

## Pupil Premium Funding Strategy (including LAC funding and Year 7 'Catch Up')

| 1. Summary information        |                             |   |  |   |           |
|-------------------------------|-----------------------------|---|--|---|-----------|
| <b>School</b>                 | The Sir John Colfox Academy |   |  |   |           |
| <b>Academic Year</b>          | 2018/19                     | <b>Total PP budget</b>                  | £150,535   | <b>Date of most recent PP Review</b>                  | Sept 2019 |
|                               |                             | <b>Additional LAC funding</b>           | £4600  |   |           |
|                               |                             | <b>Year 7 Catch Up funding</b>          | £10,600  |   |           |
|                               |                             | <b>Total</b>                            | £165,735   |   |           |
| <b>Total number of pupils</b> | 832 (incl 135 in Post 16).  | <b>Number of pupils eligible for PP</b> | 22.6%<br>161 plus<br>12 in 6 <sup>th</sup><br>form | <b>Date for next internal review of this strategy</b> | Jan 2020  |

| 2. Current attainment (GCSE results from summer 2018)         |  |                                  |   |   |
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|   |  | Pupils eligible for PP at Colfox | Pupils eligible for PP (national average) | Pupils not eligible for PP (national average) |
| <b>Progress 8 score average</b>                               |  | -0.20                            | -0.44                                     | -0.01   |
| <b>Attainment 8 score average</b>                             |  | 38.8                             | 38.2%                                     | 46.8  |
| <b>% achieving Grade 4 in BASICS</b>                          |  | 55%                              | 53%                                       | 71%   |
| 3. Barriers to future attainment (for pupils eligible for PP) |  |                                  |   |   |
| In-school barriers  |  |                                  |   |   |
| <b>A.</b>   | Literacy Levels of the Disadvantaged low ability group             |                                  |   |   |
| <b>B.</b>   | Middle Ability Disadvantaged Achievement in years 8, and 11        |                                  |   |   |
| <b>C.</b>   | Social and Emotional Skills  |                                  |   |   |
| <b>D.</b>   | Home Learning Completion   |                                  |   |   |
| <b>E.</b>   | Accessing greater participation and extra-curricular opportunities |                                  |   |   |

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| <b>F.</b>  | Transition – Nurture schools recognise that periods of transition/change are difficult for many children |  |
| <b>External barriers</b>   |  |  |
| <b>F</b>   | Attendance – particularly persistent absence   |  |
| <b>G</b>   | Economic Hardship  |  |
| <b>H</b>   | Low Aspiration   |  |
| <b>J</b>   | Lack of cultural, academic and early-educational experience at home                                      |  |
| <b>K</b>   | Mental health issues including anxiety, depression and self-harm   |  |
| <b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> ) |  | Success criteria   |
| <b>A.</b>  | Literacy and Numeracy skills of low ability disadvantaged students in Key Stage 3 are improved.          | One to one /small group intervention in Maths will ensure 85% students are meeting their attainment band targets   |
| <b>B.</b>  | Disadvantaged achievement in year 11 improves upon the end of year 10 score                              | Current progress 8 score will be decreased by 50% in year 11- currently -0.6. Disadvantaged middle ability is currently 0.79.  |
| <b>C.</b>  | Reduction in Persistent Absence of disadvantaged students in year 10-11                                  | Current PA will decrease from 19% to 14%   |
| <b>D.</b>  | Home learning completion by disadvantaged group will increase.   | HNC reports will show 25% reduction in this group.   |
| <b>E.</b>  | Disadvantaged student participation in school events will increase.                                      | 25% will achieve the new House Points Level 3 award.<br><br>All Disadvantaged students will be engaged in at least one extracurricular activity.<br><br>% of disadvantaged students participating in D of E award will increase.   |
| <b>F.</b>  | Targeted use of funding will enable disadvantaged students to access learning support as appropriate.    | All PP students in Year 11 are actively using resources and materials provided by school as part of their individual study.<br><br>Year 11 under-achieving disadvantaged students will be mentored. Additional careers guidance group in year 11 to enhance mentoring, support and guidance. |

