

Pupil premium review - national college for teaching and leadership - update January 2020

<u>Pupil premium reviewer details</u>	
Ppr	Phillip Kruse
<u>School</u>	John Ferneley college
<u>Contact details of school</u>	01664565901
<u>Names of staff to be involved</u>	Phillip Kruse SLT - john Ferneley college Attendance team Data manager

<u>School to be reviewed details</u>	
<u>School</u>	John Ferneley college
<u>Head teacher</u>	Lara hall
<u>Phase</u>	Secondary
<u>Chair</u>	Karen lambert
<u>School contact details</u>	01664565901 Scalford road Melton Mowbray Le131lh
<u>Reason for review</u>	Update audit with additional information and actions required
<u>Website</u>	www.johnferneley.org

<u>Charges for review</u> Agreed fee for visit including initial discussions	Free
---	------

Signed by head teacher (date)

Signed by chair (date)

Signed by ppr (date)

<u>School profile details</u>

Head teacher	Lara hall
Ppr	Phillip Kruse
Date updated	27-12-19
Total number of students	1182
Eligible for pp	225
Total budget	£204,435

Evidence and sources used in the planning	Y/n	Comment if needed
Website	Y	Pp policy on website / spend and impact and reviews on website
Pp statement	Y	On website as part of policy and spend and impact strategies
Pp policy	Y	On website - to be ratified by governors in September
Raise online (asp)	Y	Highlights gaps in attendance, behaviour and progress (key subjects)
Internal tracking data	Y	In college tracking system
Ofsted report	Y	November 2018
Development plan	Y	Written by members of SLT along with college development plan and sef
Discussion with staff	Y	Over course of academic year
Other	Y	Prp - individual (targets set to aid disadvantaged students progress)

Evidence of school performance

Key statement by Ofsted	<p>Leaders have high aspirations for pupils and recognise the importance of a rigorous education to improve pupils' life-chances.</p> <p>A history 'core' course is provided to engage some pupils in a more demanding curriculum. This has enabled them to develop their learning skills and gain a qualification that they value. Strategies to improve the attendance of disadvantaged pupils are effective and their attendance is improving.</p> <p>The proportion of these pupils who are persistently absent from school has significantly reduced, compared with previous years.</p> <p>The progress of these pupils is starting to catch up with that of their peers in most year groups. Leaders have reflected on previous decisions about the curriculum. They have brought about changes that have ensured that all pupils, including those who are disadvantaged, are challenged. Pupils are now working towards qualifications to improve their life-chances.</p>
-------------------------	--

Schools existing areas of focus and strategies

See spend and impact strategy on website (attached)

Does school use previous data to inform strategy?	<p>College aware of previous issues in maths and history as gsce results show clear gaps in progress between disadvantaged students and npp peers</p> <p>The previous inspection highlighted the need for leaders to improve teaching and achievement, particularly in mathematics and history. Senior leaders have focused on appointing high-quality teachers and middle leaders to the school to increase the capacity to improve teaching. This has enabled improvements to the quality of teaching to be made. It is now of a very high standard in most areas of the curriculum. As a result, pupils' overall progress in many subjects is significantly better than that of most pupils nationally</p> <p>Attendance for disadvantaged (pa especially) is an ongoing area of development although rates are improving in all areas</p> <p>Strategies to improve the attendance of disadvantaged pupils are effective and their attendance is improving. The proportion of these pupils who are persistently absent from school has significantly reduced, compared with previous years.</p> <p>Parental engagement is improving but attendance to college events for disadvantaged parents is lower than npp families at 50-55% compared with 70-80% for npp families</p>
Does school use national research to inform strategy?	<p>Eef -</p> <p>College uses social/emotional sessions to promote learning within the cohort and introducing an ap provision for most disaffected</p> <p>College focusses much of the pp spend towards quality 1st teaching and resources to aid students with progress towards future qualifications and life goals/aspirations</p> <p>Attendance team focusing on disadvantaged students and engagement with vulnerable families</p>

<u>Discussion, evidence, strengths and weaknesses</u>			
Sources and evidence	<u>Questions</u>	<u>Strengths</u>	<u>Areas to develop</u>
Pupil characteristics -			

