

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

1. Summary information					
School	The Sir John Colfox Academy				
Academic Year	2016/17	Total PP budget	£122,000	Date of most recent PP Review	N/A
		Additional LAC funding	£4,245		
		Year 7 Catch Up funding	£10,600		
Total number of pupils	830 (incl 130 in Post 16)	Number of pupils eligible for PP	134 plus 14 in Sixth Form	Date for next internal review of this strategy	Jan 2017

2. Current attainment (GCSE results from summer 2016)				
		Pupils eligible for PP at Colfox	Pupils eligible for PP (national average)	Pupils not eligible for PP (national average)
Progress 8 score average		-0.68	-0.32	0.12
Attainment 8 score average		40.29	40.83	52
% achieving Grade C in BASICS		33%	43%	69%
3.	4. Barriers to future attainment (for pupils eligible for PP)			
	In-school barriers			
A.	Literacy Levels of Year 7 and 8 Disadvantaged low ability group			

B.		Middle Ability Disadvantaged Achievement (weakest ability group in 2016 ROL)
C.		Social and Emotional Skills
D.		Home Learning Completion
E.		Accessing greater participation and extra-curricular opportunities
External barriers		
F		Attendance
G		Economic Hardship
H		Low Aspiration
5. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Literacy skills of low ability Disadvantaged students in Key Stage 3 are improved.	<p>Improving standardised scores for Reading, Writing and Spelling of this group for 50% of students.</p> <p><i>65% of students saw improved standardised score.</i></p> <p>50% of Disadvantaged students in the below average range will move into the average range in their WRAT test.</p> <p><i>34% of students moved into average range.</i></p>
B.	Middle ability Disadvantaged achievement in Key Stage 4 GCSE's is improved.	<p>P8 to close gap to within 0.5 of national middle ability non Disadvantaged.</p> <p>A8 to close gap to within 3 points of national middle ability non Disadvantaged.</p>

		<p>BASICS gap for middle ability Disadvantaged to close to within 30% of national middle non Disadvantaged.</p> <p><i>Can not evaluate this until national data is ready.</i></p>
C.	Reduction of consequences and exclusions for Disadvantaged students as a cohort	<p>Subject removals for Disadvantaged will reduce by 10% in 2016.</p> <p><i>Reduced by 7%.</i></p> <p>FTE's for Disadvantaged students will be lower than the 2016 national average for this group.</p> <p><i>Increased by 4 fixed term exclusions.</i></p>
D.	Home learning completion by Disadvantaged group will increase.	<p>HNC reports will show 25% reduction in this group.</p> <p><i>This reduced by 32%.</i></p>
E.	Disadvantaged student participation in school events will increase.	<p>20% more will achieve The Edge than in 2015/16.</p> <p><i>325% increase for this group.</i></p> <p>20% will achieve the new House Points Level 3 award.</p> <p><i>15%.</i></p>

		<p>All Disadvantaged students will be engaged in at least one extracurricular activity.</p> <p><i>100% were engaged in an activity.</i></p>
F.	Disadvantaged students' attendance will increase and persistent absence will decrease	<p>Absence will not be higher than the NA for 2016 (7.2).</p> <p>PA will be 5% lower than NA for 2016 21.6%.</p> <p><i>Absence reduced to 6.54% and PA to 12.8%.</i></p>
G.	Targeted use of funding will enable Disadvantaged students to access learning support as appropriate.	<p>All PP students in Year 11 are actively using resources and materials provided by school as part of their individual study.</p> <p><i>Achieved see section 2 on targeted support.</i></p> <p>All PP students who underachieved in 2015/16 will receive targeted support to catch up.</p> <p><i>Achieved see section 2.</i></p>
H.	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.	80% of PP students interviewed will identify education as being a key part of their personal plans

		<p><i>These interviews for whole cohort were not completed in 2016-17.</i></p> <p>95% of Year 10 Disadvantaged students to engage with a positive work experience placement.</p> <p><i>100% engaged with work experience and completed week placement.</i></p>
I.	Ensure that Disadvantaged 6 th form students are encouraged in their aspiration to attend university and follow academic programmes into HEI.	<p>75% of PP students in Year 13 move into HEI.</p> <p><i>9/10 (90%) are moving into HEI.</i></p>

