

# Ibstock Community College Pupil premium strategy statement

1. Summary information						
School	Ibstock Community College					
Academic Year	2018/19	Total PP budget	£126,285	Date of most recent PP Review	March 2019	
Total number of pupils	ALL (548) PP (106)	Number of pupils eligible for PP and PP+	Year 7: 33 Year 8: 28 Year 9: 45	Date for next internal review of this strategy	Nov 2019 – with PP governor and SLT	

2. Current attainment - Outcomes from 2017/18						
	Pupils eligible for PP at Ibstock			Non PP students at Ibstock		
% achieving expected attainment in English / Maths in July 2018. 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"> <li>Grade sweep 4 data June 2018</li> </ul>	Year 7: 54.2 % English	Year 8: 55.8% English	Year 9: 79.5% English	Year 7: 71.0% English	Year 8: 77.2% English	Year 9: 78.1% English
	Year 7: 68.5% Maths	Year 8: 65.9% Maths	Year 9: 89.7% Maths	Year 7: 83.0% Maths	Year 8: 84.4% Maths	Year 9: 78.0% Maths

3. Current progress						
	Pupils eligible for PP at Ibstock			Non PP students at Ibstock		
% achieving expected progress in English / Maths in July 2018. At Ibstock, this is represented by % of students who are on or above the FFT20 estimated grade <ul style="list-style-type: none"> <li>Grade sweep 4 data June 2018</li> </ul>	Year 7: 57.6% English	Year 8: 60.6% English	Year 9: 40.0% English	Year 7: 65.2% English	Year 8: 66.1% English	Year 9: 57.7% English
	Year 7: 66.7% Maths	Year 8: 58.0% Maths	Year 9: 50.0% Maths	Year 7: 73.1% Maths	Year 8: 67.2% Maths	Year 9: 61.0% Maths

<b>4. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	2 PP students recorded on entry as not secondary ready (below 95 KS2) in Reading and 2 PP (below 95 KS2) 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>B.</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.
<b>C.</b>	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
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are below the 95.0% benchmark and stood at 94.8% at the end of last term. FSM children had attendance of just 91.8% when averaged across the year. This reduces their school hours and typically they don't achieve expected progress in line with National.
<b>E.</b>	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.

<b>5. Outcomes - 2017/18</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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 Head of School, 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.  <b>Students in Year 8 made accelerated progress – more than 1 pathway from their KS2 (below 95) Reading and Numeracy</b>  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>B.</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.

		<p>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.</p> <p>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.</p>
<b>C.</b>	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>
<b>D.</b>	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> <p><b>Attendance of all PP students has improved from 92.5% to 94.8% and from 89.4% to 91.8% for FSM</b></p>
<b>E.</b>	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> <p><b>All parents/carers have access to INSIGHT – reports are uploaded following each grade sweep.</b></p> <p><b>Yr 9 coffee morning for non-attending parents and carers at progress evenings and upper school options evenings was well - attended</b> and gave parents/carers the opportunity to speak with the progress leader and other teachers as well as looking at their children's books.</p>

## 6. Planned actions and expenditure

**Academic year**

**2018/19 – updated March 2019**

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 2018-19 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 GS4 Sept 2019</p>

Improved progress for high attaining pupils	Clearer identification of students and a “no excuses” policy in terms of expectations that they achieve their expected pathway. Opportunities for HA PP students to explore careers and higher education  Subject leaders to focus on HPA PP at GS analysis Data view used by class teacher and faculty leaders as M&E tool.		Faculty focus led through SLT links  Scrutiny at monitoring cycle analysis points. Whole school training and focus on Disadvantaged students with particular emphasis on the PP Highest Achievers.	SW FL SLT	Following GS4 Sept 2019
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**Total budgeted cost:**

*Continued commitment to use of MINTCLASS, £995*

*for CPD and training for quality first teaching proportional for the number of pupil premium students - £3,000*

*Recruitment of a Learning Mentor –50% - £8,500*

*Reading Intervention Programme - £600*

£4,995

**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?	Staff lead	Review?
Improved Year 7 literacy progress and improved Maths skills of Non-Sec Ready	Year 7 paired reading Year 8 LPAs literacy catch up support Yr 9 – Literacy Reading group 'Increase in curriculum share of English and Maths Specialist Maths and English TAs with excellent subject knowledge and experience	Paired reading is classed as Peer tutoring in EEF toolkit and research has shown a +5 improvement. It also worked effectively last year so is now an embedded practice.  Reducing class size as evidence on EEF toolkit has a +3 impact on the most disadvantaged. - <b>£13,000</b>	Observation and monitoring of Learning Mentor and TAs.. Use of our RRC coordinator's skills and capacity to support 1:1 and small group work.  ARTi scores and Vernon spelling tests completed bi annually  Observation and monitoring of paired reading to track improvements seen in Reading ages.  Track intervention strategies through Provision map to ensure impact.	SENDCo/FL for English Learning Mentor TAs English and Maths.	Following GS4 Sept 2019

			Identification of new Year 6 students who are below age expectations and timetabled with appropriate staff and support programmes prior to induction July 2019		
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	Sept 2019
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review?</b>
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	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	Faculty Leaders SLT link  SW and ACE Pupil Premium strategy Group	Sept 2019

<p><b>Total budgeted cost</b></p> <p><i>Learning Mentor £XX,XXX</i>  <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 -£13000</i>  <i>homework Club resources and TA hours.</i></p>	<p><b>£55,000</b></p>
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<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review ?</b>
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>AO</p> <p>Strategy intervention group: SLT Pastoral Team, PL, SENDCO</p>	Ongoing

			<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><b>Total budgeted cost:</b>  <i>for Attendance Officer - £5,000</i>  <i>and 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>  <i>support for Attendance/achievement rewards, prizes, prom tickets, improved attendance prizes - £1,000</i>  <i>support for Alternative Provision budget - £3,000</i>  <i>support Ed psych/Counselling costs. - £2,000</i>  <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>  <i>Uniform support and funding for year 9 leavers hoodies for pp students - £1000</i>  <i>Sports kit and equipment for pp students with behaviour points for consistent no equipment - £1,000</i>  <i>Termly celebration events for pupil premium parents and students – coffee mornings - £500</i>  <i>Head of School and Progress Leader hours for meetings with pupil premium parents to further enhance parental engagement - £4,000</i>  <i>Strategy intervention group – time/cover if required - £5,000</i></p> <p><b>£16,500 reserved for additional intervention opportunities</b></p>				<p>.</p> <p>£34,700</p>