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| <b>G.</b> | Motivation of disadvantaged students to rise so that more of this group will see education and further education as a key part of their personal plans.  | 100% of Year 10 Disadvantaged students to engage with a positive work experience placement.<br><br>Zero NEET numbers from target group   |
| <b>H.</b> | Ensure that Disadvantaged 6 <sup>th</sup> form students are encouraged in their aspiration to attend university and follow academic programmes into HEI. | 65% of PP students in Year 13 move into HE.  |
| <b>I.</b> | Enhanced Transition will see a decrease in pastoral referrals (y7 and y11) as well as a decrease in NEET figures (y11).                                  | Increased engagement of parents in parent's evenings and meetings regarding pastoral care and academic progress. Decrease in the number NEET (Not in Education and Employment) in year 12 (2019) |

#### 5. Planned expenditure

|                      |         |
|----------------------|---------|
| <b>Academic year</b> | 2018/19 |
|----------------------|---------|

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

| <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 implementation?</b> |
|--|--|---|--|------------------------|---|
| Home Learning completion by PP group will improve. | Completion of knowledge organisers and set homeworks in advance of each half term. | Our evidence informs us that students who complete regular and quality homework make better progress in school. | SLT to check H/W is provided for all online. CD/TRN will share with SLT the results from HNC reports and targeting of students who are not completing HWK will ensure that follow up actions take place. | CD/TRN, ED and all HOF | Termly.                                     |

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| For all staff to be aware of our Disadvantaged students and consider all aspects of their progress. | Class Profiles will be compulsory with the identification of Disadvantaged students, alongside other key groups.   | Best practice reports show this to be one of most important aspects of an inclusive teaching and learning approach.  | HOF will receive copies and one must be left in each teaching room.   | MH/AS                     | On-going.   |
| For the learning of Disadvantaged students to be carefully considered.                              | Lesson plans will discreetly identify specific strategies and resources for Disadvantaged students.  | Again, evidence from national reports suggests that planning for the learning and progress of this key group is integral to their success.   | Lesson plans, triangulation documentation and observations will be monitored by HOF and SLT teaching/learning lead. | HOF/AS                    | On-going.   |
| To raise literacy levels of low ability Disadvantaged students in Year 7 and 8.                     | Implementation of new reading lessons to address cultural capital 'gap'. Additionally, extra literacy teaching Groups Key Stage 3 for low ability groups instead of a 2 <sup>nd</sup> MFL. | We have experienced great success with this alternative curriculum for our lower ability cohort. This is also supported by our Year 7 Catch up money and this figure is not released until March 2020 and expected to be approx. £10,000-11,000. | Principal TA oversees quality and progress.   | AS/CD/JBG/CB              | Termly review.  |
| Increased literacy levels of the very weakest students with Disadvantaged status.                   | Intervention in SEN dept. with Learning Support including 1:1 dyslexia support, 1:1 SALT, small group teaching groups.   | Evidence based research highlights these interventions to be a significant factor in raising levels of attainment in literacy.   | Overseen by SENCO/Assistant SENCO   | JBG/CB                    | Termly review.  |
| Raise maths achievement of Disadvantaged students who are falling behind targets levels.            | 1; 1 and small group intervention from specialist maths TA. Allocation of LAC and catch up funding.  | The impact of small group and 1:1 intervention has been significant when it has been well targeted.  | Overseen by Head of mats, SENCO and specialist TA.  | JP, JBG with RP/AA. GJ/TC | Weekly report by AA and termly progress review by HOD. 4k added to whole-school budget. |

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| Staff are better informed about students' needs and can plan more effectively for their learning | SENS assessment to identify areas of strength and weakness in terms of a learning profile.  | It is essential that all staff are fully informed of students learning needs and preferred styles.         | A detailed report to be shared with staff on learning need will help planning for all and SENCO will ensure these are shared with staff via BROMCOM. These will be reviewed with parents twice annually. | JBG               | Bi annual review of effectiveness.          |
| <b>Total budgeted cost</b>   |   |  |  |                   | <b>£40,500</b>                              |
| <b>ii. Targeted support</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 implementation?</b> |
| Effective personal academic support for Disadvantaged students.                                  | Personal Academic Mentoring for those disadvantaged who are under-achieving (Key Stage). Quadrant mapping and support for all PP. | 1:1 or small group support is a highly effective tool for students in supporting learning and aspirations. | TRN will lead this for all KS4 students in school and review progress and data with KS4 RAT. MH to oversee individual mentors and careers guidance in inclusion  | TRN/MH            | End of term and year review.                |
| Effective guidance for staff and students regarding learning and personal support strategies.    | Educational Psychologist intervention.  | Evidence based research on the effectiveness of EP involvement.  | SENCO will monitor strategies and review success and liaise with all teaching staff.   | JBG               | Termly SEN review and end of year.          |
| Raised attainment at Key Stage 4 for Disadvantaged students.                                     | After-school, pre- school and form time teaching.   | This has proved effective in our experience when targeted appropriately.                                   | HOF to oversee student's selection and revision approaches.  | TRN and HOF       | End of year review.                         |