6. Planned expenditure					
Academic year	2016/17				
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 implementation?
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.	Our evidence informs us that students who complete regular and quality homework make better progress in school.	MH will share with HOF/SLT the results from HNC reports and targeting of students who are persistently not completing HWK will ensure that follow up actions take place.	MH, ED and all HOF	Half-termly.
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 most important aspects of an inclusive teaching and learning approach.	HOF and SLT will receive copies and one must be left in each teaching room.	MH	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 will be monitored by HOF and SLT teaching/learning lead.	MH	On-going.

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 nd 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 2017 and expected to be £8000.	Principal TA oversees quality and progress.	MH/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	Termly review.
Raise maths achievement of Disadvantaged students who are falling behind targets levels.	1; 1 and small group intervention from specialist maths TA.	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.	BC, JBG and AA	Weekly report by AA and termly progress review by HOD.
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.

Better academic transition for Year 6 into 7 (disadvantaged students).	Specific transition meetings with Yr 6 staff to target what have been successful learning and intervention strategies.	It is good practice to continue with already working strategies.	CD will monitor this in Key Stage 3 learning reviews.	CD	End of term data reviews.
To provide a more appropriate curriculum.	Use of SPTO to identify areas of weakness in English and maths (year 6 students) and adapt KS3 SOW and intervention.	This is being piloted with largest MAT feeder and if successful will roll out across our feeder schools.	CD will lead this with primary staff and feedback to SLT and MAT leadership group.	CD	End of year review.

Total budgeted cost £53,000

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	When will you review implementation?
Effective personal academic support for Disadvantaged students.	Personal Academic Mentoring guarantee for Key Stage 4.	1:1 support is a highly effective tool for students in supporting learning and aspirations.	PSM will lead this for all KS4 students in school and review progress and data with KS4 RAT.	PSM	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.	Holiday school teaching.	This has proved effective in our experience when targeted appropriately.	HOF to oversee student's selection and revision approaches.	JBG, RAT and HOF	End of year review.
Aspirations of high ability year Disadvantaged are raised.	TAAG involvement guaranteed and funded for all high ability Disadvantaged.	Success of Years 1-3 in this enrichment programme for our more able students.	SLT lead for stretch and challenge will monitor with the TAAG lead.	AD/AT	End of Year review
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.	PSM/SLC/MH	End of year review.
Raise the self-esteem of Disadvantaged students who are disengaged with school.	The DCC Youth Worker Focus Groups will be guaranteed for PP students who fall into this category of potential disengagement.	It is valuable personal development to engage in group activities of this kind.	Heads of School will meet with the project leaders to review progress.	PSM/SLC	End of year review.
6 th 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 th and Deputy Head of 6 th will help identify opportunities for Disadvantaged students.	AT/TS	End of Year review

6th Form Disadvantaged students can choose the most appropriate courses without financial cost.	Funding travel to Yeovil College for all Disadvantaged 6th formers.	Funding travel to appropriate learning centres is essential to enable an appropriate study programme.	Vocational leader, connexions and Head of 6 th will all ensure the scheme is advertised and there is take up from Disadvantaged students.	GF/AT/TS/MT	End of year review
6 th Form Disadvantaged students can access all key resources linked to courses.	All key texts, revision guides and study materials to be purchased.	It is essential to have access to all necessary learning material.	Head of 6 th Form and Tutors to oversee.	AT	End of year review
6 th 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 th to oversee with HOF	AT	End of year review
Total budgeted cost					£44,226
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 implementation?
Better enrichment for Disadvantaged students.	Access to trips 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.	PM	Termly Review.
Disadvantaged students participate more in school events including teams and arts productions.	House Coordinators to track termly participation and share with SLT.	We believe that participation in school events, including 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.	NB, EH, ROH, EW and PSM	Termly review.

