

Pupil Premium Spend and Impact Statement 2020 – 2021

1. Summary information					
School	John Ferneley College				
Academic Year	20/21	Total PP budget	£207,585	Date of most recent PP Review	Aug 20
		Total SPP budget	£8680		
Total number of pupils	1190	Number of pupils eligible for PP	254 of which 21 are SPP	Date for next internal review of this strategy	Jan 21

2. Current attainment		
	Pupils eligible for PP	Other students
% achieving 4+/C incl. EM (2019-20)	55.88	85.28
% achieving 5+/C incl. EM (2019-20)	17.65	59.9
Progress 8 score average	-0.22	0.66
Attainment 8 score average	37.34	57.22

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 historically shows them to be making less progress as compared their non-disadvantaged peers. Focus continues on disadvantaged students who are MPA as this group underachieves significantly more than other disadvantaged groups. This may be due to own personal issues, inability to self-regulate emotions and behaviours, in college issues or factors outside of college. This will be particularly of concern as students have been out of education for 5 months and many will have completed insufficient work and experienced significant issues out side of college during this period.
B.	A very small 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 5% do not complete 2 terms with their initial placement and leave to pursue other avenues of education or employment. The college continues to monitor students entering post 16 and especially those that are known as at risk of falling out of education. The college will also monitor any courses that have been withdrawn due to COVID and support students find alternative routes after leaving the college,
C.	Challenging behaviour amongst disadvantaged students continues to be a focus of The College as a higher proportion of disadvantaged students receive a fixed term exclusion in comparison to their peers and also receive a higher proportion of in college sanctions such as isolations and detentions. Significant time out of college since March will only exaggerate some of the issues that are seen in college year to year.

<p>D.</p> <p>E.</p>	<p>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 12 open cases to social care 8 are classed as disadvantaged.</p> <p>The college expects these numbers to rise based on agency liaison during the college closure. 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 or triage 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>
<p>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</p>	
<p>F.</p>	<p>Attendance was lower for disadvantaged students compared to NPP students (based on 2019-2019 national averages currently) <u>College closures</u></p> <p>Disadvantaged attendance 91% (ALL - 94.8%) National average 2018-19 = 91.2%</p> <p>Disadvantaged PA attendance 26.2% (NPP – 10.5%) National average 2018-19 = 26.4% (White British PA = 29% as a comparison)</p> <p>There is a significant possibility that attendance will be an ongoing issue this academic year due to ongoing issues and concerns with COVID.</p>
<p>G.</p>	<p>Pupil Premium parental attendance is lower than NPP students for all parental events held. This is indicative of lower parental engagement levels with school in general – Attendance to events has risen though compared to last year's figures of 40% to average of 50% for 2019-2020.</p>
<p>H.</p>	<p>Many Pupil Premium families have other difficulties that are reported to school that may present barriers to the student's learning. Presently of 11 open cases to social care 8 are classed as disadvantaged. During school closures the college regularly sourced and provided food parcels for families experiencing ongoing financial difficulties.</p>
<p>4. Desired outcomes</p>	
<p>A.</p>	<p>To improve rates of attainment/progress and for students to progress equally with their NPP peers across year groups and in all subjects and in line with pupil premium students in similar schools nationally, especially due to 'missed' learning during lockdown. To access to a more aspirational and knowledge rich curriculum for disadvantaged students – To deliver a high level of success in these more challenging GCSEs. Strengthen teaching for disadvantaged students in all subjects through quality first teaching and development of the college's knowledge rich and diverse curriculum. Significant time and resources given to enable students to catch up with work and learning lost during lockdown. <u>Catch up fund (see additional information at end of this section – Aii))</u> Source support from agencies to give students tools for home learning when needed such as IT and remote learning tasks.</p>
<p>B.</p>	<p>To support students plan a future and create their own aspirations. For students to have the opportunity to experience 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. Students to be offered several STEM opportunities throughout the year that gives them access to aspirational but achievable career goals</p>
<p>Success criteria</p>	
<p>This is a long-term goal; for students' P8/A8 scores to increase in line with their NPP peers and approaching expected target grades in all subjects and compared to similar schools nationally. 100% of students in Core History and CFP are entered for their exams at the end of courses and an increasing number gaining and exceeding their target grade and above expected Students that are MPA to particularly improve scores in GCSE subjects and continue to close gaps compared to other key groups Selected students to make enough progress to enter whole cohort curriculum offer without the need to remain in nurture group All students have internet access at home and resources at hand to complete tasks when unable to attend college so not to fall behind.</p>	
<p>Ideally this would be seen through impact upon results as students realise, they need to work to get the grades they need. Students to have the independence and resilience to complete courses they start without dropping out of any subjects. College to support students through a programme of experiences led by 'futures' leader that prepare and deliver meaningful destinations for year 11 students.</p>	

