

Spend and impact review 2018-19

Rationale

Reviewing the position, the college is in at the end of 2018-19 academic year there are several areas that continue to be needed to address with regard to disadvantaged students. Firstly, although the P8 gap has reduced compared to 12 months previously 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 also 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. In fact, three quarters of all fixed term exclusions are 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 also directed further funds into addressing attendance issues amongst disadvantaged students in an attempt to raise this and enhance performance. The college also feels that increasing links with disadvantaged families and breaking down barriers be it at college or in the community will reap rewards. The college recognises that there are many external barriers for students and their families to overcome and as a college we can work to improve dialogue and engagement and give families the support they need the local community.

Students continue to be risk averse and lacking in commitment in and out of college and so encouraging students to complete a variety of enrichment activities and awards has become a priority as many disadvantaged students do not join in or go on residential trips compared to their NPP peers. This translated into the classroom where effort and motivation aren'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 2018-19

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																								
<p>To improve rates of attainment/progress and for students to progress equally with their NPP peers across year groups and subjects with regard to MATHS, SCIENCE and HISTORY (inc bespoke group)</p>	<p>Responsibility given for core history specialist to deliver bespoke course Targeted outstanding teachers for key groups Quality 1st teaching demonstrated in all areas PIXL guidance New spec training Weekly meetings with progress lead</p>	<p><u>DATA FOR YEAR 11 LEAVERS</u></p> <p><u>2018</u></p> <table border="1"> <thead> <tr> <th></th> <th>4+</th> <th>5+</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>47</td> <td>25</td> </tr> <tr> <td>Science (comb)</td> <td>47</td> <td>22</td> </tr> <tr> <td>History (Core history inc)</td> <td>20</td> <td>6</td> </tr> </tbody> </table> <p>P8 for PP students = -0.19 A8 for PP students = 40.62</p> <p><u>2019</u></p> <table border="1"> <thead> <tr> <th></th> <th>4+</th> <th>5+</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>62</td> <td>40</td> </tr> <tr> <td>Science (comb)</td> <td>50</td> <td>31</td> </tr> <tr> <td>History</td> <td>34</td> <td>22</td> </tr> </tbody> </table> <p>P8 for PP students = Awaiting data release A8 for PP students = 39.2% (40.38 O/L)</p>		4+	5+	Maths	47	25	Science (comb)	47	22	History (Core history inc)	20	6		4+	5+	Maths	62	40	Science (comb)	50	31	History	34	22	<p>Responsibility given for 2 core history specialists to deliver bespoke course Students at AP to complete a 1-year course in history to gain a GCSE qualification and aid literacy skills towards gaining GCSE pass in English and English Literature Targeting outstanding teachers for key groups with additional time to complete courses Quality 1st 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 regarding GCSE questions in core subjects (EEF recommended)</p> <p>College to look closely at composition of core group and whether other students may benefit from bespoke group and possibility of a second group running to support student progress.</p>	<p>Part funded + staffing budget for quality 1st teaching</p> <p>£1000 resources (Revision guides)</p> <p>Part funded + staffing for targeted support</p>
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved behaviour amongst the PP cohort especially behaviours that lead to fixed term exclusions	<p>College employed a mentor to work with PP students and x3 student managers</p> <p>Pastoral leaders tracked behaviour and put in interventions to support PP students that were misbehaving in lessons</p> <p>Continued work with MBP to support us with particularly difficult students</p> <p>Re-launch of behaviour system through INSET and assemblies</p> <p>Regular meetings with parents</p> <p>Whole staff training focussing on attachment issues and behaviours linked to this and strategies to deal with these students</p> <p>Isolation suite created to sanction extreme cases of disruption in lessons</p>	<p>DATA -</p> <p><u>2017-18</u></p> <p>Of 80 fixed term exclusions 44 were pupil premium</p> <p><u>2018-19</u></p> <p>Of 49 fixed term exclusions 37 were pupil premium</p> <p>So - although the numbers of PP students receiving a fixed term exclusion reduced the share of exclusions for PP students increased from 55% to 75%</p> <p>Also -</p> <p>Isolations - PP students accounted for 38%</p> <p>In college recorded misbehaviours - PP students accounted for 30%</p> <p>(From a cohort that numbers 17% of)</p> <p>The reaction to sanctions by some students means we move to the higher sanction. Therefore, students PP students who react with a sense of injustice are more likely to reach a B3 rather than accept a warning or B1. This will be compounded by not understanding why the sanction was given. Whilst we judge behaviour as attention seeking, the negative attention an initial challenge causes heightens feelings of insecurity and anxiety creating further behaviour incidents. Males in particular will emphasise that</p>	<p>College continues to fund a core history class that will take disadvantaged and lower attainers and guide them through a bespoke course thus reducing pressure on students that can lead to disruption. All students that started the course completed and were entered for the examinations. (4+ =)</p> <p>College to reduce numbers being referred to MBP and educate at JFC in an alternative provision suite on site. The students will have some lessons timetables at The AP and the rest on site with their peers. This bespoke offer will hopefully negate the need to exclude then refer to MBP and offer a diet of qualifications and enrichment activities that will engage students and reduce disruption.