

Ibstock Community College pupil premium strategy statement

1. Summary information						
School	Ibstock Community College					
Academic Year	2017/18	Total PP budget	£108,000	Date of most recent PP Review	Dec 2017	
Total number of pupils	All: (548) PP: (113)	Number of pupils eligible for PP and PP+	Year 7: 30 Year 8: 41 Year 9: 42	Date for next internal review of this strategy	Dec 2018 – with PP governor and SLT	

2. Current attainment						
	<i>Pupils eligible for PP at Ibstock</i>			<i>Non PP students at Ibstock</i>		
% achieving expected attainment in English / Maths in July 2017. At Ibstock, this is represented by % of students who are achieving the Ibstock Secure pathway – indicative of a possible GCSE 5 outcome. <ul style="list-style-type: none"> Grade sweep 4 data June 2016-17 	Year 7: 61.5% English	Year 8: 54.5% English	Year 9: 47.2% English	Year 7: 77.6% English	Year 8: 71.4% English	Year 9: 73.8% English
	Year 7: 75.0% Maths	Year 8: 79.1% Maths	Year 9: 24.3% Maths	Year 7: 89.0% Maths	Year 8: 82% Maths	Year 9: 89.7% Maths

3. Current progress						
	<i>Pupils eligible for PP at Ibstock</i>			<i>Non PP students at Ibstock</i>		
% achieving expected progress in English / Maths in July 2017. At Ibstock, this is represented by % of students who are on or above the FFT20 estimated grade <ul style="list-style-type: none"> Grade sweep 4 data June 2016-17 	Year 7: 56.4% English	Year 8: 90.0% English	Year 9: 81.8% English	Year 7: 76.7% English	Year 8: 69.2% English	Year 9: 79.3% English
	Year 7: 67.5.0% Maths	Year 8: 80.0% Maths	Year 9: 72.7% Maths	Year 7: 85.6% Maths	Year 8: 68.9% Maths	Year 9: 85.4% Maths

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	3 PP students recorded on entry as not secondary ready in reading and 5 PP in maths – students who enter Ibstock with poor literacy skills typically make less good progress across a range of subjects Students without the basic skills in maths will struggle to access the KS3 maths curriculum and typically do less well at GCSE.
B.	A significant proportion of PP students across all years at Ibstock do less well in examinations and under pressure assessments. Last year's exam results data shows a significant drop off in end of year exams.
C.	High attaining pupils who are eligible for PP are making less progress than expected nationally in a few subject areas. This prevents sustained high achievement through KS4
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are below the 95.0% benchmark and stood at 92.5% at the end of last term. FSM children had attendance of just 89.4% when averaged across the year. This reduces their school hours and typically they don't achieve expected progress in line with National.
E.	Parental engagement with the school at parents' evenings is leading to a lack of preparedness for learning e.g. emotional resilience as well as planner/pencil case organisational skills.

5. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 pupils eligible for PP and for all pupils across the curriculum. Those students with KS2 standardised scores less than 95 in both both reading and maths have made accelerated progress. Supported and measured by Assistant Principal, SENDCO, English and maths teachers. Those Year 8 students who were low prior attainers (Maths 8 and English 7) continue to be supported with reading and maths.	Students are attaining pathways in line with their peers. 100% meet expected targets (Ibstock Pathway) Additional evidence will be provided by using ARTi reading age assessments progress and Vernon spelling tests. Year 9 paired readers will meet with Year 7 PP weakest readers weekly and the English TA will target support in class. Additional small group work will be offered by the SENDCO and TA team as appropriate. The RRC coordinator will also be available to offer additional support to individual students and/or small groups.
B.	Excellent Quality first Teaching incl. Excellent feedback for all incl. PP students.	Teaching and Learning monitoring evidence including Learning Walks and Formal Observations will show PP priority and "Equity not equality" approach is leading to improved outcomes for PP students. Faculties will share good practice and follow the college marking policy regarding pupil premium students ensuring that all verbal and written feedback is meaningful and effective and empowers students to improve and develop their skills in each subject. The implementation of MINTCLASS by all teacher will support the sharing of teaching and learning strategies, leading to well structured, personalised lesson plans that engage and motivate all students including the pupil premium students.