C.	Improved behaviour amongst the pupil premium cohort especially behaviours that lead to fixed term exclusions and removal from lessons that limit progress and learning. Behaviour lead and teams to support students to remain in lessons and also give the tools needed to thrive in classes and reach their potential.	The % of pupil premium cohort being given a fixed term exclusion to reduce to that (or similar) of non-disadvantaged students and reduction of PP students removed from lessons so that recorded sanctions are in line with their NPP peers Equipment and required tools for learning available to students at the start of each day thus removal will only be for disruption of learning
D.	For students and parents to be given the tools they need to deal with their challenges and build resilience through interaction with attendance and pastoral teams and appropriate outside agency support (Post COVID challenges initial focus for all) An increasing number of PP students to access a variety of extra-curricular activities throughout the year and have the opportunity to participate in enrichment week without the constraint of finances preventing involvement in activities that their NPP peers can afford or have the choice in taking part in.	A continued Improvement with attendance amongst this group demonstrating a resilience to attending college regularly Data showing increased participation in extra-curricular activities. % of PP students partaking in activities to be close to or the same as their peers and fewer PP students having choices removed due to financial issues or lack of confidence/belief. Any challenges arising from COVID to be met and supported by college to reduce barriers to learning.
E.	Fewer disadvantaged students removed from lessons and placed in triage.	PP student recorded misbehaviour is reducing to that of NPP students as to reduce curriculum time missed and regular liaison with support workers/behaviour team to ascertain reasons why removal happens in the first place so to address these issues. Mentors to be used to support those that have ongoing and significant issues based on personal circumstances and prolonged time away from the classroom.
F.	For Pupil Premium students' attendance to continue to meet national expectations and a continued reduction of those students that are persistently absent. Attendance team to work with families that have concerns surrounding COVID and coming to college regularly.	% attendance remains in line with national average and PA reducing and closing in on PA data for NPP students. Lead to work with families that do not attend due to concerns surrounding COVID and their own and supporting students back into college,
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 to remain above 50% (seen by OFSTED as a good benchmark)
H.	For families to receive help for any difficulties they may encounter that impact upon their child's school life. College to offer regular updates on support offered both internally and outside of college and support events to be implemented to aid families with any issues that may need professional intervention – e.g.) NHS / opticians / financial support A tracker to be created that highlights a student's barriers to learning and long-term memory. This information will be used by teams to determine what support a student or family needs to overcome barriers to education. The tracker will also highlight those at greatest risk and prioritise them for initial support / mentoring.	Local support events/agencies highlighted to families that need assistance. College to host internal events that bring together support for disadvantaged families so they can access what they need under one roof – increasing the ease of available support on offer Students/families will be quickly highlighted and appropriate support or action taken to reduce barriers to learning and future success.
A.ii	To enable students that have fallen behind with their studies (due to lockdown) to narrow gaps in their knowledge and progress, rapidly catching up with their NPP peers. PP students to develop their long-term memory and secure the knowledge and skills necessary to access and succeed with the curriculum on offer.	All students the college highlights as having significant gaps in their long-term memory and knowledge will narrow these gaps and be in line with their NPP peers. This will be done through subject intervention, supported by GCSEPod.

Catch up fund		Students wellbeing and health will be improved by the successful completion of tasks due to meeting their potential but also being given the tools (booklets / guides / IT access) needed for success.
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5. Planned expenditure

Academic year **2019/2020**

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. Targeted quality of teaching / Curriculum

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
To improve rates of attainment/progress	Continued funding of Class Charts system and SMH of monitoring student progress and behaviour Staff given tools to maximise student potential and gauge additional support	The websites allow for the highlighting of PP students and 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/behaviour team and key data to be passed on to pastoral leaders and HOD for analysis and action.	<u>Half termly review of progress / underachievement</u>	£3000+

