

Pupil premium strategy statement

1. Summary information					
School	Ibstock Community College				
Academic year	2016 – 17	Total PP budget	£95,370	Date of most recent PP Review	2016
Total number of students	550	Number of pupils eligible for PP	111	Date for next internal review of this strategy	September 2017
		Percentage of cohort	22%		

2. Previous attainment Year 9 data 2015 - 2016		
	Students eligible for PP (ICC)	Students not eligible for PP (ICC)
% achieving secure or above English (2015-16 only)	46%	67.5%
% achieving secure or above mathematics (2015-16 only)	56.8%	86.4%
Progress working level on or above against FFT 20 predicted pathway (English)	82.85%	75.01%
Progress working level on or above against FFT 20 predicted pathway (maths)	77.14%	74.35%
Average progress score across the curriculum	0.14	-0.05
Average attainment score across the curriculum	48	54

3. Strategies and goals for 2016 / 2017
<ul style="list-style-type: none"> – To close the attainment gap between PP students compared against non PP students, ensuring that progress against FFT20 targets is also monitored and evaluated. – To support literacy and numeracy through small group intervention and provisions. – Reduce the issues relating to homework completion and support at home, responding to 2015 – 2016 data, by increasing attendance of homework clubs around the college. – Targeting behaviour incidents and identifying reasons for PP behaviour points according to 2015 – 2016 data. – Support and increase attendance for PP students reducing the percentage of students under 85% through the use of tutors and attendance improvement officer. – To increase the structures and monitoring systems in place for interventions and map provision take up. – To ensure students are prepared for learning and are ready for summative assessments taking place at the end of year. – To increase parent engagement in school life and attendance at parents evening and use of Insight.

4. Planned expenditure						
Desired outcome	Chosen action / approach / strategy	Evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review implementation	Cost
Improve attainment of students in core subject areas, increasing the number of students attaining secure.	<p>Have clear monitoring system in place for whole school information collection and analysis ensuring targeted intervention can take place.</p> <p>Clear identification of PP students with targeted teaching and support for students in need of extra work highlighted by reading scores, spelling ages, KS2 SATS results referrals by staff / faculty leads, grade sweeps.</p>	<p>Targeted intervention to focus on needs of students to develop individual needs giving clear feedback and steps forward on how to improve.</p> <p>EEF suggests that excellent use of effective feedback increasing learning and progress by eight months.</p>	To develop the idea of a college feedback principle which would be included within the marking policy. To be developed by teaching and learning action group and delivered on inset days and CPD sessions.	MG / SLT / Action group	July 2017	11%
Targeted intervention to support and close attainment gap through literacy programme.	Development of reading scheme, recognised and used in PLC to support students across whole college through CPD lessons.	Identified PP students potentially have a need to increase literacy skills to further support progression across the curriculum.	Monitor attendance and impact of intervention from grade sweep and testing.	SENCO /PLC	July 2017	15%
Support students with intervention in numeracy and literacy	Development of clubs and support for students giving them the opportunity to complete work. This is based around the principle of giving them access to resources which they may not have at home.	Development of key skills to support work in and out of school and development of literacy (reading club) presentation (handwriting) and maths (maths club)	PLC to organise and operate a number of key activities and interventions targeted at students in need of extra support who have been highlighted by whole school assessments and data generated by grade sweep	SENCO delivery	July 2017	10%
Students who are currently not working at their FFt20 pathway identified by grade sweeps at curriculum level and supported. Students underachieving in several areas identified and supported by progress meeting.	Effective system in place to highlight PP students in class and those currently not working at fft20 pathway with appropriate intervention from faculty areas put into place.	To target student's progress and attainment to ensure that a gap is not created between PP students and non PP students.	Data and evidence taken from grade sweeps and actioned at classroom, faculty and progress leader level.	All staff	Termly	1%

