



Pupil Premium

Spend and impact statement

2019-2020

John Ferneley College Pupil Premium Strategy

1. Summary information					
School	John Ferneley College				
Academic Year	19/20	Total PP budget Total SPP budget	£204,435 £6,600	Date of most recent PP Review	25-07-19
Total number of pupils	1182	Number of pupils eligible for PP	225 ALL 22 SPP	Date for next internal review of this strategy	08-01-20

2. Current attainment		
	Pupils eligible for PP	Other students
% achieving 4+/C incl. EM (2018-19)	54.5%	79.7%
% achieving 5+/C incl. EM (2018-19)	36.4%	50.8%
Progress 8 score average	Awaiting data release	Awaiting data release
Attainment 8 score average	39.2% (40.38 O/L)	51.3% (All 49.5%)

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. Particular focus will be on disadvantaged students who were MPA as this group underachieves significantly more than other disadvantaged groups (Current year 11 has 15 students at potential risk - 11 boys and 4 girls) This may be due to own personal issues, inability to self-regulate emotions and behaviours, in college issues or factors outside of college.
B.	A very small proportion of pupil premium students do not secure a place at a post 16 provider or secure a place in work. Of those that do attend post 16 up to 5% do not complete 2 terms with their initial placement and leave to pursue other avenues of education or employment.
C.	Poor behaviour amongst disadvantaged students continues to be a focus of The College as a higher proportion of disadvantaged students receive a fixed term exclusion in comparison to their peers and also receive a higher proportion of in college sanctions such as isolations and detentions (17% of students were PP 2017-18 but figures below show higher % of misbehaviours recorded Exclusions - Of 49 fixed term exclusions 37 were PP = 75% Isolations - PP students accounted for 38% In college recorded misbehaviours - PP students accounted for 30%
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 7 open cases to social care 4 are classed as disadvantaged.

		reduction of PP students removed from lessons so that recorded sanctions are in line with their NPP peers
D.	For students and parents to be given the tools they need to deal with their feelings and build resilience through interaction with attendance and pastoral teams and appropriate outside agency support An increasing number of PP students to access a variety of extra-curricular activities throughout the year and have the opportunity to participate in enrichment week without the constraint of finances preventing involvement in activities that their NPP peers can afford or have the choice in taking part in.	A continued Improvement with attendance amongst this group demonstrating a resilience to attending college regularly Data showing increased participation in extra-curricular activities. % of PP students partaking in activities to be close to or the same as their peers and fewer PP students having choices removed due to financial issues or lack of confidence/belief
E.	Fewer disadvantaged students removed from lessons and placed in isolation	PP student recorded misbehaviour's reducing to that of NPP students 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 continue to meet national expectations and a continued reduction of those students that are persistently absent.	% attendance remains in line with national average and PA reducing and closing in on PA data for NPP 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 for any difficulties they may encounter that impact upon their child's school life. College to offer regular updates on support offered both internally and outside of college and support events to be implemented to aid families with any issues that may need professional intervention - e.g.) NHS / opticians / financial support	Local support events/agencies highlighted to families that need assistance. College to host internal events that bring together support for disadvantaged families so they can access what they need under one roof - increasing the ease of available support on offer