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| Disadvantaged students with specific SEMH needs have personal support.  | Inclusion Centre programmes including ELSA and Nurture Group.  | Inclusion Centre programmes and nurturing programmes are successful in supporting students with emotional needs.                    | Inclusion Lead for the school will be monitoring the quality of delivery and reporting to Pastoral Form chaired by the Head.                         | NP/MH       | End of year review.     |
| Disadvantaged students in need of high tier support will have more immediate access.                                  | Project Aspire Mentor School Counsellor  | The CAMHS waiting list is over 6 months long and there is always an issue for students in need of higher tier work.                 | Heads of School via pastoral form will have their recommendations for this support reviewed and agreed.  | MH/SLC/NFB  | End of year review.     |
| Targeted careers and post 16 guidance provided for disadvantaged group  | Project Aspire will be delivering 9 sessions of targeted careers and post 16 education support to the chosen group in year 11            | Reducing NEETs amongst the disadvantaged group is important for those in transition to post 16 education.                           | NP to oversee FF from Project Aspire   | FF/MP/MH    | End of nine week review |
| 6 <sup>th</sup> Form Disadvantaged students are able to attend university open days and become inspired to apply.     | Funding travel and accommodation as required for all approved open day visits.   | It is important Disadvantaged students are able to experience the universities they might be considering and raise their awareness. | Head of 6 <sup>th</sup> and Deputy Head of 6 <sup>th</sup> will help identify opportunities for Disadvantaged students.                              | AT/TS       | End of Year review      |
| 6 <sup>th</sup> Form Disadvantaged students can choose and study the most appropriate courses without financial cost. | Funding travel to Yeovil College for all Disadvantaged 6 <sup>th</sup> formers. All key texts, revision guides and study materials to be | Funding travel to appropriate learning centres is essential to enable an appropriate study programme.                               | Vocational leader, connexions and Head of 6 <sup>th</sup> will all ensure the scheme is advertised and there is take up from Disadvantaged students. | GF/AT/TS/MT | End of year review      |

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| Enhanced Transition package implemented for students in year 7  | Specific transition meetings with Yr. 6 staff to target what have been successful learning and intervention strategies. Progress/Pastoral review followed by meeting with parents | It is good practice to continue with already working strategies. In addition inclusion staff will work with year 6 and 7 pupils on a one to one basis to ensure smooth transition. | CD will monitor this in Key Stage 3 learning reviews.  | CD/GF/NP          | End of term data reviews.                   |
| Specialist careers group created in year 11 to assist with intervention. SEMH and transition to year 12.        | Inclusion team and Aspire charity have been redirected to manage a small group of underachieving students to support in year 11.  | Small group intensive support will reduce progress gap and support a decrease in disadvantaged NEET numbers  | MH/Aspire Trust  | MH/NP and NFB     | End of year GCSE data review                |
| 6 <sup>th</sup> Form Disadvantaged students are able to access curriculum trips to help support their learning. | Funding for all necessary curriculum trips e.g. Biology/Geography Field Trip.   | It is essential to access the course.  | Head of 6 <sup>th</sup> to oversee with HOF            | AT                | End of year review                          |
| <b>Total budgeted cost</b>  |   |  |  |                   | <b>£57,000</b>                              |
| <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 implementation?</b> |
| Better enrichment for Disadvantaged students.   | Access to trips, STEM activities and visits that support learning and aspiration.   | Feedback from students who have had access to trips and visits.  | House Coordinators will review termly at SLT meetings. | MH/AT/NT/AS       | Termly Review.                              |