C.	Improved rates of progress across KS3 for high attaining pupils eligible for PP	<p>Pupils eligible for PP identified as high attaining from KS2 scaled scores and TA Age Related Expectations make as much progress as 'other' pupils nationally identified across Key Stage 3, so that 90% or above are on track to achieve Ibstock Expected Pathway. Each faculty data lead will analyse the outcomes of pupil premium students and any underachieving students will be supported with a range of personalised interventions, including meeting with the progress leader and/or form tutor to complete the Skills for schools; learning conversations programme.</p> <p>Each faculty will seek out appropriate opportunities to challenge and encourage pupil premium students to stretch themselves such as booster and master classes and subject focused competitions and challenges. At a senior level the attainment of pupil premium students will be a rolling agenda item for line management meetings.</p>
D.	Increased attendance rates for pupils eligible for PP and reduction of persistent absence for PP and FSM	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP by 5%</p> <p>Overall attendance among pupils eligible for PP improves from 92 to 95% in line with 'other' pupils nationally FSM will make the biggest improvement. They have the farthest to go.</p>
E.	Increased parental engagement seen in parents evening turnout, INSIGHT, PP pupils' preparedness for learning.	<p>Higher turnout at Parents Evening</p> <p>Greater numbers of PP parents using and responding to INSIGHT (parent portal).</p> <p>PP students as a result more engaged and gaps close in reading ages/assessments/TA and exams.</p>

6. Planned actions and expenditure

Academic year

2017/18

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?	Staff lead	When will you review?
Excellent Quality first Teaching incl. Excellent feedback for all incl. PP	<p>Whole college CPD to share college strategy for pupil premium funding</p> <p>Use of Mintclass to position PP students for best learning and sharing of strategies.</p> <p>Action groups ensure that pupil premium students remain a focus.</p> <p>Staff are encouraged to have a pupil premium focused appraisal target for the 2017-18 cycle either linked to their action group or targets relating to curriculum and outcomes or professional development.</p> <p>Develop quality homework setting and teacher follow up</p>	<p>EEF toolkit records mastery learning as a having a +5 impact on progress</p> <p>Secondary Homework – research has shown than this strategy has a gain of +5 months.</p>	<p>Staff training on MINTCLASS</p> <p>Mintclass information on PP becomes more enhanced and staff are updating it with regularity.</p> <p>Gradesweep analyses</p> <p>Learning walks, formal and informal lesson observations, work scrutiny and student voice</p> <p>Staff training on use student emails/One drive to improve level and quality of homework completed</p> <p>Homework club</p>	<p>FL/SLT links Action Group</p> <p>SLT</p> <p>SENDCO</p>	<p>Following GS2 Feb 2017</p>
Improved progress for high attaining pupils	<p>Clearer identification of students and a “no excuses” policy in terms of expectations that they achieve their expected pathway.</p> <p>Opportunities for HA PP students to explore careers and higher education</p> <p>ACE pupil premium strategy group and links with Ashfield Cares.</p>		<p>Faculty focus led through SLT links</p> <p>Scrutiny at monitoring cycle analysis points.</p> <p>Whole school training and focus on Disadvantaged students with particular emphasis on the PP Highest Achievers.</p>	<p>SW FL SLT</p>	<p>Following GS2 Feb 2018</p>