<p>Interview with pp co-ordinator and data manager</p>	<p>What are the numbers of pp students within the cohort?</p> <p>What is the 2-3-year pattern in eligibility for pp? How well does the school know the patterns?</p>	<p>18% of whole cohort</p> <p>Knowledge of previous years within spend and impact statements Current year 11 has a number of lpa students but the majority being mpa with low a8 predictions. Future years have an increasing number of lpa students Future year groups showing a pattern of increased additional needs such as send</p>	<p>N/a</p> <p>Rigorous monitoring of pp students with 'groups' such as lpa mpa hpa and boys and girls to determine any issues that might become a barrier to learning Closer links with behaviour leader and sen lead as many students arriving at college have behavioural and sen need but also are pp</p>
<p>Achievements -</p> <p>Interview with pp co-ordinator and data manager Data Internal tracking Lesson obs Book scrutiny</p>	<p>Does the school use eef toolkit to inform decision making?</p> <p>Do evidence-based systems for evaluation exist?</p>	<p>College uses social/emotional sessions to promote learning within the cohort and introducing an ap provision for most disaffected College focusses much of the pp spend towards quality 1st teaching and resources to aid students with progress towards future qualifications and life goals/aspirations Attendance team focusing on disadvantaged students and engagement with vulnerable families</p> <p>See internal tracking data Development plan Sef Asp informs strategy Scrutiny of attendance data P8 tracking to inform discussion with students and families</p>	<p>To track impact new ap with regard to progress, attendance, behaviour and college placements</p> <p>Ensure marking is done for impact - i.e.) does it inform students of ways to improve and focus on progress</p> <p>Continued developing of relationships with students and families and strategies to get pp students into college every day</p> <p>Creation of focus groups that can be tracked to ensure progress and strategies maximise experience in college Ensure all pp students met and p8 predictions understood and action needed to meet targets</p>

	<p>What is the progress of disadvantaged students compared to npp?</p> <p>Is the gap closing?</p> <p>What does current data tell us?</p>	<p>Refer to spend and impact statement on website</p> <p>34% (a8) pp 49% (a8) npp (current year 11)</p> <p>Pp students continue to achieve below that of their peers and the gap remains consistent year on year at an a8 difference between 11 and 12, although p8 remains above national averages</p> <p>Current year 11 is likely to dip with p8 and a8 due to a number of outliers attending mbp or the college's ap (6 students) and 5 college refusers (under lea processes) Current year 11 comprise of a majority of mpa that are underachieving and so a8 will be significantly lower than previous years</p>	<p>Continue to track prediction for accuracy and use collaboration evenings to confirm accuracy</p> <p>Last inspection highlights the positive work being done in key subject areas to narrow gaps and improve teaching (maths/history)</p> <p>Monitor quality of teaching and assessment through learning walks and discussion with staff and students - milestones to highlight areas of weakness or further development within departments Ap created to support lpa that won't cope with rigours of traditional routes</p>
<p>Leadership and management Head of school Chair (if possible) Pp co-ordinator Documentation Sef Development plans Ofsted report</p>	<p>Does the school prioritise pp students in all decision making?</p> <p>Does development plan show clear reference to pp students and strategies to aid progress?</p>	<p>See s+i statement and review for strategies that prioritise pp students All staff have a pp target as part of their pm</p> <p>See development plan document and s+i strategy documents</p>	<p>Co-ordinator to assess value of each strand for cost effectiveness and impact - drop historical strategies if no impact</p> <p>Regularly update development plan / s+i to meet developing issues and trends Update mid-year to address issues within pp cohort</p>