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| Disadvantaged students participate more in school events including teams and arts productions.                        | Positive discrimination - House Coordinators to half-track termly participation and share with SLT.  | We believe that participation in school events, including D of E, teams and the Edge is a vital part of the sense of belonging we aim for.   | SLT will review termly as House coordinators bring their progress to termly SLT.  | JCM, JA, BZ , and NT (MH) | Half - Termly review.                             |
| The performance of Disadvantaged students in all key stages is mapped and monitored in progress and attainment terms. | KS4 RAT teams and MH/TRN will review and present data on this entire group. MH and CD (KS3) will identify wave 1, wave 2 and wave 3 strategies as appropriate and implement. Disadvantaged meeting with governors form part of this process. | National research shows the impact of the having 'Pupil Premium Champion' (and governor specific to PP) - and the benefits of specifically tracking the performance of this Disadvantaged group. | MH will present disadvantaged data at SLT and to the trust board/governing body, including the  | MH/TRN/CD/SW (Gov)        | Termly review.                                    |
| All Disadvantaged students have access to required additional resources.  | Purchase recommended texts and revision guides for all Disadvantaged students.   | It is essential that Disadvantaged students have access to necessary learning resources.   | Emma Dixon will liaise with faculties in ensuring the desired resources are provided and updated annually.  | TRN/ED                    | End of year review.                               |
| All Disadvantaged students have access to compulsory and optional uniform to feel part of school.                     | Guaranteed Uniform Support.  | It is essential to school life to be in clean and have high self-esteem in full uniform and new optional PE kit.   | Head of PE will monitor groups and target Disadvantaged who might benefit from 'team' kit. Tutors and Heads of School will monitor general uniform needs. | MH                        | End of year.                                      |
| Better attendance for Disadvantaged group.  | Half termly monitoring of this group and report to Pastoral Forum by Heads of School. Followed by home visits, panels and DCC involvement.   | Target group monitoring on attendance has worked with other 'groups' e.g. PA and this can be applied to Disadvantaged students.  | Pastoral form is chaired by the Deputy Head teacher who will report to trust board on the attendance of the group.  | MH/HOS                    | End of Each Term as census figures are confirmed. |

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| Improved contact with Hard to Reach disadvantaged students  | Parents evening/Success evening repeat calls  | Personal invites from school over the phone, combined with follow up with parents who do not attend  | MH/TRN/CD/HOS to check list and direct calls  | MH/TRN/CD              | End of year parents evening attendance data |
| Tightening of Behaviour for Learning Sanctions will improve the learning from our Disadvantaged students. | Monthly monitoring of this group and report to Pastoral Forum by Heads of School.                 | Target group monitoring on behaviour has worked with other 'groups' e.g. SEN Support and this can be applied to all Disadvantaged.                       | Pastoral Forum is chaired by the Deputy Head teacher who will report to Trust Board on the attendance of the group.                                 | MH/HOS                 | End of term review of overall data at SLT.  |
| Provide appropriate curriculum support for Persistently absent or disaffected Disadvantaged students.     | Use funding to assist inclusion support or Dual registration support from DLC.                    | We have a record of success with inclusion and dual registering; working with students and enabling successful reintegration back into main school life. | Heads of schoolwork with DLC staff to discuss programmes and phased reintegration to school.  | MH/HOS                 | On-going.                                   |
| Ensure progress of LAC group  | LAC lead teacher to report to MLT and DCC on the use of LAC funding to support progress.          | It is a statutory and necessary part of our support for children in care.  | LAC lead teacher will meet with cares and manage the programmes of support and feedback to Head. Currently 2 in upper school and two in sixth form. | MH/NFB                 | On-going.                                   |
| A greater range of education and services for students with mental health problems is made available      | Increased capacity in school for students to see ELSA, counselling, advisory and inclusion staff. | Access to mental health services externally are limited due to the high demand on health and social services   | Pastoral staff to triage need appropriately to a range of services and provision to be mapped and evaluated   | MH/HOS/NP/EW<br>Aspire | Provision mapping ongoing and yearly review |
| <b>Total budgeted cost</b>  |   |  |   |                        | <b>£55,410</b>                              |

| 6. Review of expenditure 2018-19  |  |  |   |           |
|---|--|--|---|-----------|
| Previous Academic Year  |  |  |   |           |
| i. Quality of teaching for all  |  |  |   |           |
| Desired outcome   | Chosen action / approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)  | Cost      |
| Home Learning completion by PP group will improve.  | Completion rates to be analysed half-termly and communication with home and support from homework club guaranteed. | Gap for students meeting expectations were narrow in most subjects. Y7 – no gap or positive gap in Sci, French, Music, Technology and Math – bigger gaps in Art, Drama, Comp and PE. In year 8 gap had widened in more subjects including Sci, Hist, RE but narrowed in PE and Comp Sci. Expressive Arts is the widest gap | Knowledge organisers and Pre-Set homework will provide a base from which PP children can work at home with less reliance on parental engagement with home learning. Awareness of 'Cultural Capital' gap is needed in Expressive arts. | Nil       |
| For all staff to be aware of our Disadvantaged students and consider all aspects of their progress. | Class Profiles will be compulsory with the identification of Disadvantaged students, alongside other key groups.   | Observations show that Class Profiles highlight PP students and that thought had been put into where they were seated. Cover teachers need more prevalent access to these as BFL referrals for PP are higher in cover lessons.   | Ensure cover teachers are provided with a folder of seating plans with the PP students seating arrangements indicated   | Nil cost. |

