet national expectations and better, particularly the FSM cohort	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	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.	Attendance officer to receive training to help address students of concern <b>Attendance mentors to shadow attendance officer</b> to learn different aspects of the role before conducting their business alone <b>Attendance mentors receive training</b> with regard to improving student engagement and family support	CG PK LW KW	December 2017

### 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
E) For Pupil Premium students attendance to meet national expectations or better, particularly the FSM cohort	Working with the LA's Education Welfare service and implement a more rigorous programme of monitoring leading to penalty notices and prosecution Attendance mentors 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	<b>Regular monitoring of attendance data</b> Pupil premium Co-Ordinator to meet with Attendance Officer and <b>discuss all pupil premium students under 96% to track attendance</b> intervention Attendance mentors report back to <b>Attendance Lead weekly for update on student attendance and absence and possible reasons why and actions</b>	PK Attendance mentors CG	December 2017

<p>A) To improve rates of attainment/progress</p>	<p>Providing revision guides for ALL pupil premium students in ALL core subjects</p>	<p>The cost of buying revision guides across subjects can provide a barrier for those families who cannot afford them.</p>	<p>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</p>	<p>PK CS HR JJ £3000 revision guides KS4</p>	<p>December 2017</p>
<p>G) For families to receive help in any difficulties they may encounter that impact upon their child's school life</p>	<p>To continue the policy of offering All year 7 pupil premium student a residential trip paid for – Walseby Disadvantaged family eligibility and advice on the website</p>	<p>It is important that pupil premium students feel part of the college community and have the same out of college experiences as their peers 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!</p>	<p>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 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.</p>	<p>PK £3000 Walesby</p>	<p>Autumn term 2017</p>
<p>A) To improve rates of attainment/progress</p>	<p>To use Accelerated Reader with Year 7 English groups to increase literacy levels</p>	<p>To increase the literacy levels of students and to foster a love of reading amongst them</p>	<p>Literacy co-ordinator to implement Students issued with reading passports with designated reading lesson over the fortnight. Quiz information shared with the teaching member of staff for monitoring/ action purposes</p>	<p>E Pedder £1000 Accelerated reader</p>	<p>Overall review summer 2018</p>
<p>F) 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 ring-fence a portion of the funding for any individual needs that may arise Uniform bank Music lessons Enrichment trips Equipment</p>	<p>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</p>	<p>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</p>	<p>PK £10000 disadvantaged support in college</p>	<p>December 2017</p>

<p>G)For families to receive help in any difficulties they may encounter that impact upon their child's school life</p>	<p>Cooking ingredients Counselling</p>		<p>Staff to bid for student support in lessons or extra-curricular</p>		
<p>A) To improve rates of attainment/progress</p> <p>C) Improved behaviour amongst the pupil premium cohort</p>	<p>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.</p>	<p>Clearly conventional routes do not work for ALL students and although every effort is mad to follow a traditional education a few students need alternative provision – This may be due to behaviour or a students future pathway that can't be met by the college or a route more suited.</p>	<p>Open communication with alternative provision providers Regular reviews</p>	<p>RT PK WD</p>	<p>Ongoing</p>

## **John Ferneley College Pupil Premium Vision Statement 2017-18**

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 relatively new 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 core MFL 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.