	<p>Does sef clearly reference pp students and strategies to aid progress?</p> <p>How ambitious are targets?</p> <p>Does budget show clear spend on not only academic progress but also the social and emotional welfare of students?</p> <p>Does the school effectively evaluate strategies and 'drop' ineffective ideas?</p>	<p>See sef document</p> <p>Fft5 - aspirational targets</p> <p>See s+i strategies and review documents Focus also on attendance, behaviour, careers, family engagement and enrichment</p> <p>College reviews strategies mid-year and drops those with little impact such as maths guru's And focussed on performance in lessons Focus has moved towards ensuring pp students attend regularly and have mentors to combat outside of college barriers to learning</p>	<p>N/a</p> <p>N/a</p> <p>Ensure that more pp students engage in extracurricular activities and barriers to learning such as behaviour and attendance are addressed</p> <p>College to work with local community and council to develop a range of strategies and support for vulnerable families and track effective support and those that are not helping enhance the lives of the disadvantaged (see mbc and peoples board minutes)</p>
<p>Teaching, learning and assessment Lesson obs / prp Learning walks Pupil voice Data</p>	<p>How 'good' is planning and targeted intervention for pp students?</p> <p>How effectively are teaching assistants used?</p>	<p>There are regular learning walks to ascertain quality of teaching And strategies for delivering outstanding lessons Students underachieving will stay for after college sessions and nlt employed to ensure students complete work Staff work incredibly hard to ensure all students make progress and do not fall behind</p> <p>Actively supporting After college sessions</p>	<p>Learning walks need to focus on key under-performers and focus on strategies that will raise performance - impact of discussions after learning walks must be monitored more closely</p>

	<p>Does the college use training for planning outstanding lessons?</p> <p>Would the college say pp student see the very best teachers possible?</p>	<p>1-1 support in lessons or small group work Literacy and numeracy support</p> <p>Programme of cpd (available) Focus 2019-20 on aces and attachment training to promote a better understanding of pp student needs and barriers to learning</p> <p>College strives for outstanding teachers and regularly reviews quality through learning walks, student voice, prp and results analysis Changes to timetable have taken place and teachers moved to create better learning environments Recent audit of selected group of pp students highlighted diet of high quality of teaching on offer</p>	<p>Pp co-ordinator needs to evaluate whether after college sessions raise performance within this group The teaching of pp students in smaller groups (sen students) to focus learning and aid progress needs to be evaluated</p> <p>Pp co-ordinator need to ascertain impact of cpd. Does performance after sessions show upturn and do sessions actually target pp students and their needs?</p> <p>To review internal tracking to show if certain teachers actually make a difference to performance College to work on a 'whole through' approach so teachers are accountable for groups from 7-11 and have yearly prp based on each year not towards year 11 outcomes</p>
<p>Behaviour and safety Learning walks Behaviour records Attendance data Family engagement</p>	<p>What does attendance data show?</p> <p>Are exclusions/internal sanctions higher for pp students and what is being done about this? How is pp funding used to encourage positive attitudes to learning?</p>	<p>Attendance for pp students is below that of npp students but in above national averages for general and in line for pa</p> <p>Pp students are excluded more than npp students and internal data suggests negative behaviour is higher amongst pp students - although raise online shows exclusion is in line with national averages</p>	<p>To continue the work of the attendance team to further narrow the gaps for pp students coming to school regularly</p> <p>Pastoral teams to see additional students to offer support Alternative methods of sanction that does not reduce time in classrooms - after college detentions possibly</p>

	<p>How is the college supporting families in the local community?</p>	<p>Class charts offering positive behaviour rewards Attendance rewards for good and improving attendance Mentors that discuss issues and offer possible solutions P8 meetings with parents All pp students met before npp students in relation to careers advice Ap on site to provide tailored education to meet needs of most disaffected or vulnerable students Cpd to train staff on aces and attachment disorders to maximise understanding of student issues and behaviours See mbc minutes and work being done through people's board 2nd hand uniform available Regular updates on social media Mentors engaging with families and advice given Links to outside agency support such as charity link and storehouse Food banks on site to help struggling families Clothes banks on site Disadvantaged offer to give advice and 'to go to' options within the local area Tracker of agency offers so college and 'other' know what support families are getting and any gaps in the community</p>	<p>All staff to continue to have information on pp students weekly to inform on outside issues and barriers to learning and build relationships Continued cpd to train staff how to support disaffected and vulnerable students Ap to be monitored for progress, behaviour, attendance and careers selection</p> <p>College to seek out families that are suspected to have additional needs or needing support and offer advice or give help where possible In college events to be implemented that bring together local agencies that can support vulnerable families</p>
--	---	---	---

