

John Ferneley College Pupil Premium Strategy

1. Summary information					
School	John Ferneley College				
Academic Year	18/19	Total PP budget	£178,025	Date of most recent PP Review	12-07-18
		Catch up premium	£17,058 (£16361 –2106/17)		
Total number of pupils	1266	Number of pupils eligible for PP	213	Date for next internal review of this strategy	30-9-19

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

3. Barriers to future attainment (Trends for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	The attainment of Pupil Premium students shows them to be making less progress as compared their non-disadvantaged peers in a number of subjects but the college will be focussing on History, geography, maths, MFL and science This may be due to own personal issues, inability to self -regulate emotions and behaviours or in college issues.
B.	A proportion of pupil premium students do not secure a place at a post 16 provider or secure a place in work. Of those that do attend post 16 up to 7% do not complete 2 terms with their initial placement and leave to pursue other avenues of education or employment.
C.	Poorer behaviour amongst disadvantaged students continues and has been highlighted by The College with a higher proportion of disadvantaged students receiving a fixed term exclusion in comparison to their peers 2015-16 = 3.8% of cohort excluded 2016-17 = 3.2% of cohort excluded 2017-18 = awaiting data from DfE Of data above disadvantaged students WERE excluded more regularly than their peers -
D.	There are times when students find difficulty in overcoming barriers outside of school that impact upon their ability to focus upon learning Case studies highlight difficulties that students face when not at college. Presently of 23 open cases to social care 18 are classed as disadvantaged.

E.	Regular attendance to lessons has also created a barrier to learning in college as some disadvantaged students are removed from lessons regularly and placed in isolation thus reducing the amount of time in the classroom and therefore reducing opportunity to make rapid progress. This coupled with poorer general attendance to college (see F) means that the knowledge rich curriculum delivered at the college is clearly watered down to an extent.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance was lower for disadvantaged students compared to NPP students (based on 2016-17 national averages currently) Disadvantaged attendance 91.9% National average 2016-17 = 92.8% Disadvantaged PA attendance 25% National average 2016-17 = 21.6%	
G.	Pupil Premium parental attendance to Parents Evenings is lower than NPP students, this is also true of other parental events held. This could be indicative of lower parental engagement levels with school in general – Although there has been a general uplift in attendance from 35% to 45% on average for events	
H.	Many Pupil Premium families have other difficulties that are reported to school that may present barriers to the student's learning. Presently of 23 open cases to social care 18 are classed as disadvantaged.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	To improve rates of attainment/progress and for students to progress equally with their NPP peers across year groups and in all subjects. To continue 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 – through Core History. Literacy and numeracy to be a key lever in the continued improving attainment figures for disadvantaged students (CUP) – Nurture group selection, maths and English intervention sessions before and after college. MET literacy and numeracy co-ordinator to work with primary and CUP students to raise levels and attainment with strategies such as paired reading, literacy booster days and LSA support in maths lessons.	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 are entered for their exam at the end of the course and achieve pass grades. Internal tracking to show rising attainment in maths and English. Selected students to make enough progress to enter whole cohort curriculum offer without the need to remain in nurture group Accelerated reader to show raised reading ages for those taking the test.
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 College to support students through a programme of experiences led by 'futures' leader that prepare and deliver meaningful destinations for year 11 students.
C.	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
D.	For students to be given the tools they need to deal with their feelings and build resilience through interaction with attendance team , student managers and embarking on extra-curricular activities such as ASCS and Duke of Edinburgh scheme and an increasing number of PP students partaking in extra-curricular activities the college offers and residential trips during enrichment week	Improved attendance amongst this group demonstrating a resilience to attending college regularly and increased participation in extra-curricular activities. % of PP students partaking in activities to be close to or the same as their peers.