5. Planned expenditure

Academic year

2019/2020

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

i. 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
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<p>A) To improve rates of attainment/progress</p>	<p>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</p>	<p>This website allows for the highlighting of PP students in seating plans and data and can be used to analyse different groups to spot any lack of progress. If teaching staff cannot easily see who the pupil premium students are, or review their data, this can create a barrier in time of putting interventions in place.</p>	<p>Regular monitoring by SLT and key data to be passed on to pastoral leaders and HOD every 6 weeks for analysis and action. Assertive tracking, P8 and commitment scores to show progress at each round of tracking</p>	<p><u>Assertive tracking each round</u> Attainment 8 predicted to be 34 from an initial prediction of 33 in September - this will be below national average possibly but due to a higher number of outliers and college refusers that have affected predictions and data collection</p>	<p>£3000</p>
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<p>A) Improved rates of attainment/progress</p>	<p>Continue to monitor college structure, including changes in timetable (for all years) with a slightly earlier start and shorter lunchtime</p> <p>Offer of after college support/independent learning sessions</p> <p>Greater liaison and tracking with Primary Schools to ensure transition includes detailed data to promote progress and booster sessions for those expected not to meet targets for KS2 SATs</p> <p>Staff to be given responsibility for numeracy and literacy Departments to research and develop 'language for learning' strategies to aid progress and understanding of new curriculum development 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.</p> <p>Building in a resilience to work and ambition to do well. Many students are unable to work at home due to circumstances beyond their control</p> <p>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. Booster sessions will allow primary students to catch up with peers thus reducing possible gaps widening in English and maths.</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</p> <p>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 of the day aids greater progress</p> <p>Commitment scores to be raised to show an increased focus on independent learning</p> <p>Regular intervention meetings with year 6 teams and MET teams with a robust system for data collection, highlighting student needs before arriving at John Ferneley and any intervention that could be implemented to smooth transition</p> <p>Monitoring of assertive tracking, P8, attendance and behaviour reports to inform possible intervention needed to improve predicted grades at GCSE</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 and future planning to take into account research findings. Staff to be encouraged to study work completed by Sutton Trust and EEF</p>	<p><u>Assertive tracking / A8 / gap</u></p> <p>There is a gap between NPP and PP predicted A8 scores of 15 that is currently higher than expected national averages but this is largely due to a number of outliers and those that are college refusers and under legal proceedings and those with significant medical needs (12 from 43 PP students)</p> <p><u>Midway evaluation of performance management targets</u></p> <p>TBC - Spring term</p> <p><u>CPD opportunities taken - what?</u></p> <p>The college is introducing an attachment friendly behaviour policy and strategy to support both staff and students when working with children with significant ACES and historical issues that have affected their wellbeing and opportunities to make progress.</p> <p>This strategy will give staff and students the tools and skills they need to overcome barriers to learning and issues in lessons so that a more settled and positive strategy is employed when interacting with all 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 outcom</p>	<p>The PP co-ordinator to research effective strategies in place that have evidence of success (Sutton / EEF) This will inform the day to day decisions made for Pupil Premium students and help provide support to students/parents as appropriate The pp co-ordinator to continue to work with primaries and other secondary's to share good practice and deliver strategies that raise attainment. PP co-ordinator to use SLE role to work with schools developing strategies to improve PP diet for this group Targeted support for ALL students to secure appropriate post 16 destinations through a rigorous careers programme and after care service for those struggling to continue</p>	<p>The OFSTED document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement.' Cites targeted support, data tracking and analysing why pupils were underachieving as good practice from other schools. This role will encompass all 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 PP student/parent experiences to be tracked by pupil premium co-ordinator to gauge participation in college activities and after college events - additional support events to target PP families to support with barriers to learning outside of the school environment Careers lead and 'futures' lead to monitor suitability of post 16 destinations and intervene where inappropriate. Learning walks to highlight whether staff 'know' their students and what they are saying about college and progress. All staff to update Class-charts so that pupil premium students are highlighted and known and any additional needs are understood and catered for in lessons</p>	<p><u>Uptake for after college events for PP students still below that of NPP students</u></p> <p>Parents evening NPP - 79% Parents evenings PP - 61% Supporting success NPP - 61% Supporting success PP - 54%</p> <p>This compares with between 40% and 45% for the last academic year</p> <p><u>Post 16 data</u></p> <p>All students started post 16 successfully but with the decommissioning of Prospects continued attendance is difficult to source although the college is working with individual students that have dropped out or wanting to change courses as and when we are contacted.</p> <p><u>Whole college strategies</u></p> <ul style="list-style-type: none"> ● See attachment friendly ● Detailed feedback from students and staff relating to PP experiences in the classroom ● Achievement team highlighting MPA group for intervention 	<p>£1000 training</p> <p>n/a</p> <p>PP spend to part fund teaching staff wages to ensure high quality learning and fund high quality careers provision and advice</p>