Improved numbers of Year 7 PP completing and learning from Homework tasks	Homework club for Years 7 and 8 PP.	Evidence from last year, showed a significant uptake by PP students. This year we have expanded provision, employing 3 TAs to offer targeted support. - £22,000 EEF toolkit from Sutton Trust Research shows that Secondary homework can lead up +5 impact.	Training for TA and appropriate staffing. Attendance at clubs recorded Recorded on SIMS – visible through INSIGHT	SENDCo and TAs	Easter 2018
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review?
Improved progress for high attaining pupils	High expectations of all HA students across all subject areas Interventions, booster classes, enrichment experiences designed to engage and challenge HA students Key focus is HA PP students – looking at further and higher education and careers opportunities ACE PP strategy and Ashfield project	HA PP cohort Yr 7 – Reading – 12 students Maths – 15 students Yr 8 - Reading - 12 students Maths – 15 students Yr 9 – Reading – 1 student Maths – 3 students	At faculty level data will help to monitor and evaluate the progress of HA PP students – interventions will be implemented as appropriate. Parents/carers will be kept informed of opportunities available and will be invited to attend celebration events The ACE PP strategy group will analyse the impact of the Ashfield project through student and staff voice, changes in attitude to learning and raised aspirations	Faculty Leaders SLT link SW and ACE Pupil Premium strategy Group	Easter 2018
Total budgeted cost <i>for English and Maths TAs £22,000</i> <i>for 1:1 additional TA support before or after school £1350</i> <i>RRC Coordinator extra hours - £3150</i> <i>Interventions/ booster classes/ enrichment -£10000</i> <i>homework Club resources and TA hours.</i> <i>£3,000 for Ashfield Project – ACE PP strategy group</i>					£52,500

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?	Staff lead	When will you review ?
Increased attendance rates	<p>Enhanced Attendance Monitoring by Attendance Officer.</p> <p>Focused work on engaging with parents of PP poor attenders.</p> <p>Pop up rewards to motivate those close to good attendance threshold</p> <p>SLT house links to meet regularly with those close to the benchmark expectation of 95% and reward improvements.</p> <p>Staff training on Attendance Issues</p> <p>Strategy intervention group</p>	<p>NFER briefing for school leaders identifies addressing attendance as a key step. We can't improve attainment for children if they aren't actually attending school.</p> <p>In March 2016 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4 which outlined the attainment drop caused by poor attenders.</p> <p>The report notes that "the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of the KS"</p> <p>We know that due to absence from college some of our pp students struggle to achieve their expected pathway in particular in the end of KS3 summative assessments, the reasons being unprepared for the exams in addition to the gaps in their learning.</p>	<p>Use of INSIGHT to contact parents regularly to inform them that their child is attending fewer school days than their classmates.</p> <p>Interviews and support sessions for Parents.</p> <p>Letters about attendance are pre-empted with an invite in to school to discuss attendance with parents / carers and explore barriers</p> <p>Regular meetings/discussions with Attendance Officer about existing absence issues and ensure absence is questioned promptly.</p> <p>Ensure effective reduced timetable support programme for those returning after long absence.</p> <p>Attendance and progress discussed at least fortnightly in the strategy intervention meetings with SLT, PL, Pastoral Managers and SENDCO.</p>	<p>AO</p> <p>Strategy intervention group: SLT Pastoral Team, PL, SENDCO</p>	Ongoing
<p>Total budgeted cost: <i>for Attendance Officer - £5,000</i> <i>enhanced parent contact from AG - £1,000</i> <i>support of music therapy and instruments to encourage extra-curricular participation. - £1,000</i> <i>support funding for widening participation events, experiences and school trips. - £3,000</i> <i>funding for DT resources - £1,200</i></p>					

<p><i>support for Attendance/achievement rewards, prizes, prom tickets, improved attendance prizes - £1,000</i></p> <p><i>support for Alternative Provision budget - £3,000</i></p> <p><i>support Ed psych/Counselling costs. - £2,000</i></p> <p><i>Teacher hours – 1 member of staff to work with groups of PP students to develop resilience and growth mindset – 2hrs per fortnight - £6,000</i></p> <p><i>Uniform support and funding for year 9 leavers hoodies for pp students - £1000</i></p> <p><i>Sports kit and equipment for pp students with behaviour points for consistent no equipment - £1,000</i></p> <p><i>Termly celebration events for pupil premium parents and students – coffee mornings - £500</i></p> <p><i>Assistant principal hours for meetings with pupil premium parents to further enhance parental engagement - £4,000</i></p> <p><i>Strategy intervention group – time/cover if required - £5,000</i></p> <p>£16,000 reserved for additional intervention opportunities</p>	<p>£34,700</p>
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