E.	Fewer disadvantaged students removed from lessons and placed in isolation	As close to or the same number as non-disadvantaged students removed from lessons as to reduce curriculum time missed and regular liaison with support workers to ascertain reasons why removal happens in the first place so to remove these barriers to learning.
F.	For Pupil Premium students attendance to meet national expectations and beyond, particularly the FSM cohort	% attendance increases at least in line with national average or above for non-pupil premium students
G.	For the engagement of pupil premium parents with school to increase in order for all parties to work together for the best outcomes	Continue to raise attendance at school events to that of their peers and certainly above 50% (seen by OFSTED as a good benchmark)
H.	For families to receive help in any difficulties they may encounter that impact upon their child's school life	Qualitative data suggesting families found the help useful and are able to move on without the assistance. This would take the form of 'closed cases'. This would also include continued support for families and ascertaining whether a family may well be eligible for PP funding

5. Planned expenditure

Academic year **2017/2018**

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

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review of data	Costings PP spend
A) To improve rates of attainment/progress	Continued funding of Class Charts system of monitoring student progress and behaviour Staff given tools to seat students to maximise their potential and give additional support	This website allows for the highlighting of PP students on seating plans and within data and can be used to analyse different groups to spot any lack of progress. If teaching staff cannot easily see who the pupil premium students are, or review their data, this can create a barrier in time of putting interventions in place.	Regular monitoring by SLT and key data to be passed on to HOY and HOD every 6 weeks for analysis and action. Assertive tracking, P8 and commitment scores to show progress at each round of tracking	Assertive tracking each round Attainment 8 predicted to be 41.5 compared with 40.6 for 2017-18 Prediction will be higher than national averages of 35 for pupil premium students	£3000

<p>A) Improved rates of attainment/progress</p>	<p>Continue to monitor college structure, including changes in timetable (for all years), that allowed for increased time in subject areas over a 2 week timetable. 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 Departments to research and develop 'language for learning' strategies to aid progress and understanding of curriculum and examinations</p>	<p>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 core history group that has 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</p> <p>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.</p> <p>Many students do not access age appropriate reading material that inhibits progress in subjects and very often do not use sophisticated language at home This has been seen in exam answers in writing heavy subjects such as English and history.</p>	<p>P8 tracking to quantify whether new structure aids greater progress Commitment scores to be raised to show an increased focus on independent learning 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 accelerated reader scores</p> <p>Research is to be part of professional development amongst staff and already language has been highlighted as a key area to look at. Performance management will require all staff to research elements of education with the desire to improve outcomes for all students but especially those that are disadvantaged.</p>	<p><u>Assertive tracking / A8 / gap</u></p> <p>Predictions show an A8 gap of 11.1 compared with 10.75 for 2017-18 GCSE results so departments will strive to reduce this gap in the coming months – PK has highlighted PP students that have dropped A8 predictions this term and suggested interventions and likely reasons for deterioration so that HOD and teachers can action.</p> <p><u>Midway evaluation of performance management targets</u></p> <p>This is to be reviewed during the Spring Term</p> <p><u>CPD opportunities taken – what ?</u></p> <p>CPD in relation to PP to be collated and analysed for benefit at the end of the academic year – to determine whether CPD offer needs to be repeated 2019-2020 or adapted based on effectiveness relating to progress and wellbeing of disadvantaged students</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p>
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ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review of data	Costing PP spend
<p>A) To improve rates of attainment/progress</p> <p>B) To help students plan a future and create their own aspirations</p> <p>G) For the engagement of pupil premium parents with school to increase in order for all parties to work together for the best outcomes</p>	<p>To upskill The Pupil Premium Co-Ordinator who will oversee the day to day experiences of Pupil Premium students, providing support to students/parents as appropriate, raising the profile in school</p> <p>The pp co-ordinator to work with primaries and other secondary's to share good practice and deliver strategies that raise attainment.</p> <p>PP co-ordinator to use SLE role to work with schools developing strategies to improve PP diet for this group</p> <p>Targeted support for ALL students to secure appropriate post 16 destinations through a rigorous careers programme and support from 'futures' leader</p> <p>PP students to have extra information given to staff in the form of PP passports</p>	<p>The OFSTED document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement.' Cites targeted support, data tracking and analysing why pupils were underachieving as good practice from other schools. This role will encompass all of the above factors. It will also help to raise the profile of these students in school time.</p>	<p>Regular meets with the member of SLT/HOD with Pupil Premium responsibility</p> <p>PP student/parent experiences to be tracked by pupil premium co-ordinator to gauge participation in college activities and after college events</p> <p>Careers lead and 'futures' lead to monitor suitability of post 16 destinations and intervene where inappropriate.</p> <p>Learning walks to highlight whether staff 'know' their students and what they are saying about college and progress.</p> <p>All staff to update Class-charts so that pupil premium students are highlighted and known</p>	<p><u>Uptake for after college events for PP students still below that of NPP students</u></p> <p>Parents evening NPP – 70% average</p> <p>Parents evenings PP – 40% average</p> <p>Supporting success NPP – 64% average</p> <p>Supporting success PP – 38% average</p> <p>In line with previous years and adapted to offer longer time for parents to attend and less formal so families can target particular subjects of concern – Need to repeat next year to gauge long term success of new format</p> <p><u>Post 16 data</u></p> <p>All students at post 16 provision or in work – Prospects indicating ALL PP students are at a destination and there are NO NEETS</p> <p><u>Whole college – ongoing</u></p> <p>All staff have PP students indicated on class-charts and seat where appropriate with intervention/support targeted where necessary – PK has conducted learning walks to determine staff knowledge of classes and interventions in place</p> <p>ALL GSCE PP students given revision guides and material to aid progress in subjects</p>	<p>£1000 training</p> <p>£..... PP spend to part fund teaching staff wages to ensure high quality learning</p> <p>n/a</p> <p>n/a</p>