To ensure that high attaining students who are PP are targeted and supported.	As part of the whole school approach, identified by OFSTED as an area to target, ensuring curriculum across the college is challenging and allows students to reach potential.	To target student's progress and attainment to ensure that a gap is not created between PP students and non PP students.	Data and evidence taken from grade sweeps and actioned at classroom, faculty and progress leader level.	All staff	Termly	5%
The development of one to one and small group work to support PP students	Identify the needs of students and support through group activities to support learning in lesson times with increased key skills.	Increased literacy, reading and numeracy skills will allow and support students in accessing the curriculum across all college areas. EEF identifies an increase of 5 months through the development of a comprehensive strategies.	The use of PLC and specialised teaching to organise, operate and monitor several reading groups. Students through whole school testing, KS2 scores and faculty referrals.	SENCO / PLC		12%
One to one work via tutors and support team	Small group tuition and quality support in the class room environment. To give students skill set and ability to learn in lessons through skills for school programme.	EEF highlights an effective use of one to one tuition sessions has a high cost but potential to increase progress by 5 months.	Tutorial time set for skill for schools and review process of students' involvement every half term. Programme model 6 weeks. CPD session to be used to review process and be discussed, allowing for evaluation and redevelopment on a whole school level.	MC / NS/ Tutors	July 2017	3%
Students' needs identified through pastoral care and personalised plans in place,	Enrichment and extra curriculum Ensure that a diverse, full experience of school and education is provided. Clear spending structure in place to allocate funds to each student. Clubs and support in place at free time targeted at vulnerable students such as youth club and activities club. Adult mentoring system in place with the use of outside agencies when required to specialise support.	To increase and develop a positive pupil experience of social time, improved social skills with peers. Develop the social and emotional learning of students to lead to high levels of academic learning.	Regular budgeting review against students' needs, linked with information from SIMS and interventions needed to support.	MG / CS / TR	July 2017	10%

To support emotional and social needs which has impact on attainment, progress and behaviour.	Pastoral support to identify needs of the student through mentoring and intervention. Use of SIMS to identify students through behaviour points, using tutors, pastoral and SLT to interact with students.	To identify the student as a whole, giving them the support and skill set to be able to access curriculum and make progress.	SIMS data behaviour reports sent to staff on weekly basis. Pastoral team to monitor and support students. Termly report on intervention run and reported.	MG / Pastoral / tutors	July 2017	7%
One to one and small group mentoring and support in school	Development of mentoring and support through SEN (TA) team, NS and pastoral team. The use of outside specialist services to support PP students.	Development of intervention groups based on support in – reading, mental maths, emotional and behavioural support – identified via KS2 scores, FFT 20 predictions and baseline assessments completed. EEF identified as positive small group work increasing student progress by 5 months.	Regular assessment of groups and work. Line management. Grade sweep.	MG / SENco / TA team / Pastoral team	July 2017	12%
Clear structure and system in place to monitor uptake by pupil premium students involved in interventions, clubs, sporting events, wider participation and enrichment activities.	SIMs system to be made available to all to identify funding across PP students.	To ensure that PP students are provided and encouraged to participate in all aspects of school life, targeting and focusing on pupils who do not take advantage of the opportunities on offer.	SIMs mark sheet to clearly show PP' spend. Clear audit of extra-curricular activities and level of participation. subject interventions, Spreadsheet linked to attendance, behaviour points, attainment and progress (grade sweep information).	MG	July 2017	4%
Support and intervention to enable homework and other classwork to be more accessible to PP students	To increase the availability of homework clubs across the curriculum and focus on promoting to PP students.	To support students who may not have the support and resources needed for work to be complete outside of the classroom, giving them a quiet and supportive environment to work in.	Monitor attendance of PP students and continue to promote with the goal to increase opening / availability to every day.	SLT	July 2017	8%

Improvement of attendance	<p>The use of outside agencies and services as well as employment of member of staff to support students in improving attendance.</p> <p>Member of staff monitors PA, lateness resulting in intervention and support</p>	Many studies linking attendance to attainment in school. Student progress to improve with coming to school.	<p>Regular meetings between services and pastoral team. PP attainment looked at with use of attendance data.</p> <p>Regular attendance meeting with all staff / tutors including progress leader.</p>	Pastoral team / attendance improvement officer	July 2017	2%
Total budgeted cost						100%