The performance of Disadvantaged students in all key stages is monitored in progress and attainment terms.	KS4 RAT have PSM as a dedicated lead who will review and present data on this entire group. PSM and CD (KS3) will identify strategies as appropriate and implement .	National research shows the impact of the having 'Pupil Premium Champion' and the benefits of specifically tracking the performance of this Disadvantaged group.	PSM and CD will present data at SLT and DMH will be sharing termly reports with the trust board.	PSM/CD/DMH/JBG	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.	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.	SLC/PSM/GL	End of year.
Better attendance for Disadvantaged group.	Monthly monitoring of this group and report to Pastoral Forum by Heads of School.	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 Headteacher who will report to trust board on the attendance of the group.	DMH/PSM/SLC	End of Each Term as census figures are confirmed.
Ensure access to high quality online revision material.	SAM learning to be available to all students.	Ensure that all Disadvantaged students have access to ICT facilities to help benefit from SAM Learning.	SAM learning use rates will be monitored and reviewed by RP/MH.	RP/MH	End of month figures updates inform use.
Better behaviour for 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 Headteacher who will report to Trust Board on the attendance of the group.	MH/DMH/PSM/SLC	End of term review of overall data at SLT.
Provide appropriate curriculum support for disaffected Disadvantaged students.	Use funding to assist Dual registration support from DLC.	We have a record of accomplishment of this dual approach 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.	PSM/SLC/MH	On going.

Ensure progress of LAC group	LAC lead teacher to report to SLT on the use of LAC funding to support progress. All PP strategy will be considered for this most vulnerable group.	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. 2 X Dorset LAC at £1400 per year and 1 X Devon LAC at £1425 per year.	SLC/DMH	On going.
Total budgeted cost					£22,000

7. Review of expenditure				
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 disadvantaged group will improve.	Completion rates to be analysed half-termly and communication with home and support from homework club guaranteed.	The desired outcome B (25% reduction target) linked to this target was met. HNC rates from disadvantaged students last year were 32% lower than in 2015-16. 1657 HNC logs in 2015-6 became 1134 in 2016-17.	This will be continued as the positive use of homework club for this group not only reduces HNC but also helped support the quality of completed work. It has become clear that this is more effective prevention than the cure of detention. We need to secure more regular attendance of this group from Year 7 so it becomes habit.	ED salary support £8,000
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.	Lesson observations, Year 10 Learning Review and Trust Board Review all highlighted the use of class profiles as being helpful in identifying and planning for this key group. There are still some areas where the planning for intervention.	This is permanent and compulsory part of our teaching and learning strategy and has been reinforced at 2016/17 day INSET by new Disadvantaged Champion (Deputy Head). We have learned that the profiles have not always been made available to cover and supply staff for whom the information about groups can be very important.	Nil cost.

For the learning of Disadvantaged students to be carefully considered.	Lesson plans will discreetly identify specific strategies and resources for Disadvantaged students.	Lesson observations, Year 10 Learning review and Trust Disadvantaged Review review all highlighted the use of the lesson-planning format as being helpful in targeting strategies towards the sub group. There is still work to do in developing consistency in the approaches to supporting the group in and outside the classroom by class teachers.	There will be no change in the lesson planning expectations of disadvantaged students. A key learning point is to challenge and check the ongoing lesson support and differentiation for this group outside of formal observations and review. This needs to be built into consistent faculty practice.	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 nd MFL.	11/30 students in this group were disadvantaged. 100% made progress in line with expectations. 3/11 were just meeting expectations and 7/11 were easily meeting expectations at the end of the summer term 2017.	This is a very important part of our school strategy to support the literacy of low ability disadvantaged students, it will continue. It is essential that these groups are small enough in number to maximise progress. 7R3 was a large group last year with many more low ability.	£10,000
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.	7R3 and 8R3 literacy groups run. Students with diagnosis of dyslexia have 1:1 tuition - notes from specific interventions are available in SEN files. 66% of PP students in year 7 were green in their English learning profile, with 33% at amber. No students were red. 76% of PP students in year 8 were green or amber, 24% were red.	This is a very important part of our school strategy to support the literacy 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.	Weekly report by AA and termly progress review by HOD 89% of PP students in year 7 achieved their Maths learning profile. 89% of PP students in year 8 achieved their learning profile.	This was very important in raising the performance at GCSE of this sub group. Where the sessions were 1:1, the biggest impact was made and this is where we need to focus our efforts for the group. We need to find additional staff whom we can employ to work 1:1.	£8,000

