

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

1. Summary information					
School	The Sir John Colfox Academy				
Academic Year	2017/18	Total PP budget	£130,300	Date of most recent PP Review	Oct 2017
		Additional LAC funding	£5,700		
		Total	136,000		
Total number of pupils	830 (incl 130 in Post 16)	Number of pupils eligible for PP	145 plus 11 in Sixth Form	Date for next internal review of this strategy	Oct 2018

2. Current attainment (GCSE results from summer 2017)				
	Disadvantaged pupil performance 2017	2016 Disadvantaged (national average)	Pupils not eligible for PP (national average)	
Progress 8 score average	-0.76	-0.33	0.03	
Attainment 8 score average	35.05	40.83	45	
% achieving Grade C in BASICS	35.0	43%	58.5	
3.	4. Barriers to future attainment (for pupils eligible for PP)			
	In-school barriers			
A.	Low literacy and Vocab levels due to under-exposure to reading at home,			

B.		Middle Ability Disadvantaged Achievement in years 8, 10 and 11.
C.		Social and Emotional Skills
D.		Home Learning and Revision Completion
E.		Accessing greater participation and extra-curricular opportunities
External barriers		
F		Attendance – 12.4% Persistence Absence in the PP group 2016-17
G		Economic Hardship including Unemployment, Zero Hours Contracts and roll out of Universal credit. Housing shortages creating specific homework and revision issues.
H		Low Aspiration and Cultural Deficit. Lack of fiction or non-fiction or background discussion on wider issues
5. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Literacy and Numeracy skills of low ability Disadvantaged students in Key Stage 3 are improved.	Improving standardised scores for Reading, Writing and Spelling of this group for 50% of students. The % of disadvantaged students not meeting their attainment profile target in years seven and eight maths will decrease by 10%.
B.	Middle and High ability Disadvantaged achievement in Key Stage 4 GCSE's is improved.	To close P8 gap to within 0.5 of national middle ability non Disadvantaged. To close A8 gap to within 8 points of national middle-ability, non-Disadvantaged.

		To close BASICs gap to within 15% of national middle non-Disadvantaged.
C.	Under-achieving disadvantaged students will receive a be-spoke programme of one to one and small group support to cater for their behavioural, emotional and learning needs.	Subject removals for Disadvantaged will reduce by 10% in 2017/18 FTE's for Disadvantaged students will be lower than the 2017 national average for this group. Improved outcomes at GCSE (See B)
D.	In order to address Cultural Deficit, Disadvantaged students will be proportionately represented on STEM activities, Students leadership bodies, trips and visits.	20% of those participating in rewards, activities and leadership groups will be PP students.
E.	Disadvantaged students' attendance will increase and persistent absence will decrease	Absence will no lower than 2% below the school average
F.	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. All PP students who underachieved in 2017 will receive targeted support. Additional two weeks of in-school catch up, PPE and revision will be provided prior to the end of year 11.

G.	Action Research Projects will improve the cognitive, memory and learning skills of disadvantaged students.	Action research projects on meta-cognition and memory will improve outcomes in KS3 Art Projects focussed on memory and recall will improve outcomes at GCSE (See B).
H.	Ensure that Disadvantaged 6 th form students are encouraged in their aspiration to attend university and follow academic programmes into HEI.	75% of PP students in Year 13 move into HEI.
I.	Additional teaching hours will be dedicated to the improving literacy and numeracy of low ability disadvantaged students	Progress gaps between disadvantaged and others will narrow in KS3 and KS4.
J.	The school will recognise and celebrate further the contribution made by Disadvantaged students	More than 20% of rewards and awards will go to Disadvantaged students.
K.	Two “Disadvantaged Learning Reviews” will enable governors, school leaders and the pastoral team to measure the impact of school strategy regarding Disadvantaged students, and plan for 2018-19.	

6. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Specific Provision for Disadvantaged students will be explicit and the progress gap will be narrowed	Quality of work monitoring, lesson and seating plans will discreetly identify specific strategies for the raising the achievement of 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 and Seating arrangement in class will be monitored by HOF and SLT teaching/learning lead. HOF/SLT will complete quality of work monitoring with reference to impact upon disadvantaged.	DMH/MH/HOF	On-going.
Halve the progress gap between Disadvantaged and Non Disadvantaged, by preparing students more thoroughly for new style exams.	Action research projects in History, MfL and Science, for example, will address the 'recall gap' between exams and lessons, through the development of memory and metacognitive skills.	Action Research projects, with specific control groups, will enable departments to develop long term strategies that help Disadvantaged re-call greater knowledge in more factually and content demanding GCSE exams.	Department review, observation and feedback to extended SLT	CD/HOF	Termly review

To raise literacy and mathematics levels of low ability Disadvantaged students in Years 7-11.	Additional set put in place for English in year' 9, 10 and 11. Extra literacy and numeracy teaching groups in for low ability in 7, 8 and 9.	We have experienced great success with this alternative curriculum for our lower ability cohort. This will continue into year 11 for the first time	Principal TA oversees quality and progress.	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 by 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.	KJ, JBG and AA	Weekly report by AA and termly progress review by HOD.
Raise numeracy levels of all disadvantaged students using more visual techniques in Maths.	The Singapore Bar Modelling pictorial approach is applicable across a large number of topic and will help Disadvantaged fill any gaps from KS2.	Provides students with powerful, but simple visual models they can draw upon and use to solve problems. Bar model has a positive effect on student understanding of maths topics. What these visual models provide is an entry point when teaching a topic that all students seem able to grasp.	Overseen by Head of Maths and CPD/Action Research Co-ordinator	KJ, CD	KS3 termly data review