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| For the learning of Disadvantaged students to be carefully considered.                   | Lesson plans will discreetly identify specific strategies and resources for Disadvantaged students.                    | As with the EBACC, Disadvantaged made more progress in English than non-Disadvantaged. Maths recorded a positive progress score of the group, whilst English outcomes were in line with national averages, with stronger attainment. Over 70% of the year 7 and 8 met their attainment targets in maths, with year 7 Disadvantaged making more progress than their non-disadvantaged counterparts. Catch up progress data was also very strong. | Additional teaching of English and Maths remain in the curriculum for those in year 7 and 8 with the weakest literacy and numeracy. The school will continue with one to one and small group teaching after school with our external tutor. KS4 Strategies like the walking talking mocks and personalised intervention plans, worked well, certainly before half term. After this attendance to these sessions dropped. A focus on the 'memory' aspects of the new curriculum, for example the new research projects and effective wave 1 teaching will continue | Nil cost |
| To raise literacy levels of low ability Disadvantaged students in Year 7 and 8.          | Extra literacy teaching Groups Key Stage 3 for low ability groups instead of a 2 <sup>nd</sup> MFL.                    | English progress scores for the GCSE disadvantaged group were strong. 85.71% in Year 7 and 89.43 8 met their attainment targets in English. An improvement on the prior year.   | This is a very important part of our school strategy to support the literacy of low ability disadvantaged students, it will continue. However the lower ability groups are larger as there is no longer sufficient teaching availability to split the lower groups.   | £15,000  |
| Increased literacy levels of the very weakest students with Disadvantaged status.        | Intervention in SEN dept. with Learning Support including 1:1 dyslexia support, 1:1 SALT, small group teaching groups. | A small gap in KS3 (5%) and KS4 (-0.2 P8) shows that the strategy is having a positive impact. However more targeted support is needed to close KS4 gap in 2020.  | This is a very important part of our school strategy to support the reading and writing of low ability disadvantaged students and will continue.  | £15,000  |
| Raise maths achievement of Disadvantaged students who are falling behind targets levels. | 1; 1 and small group intervention from specialist maths TA.  | The year 7 maths data was again particularly impressive with a positive gap of 16.4% was recorded. More PP students met their targets than non PP   | This was very important in raising the arithmetic performance of this sub group. Where the sessions were small group or 1:1 based, the biggest impact was made, and this is where we need to focus our efforts for the group.   | £10,200  |

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| Staff are better informed about students' needs and can plan more effectively for their learning    | SENS assessment to identify areas of strength and weakness in terms of a learning profile.                         | Full SENS assessments of PP children with SEN or EHCP needs was produced. Training was provided and this info was distributed to all staff. The progress of lower ability students was strong at KS4 The impact on children with both SEN and PP was clear though these remain some of the biggest underperforming groups.   | Target in class support and intervention of PP/SEN cross over students' needs to be considered carefully in 2019/2020, in light of the cancellation of holiday intervention.  | £700             |
| Home Learning completion by PP group will improve.  | Completion rates to be analysed half-termly and communication with home and support from homework club guaranteed. | Evidence shows that year 11 made some late gains, with almost 0.5 grades of progress made post-mock examinations. Effective Wave 2 intervention helped the disadvantaged group close the gap on their non-disadvantaged peers.   | A full review of the results in exams pre and post half term will indicate how much impact the extended year would have had on the disadvantaged. Early indications are that this will continue.  | Nil cost         |
| For all staff to be aware of our Disadvantaged students and consider all aspects of their progress. | Class Profiles will be compulsory with the identification of Disadvantaged students, alongside other key groups.   | Learning review 1 indicated that attendance and behaviour of the disadvantaged group in year 11 was strong. However a focus on the PA in year's 9 and 10 was needed. The second learning review concluded that there was no correlation between attendance and progress in the year 11 mocks. However further analysis, post results showed a stronger relationship between the two. | A continued focus on the attendance of the disadvantaged group in upper school is needed. This included earlier intervention from the head of school, attendance officer the creation of a high needs tutor group, all vulnerable both to further absence and underachievement. | Nil cost         |
| <b>Total budgeted cost</b>  |  |  |   | <b>£40,500</b>   |
| <b>Total spent</b>  |  |  |   | <b>£40,900</b>   |
| <b>ii. Targeted support</b>   |  |  |   |                  |
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>  | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | <b>Lessons learned</b><br>(and whether you will continue with this approach)  | <b>Cost</b>      |
| Effective personal academic support for Disadvantaged students.                                     | Personal Academic Mentoring for those disadvantaged who are under-achieving (Key Stage).                           | Of the students in year 11 who were mentored all PP students bar one (did not attend exams) made progress between mock and final examinations.   | Wider 'Raising Achievement' seminars may be a better way to target this sub group as not all mentoring relationships are positive. As a result some will be continue to be mentored but all will receive wider Raising Achievement support.                                     | Nil (staff time) |