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.	Information and generic strategies for each special needs were circulated to all staff. Additional, more specific information, including full reports of assessments are available to all staff through Bromcom. Summary sheets are also provided through Bromcom.	The information is used by staff to help plan effectively. This is evidenced through lesson observation planning which has a specific section about SEN students.	£4,930
Better academic transition for Year 6 into 7 (disadvantaged students).	Specific transition meetings with Yr. 6 staff to target what have been successful learning and intervention strategies.	These were felt to be valuable meetings and the information gathered has been shared with form and subject teachers. It is too early to say if this has had any impact on standards.	This was for Year 6 in 2016-17 so we will evaluate the impact of the intervention during 2017-18 year. We have certainly learned that the focus on the group and sharing of the findings has helped raise greater awareness of the group.	Nil cost
To provide a more appropriate curriculum.	Use of SPTO to identify areas of weakness in English and maths (year 6 students) and adapt KS3 SOW and intervention.	Meetings were held between Year 6 BPS and St Mary's class teachers and Maths/English subject leads during the summer term. The use of SPTO was studied and KS2 learning objectives identified where students had been less successful. Student work and KS2 practice/routines were discussed. The discussions were productive and Y7 schemes of learning adapted to address the more difficult areas. Working practices were adopted to maintain routines (i.e. Maths toolkits) and Y6 exercise books from several feeder schools passed to Y7 teachers. These will be used with students to discuss a continuation of progress into Y7.	The discussions were useful in order to revise Y7 schemes and these will continue as part of the transition process. Pedagogy was also discussed and follow-up Y6 observations will take place 2017-18. Targets that are more specific need to be generated as regards areas for development amongst disadvantaged students and consideration needs to be given of further academic transition meetings with other feeder schools.	Nil cost
Total budgeted cost				£53,000
Total spent				£45,930

ii. Targeted support				
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
Effective personal academic support for Disadvantaged students.	Personal Academic Mentoring guarantee for Key Stage 4.	The criteria was met as all students received their 1:1 support although the impact cannot be measured until comparative data is ready (Target A).	We have learned that for high quality mentoring it is too much for the Pupil Premium Champion to take on all of the mentoring in the Key Stage 4. SLT becoming 6 th form tutors is freeing up other staff to take on 1:1 mentoring of disadvantaged students in 2017-18.	Nil (staff time)
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.	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.	These sessions were felt to be very valuable by all students who attended (not just disadvantaged). It is not easy to quantify the specific difference to results as part of an overall strategy (Target A).	Attendance of disadvantaged students at these sessions needs to be pushed further still. It will be a continuing strategy but phone calls from the pastoral team to the parents of disadvantaged students a week before the sessions will be put in place. We will consider same day text reminders to improve attendance	£5,400
Aspirations of high ability year Disadvantaged are raised.	TAAG involvement guaranteed and funded for all high ability Disadvantaged.	4 disadvantaged students were part of the Year 7 TAAG in 2016-17. (13% of TAAAG group). Interviews of these students suggests that their membership of the group has been a key factor in their success and feeling of belonging to Colfox. All of the students in the group identify Higher Education as being part of their career plans	TAAG is a proven success for those who take part but have enough disadvantaged students benefitted? All that were high prior attainers did, as matter of course, but in the 'ambitious' that apply' a lesson would be to push this group on the 4a fringe so more positive discrimination the borderline. We will endeavour to identify more for the group and phone parents of those who could benefit. TAAG continued in 2016-17, with funding made available for students.	£400