</p> <p>It was also felt that previous alternative provision was not working for our students so will only be accessed in extreme cases moving forward.</p> <p>The isolation unit has been 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.</p> <p>The pastoral team will continue to work with key students to build up relationship and strategies for avoiding situations that lead to exclusion</p> <p>The new behaviour system adopted in the spring term to be continued to highlight and address poor behaviour 3 equivalent to HOY employed to work with students and help them access very best opportunities - however the college is seeking a rewrite of the behaviour policy to encompass a holistic approach to misbehaviour, to focus on ACEs and attachment training for staff to</p>	<p>As above</p> <p>Part fund £5000 MBP</p> <p>Part fund £5000 to set up on site AP</p> <p>Part fund staffing of isolation suite</p> <p>Part funding pastoral team and CPD for all staff ACEs and attachment training</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 To embark on extra-curricular activities Students to show necessary determination to improve commitment in college through their tracking.</p>	<p>Continued employment of 2 attendance officers and support with 3 student managers to meet regularly with PP students to build confidence and encourage better attendance Student managers and attendance officers available for students to access in order to receive help for issues may present as barriers to learning, usually through behaviour or poor attendance. Commitment scores tracked to show effort and expected involvement in college life Enrichment offered to all PP students and a small group having funded trips during college activities week</p>	<p>15 students taken on daily enrichment trips during activities week PP students engaged in weekly extra-curricular activities such as sport/dance/drama although exact figures not collected X2 students completed Bronze DofE award - out of a cohort of 10 (20% disadvantaged) Attendance of PP cohort improved on 2017-18 figures and 1.7% above national expectations Fewer students received a fixed term exclusion 2017-18 = 41 2018-19 = 37</p>	<p>Desire for ALL disadvantaged students to participate in enrichment week but funding prevents 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. Push for more disadvantaged students to participate in ALL extra-curricular activities offered especially residential trips that will build confidence, resilience and independence. PP coordinator to track numbers of students participating and in what activities E.g.) Are its local free activities such as school football or further afield such as a residential that will need paying for College to continue to fund x2 attendance officers, 3 student managers, an AP manager and pastoral leaders The reduction of fixed term exclusions and improved attendance shows that the work done by the pastoral team and support is making a huge difference to PP student progress and wellbeing in college. 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>£1000 n/a Part funded pastoral and support teams Part funding quality 1st teaching and</p>
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<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 for EWO role and responsibilities MET lead for attendance employed to support and implement strategies to improve attendance Mentors worked with key families both at college and feeder schools to build better relationships</p>	<p>DATA -</p> <p><u>2017-18</u></p> <p>Disadvantaged attendance 91.9% National average 2016-17 = 92.8% Disadvantaged PA attendance 25% National average 2016-17 = 21.6%</p> <p><u>2018-19</u></p> <p>Disadvantaged attendance 92.5% National average 2016-17 = 90.8% Disadvantaged PA attendance 25.5% National average 2016-17 = 24.5%</p> <p>Attendance is higher than national average for disadvantaged although disadvantaged PA is lower than national expectation and has deteriorated 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 and college EWO will also spend 10 hours a week at feeder primary (with highest proportion of disadvantaged pupils) supporting families advising on all barriers to attendance as to</p>	<p>College to continue with approaches</p> <p>College to continue to work regularly with primaries and nursery within The MET to engage families for early intervention and relationship building.</p> <p>Additional admin support brought in to manage workload</p> <p>Attendance Lead throughout The MET to continue to work alongside primaries with intention to improve attendance especially amongst disadvantaged group</p> <p>Daily punctuality report compiled to push early arrival at college and sanctions to be put into place for those that are persistently late in the mornings</p> <p>College to investigate why disadvantaged PA dropped this academic year as data suggest that illness and an altered half term holiday date affected ALL groups of students</p> <p>The assumption is that disadvantaged PA will improve with 2 attendance officers working alongside 3 student managers and pastoral leaders. The college is also working more closely with LEA EWO so to sharpen processes when poor attendance leads to a formal legal process such as fining and court.</p>	<p>Part funded £40000 Full time attendance officers</p> <p>n/a</p> <p>£5000</p> <p>n/a</p> <p>n/a</p> <p>Part funding student managers and pastoral leaders</p>