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| Effective guidance for staff and students regarding learning and personal support strategies. | Educational Psychologist intervention.  | Appropriate staff were contacted following EP involvement with students. Reports are available to all staff via Bromcom and Email..   | Employing our own MLT EP has been a significant step forward as the ability to direct the specificity of the intervention means the outcomes have been more personalised. We will continue this approach.   | £5,000  |
| Raised attainment at Key Stage 4 for Disadvantaged students.                                  | Holiday school teaching.  | According to data the gap closed rapidly between mocks and the final exams. Over the year the gap closed from -0.7 to 0.17.   | A lack of funding in 2019/20 means an alternative to this strategy is required.   | £5400   |
| Disadvantaged students with specific SEMH needs have personal support.                        | Inclusion Centre programmes including ELSA and Nurture Group.   | 45%+ of the cohort accessing inclusion, mental health and well-being support are disadvantaged,   | Tracking of the PP group needs to expand to include those seeking one to one support from the holiday youth club, now part of our inclusion staff remit.  | £5000   |
| Disadvantaged students in need of high tier support will have more immediate access.          | Project Aspire Mentor School Counsellor(s)<br>Youth Support workers x 2<br>Inclusion Services                                 | The improved new location and staffing of the centre made a real difference for all users, especially the disadvantaged. 58 disadvantaged students were part of the discrete support groups, which were integral to supporting SEMH need and raising attendance. 14 were targeted by ELSA and Nurture Support.  | We have learned that the earlier students are brought into the more formal SEMH support, the better. Year 7 students have benefited from a more focussed 'Enhanced Transition' and this will continue, with the inclusion team being used as outreach in the primary schools in 2019-20. A new counsellor (Free) is providing an additional 2 hours for free. | £34,000 |
| Targeted careers and post 16 guidance provided for disadvantaged group                        | Project Aspire will be delivering 9 sessions of targeted careers and post 16 education support to the chosen group in year 11 | Between the ELSA workers, the school counsellor, ASPIRE and youth worker many students had access to 1:1. Over 35% of these were disadvantaged. Within normal counselling and CAHMS referral times we would estimate than 30% of this cohort would have received 1:1 support before the end of the year. This was a significant intervention and for many students almost certainly meant they were able to stay in school. | Outside support for vulnerable PP students continues to decline. For 2019/20 Project Aspire will continue to work on a new transition project to help vulnerable year eleven students make informed decision about post 16 education.   | £2,000  |