	<p>Monitor college structure and timetabled lessons to include COVID requirements, including changes in timetable and movement (for all years)</p> <p>Offer of after college support/independent learning sessions</p> <p>Staff to be given responsibility for developing a knowledge rich curriculum and strategies for building long term memory.</p> <p>Greater liaison with Primary Schools to ensure transition includes detailed data to promote progress but also to include other information such as vulnerability, agency support and family background.</p>	<p>Structure of the day to meet COVID guidelines Importance of giving students additional time in CORE subjects to maximise their potential to achieve and reach the very highest grades at GCSE</p> <p>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</p> <p>Many students do not access age appropriate material that inhibits progress in subjects and very often do not use sophisticated language at home. Students often do not retain sufficient knowledge to gain highest marks in answers or to develop skills based on core knowledge This has been seen in exam answers in writing heavy subjects such as English and history.</p> <p>The importance of having correct information when students start at the college knowing their academic ability, family and behavioural profile will enable staff to tailor programmes that will meet their needs.</p>	<p>Assessment to determine whether new structure of the day supports curriculum</p> <p>Tailor uptake of students and monitor progress in subjects following college support sessions</p> <p>Monitoring assessment scores in subjects to determine what knowledge is retained and any whole class gaps in learning and misconceptions.</p> <p>Regular intervention meetings with year 6 teams and MET teams with a robust system for data collection, highlighting student needs before arriving at John Ferneley and any intervention that could be implemented to smooth transition</p>	<p><u>Half termly review of progress / underachievement</u></p> <p><u>Uptake and sustained benefit</u></p> <p><u>HOD tracking of assessment scores</u></p> <p><u>Termly report/liaison with primary</u></p>	<p>n/a</p> <p>Catch up fund and NTP offer</p> <p>n/a</p> <p>n/a</p>
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ii. Targeted support and intervention					
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>To improve rates of attainment/progress</p> <p>For the engagement of pupil premium parents with school to increase for all parties to work together for the best outcome</p> <p>To help students plan a future and create their own aspirations</p>	<p>The PP co-ordinator to research effective strategies in place that have evidence of success (Sutton / EEF) This will inform the day to day decisions made for Pupil Premium students and help provide support to students/parents as appropriate</p> <p>The PP co-ordinator to continue to work with other secondary schools to share good practice and deliver strategies that raise attainment. 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 after care service for those struggling to continue</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 the above factors. It will also help to raise the profile of these students in school time.</p> <p>EEF document released July 2020 highlights possible ways that The Catch-Up fund can be spent to maximise student learning and fill gaps opened due to lockdown. This fund may also be used to support NTP for students to have tailored motoring sessions.</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 – additional support at events to target PP families to support with barriers to learning outside of the school environment</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 and any additional needs are understood and catered for in lessons</p> <p>Student tracker to be available to staff to show issues and barriers to learning.</p>	<p><u>Uptake for after college events for PP students still below that of NPP students</u></p> <p><u>Post 16 data</u></p> <p><u>Whole college strategies</u></p> <p><u>Catch up spend</u></p> <p><u>NTP uptake and success</u></p>	<p>PP spend to part fund teaching staff wages to ensure high quality learning and fund high quality careers provision and advice</p>