Disadvantaged students with specific SEMH needs have personal support.	Inclusion Centre programmes including ELSA and Nurture Group.	The improved new location and staffing of the centre made a real difference for all users, especially disadvantaged. 34 disadvantaged students were part of the discrete support groups, which were integral to supporting SEMH need and raising attendance. 15 were targeted by ELSA and Nurture Support.	This is a key reason the facility exists and why and how we are able to fund staff to deliver important programmes. We have learned that the earlier students are brought into the more formal SEMH support, the better. Year 7 students have benefited as a result of good Year 6 to 7 information. This will continue.	£30,000
Disadvantaged students in need of high tier support will have more immediate access.	Project Aspire Mentor School Counsellor.	Between them, our two 'higher tier' support professions worked 1:1 with 11 students. Of these students 8 were receiving PP funding. Within normal counselling and CAHMS referral times we would estimate that 20% of this cohort would have received 1:1 support before the end of the year. This was a significant intervention and for two students almost certainly meant they were able to stay in school.	We have learned that with the significant reduction in social series support and the even longer CAHMS list, our own solutions to higher tier support are even more important. For 2017-18, the counselling offer has been doubled. Project Aspire has and will continue to be chiefly aimed at disadvantaged students who are at risk of exclusion from school and suffering significant mental health issues.	£3,000
Raise the self-esteem of Disadvantaged students who are disengaged with school.	The DCC Youth Worker Focus Groups will be guaranteed for PP students who fall into this category of potential disengagement.	11 students benefited from weekly involvement in this DCC programme. Of this number 6 were disadvantaged students. The youth workers both reported significant improvements in the social interactions of those taking part and subsequent improvements in self-esteem.	This will continue. This has been a significant boost to the school support programme for disengaged students. This began later in the year than anticipated and will run from the start of 2017-8. The 'off site' aspect is something that has added real value to those taking part.	Nil cost DCC funded
6 th 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.	5 Year 12 students received financial support in attending open days and of these students, all of them are applying to UCAS for 2018 entry.	This was very successful with a small cohort and we would like to extend this use of bursary funding with students who are not part of the disadvantaged group, but who highlight lack of money as a reason for not attending Open Days. Disadvantaged students KS5 identified and given assistance to attend Open Days. 80% to HE, 10% Russell.	£1250

6th Form Disadvantaged students can choose the most appropriate courses without financial cost.	Funding travel to Yeovil College for all Disadvantaged 6th formers.	4 Sixth Form students had all transport to and from Yeovil College paid. This was important in helping to ensure they could access the right course. Results for this group were excellent. 100% of them met or exceeded their target.	The success of the Partnership has been a driver for increased 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 arranged for disadvantaged students (through bursary).	£1,360
6th Form Disadvantaged students can access all key resources linked to courses.	All key texts, revision guides and study materials to be purchased.	10 Sixth Form students received this support in 2016-17. All those who received them valued this.	Lesson learned is that this needs to be ordered by the school librarian at the start of the academic year. This is now in place. Some students had to wait too long before bursary funding applications were made and funds released. This can happen immediately and books simply presented. Some resources acquired, but NOT for all PP. In future to be organised through Emma Dixon in LRC.	£2,000
6th 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.	2 Sixth Form students received support for essential curriculum trips that helped to support learning, fieldwork and coursework.	This is an important part of our Pupil Premium Funding guarantee for all 11-19 students and will continue into 2017-18. Funding for curriculum trips arranged for disadvantaged students (through bursary).	£82.50
Total budgeted cost				£44,226
Total spent				£48,490

iii. Other approaches

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
Better enrichment for Disadvantaged students.	Access to trips and visits that support learning and aspiration.	20 students received financial support for trips and visits in 2016-17.	Use of PP funding will be reviewed and the decision taken on how best to use the funding to raise attainment. The question of whether enrichment trips raise attainment needs exploring.	£4,000