<p>c) Improved behaviour amongst the pupil premium cohort</p>	<p>Closely work with HOD/Pastoral leaders and Behaviour Panel/AP to reduce fixed term exclusions X3 student managers and x2 attendance officers employed to work with students aiding better attendance and progress but also to determine possible causes of misbehaviour in college All staff CPD on ACE'S, attachment training and language of learning with especial regard for PP students that may bring many issues into college AP to foster a nurturing environment to aid progress and reduce</p>	<p>Behaviour Interventions has had moderate impact for pupil premium students and fixed term exclusions remain higher for this group For some students, it may be that issues from outside of school transfer into their behaviour whilst in school. If these barriers to behaviour can be addressed it could lead to an improvement in progress in college. Thus a dedicated team to support vulnerable students may lead to a better understanding of barriers to learning that can then be passed on to all staff. CPD highlighting barriers students have in life that affect education can only support a better understanding of their needs and encourage a variety of approaches to engage students in lessons. AP gives key students time to think, learn and make progress where sometimes this opportunity is lost in mainstream lessons due to classroom</p>	<p>Regular monitoring of students having fixed term exclusion and the reasons why and regular liaison with pastoral support and families to understand and reduce occurrences where possible. Analysis of data to gauge when and where issues arise and look for patterns to be addressed Behaviour policy that is known and understood by ALL stakeholders and encompasses ALL student experiences and barriers to learning. An isolation unit to be maintained that will house disruptive students but also provide appropriate work so that these students do not fall behind and support to complete these tasks - the unit only to be used sparingly as to limit the time a student is out of lessons missing learning time.</p>	<p><u>Exclusions -</u> 48% of exclusions are PP students <u>In college sanctions -</u> (B1/2/3) 48% of B1/2/3 sanctions are for PP students <u>Isolations -</u> 40% of isolations are for PP students</p> <ul style="list-style-type: none"> ● Attachment friendly policy and CPD is specifically aimed to reduced these numbers and de-escalate incidents that occur in college . It is recorded that PP students challenging behaviour often continues and is not regulated in the same way as their peers, hence the INSET in January to tackle this 	<p>£30,000 part funding staff wages - pastoral and AP £10,000 part funding isolation supervision and support £5000 AP creation Part funding CPD training for staff - ACEs and attachment</p>
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<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 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 Families to be offered in college and outside agency support to aid their children's education and eliminate barriers learning such as motivation and aspiration</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 Society brings many barriers for PP families and this has an adverse effect on education - clearly support for families can only benefit a child's progress in school</p>	<p>Giving Quantitative data on 'before and after' intervention and impact - with particular regard to attendance, progress and behaviour. 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 Any family asking for support / suspected to need support will be given access to in college and outside agency offers</p>	<p><u>PP attendance rates</u> PP attendance is 91% (National average stands at 91.1%) PP PA stands at 75% (National average stands at 72.3%) Currently PP attendance is at national average for overall and above national average for persistent absence. The college continues to work with individuals and families to raise attendance but does have a number of college refusers that are PP that are in the process of legal proceedings and court involvement.</p>	<p>Part funded - Pastoral team and teaching staff wages As above As above</p>
<p>F) Pupil Premium students attendance to meet national expectations and better, particularly the FSM cohort</p>	<p>Attendance Officer roles supported by admin staff and x3 student managers Attendance officers to meet students and parents to tackle internal and external barriers to coming to college</p>	<p>External issues are likely to result in a barrier to learning for students. This role helps deal with the full spectrum of internal and external issues that arise for these students These can be dealt with through this role. In addition, this role attempts to address medical issues during school day-to-day, as well as long term. Many of the PP students have a listed medical condition</p>	<p>Attendance officers and support to receive training to help address students of concern Student managers to shadow attendance officer to learn different aspects of the role Attendance officers receive training with regard to improving student engagement and family support</p>	<p><u>Attendance rates throughout academic year (PA highlighted)</u> See comments above</p>	<p>£20000 part funding towards attendance lead role and attendance support roles</p>

