

Spend and impact review 2019-20

Rationale

To review the college spend and impact strategy for 2019-20 comes with the inevitable caveat of the issues and restrictions in completion due to COVID19. Therefore, as The DfE has suggested, this review is part of an ongoing strategy and therefore an update on current strategies and progress so far as opposed to completed strategies and interventions.

So, reviewing the position the college is in at the end of 2019-20 academic year (March 20th 2020) there are a number of areas that continue to be needed to address with regard to disadvantaged students. Firstly, although the P8 gap has been reducing results for these students are still lower than their NPP peers and so the college will continue to prioritise subjects for action, mainly being 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 are scoring particularly poorly in tests and at GCSE and students that were classed as MPA at KS2 continue to underachieve at GCSE or equivalent. The college recognises that disadvantaged student's behaviour is generally poorer than their NPP peers and this needs addressing as this will clearly impact on progress so limiting life choices and career pathways. Fixed term exclusion, internal exclusion and detentions are higher from the disadvantaged cohort. This coupled with lower attendance means that their access to high quality education is more limited than their peers. The college has restructured its behaviour and safeguarding team to support students with particular focus on disadvantaged students (with prolonged time away from college) and has also directed further funds into addressing attendance issues amongst disadvantaged students in an attempt to raise this. The college continues to feel 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 and increasing 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. Again, this is particularly so with the issues and disruption COVID19 has caused many families since lockdown.

Students continue to be risk averse and lacking in commitment in and out of college and so we will continue to encourage students to complete a variety of enrichment activities and awards. These opportunities are seen as a priority as many disadvantaged students do not join in or go on residential trips compared to their NPP peers. This often translates 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. As a college we will continue to offer a wide variety of enrichment activities to all our students but especially target PP students for extracurricular activities and trips so give them experiences they may not be able to access outside of college.

1. Review of expenditure - SPEND AND IMPACT 2019-20

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. CFP students to make progress and gain targeted GCSE grades.	Responsibility given to core history specialists to deliver bespoke course - including to x6 CFP alternative cohort Targeted outstanding teachers for key groups Quality 1 st teaching demonstrated in all areas PIXL guidance Attachment friendly behaviour policy to maximise positive relationships and promote progress	<u>DATA FOR YEAR 11 LEAVERS</u>			Responsibility given for 2 core history specialists to deliver bespoke course for x6 CFP students. Students at CFP were completing a 1-year course in history to gain a GCSE qualification and aid literacy skills towards gaining GCSE pass in English and English Literature - 4 of the 6 remained on the course. Targeting outstanding teachers for key groups with additional time to complete courses Quality 1 st teaching demonstrated in all areas PIXL guidance to continue in core subjects Weekly meetings with progress lead to continue Targeted small group support for key groups to embed knowledge and skills-based expertise about GCSE questions in core subjects (EEF recommended) College to look closely at composition of CFP group for 2020-21 and whether other students may benefit from bespoke group and possibility of a second group running to support student progress.	Part funded + staffing budget for quality 1 st teaching £1000 resources (Revision guides) Part funded + staffing for targeted support
		<u>2019</u>	4+	5+		
		<u>2020</u> CAGs due to COVID19			<ul style="list-style-type: none"> • Due to COVID19 the full benefit / limitation of teaching and learning cannot be judged • College to focus on long term memory moving forward to cement core knowledge in subjects. 	

			College to use catch up fund to narrow gaps and fill knowledge gaps with PP students so that each can gain the qualifications they deserve regardless of the prolonged absence from education due to COVID19	Funded by catch up funding rather than PP funding
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	<p>x3 student managers Pastoral leaders</p> <p>Tracked behaviour with interventions put in place to support PP students that were misbehaving or struggling in lessons Continued work with MBP to support us with particularly difficult students (x3) Re-launch of behaviour system through INSET and assemblies in January 2020.</p>	<p>DATA -</p> <p><u>2018-19</u></p> <p>75% of fixed term exclusions were pupil premium Isolations - PP students accounted for 38%</p> <p><u>2019-20 (Up to March 20th)</u></p> <p>49% of fixed term exclusions were pupil premium Isolations - PP students accounted for 40%</p> <p>Data suggests a greater number of PP students will move from a relatively minor incident and sanction to more serious circumstances such as removal/isolation and do not back down once sanctions are implemented. Boys often argue that in classes they feel they are constantly reprimanded were female peers appear to be unchallenged.</p>	<p>College continues to fund The CFP provision that will take disadvantaged and lower attainers and guide them through bespoke courses thus reducing pressure on students that can lead to disruption.</p> <p>College reduced numbers being referred to MBP and educated at JFC CFP suite on site. The students had some lessons timetables at CFP and the rest on site with their peers. This bespoke offer led to x4 students completing courses up until lockdown and x2 having to be referred to MBP due to repeated issues in lessons. College to explore composition of CFP for 2020-21 based on students in provision this year. The isolation unit was created to remove disruptive students but also to support their reintegration into regular lessons and has reduced disruption in lessons This has highlighted higher numbers of PP students spending time in isolation compared to their peers and a question mark remains on work completed whilst out of lessons and gaps that will be created consequently.</p>	<p>As above</p> <p>Part fund £5000 MBP</p> <p>Part fund staffing of CFP</p> <p>Part fund staffing of isolation suite</p> <p>Part funding</p>