<p>c) Improved behaviour amongst the pupil premium cohort</p>	<p>Closely work with HOD/HOY and Behaviour Panel to reduce fixed term exclusions X3 student managers and attendance mentor employed to work with students aiding better attendance and progress.</p>	<p>Behaviour Interventions have had moderate impact for pupil premium students and fixed term exclusions remain higher for this group For some students, it may be that issues from outside of school transfer into their behaviour whilst in school. If these barriers to behaviour can be addressed it could lead to an improvement in progress in college.</p>	<p>Regular monitoring of students having fixed term exclusion and the reasons why and regular liaison with support staff to prevent such episodes from repeating themselves Analysis of data to gauge when and where issues arise and look for patterns to be addressed Rigorous behaviour policy that is known and understood by ALL stakeholders An isolation unit to be created that will house disruptive students but also provide appropriate work so that these students do not fall behind and support to complete these tasks</p>	<p>Exclusions – Exclusions - Autumn term 2017 data showed 35 students totalling 87 days Exclusions - Autumn term 2018 data showed 23 students totalling 45 days</p>	<p>£30,000 part funding staff wages £5000 unit creation</p>
<p>D) For students to be given the tools they need to deal with their feelings and build resilience</p>	<p>Student managers and attendance mentors available for students to access in order to receive help for issues may present as barriers to learning, usually through behaviour or poor attendance</p>	<p>It is clear that good attendance and improved behaviour can only lead to a more enjoyable experience and focussed learning. Belief that with the reduction on controlled assessment it is increasingly important for students to be in college to access the courses and exam techniques vital to competing and making good progress in subjects</p>	<p>Giving Quantitative data on 'before and after' intervention and impact – with particular regard to attendance and progress Any pupil premium student missing college will receive a call for support and work sent home to maximise learning and a follow up call each day after to update on the absence</p>	<p>PP attendance rates PP attendance is 93.8% compared to 93% 12 months ago (national average stands at 91.1%) PP PA stands at 79.3% compared to 79.5% 12 months ago (national average stands at 72.3%) Continued work of attendance team and mentors has ensured disadvantaged attendance is above national averages and persistent absence is well below national figures</p>	<p>As above student managers and attendance mentor wages part funded by PP allocation</p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review of data	Review of success and further action required
A) To improve rates of attainment/progress	Providing revision guides for ALL pupil premium students in ALL core subjects	The cost of buying revision guides across subjects can provide a barrier for those families who cannot afford them.	Informing parents Meetings with students and parents across points in the year to check they are being used correctly (P8 meetings) Supporting success evenings Above the line evening	<u>Assertive tracking data</u> Attainment 8 predicted to be 41.5 compared with 40.6 for 2017-18 Prediction will be higher than national averages of 35 for pupil premium students ALL PP students have received GCSE revision guides and material to aid progress	£1000 revision guides
F) For Pupil Premium students attendance to meet national expectations or better, particularly the FSM cohort	Working with the LA's court team service to implement a more rigorous programme of monitoring leading to penalty notices and prosecution Attendance mentors to work relentlessly to improve attendance of PP students	Students need to be attending school in order to learn. The school already implements first day calling, electronic registration, letters once attendance reaches a certain level and meetings with parents before a referral to The LA. This new rigorous system will lead to a quicker assessment of family circumstances that will aid the attendance officers decision making and processes	Regular monitoring of attendance data Pupil premium Co-Ordinator to meet with Attendance Officer and discuss all pupil premium students under 96% to track attendance intervention Attendance mentors report back to Attendance Lead weekly for update on student attendance and absence and possible reasons why and actions Work with younger students families to build good practice and trust with regard to attendance and legal processes	<u>Attendance data throughout academic year</u> PP attendance is 93.8% compared to 93% 12 months ago (national average stands at 91.1%) PP PA stands at 79.3% compared to 79.5% 12 months ago (national average stands at 72.3%) <u>Spreadsheets to show intervention/impact or legal processes</u> Available on request <u>Primary attendance data</u> Primary data amongst PP students above national averages in all settings where cohorts are large enough to analyse (see MET Governors reports for in depth analysis available)	As above for part funded wage for attendance lead, mentors and PP lead n/a n/a £..... MET attendance lead part funded through PPM spend