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| 6 <sup>th</sup> Form Disadvantaged students are able to attend university open days and become inspired to apply.     | Funding travel and accommodation as required for all approved open day visits.  | The bursary received some 4 applications to help with transport to university.   | Wider publicity is needed in the 6 <sup>th</sup> form tutor programme and presentations to further the good work of this fund.  | Nil cost       |
| 6 <sup>th</sup> Form Disadvantaged students can choose and study the most appropriate courses without financial cost. | Funding travel to Yeovil College for all Disadvantaged 6 <sup>th</sup> formers. All key texts, revision guides and study materials to be purchased.               | PP students in the 6 <sup>th</sup> form were equally successful in accessing higher education as their non- PP counterparts.   | The success of the Partnership has been a driver for record Post 16 participation at school. The marketing of the success will be very important and it is clear that free travel in this rural area is necessary for our disadvantaged group. Funding for travel to Yeovil is to be arranged for disadvantaged students (through | £3500          |
| Enhanced Transition package implemented for students in year 7  | Specific transition meetings with Yr. 6 staff to target their learning through intervention strategies. Progress/Pastoral review followed by meeting with parents | Senior staff calls to parents and follow up to parents evening saw an increase in attendance at the first parents evening. The second parents evening had a smaller uptake. This strategy is working well with hard to reach parents and encourages greater communication. | The same policy remains in place.   | Nil cost       |
| Specialist tutor group created in year 11 to assist with intervention. SEMH and transition to year 12.                | Inclusion team have been redirected to manage a small group of underachieving students to support in year 11.   | The year 11 SEMH tutor group have all gone on to college/6 <sup>th</sup> form to secure courses, ranging from level 1-3. Progress and vitality, attendance (PA only 7%) of this group improved steadily throughout the year.   | A careers programme for SEMH PP students remains in place for the year 2019/20. The targeted group in year 11 are smaller so more focused intervention can take place. There are also less vulnerable PP students in this group.  | £2,000         |
| 6 <sup>th</sup> Form Disadvantaged students are able to access curriculum trips to help support their learning.       | Funding for all necessary curriculum trips e.g. Biology/Geography Field Trip.   | 6 student's access funding for curriculum trips in Biology, Geography and Politics. Two students accessed funding to enable them to visit Iceland  | This is an important part of our Pupil Premium Funding guarantee for all 11-19 students and will continue into 2018-19. Funding for curriculum trips arranged for disadvantaged students (through bursary).   | £1000          |
| <b>Total budgeted cost</b>  |   |  |   | <b>£57,000</b> |
| <b>Total spent</b>  |   |  |   | <b>£57,900</b> |
| -----   |   |  |   | -----          |

| <b>iii. Other approaches</b>   |   |   |   |             |
|--|---|---|---|-------------|
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>   | <b>Lessons learned (and whether you will continue with this approach)</b>   | <b>Cost</b> |
| Better enrichment for Disadvantaged students.  | Access to trips, STEM activities and visits that support learning and aspiration.   | RRS and students voice groups had disproportionate numbers of PP students. STEM group Inc. (winners) also had PP representation. Eco-group and Gardening group likewise. House of Parliament, Battlefields trip, Instrument lessons paid for. | Careful monitoring of clubs and activities require senior leaders to challenge staff to greater levels of representation by PP.   | £4000       |
| Disadvantaged students participate more in school events including teams and arts productions etc. | Positive discrimination - House Coordinators to half-track termly participation and share with SLT.                             | One of the principal roles of the HCo in each house is to encourage buy in from PP students this has worked well in the past. Rewards (junior/senior and house) prize giving to target these students.  | New house coordinators in Toro and Adler need to receive training on how to do this effectively.  | £10,000     |
| The performance of Disadvantaged students in all key stages is mapped and monitored in progress    | KS4 RAT teams and MH will review and present data on this entire group. MH and CD (KS3) will identify wave 1, wave 2 and wave 3 | Over the year 17 hard to reach parents who would not have attended came to parents evening – this was achieved through 2 <sup>nd</sup> and 3 <sup>rd</sup> phase direct contact from school staff.  | This will also happen in 2018-19 but not just for parents evening. A target list will be put together for events such as the ‘Year 11 Path to Success’ presentation.  | Nil cost    |
| All Disadvantaged students have access to required additional resources.                           | Purchase recommended texts and revision guides for all Disadvantaged students.  | Positive discrimination means provision of all revision materials, without request from parents. 0.17 P8 indicated this paid off again.   | Continue this action. In 2019 it will be cheaper as all year groups have moved to the new GCSE so one purchase profile for all is required only.  | £3949       |
| All Disadvantaged students have access to compulsory and optional uniform to feel part of school.  | Guaranteed Uniform Support.   | Disadvantaged students continued to access alternative provision at the learning centres, In 2017-18.   | Referring students to alternative provision providers is becoming more difficult as thresholds increase and availability decreases. Staff need to work even more closely with CAMHs and other medical professionals to ensure appropriate provision for those disadvantaged students in need of alternative curricular support. | £1641       |