Disadvantaged students participate more in school events including teams and arts productions.	House Coordinators to track termly participation and share with SLT.	This was a significant success for 2016-17 and tracked as key target by HC's. 100% of disadvantaged students took part in at least one school event.	Making this the main target for all HC's in 2016-17 was a real step forward. The tracking was shared with the Disadvantaged Champion and Headteacher. This will remain a key priority for engagement and part of raising attendance of the sub group.	Nil cost
The performance of Disadvantaged students in all key stages is monitored in progress and attainment terms.	KS4 RAT have PSM as a dedicated lead who will review and present data on this entire group. PSM and CD (KS3) will identify strategies as appropriate and implement.	In November, the disadvantaged champion began long-term absence from school. His work was redistributed to other colleagues. KS3 and KS4 data review included discrete monitoring of this group and presentation to SLT at all data points. The Key Stage leads then allocated intervention strategies via faculties.	The tracking of this sub group has improved at senior and middle leadership level. The learning though is to ensure that specific strategies are accessed by those most in need and underachieving. Maths is an example of the best practice with the specific use of the specialist TA 1:1. We need to better extend such opportunities across the curriculum.	£9,300
All Disadvantaged students have access to required additional resources.	Purchase recommended texts and revision guides for all Disadvantaged students.	All students were provided with all required resources free of charge.	This is an essential and effective part of our support package. Students and parents report the value in having high quality resources they would otherwise not have been able to buy. Learning here though would be top provide these earlier in the courses.	£2,000
All Disadvantaged students have access to compulsory and optional uniform to feel part of school.	Guaranteed Uniform Support.	This was fulfilled as part of funding guarantee.	This will always be in place and learning is to try and included the extra PE kit optional for those disadvantaged who most regularly represent at school team level.	£3,000
Better attendance for Disadvantaged group.	Monthly monitoring of this group and report to Pastoral Forum by Heads of School.	This was a very productive part of the standing agenda of a meeting between Heads of School, Deputy Head, SENCO and Inclusion Lead. Target F was achieved linked to this: reduction in absence and PA for this group.	This will continue into 2017-18 in precisely the same way.	Nil cost

Ensure access to high quality online revision material.	SAM learning to be available to all students.	Although available to all this facility was felt to be very well used by disadvantaged students in 2015-16 and so continued in this 2016-17. The KS4 leader used the data to track hourly usage.	This will continue and the learning of the power of the leader boards was interesting. We need to feedback to parents of disadvantaged students how many hours have been completed.	£3,320
Better behaviour for learning from our Disadvantaged students.	Monthly monitoring of this group and report to Pastoral Forum by Heads of School.	Rewards for good learning behaviour and participation exceeded those consequences given on a ratio of between 4/3 to 1. However, subject removals increased slightly, with a spike amongst	Improve transitional notes with regard to disadvantaged students to best understand needs of disadvantaged pupils on arrival in year 7. Implement 'Edge' disadvantaged to encourage participation and reduce dis-affection. Re-enforce positive	Nil cost
Provide appropriate curriculum support for disaffected Disadvantaged students.	Use funding to assist Dual registration support from DLC.	Initially 5 Dual Registered Disadvantaged students attended DLC, all at risk of permanent exclusion. No students were permanently excluded and remained in full time education in the calendar year 2016-17.	Implementation of Yeovil partnership vocational courses to cater for middle and lower ability disadvantaged students further reduces risk of disaffection and need for DLC referral. Impact of the curriculum change on disadvantaged must be evaluated early in 2017-18.	£17,000
Ensure progress of LAC group.	LAC lead teacher to report to SLT on the use of LAC funding to support progress. All PP strategy will be considered for this most vulnerable group.	LAC attendance and progress for academic year 2016-17 was strong. One has now accessed university. Progress data for of 3 out of the 4 was as expected or better. One pupil failed to meet expected progress in English, one pupil exceeded their targets consistently.	Early indication of the progress of new to school LAC students is needed. A provisional report on all LAC student's progress (to accompany pastoral info) will identify resource needs early in the academic year.	Nil cost
Total budgeted cost				£22,000
Total spent				£38,620

8. Additional comments

As a school, we are committed to raising the achievement levels of this vulnerable group. We review our strategies and are mindful to Observe national research and debate 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).

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

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.

Through the 'Minerva Learning Trust' we are working on two projects with our primary schools working on mastery in maths and language In addition, communication to ensure greater consistency of teaching and a more detailed knowledge of what they can and cannot do at Year 6. Disadvantaged Students are a particular focus.

This is a new 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 In addition, House Coordinators are responsible for ensuring that individuals get the support they need.