<p>Improved behaviour amongst the pupil premium cohort</p>	<p>Closely work with behaviour team and Behaviour Panel/AP to reduce fixed term exclusions x3 behaviour mentors, x3 DSL safeguarding mentors and x2 attendance staff employed to work with students aiding better attendance and progress but also to determine possible causes of misbehaviour in college All staff CPD on ACE'S, attachment training and curriculum development with especial regard for PP students that may bring many issues into college CFP to cater for most vulnerable students</p>	<p>Behaviour Interventions has 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. Thus, a dedicated team to support vulnerable students may lead to a better understanding of barriers to learning that can then be passed on to all staff. CPD highlighting barriers students have in life that affect education can only support a better understanding of their needs and encourage a variety of approaches to engage students in lessons. CFP gives key students time to think, learn and make progress where sometimes this opportunity is lost in mainstream lessons due to classroom</p>	<p>Regular monitoring of students having fixed term exclusion or going to triage. Analysis of the reasons why and regular liaison with pastoral support and families to understand and reduce occurrences where possible. Analysis of data to gauge when and where issues arise and look for patterns to be addressed Behaviour policy that is known and understood by ALL stakeholders and encompasses ALL student experiences and barriers to learning. An isolation area and triage system to be maintained that will house students but also provide appropriate work so that these students do not fall behind and support to complete these tasks – Isolation only to be used sparingly and triage to be main route to establish issues and resolutions.</p>	<p><u>Exclusions -</u> <u>In college sanctions –</u> <u>Isolations –</u> <u>Triage</u> <u>Tracker – intervention success</u></p>	<p>£30,000 part funding staff wages – pastoral and CFP £10,000 part funding isolation/triage supervision and support £5000 CFP staffing Part funding CPD training for staff – ACEs and attachment</p>
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<p>For students to be given the tools they need to deal with their feelings and build resilience</p>	<p>Behaviour/DSL and attendance team available for students to access to receive help for issues may present as barriers to learning, usually through behaviour or poor attendance Families to be offered in college and outside agency support to aid their children's education and eliminate barriers learning such as motivation and aspiration Resources to be offered to students missing essential equipment to reduce/eliminate time lost in lessons sorting issues out</p>	<p>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 Society brings many barriers for PP families and this has an adverse effect on education – clearly support for families can only benefit a child's progress in school Post COVID education will need to cater for a whole range of community issues that will be brought into college. Well prepared systems in place will help to reduce barriers to learning and support families sending their children in.</p>	<p>Giving Quantitative data on 'before and after' intervention and impact – particularly to attendance, progress and behaviour. Any pupil premium student missing college will receive a call for support and work sent home/remote learning instructions to maximise learning and a follow up call each day after to update on the absence Any family asking for support / suspected to need support will be given access to in college and outside agency offers.</p>	<p><u>PP attendance rates</u> <u>Tracker - intervention success</u> <u>Student removal data due to disruption of learning</u></p>	<p>Part funded - Pastoral and attendance teams and teaching staff wages Equipment</p>
<p>Pupil Premium students' attendance to meet national expectations and better, particularly the FSM cohort</p>	<p>Attendance Officer role supported by admin staff and student support teams Attendance team to meet students and parents to tackle internal and external barriers Post COVID advise readily available</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 team and support to receive training to help address students of concern Support teams to liaise with attendance officer to determine students that have lowering attendance- to highlight for support Attendance officers receive training about improving student engagement and family support</p>	<p><u>Attendance rates throughout academic year (PA highlighted)</u></p>	<p>£20000 part funding towards attendance lead role and attendance support roles</p>

<p>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 x2 attendance staff to work with students and parents – this will include issues outside of the college that reduces attendance Each parent evening there will be representation from support teams 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 schools to build great relationships in preparation for transition and to reduce factors that will affect progress and well-being in secondary school. Behaviour/DSL teams to support students that are removed from lessons and ascertain reasons and support needed.</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 behaviour/DSL roles 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 attendance roles and behaviour/DSL roles throughout academic year</p> <p>Regular meetings with actions from primary schools and those working with families of younger pupils.</p>	<p><u>Parental engagement</u></p> <p><u>Strategies employed/success?</u></p>	<p>As above for Pastoral and attendance resources/wages</p>
<p>iii. Additional general support and intervention</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Review of data</p>	<p>Review of success and further action required</p>

<p>To improve rates of attainment/progress</p>	<p>Providing revision guides for pupil premium students in ALL subjects where appropriate Revision guide library implemented to 'loan' guides out After college revision sessions available in all subjects pre exam season</p>	<p>The cost of buying revision guides across subjects can provide a barrier for those families who cannot afford them but also giving them away to ALL student may be counterproductive if not used effectively After college revision sessions can offer support to those students that can't/wont revise at home</p>	<p>Informing parents Meetings with students and parents across points in the year to check they are being used correctly Meeting with students pre-GCSE and offering after college revision sessions timetabled to suit need and availability of staff</p>	<p><u>Year 11 tracking data</u></p>	<p>£1000 revision guides</p>
<p>For Pupil Premium students' attendance to meet national expectations or better, particularly with regard to PA</p>	<p>Working with the LA's court team service to implement a more rigorous programme of monitoring leading to penalty notices and prosecution Attendance team to work relentlessly to improve attendance of PP students and offer any support and advice where appropriate Post COVID support available to reluctant families.</p>	<p>Students need to be attending school 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 rigorous system will lead to a quicker assessment of family circumstances that will aid the attendance team's decision making and processes</p>	<p>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 team 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</p>	<p><u>Attendance data throughout academic year</u> <u>Primary attendance data (key families)</u></p>	<p>As above for part funded wage for pastoral team, attendance team and PP lead</p>
<p>For families to receive help in any difficulties they may encounter that impact upon their child's school life</p>	<p>College to offer funded trips to PP students where possible Disadvantaged family eligibility and advice on the website Leaflet of support that can be offered sent out to families Lead to work with particularly vulnerable</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 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</p>	<p><u>Extra-curricular uptake data and areas of uptake – in college/residential/sport etc</u> <u>Documented student voice</u></p>	<p>£2000 for trips and extra-curricular activities £250 support leaflets</p>