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<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 officers have engaged with families and supported with difficulties outside of college - not exclusively attendance Daily calls and visits to PP families to assist with student issues surrounding barriers to attending and educational progress whilst in college Each parent evening there has been representation from local community to give advice to pp parents SLF Local community</p>	<p>Improved attendance from disadvantaged groups has highlighted the success of building relationships with families and currently ALL evening events are attended by upwards of 45% of disadvantaged families (although our target is 50%+) Noticeable building of trust from disadvantaged families with more attending parental evening and events and a sense that families are more willing to seek advice and support that didn't 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.</p>	<p>As above - Attendance officers will continue their work with students and families and branch into primaries and nursery within the MET.</p> <p>College to look at support offered at parents evening as there was very low interest in local community support In college events to run offering family support such as medical, financial etc from local agencies</p> <p>College to continue to offer advice and support on the website and through dialogue with families-</p> <ol style="list-style-type: none"> 1) Eligibility for pp 2) How to apply for support 3) Local support in the community <p>The college to continue working closely with the local council in an attempt to track and find common ground and gaps in the support given to disadvantaged families in the local area and seek solutions to improve their personal situations and thus their children's lives and experiences.</p> <p>The college to offer alternative times for parents to engage with teachers and support staff as formal parent's evenings may fall into a time where some families have other commitments, work or difficulty in finding a child minder.</p>	<p>See above</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p>
<p>For students to reach their potential and have a meaningful and sustainable post 16 destination be it in education or the workplace.</p>	<p>Careers officer targets disadvantaged students for early intervention Parents involved in decision making progress including choice of post 16 provider and 'supporting success' evenings College enrolled with Careers and Enterprise Company Work experience offered to all year 10 An employer evening ran for year 10 and 11 to highlight the world of work and address pre-conceptions</p>	<p>DATA -</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</p> <p>NCS has been very popular with over 50% of the cohort taking up the opportunity</p> <p>Greater number of apprenticeships offered to year 11 leavers than ever before</p> <p>Website used more frequently to offer students work experience/apprenticeships</p> <p>STEM and 'Futures' role created to further enhance careers offer at the college for 2018-19</p>	<p>Further 'push' high level apprenticeships for next year</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>As above</p> <p>Leaders to formulate strategies to get the very most out of local businesses regarding future opportunities</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>Part funding £40000</p>

John Ferneley College Pupil Premium Vision Statement 2019-20

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

In April 2011 the government introduced Pupil Premium funding. This additional funding was allocated to children from low-income families who were known to be eligible for free school meals, and children who had been looked after continuously for more than six months. In April 2012 the children who could qualify for Pupil Premium funding was extended to pupils who have been eligible for free school meals at any point in the last six years known as FSM6, children who have been 'looked after' continuously for more than six months, and the children of service personnel. The Government have stated that schools are free to spend the Pupil Premium as they see fit but will be measured on the effectiveness of how the additional funds have been used.

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

The college is responding to challenges being introduced from 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. Hence the creation of bespoke courses such as core history and increased focus on research-based strategies but at the same time freedoms for heads of department and pastoral leaders. The college is continuing to pilot several 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 introduction of formalised SOW and assessment for all students at designated times of the year will mean that every student will have access to an exceptionally well planned, delivered and regularly tested curriculum that will prepare all students for the rigours of formal testing and the world of work.

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

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