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|---|--|---|---|-------------------|
| Better attendance for Disadvantaged group.  | Monthly monitoring of this group and report to Pastoral Forum by Heads of School.        | Monthly monitoring, tracking, meetings and liaison with DCC for PP students is a significant part of the 3xHOS role. This worked well in year 7 and 11. However PA rates for the disadvantaged in 9 and 10 are high (22 %+) in 2018-19. Addressing this a significant part of the attendance and pastoral team's focus for 2019-20. | Support from DCC was not effective this year. A small number of PA PP students had a large impact upon data. Many of these are no longer with us - though a core of persistently absent PP students in year 10 need to receive early intervention from school, DCC and if required, quicker fixed penalty notices in 2019/20. | £5000             |
| Improved contact with Hard to Reach disadvantaged students  | Parents evening/Success evening repeat calls   | The school implements two rounds of class for hard to reach parents (if necc) to ensure uptake. Approx. 34% more of PP parents respond and attend due to these personal reminders.  | Wil continue to build on success in 2019/20.  | Nil cost          |
| Tightening of Behaviour for Learning Sanctions will improve the learning from our Disadvantaged students. | Monthly monitoring of this group and report to Pastoral Forum by Heads of School.        | Under the new BfL set, total numbers of sanctions, especially subject removals for PP are down - this means that less disadvantaged students are missing lessons than under the old system. Figures show a 39% decrease on 2017-18.   | The number of students accessing the BFL during removal is still over represented by PP, particularly those with an SEN/ASD. Behaviour management Training to address this will be delivered in September Inset.  | £4800             |
| Provide appropriate curriculum support for Persistently absent or disaffected Disadvantaged students.     | Use funding to assist inclusion support or Dual registration support from DLC.           | PP Dual registration fees were exceeded by the revenues lost to permanent exclusion for the first time in mant years.   | 2018-19 will be the last year of high dual registration fees. Changes to the DCC funding means that we will no longer be able to afford the fees for reoffering disaffected children as they are significantly higher than previous to 2018.  | £21023            |
| Ensure progress of LAC group  | LAC lead teacher to report to MLT and DCC on the use of LAC funding to support progress. | Poor attendance, failure to attend PEP meetings and lack of Social services support means that progress in the LAC group was poor. One was P-ex, one was PA.  | Despite a detailed and enhanced package of provision for LAC students it is clear that earlier intervention for LAC students is needed. However, this is not always possible as increasingly students can enter and leave the care system during their education at the school. 2 LAC's are on roll in 2019-20.               | £4600 Lac Funding |

|  |   |  |  |                |
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| A greater range of education and services for students with mental health problems is made available | Increased capacity in school for students to see ELSA, counselling, advisory and inclusion staff. |  |  |                |
| <b>Total budgeted cost</b>   |   |  |  | <b>£55,410</b> |
| <b>Total spent</b>   |   |  |  | <b>£55,013</b> |

Total Budget: £152,910  
Expenditure: £153,813  
Overspend £903.20p

## 7. Additional comments

As a school, we are committed to raising the achievement levels of this vulnerable group. We review our strategies regularly and are mindful to observe national research on the most effective ways to support students who are 'Disadvantaged'.

As a result of the school's significant success in 2015 at GCSE we were invited to contribute to this via the Social Mobility Commission on Low-income pupils' progress at secondary school (February 2017).

Outcomes at Keys Stage Four and Five in the academic year's 2017-18 were also very strong, with 2018/19 also being above national average, and our provision for the disadvantaged was praised in what was a very strong Ofsted report, in March of 2018.

We have a designated teacher in charge of overseeing the progress of Disadvantaged students and we report to the local Board of Governors on their performance. We have a governor who assumes responsibility for this aspect of our work (currently S Wakely).

Our School Improvement Plan sets specific targets relating to the performance of this group and we are striving to close the gaps for all Ability Groups compared to their 'national non Disadvantaged' groups as well as comparing them to a like for like 'Disadvantaged' comparison.

This planning format provided by the national college for the use of our 'Pupil Premium' funding and we are attempting to be as specific and targeted as possible in our support for this group. However, we know that despite initial plans changes will occur 'in year' that may mean we decide to adapt our planning and divert more resources to a different area.

Our school business manager is responsible for tracking the specific spending of Pupil Premium funding and our Pupil Premium Champion Responsible for writing the plan and revising the content. In addition, House Coordinators, Heads of School and Inclusion staff are Responsible for ensuring that individuals get the support they need.