	families and source support in the community	Support outside of college will clearly be of benefit to families and advice given invaluable to meeting daily needs			
	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 Funding applications for parents	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 actively using website or seeking advice as to application for PP funding / agency support. Staff to bid for student support in lessons or extra-curricular Outside agency support offered to families when The College cannot support further Eg) Charity Link / Storehouse	<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 £918 equipment
To improve rates of attainment/progress Improved behaviour amongst the pupil premium cohort	To part fund students to be at college alternative provision(CFP) or be referred to Melton Behaviour Partnership Bespoke timetable for a small cohort of students to aid their progress and aspiration for the future	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 on site Regular meetings with MBP with regard to any PP students that may be accessing their offer. Regular reviews	<u>Track numbers at AP/CFP and progress</u>	Part funding students that are on alternative curriculum – resources and teaching staff/management Part financing of MBP subscription

<p>Support for SPP students entering the college due to family move</p> <p>Progress</p> <p>Emotional and wellbeing</p> <p>Enrichment</p> <p>Futures (college etc.)</p> <p>Wellbeing support for students that may have been separated from parent due to lockdown – due to a parent’s work commitment</p>	<p>Interview each student/parent on entry to determine support needed</p> <p>Inform ALL staff of new starter and background information/data from previous educational establishments</p> <p>Meet with careers advisor</p>	<p>Moving frequently MAY be a difficult process for some SPP students – the college needs to ascertain need so that the student feels welcome and motivated but in addition understands the importance of a plan for post 16.</p> <p>Wellbeing and emotional support is key as research shows many students suffer from anxiety during transition.</p>	<p>Student voice</p> <p>Progress through internal tracking</p> <p>GCSE results based on targets</p> <p>Post 16 place secured</p> <p>Involvement in extracurricular activities</p> <p>Tracked involvement from pastoral teams or outside agencies</p>	<p><u>Internal tracking and assessment</u></p>	<p>£ SPP funding for</p> <p>Careers officer</p> <p>Futures leader</p> <p>Pastoral support</p>
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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
<p>** To improve rates of attainment, progress and long-term memory to narrow the gaps created by the college closure **</p>	<p>To use Government, catch up premium to support learning through GCSEPod</p>	<p>Widespread evidence shows PP students have fallen further behind their peers academically during lockdown and have suffered greater social and economic hardship compared with their NPP peers.</p> <p>Many of these students have had limited access to technology that has further hindered their ability to complete and understand work.</p>	<p>Subjects will run sessions, liaise with teachers and home to ensure the right students are attending and the appropriate work and tasks are being completed.</p> <p>Regular liaison with teachers to determine whether sessions are having desired effects and if not collective meetings arranged to adjust approached to secure successful outcomes</p>	<p><u>Half termly review of progress / underachievement</u></p>	<p>n/a</p>
<p>College to audit needs of PP students returning to college and rapidly implement strategies where appropriate to support where needed</p> <ul style="list-style-type: none"> In lessons Tools needed 	<p>TBC</p>	<p>Current evidence from The EEF and Sutton Trust show that many vulnerable students will return to schools with significant barriers to learning from issues in the home through to accessing the curriculum after 6 months out of education.</p> <p>Reports show Melton Mowbray could have up to a 46% retraction in the</p>	<p>TBC</p>	<p>TBC</p>	<p>Government Catch up funding</p>

<ul style="list-style-type: none"> • Barriers to learning • Attendance • Home issues • Wellbeing 		<p>economy post COVID which will bring significant issues to families in the coming months.</p>			
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John Ferneley College Pupil Premium Vision Statement 2020-21

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, 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 is responding to challenges set in September 2019 with regard to the curriculum, accountability measures and enrichment opportunities that are set to test all, especially those from a disadvantaged background. The college has responded by embracing these challenges but also been mindful of the support students will require to meet these changes. The college is continues to pilot a number of innovative approaches to support students such as disadvantaged student mentors, metacognition sessions and daily low stake quizzes to prepare students for their adult lives both academically but also with regard to resilience and grasping opportunities whenever and wherever they occur.

The MET (John Ferneley, 5 local primary's and Oasis nursery) has begun working more closely 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.

The college is also acutely aware of the challenges that COVID19 has placed on society, not least disadvantaged families and students. Through targeted support and government initiatives we strive to fill gaps that have widened during this period and offer opportunities to both student and families to reduce some of the very significant barriers they face to future success and happiness.

The college is determined to do everything it can to ensure students from disadvantaged backgrounds are not left behind but can thrive and reach their potential.