Action plan based on audit and discussion

Action	Route	Who	When from / by	Reviews	Cost implication
<p>To implement regular learning walks/student voice to ascertain delivery/impact and engagement within lessons and support needed To understand whether after college sessions have the desired impact</p>	<p>Termly focus on area - subject, year group, set, lsa Learning walks Student voice</p>	<p>Pk</p>	<p>September 2019 Ongoing</p>	<p>Learning walks taken place in nov 19' - student and staff voice recorded and used in Jan inset</p>	<p>0</p>
<p>To implement college/ outside agency events on site for vulnerable families to access support and seek advice X3 a year Regular communications with families with regard to upcoming events and parents' events etc</p>	<p>Pastoral team to implement and advertise to community</p>	<p>Pp Pal Gm</p>	<p>September 2019</p>	<p>Agency event being sourced for possible involvement All pp student families contacted before every college event by student managers and tutors</p>	<p>£..... Communications such as leaflets Refreshments at events</p>

Track parental engagement to events and continue to contact prior to encourage attendance	Attendance team and pastoral leaders to support tutors in this process	Pal Pk Tutors	September 2019	Pk collating and presenting data to slt and governors after each key event	0
Audit quality of feedback in marking to ensure this allows for progress and greater understanding	Learning walks Scrutiny of marking - progress shown after feedback Interview students - time allowed to improve/develop work	Pk Hod	October 2019	Student feedback will be shared Jan inset Tracking shows a small uplift in pp predictions for gcse	0
Attendance team to continue to work with vulnerable families and students to improve attendance in college	Continue with strategies and processes in place - allow for more students if capacity allows Tutors to be 1 st port of call with issues or liaison with families to discuss attendance	Hg Mm Pk Pal Tutors	August 2019	Monthly updates and intervention ongoing including parental contact and legal processes Attendance is currently at national average for pp students (91%)	Part funding attendance team wages Rewards
To promote extracurricular activities amongst disadvantaged students	Target students that would not usually involve themselves in activities - track uptake/what type are attended well/not well. Seek funding for trips that pp students ordinarily could not afford	Wd Lw Pk Pal Tutors	September 2019	Scholarship programme targeting 20% pp uptake All college activities open to all students and funding being	£.... Any available funding in college or sources from outside groups

				sourced for enrichment trips and experiences	
To improve outcomes and gcse scores (inc p8 and a8) in all subjects	Outstanding teachers Low stake testing Valued and understood feedback Right teacher with right classes Pp coordinator support in lessons where needed Meet all pp students prior to gcse to discuss routes Offer family meet/call prior to gcse to discuss routes or possible barriers to learning	Hod Lh Jj Hr Pk	From September 2019	Small upturn in predicted a8 and p8 scores for year 11 gcse exams - based on autumn ii tracking	0
Track the progress of pp students in newly created alternative provision	Quality of provision/teaching Internal tracking Behaviour reports Attendance Post 16 place Enrichment participation	Lw Pk Rt Ep Lh	From September 2019	2 students have left and started at mbp 5 students currently in provision 1 ks3 student working with staff 2 hours a day	Part funding implementation of ap and resource
Complete 2019-20 spend and impact statement and review of 2018-19 for all stakeholders	To be available for all stakeholders to show strategies for 2019-20 based on the review of 2018-19	Pk	November 2019	Completed October 2019	0
Cpd to be sourced to support progress and wellbeing of pp students in college and support staff that come into contact with vulnerable students - barriers to learning and social interaction etc	Cpd to be delivered to address student and staff needs with regard to vulnerable children on site	Pk SlT	As available	Attachment friendly behaviour policy introduced Jan 2020 (inset)	Part funding cost of cpd
Ensure all year 11 pp students have post 16 provision arranged and support in place for	Rigorous careers offer	Pk SlT	Ongoing	Careers meets	Part funding careers advisor

<p>those that left summer 2019 if placement isn't working out</p>	<p>Appropriate places sought and applied for Stem/apprentice/post 16 interactions and advice Applications submitted early 2020 Phone calls to post 16 providers to follow up leavers progress Support offered to those having difficulties in placements</p>	<p>Ss Df Stm</p>		<p>ongoing and tutor/staff helping students' complete applications for feb 2020 Difficulty in sourcing information for those dropping out as prospects has ceased to run</p>	<p>and futures leader</p>
---	--	----------------------------	--	---	---------------------------