	<p>Continued whole staff training focussing on attachment issues and behaviours and linked to this strategy to support students</p> <p>Regular meetings with parents</p> <p>Hot spots and on call system using ALL SLT in all lessons</p> <p>Core 15 PP students mentored by SLT to support in lessons and issues outside of college</p>		<p>The Behaviour/DSL teams will continue to work with key students to build up relationship and strategies for avoiding situations that lead to exclusion</p> <p>The attachment friendly behaviour policy adopted in the spring term will continue to highlight and address poor behaviour</p> <p>A behaviour team of x3 staff and x3 DSLs will be created to remove swiftly any disruptive students but instead of ICE there will be a triage system to address issues and offer support reducing time out of lessons except for serious misbehaviours. This will support barriers that have been created through prolonged time outside of college due to COVID19 but also allow staff to fully understand some of the complex issue's students live with in and out of college.</p>	<p>pastoral team and CPD for all staff ACEs and attachment training for new behaviour policy.</p>
<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</p> <p>To embark on extra-curricular activities</p> <p>Students to show necessary determination to improve</p>	<p>Continued employment of 2 attendance staff and 3 student managers to meet regularly with PP students to build confidence, address issues and encourage better attendance and behaviour.</p> <p>CFP to offer a bespoke curriculum offer to reduce behaviour issues</p>	<p>PP students engaged in weekly extra-curricular activities such as sport/dance/drama although exact figures not collected</p> <p>X3 students completed Bronze DofE award - out of a cohort of 12 (25% disadvantaged)</p> <p>Fewer students received a fixed term exclusion</p> <p>2018-19 = 75% of total exclusions</p> <p>2019-20 = 49% of total exclusions</p>	<p>Desire for ALL disadvantaged students to participate in enrichment week but funding continues to prevent this from happening - college will continue to source funding to make this a possibility. This is similar for Duke of Edinburgh as each student will cost £150 to fund so college will look to source funding for this valuable experience as well.</p> <p>Scholarship scheme for 20 PP students (PE) created for those wanting a career in sport - unfortunately, ended after x2 sessions due to COVID19 - may start again 2021 restrictions permitting.</p> <p>Tracking of extra-curricular and enrichment should be routinely done to highlight numbers and types of activities engaged in.</p>	<p>n/a</p> <p>£1000</p> <p>n/a</p>

<p>commitment in college through their tracking and fewer fixed term exclusions.</p>	<p>and encourage regular attendance for a small cohort of students. Enrichment offered to all PP students and a small group having funded trips during college activities week</p>		<p>Quality 1st teaching has also been a focus of the college in recent years and the experiences and support students are receiving in the classroom has also been highlighted by improving GCSE results and fewer exclusions in college</p>	<p>Part funding quality 1st teaching and support staff</p>
<p>For Pupil Premium students' attendance to meet national expectations.</p>	<p>Continued employment of 2 attendance officers 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</p>	<p>DATA -</p> <p>Disadvantaged attendance 91% (ALL 94.8%) National average 2018-19 = 91.2%</p> <p>Disadvantaged PA attendance 26.2% (NPP10.5%) National average 2018-19 = 26.4% (White British PA = 29% as a comparison)</p> <p>Attendance is on par with national average for disadvantaged and PA is in a slightly better position than national expectation this academic year</p> <p>Attendance officer trained to carry out duties of EWO up to formal legal proceedings that have also encouraged families to improve attendance</p>	<p>Additional admin support brought in to manage workload</p> <p>College to investigate why disadvantaged attendance dropped slightly this academic year (pre-COVID) and particularly PA amongst year 11 - although the college did have several non-attenders that were going through The EWO at LCC</p> <p>The hope is that disadvantaged PA will improve with 2 attendance officers working alongside The DSL team and pastoral leaders. The college is also working closely with LEA EWO so to sharpen processes when poor attendance leads to a formal legal process such as fining and court.</p> <ul style="list-style-type: none"> • However, there is concern that families may be reluctant to send students to college in September due to COVID so the college will attempt to engage with ALL families of students that do not attend 1st 	<p>Part funded £40000 attendance team £5000</p> <p>n/a</p> <p>Part funding DSL team and pastoral leaders</p>

	<p>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>week back to support and ascertain circumstances</p>	
<p>For the engagement of PP parents with school to increase 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 team and student managers 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</p>	<p>Sustained attendance from disadvantaged groups has highlighted the success of building relationships with families and currently ALL evening events are attended by upwards of 50% of disadvantaged families (although our target is now 60%+) Noticeable building of trust from disadvantaged families with more attending parental evening and events and a sense that families are more willing to seek advice and support that did not happen a few years ago. 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. During lockdown the college has regularly contacted/visited PP families and offered support and many have had food and goods</p>	<p>As above - Attendance team 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 having a student manger available helped with any issue's families had and PP co-ordinator was able to guide families with applications for support such as FSM and uniform donations.</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</p>	<p>See above</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>Each parent evening there has been representation from local community and support teams in college to give advice to pp parents SLF Local community</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</p>	<p>deliveries to support them through difficult circumstances</p> <p>Targeted a minimum Pupil Premium NEET rate that does not drop below last year's % of 1%. (National average is 1.5%)</p> <p>All students have a place at post 16 or work for next year despite of COVID restrictions and some courses not running next academic year.</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>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.</p> <p>Further 'push' high level apprenticeships for next year</p> <p>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>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>Part funding role £10000</p>
---	---	--	--	---

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, 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 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.