<p>H) For families to receive help in any difficulties they may encounter that impact upon their child's school life</p>	<p>Continued employment of an x2 attendance officers to work with students and parents - this will include issues outside of the college and not limited to attendance Each parent evening there will be representation from local community to give advice to pp parents Families supported to ascertain whether they are eligible for extra support through FSM or PP funding and advice on how to gain this College to work with disadvantaged families in local primary's to build great relationships in preparation for transition and to reduce factors that will affect progress and well-being in secondary school.</p>	<p>The OFSTED document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement.' Cites a case study of a school employing a Parent Support Advisor as effective in increasing a positive relationship with the school through the PSA, this also improved attendance as well as behaviour. The attendance mentor element of the role will work with families to help overcome any barriers presented impacting on the child's education. The student manager role can assist in helping students overcome greater personal difficulties that may be presenting as a barrier to learning. Clearly building relationships and trust from early years can only benefit as the family travels through the education system and will break down misconceptions and barriers that inhibit success in education.</p>	<p>Cases reviewed regularly</p> <p>Analysis of parental engagement in after college events and increased student attendance through mentor support</p> <p>Ongoing role- Development of attendance roles and student manger role throughout academic year</p> <p>Regular meetings with actions from primary liaison mentors and those working with families of younger pupils.</p>	<p><u>Parental engagement</u></p> <p>Parents evening NPP - 79% Parents evenings PP - 61% Supporting success NPP - 61% Supporting success PP - 54%</p> <p>This compares with between 40% and 45% for the last academic year</p> <p><u>Strategies employed/success?</u></p> <p>Continued liaison with vulnerable families and support with getting students into college and support with financial emergencies such as uniform and bus passes so they can access college. All PP parents are contacted before ALL college events and supported with making appointments SLT supporting individual students with behavioural issues to reduce incidents and keep students in college College working with MET primary schools to prepare students for transition and make links with key families to support where necessary Ongoing links with MBC and The People's Board to discuss town wide issues</p>	<p>As above for Pastoral and attendance resources/wages</p> <p>n/a</p>
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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
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<p>A) To improve rates of attainment/progress</p>	<p>Providing revision guides for ALL pupil premium students in ALL subjects where appropriate Revision guide library implemented to 'loan' guides out After college revision sessions available in all subjects pre exam season</p>	<p>The cost of buying revision guides across subjects can provide a barrier for those families who cannot afford them but giving them away to ALL student may be counterproductive if not used effectively thus after college revision sessions on offer to support those students that can't/wont revise at home</p>	<p>Informing parents Meetings with students and parents across points in the year to check they are being used correctly (P8 meetings) Above the line evening Meeting with students pre-GCSE and offering after college revision sessions timetabled to suit need and availability of staff</p>	<p><u>Assertive tracking data</u> ALL PP students have received GCSE revision guides and material to aid progress - where applicable Each department offered finances for developing resources or merely to support individuals French - IT learning platform Music - individual singing lessons PE - Sports scholarship English - Theatre trip</p>	<p>£1500 revision guides</p>
<p>F) For Pupil Premium students attendance to meet national expectations or better, particularly with regard to PA</p>	<p>Working with the LA's court team service to implement a more rigorous programme of monitoring leading to penalty notices and prosecution Attendance mentors to work relentlessly to improve attendance of PP students and offer any support and advice where appropriate</p>	<p>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</p>	<p>Regular monitoring of attendance data Pupil premium Co-Ordinator to meet with Attendance Officer and discuss all pupil premium students under 96% to track attendance intervention Attendance team report back to Attendance Lead weekly for update on student attendance and absence and possible reasons why and actions Work with younger students families to build good practice and trust with regard to attendance and legal processes</p>	<p><u>Attendance data throughout academic year</u> See attendance data above Spreadsheets to show intervention/impact or legal processes <u>Primary attendance data</u> MET primaries on or above national averages for PP students and have continued support for key students and families</p>	<p>As above for part funded wage for pastoral team, attendance team and PP lead £.... MET attendance lead part funded through PPM spend</p>
<p>H) For families to receive help in any difficulties they may encounter that impact upon their child's school life</p>	<p>College to offer funded trips and residentials to PP students where possible 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 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 PP co-ordinator 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.</p>	<p><u>Extra-curricular uptake data and areas of uptake - in college/residential/sport etc</u> <u>Awaiting updated information</u> <u>Documented student voice</u> Student comments regarding college have been taken and have been shared with staff during January INSET - as part of attachment friendly policy being introduced</p>	<p>£2000 for trips and extra-curricular activities n/a n/a</p>