<p>H) 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</p> <p>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><u>Extra-curricular uptake data and areas of uptake – in college/residential/sport etc</u></p> <p>Tracker to be created in January and populated with PP student uptake</p> <p><u>Tracked numbers of 'new' PP families</u></p> <p>LW/CG/NC/HC have key family responsibilities and regularly meet to discuss/resolve family barriers to learning</p> <p><u>Documented student voice</u></p> <p>PK to research yr11 decisions with regard to post 16 for further auctioning/discussion PK/student managers responsible for key student support with regard to progress and wellbeing</p>	<p>£2000 for trips and extra-curricular activities</p> <p>n/a</p> <p>n/a</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>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</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 Staff to bid for student support in lessons or extra-curricular</p>	<p><u>Track 'additional spend' (any department/families under expected requests/needs ?)</u></p> <p>PK has funding for additional support for PP students and staff can request monies throughout the year. Currently uniform / cooking ingredients / after college sports opportunities and revision guides have taken the majority of the spend currently</p>	<p>Part fund uniform and 'essentials' for wellbeing of students in college and support for families £1000 uniform £500 cooking £500 counselling</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</p> <p>To be placed on bespoke EBAC courses to re-engage students.</p> <p>Funding for specialist EBAC teacher in history</p>	<p>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.</p>	<p>Open communication with alternative provision providers</p> <p>Regular reviews</p>	<p>Track numbers on AP</p> <p>College has worked with MBP to support students at alternative provision and has followed legal routes with regard to attendance.</p> <p>College is currently reviewing participation within the partnership as data shows students on these programmes are underachieving based on their target grades.</p>	<p>Part funding students that are on alternative curriculum AND eligible for PP £12,000</p> <p>Part funding specialist teacher for history at KS4</p>
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John Ferneley College Pupil Premium Vision Statement 2018-19

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

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

In April 2011 the government introduced Pupil Premium funding. This additional funding was allocated to children from low-income families who were known to be eligible for free school meals, and children who had been looked after continuously for more than six months. In April 2012 the children who could qualify for Pupil Premium funding was extended to pupils who have been eligible for free school meals at any point in the last six years known as FSM6, children who have been ‘looked after’ continuously for more than six

months, and the children of service personnel. The Government have stated that schools are free to spend the Pupil Premium as they see fit, but will be measured on the effectiveness of how the additional funds have been used.

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

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

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