Recognise the positive impact of Disadvantaged in school and the community.	Specifically reward the improved attendance, behaviour and effort of Disadvantaged students during prize giving and celebration of achievement at the end of each half term. Use text messaging to message parents.	Sharing award/reward with parents encourages students to take pride in the school and engages difficult to reach parents in their education.	Co-ordinated by Head of House	HoH, MH	Termly rewards review
Lessen the impact of unsupported home study by extending the GCSE final school year	To provide additional revision lessons, PPEs and teaching time for year 11 disadvantaged students during the build up to the final exams	Disadvantaged students are shown to perform less well during extended periods of study leave because they have less support and structured revision sessions at home. By extending the school year by two weeks the gap will be decreased in subjects sitting exams after the final half term holiday.	Full revision and PPE timetables to be followed over this period.	TRN/JBG	September GCSE analysis
To develop further the long-term whole-school strategy that improves the performance, attendance and behaviour of disadvantaged students	Two "Disadvantaged Learning Reviews" will enable governors, school leaders and the pastoral team to measure the impact of school strategy and plan for 2018-19.	Schools that have hugely successful outcomes for disadvantaged students put planning for disadvantaged at the heart of school improvement planning review and leadership.	Two learning reviews in January and July to focus on the impact of strategy on attendance, performance and participation. This will be completed jointly with the Governor responsible for disadvantaged.	MH/AL (Gov)	January July

Total budgeted cost £51,000

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 under-achieving Disadvantaged students.	Personal Academic Mentoring guarantee for Year 9-11.	1:1 support is a highly effective tool for students in supporting learning and aspirations.	MH/TRN will lead this for all KS4 students in school and review progress and data with KS4 RAT.	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.
To address the cultural deficit and narrow the progress gap in KS3 Art and Drama	Specific Action Research project on self-image, self-regulation and meta-cognition for Disadvantaged students	Evidence based research and projects, based on Iresome and Halaam and the Sutton trust etc., shows that these techniques can add up to 8+ months in developmental terms	Department review, observation and feedback to extended SLT	LTB/ALM/SLT	Termly
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, TRN, RAT and HOF	End of year review.
Disadvantaged students with specific SEMH needs have personal support	Inclusion Centre programmes including Boxhall profiling. Youth Counselling 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 and Youth Support worker to support students.	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 deputy head or pastoral form will have their recommendations for this support reviewed and agreed.	GF/GL/SLC/MH	End of year review.
Raise the self-esteem of Disadvantaged students who are disengaged with school.	Boxhall Profiling for under-achieving disadvantaged students will provide each student and their teachers with an Action Plan to support social and emotional needs.	It is valuable personal development to engage in group activities of this kind.	Inclusion manager and deputy head will meet with the project leaders to review progress.	MH/NP	End of year review.
Improve numeracy of under-achieving Disadvantaged and LAC	1:1 maths catch up identified for Disadvantaged students in KS3 and LAC in year 10 and 11.	Specific and targeted intervention on areas of weakness identified by maths teachers.	A tutor will be appointed to improve numeracy of disadvantaged and LAC students.	CD/MH/ R.Parsons (maths tutor)	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
6 th Form Disadvantaged students can choose the most appropriate courses without financial cost.	Funding travel to Yeovil College for all Disadvantaged 6 th 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	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
Effective support to improve the home learning for disadvantaged students	After and pre-school home study support and resources provided for disadvantaged students during the extended school day	Some disadvantaged students will not be supported or encouraged to complete independent or home learning outside of school	Learning resource manager supported by AHT (KS3/KS4)	ED, CD, TRN	Termly review
Total budgeted cost £49, 000					
Other approaches					
iii. Desired outcome					
Better enrichment and resources for Disadvantaged students.	Access to uniform, PE kit, meal, trips and visits that support learning and aspiration.	Feedback from students who have had access to resources, trips and visits.	HOS and MH to review .	MH	Termly Review.
Disadvantaged students participate more in school events including the Edge, teams and arts productions.	House Coordinators to track termly participation and share with SLT/MH.	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, MH JCM	Termly review.
Improved awareness and provision for Disadvantaged from all staff	Training programme for Disadvantaged agenda delivered by Disadvantaged Champion	Initial presentation and follow up training for new staff on Disadvantaged provision will develop staff awareness and improve quality of provision.	CPD review	MH/CD	End of year review

Improve the attendance of Disadvantaged students	Monitor and contact students with PA directly. Organise home visits through HOS and external education officer	Attendance remains one of the biggest barriers to the improved progress of the Disadvantaged group.	Monthly HOS review of register checks and reporting to Pastoral Board	HOS/MH	Monthly register check.
Improved attendance for Disadvantaged group at parents evening.	Contact parents prior to parents evening to make appointments over the phone.	Engagement by parents is one of the biggest barriers to overcome with respect to raising achievement of disadvantaged students.	Pastoral Board is chaired by the Deputy and Head teacher who will report to trust board on the attendance of the group.	MH/Admin	End of Each Term as census figures are confirmed.
Better behaviour for learning from our Disadvantaged students.	Monthly monitoring of this group and report to Pastoral board by Heads of School. Reward disadvantaged students for 'no consequences'.	Target group monitoring on behaviour has worked with other 'groups' e.g. SEN Support and this can be applied to all Disadvantaged.	Pastoral Board is chaired by the Deputy and Headteacher who will report to Trust Board on the attendance of the group.	MH/DMH/SLC	End of term review of overall data at SLT.
Provide appropriate curriculum support for disaffected Disadvantaged students.	Use funding to assist Dual registration.	We have a record of accomplishment of this dual approach working with students and enabling successful reintegration back into main school life.	Heads of school work with COOS service staff to discuss programmes and phased reintegration to school.	GL/SLC/MH	On going.
Ensure progress of LAC group at GCSE	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 looked after children.	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.	MH	On going.

Total budgeted cost £36,000