		Support outside of college will clearly be of benefit to families and advice given invaluable to meeting daily needs	Questionnaire to ascertain positive outcomes such as enjoyment, independence and risk taking		
<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</p> <p>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</p> <p>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</p> <p>Staff to bid for student support in lessons or extra-curricular</p> <p>Outside agency support offered to families when The College cant support further</p> <p>Eg) Charity Link / Storehouse</p>	<p><u>Track 'additional spend' (Any department/families under expected requests/needs ?)</u></p> <p>College continues to support PP families with GCSE resources to promote the very best results possible but also supports with 'emergency' funding such as uniform, buss passes, food and support with attending college interviews where needed.</p>	<p>Part fund uniform and 'essentials' for wellbeing of students in college and support for families</p> <p>£1000 uniform £500 cooking £500 counselling (all approx)</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 be at college alternative provision or be referred to Melton Behaviour Partnership</p> <p>Bespoke timetable for a small cohort of students to aid their progress and aspiration for the future</p> <p>To be placed on bespoke EBAC courses to re-engage students. 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 on site</p> <p>Regular meetings with MBP with regard to any PP students that may be accessing their offer.</p> <p>Regular reviews</p>	<p><u>Track numbers at AP and progress</u></p> <p>2 students have left The College AP and are being provided for by The MBP where alternative courses are being sourced currently</p> <p>4 students remain at The AP and are due to complete all courses in line with the rest of year 11 and take GCSE exams in the summer. Each student at The AP is currently applying for and having college interviews and all should have a place for 2020-21 academic year.</p>	<p>Part funding students that are on alternative curriculum - resources and teaching staff /management</p> <p>Part funding specialist teacher for history at KS4</p> <p>Part financing of MBP subscription</p>

Support for SPP students entering the college due to family move Progress Emotional and wellbeing Enrichment Futures (college etc.)	Interview each student/parent on entry to determine support needed Inform ALL staff of new starter and background information/data from previous educational establishments Meet with careers advisor	Moving frequently MAY be a difficult process for some SPP students - the college needs to ascertain need so that the student feels welcome and motivated but in addition understands the importance of a plan for post 16. Wellbeing and emotional support is key as research shows many students suffer from anxiety during transition.	Student voice Progress through internal tracking GCSE results based on targets Post 16 place secured Involvement in extracurricular activities Tracked involvement from pastoral teams or outside agencies	<u>Internal tracking</u> Those students in receipt of SPP (22) have equal opportunities to all students at college and are making progress in line with their peers. Each student is met where necessary to solve college/home issues and is monitored by pastoral leaders / SLT and student managers Parents are given regular progress updates and contacted before all college events.	£6,600 SPP funding for Careers officer Futures leader Pastoral support
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John Ferneley College Pupil Premium Vision Statement 2019-20

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 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 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.