

## Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	Springwell Community College				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£297855	<b>Date of most recent PP Review</b>	Jan 2016
<b>Total number of pupils</b>	807	<b>Number of pupils eligible for PP</b>	352 (43.6%)	<b>Date for next internal review of this strategy</b>	Jan 2018

KS2 average points score on entry	Disadvantaged students	Non – disadvantaged students	Gap on entry
2017	27.4	28.9	1.5
2018	26.8	29.5	2.7

2. Current attainment				
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	Gap	2017 Gap
<b>% achieving 4-9 in English and maths</b>	39%	71	32	34
<b>Attainment 8 score</b>	38.3	49	10.8	12
<b>Attainment score for English</b>	8.3	11	2.7	4
<b>Attainment score for Maths</b>	7.1	10	2.9	3
Prior attainment for disadvantaged students in 2018 is 26.8 compared to 29.5 for the non-disadvantaged students.				

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	<b>Low levels of literacy on entry.</b> Average reading ages of our students on entry are lower than the national average. The reading scaled scores achieved at KS2 for the PP Y7's was on average 104. The most recent Lexia test for these students shows their average reading age to be 10.2 years while their actual average age is 11.4. So, their reading age is more than one year behind their actual age.
<b>B.</b>	The college has a <b>higher than national average percentage of SEND students.</b> SEN Support: National 11% Springwell 18.6% SEN Statement or EHC: National 1.7% Springwell 3.7% 25% of PP students at SCC are SEND. This is a barrier as these students often require specialist staffing which we have a limited supply of. Some staff are more confident than others in teaching SEND students and differentiating for their needs.
<b>C.</b>	<b>High percentage of our HPA students are PP.</b> We have 108 HPA PP students. There are 304 HPA students in total so 35.5% are PP. Aspirations of our HPA students tend to be quite low. Very few of our HPA students aspire to attend red brick/Russell group universities or pursue professional careers. This results in low personal targets in lessons and a 'settling for second best' attitude.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	<b>High deprivation figures</b> for the local area. Deprivation index: 0.22 National; 0.26 Springwell. This puts Springwell in the fourth highest quintile. This is a barrier to learning as these students do not have the conditions at home that are conducive to studying. Many do not have the materials or space at home to complete homework and not all have internet access.
<b>E.</b>	<b>Low aspirations of some students</b> – "... has a workforce with a relatively low level of skills compared with the UK as a whole" ... "... has a smaller proportion of residents employed in higher skilled occupations when compared with the national average". (Portrait of the East Midlands By Jen Beaumont, Office for National Statistics)
<b>F.</b>	<b>Attendance</b> – Low attendance of school results in lessons missed and learning gaps. This is a barrier to learning. The national Non-PP attendance figure last year was 95.9%. SCC PP attendance was 94.5%. Whilst PP attendance has a three year trend of improvement there is still work to do to close the gap on the National Non-PP figure.

<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Attainment gaps for English, maths and science for PP students narrow	The A8 gap between our PP and national non-PP students for English and maths is reduced by at least 1 point over the year.
<b>B.</b>	Levels of literacy for KS3 PP students improves	We will be using a traditional paper test for all KS3 students at the start and end of the year. We are aiming for, on average, a 10% improvement across all years.
<b>C.</b>	Aspirational experiences for all PP students is increased	PP students are prioritised for aspirational activities in and outside of college. All PP students to attend on average at least two events throughout the year.
<b>D.</b>	Attendance	To narrow the SCC PP/Nat Non-PP gap from 1.4%
<b>E.</b>	Behaviour	In 2016/17 26% of PP students received an internal seclusion (BIC) compared to 13% of Non-PP students (13% gap). We are aiming for to reduce that gap by 3% in 2017/18.

#### 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.

#### Raising Achievement and Attainment

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?	Cost
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<p>Rates of progress for English, maths and science for PP students improves</p>	<p>Small group intervention for English, maths and science.</p>	<p>Small group intervention is rated by the EEF as having moderate impact (+4 months) for moderate cost. This intervention has been refined in college for the last 4 years. Different models have been trialled and this one is the culmination of in-college research and evaluation and consultation with FLs, students and parents. This new narrower focus, shorter block approach is expected to reap benefits for all PP students involved.</p>	<p>Establish a system of evaluating SGI to produce a consistent report after each AP to evaluate the effectiveness of SGI. This pro forma will allow for clear measurement and ensure that rapid responses are made at each assessment data point. Groups will be changed if necessary and this will be fed back to staff. The dynamic membership of SGI will allow for success so that only students requiring or responding to SGI are included. Effectiveness of small group intervention will be monitored through learning walks. This will be undertaken by the T+L/SLT teams to allow for informal judgements to be made on SGI teaching. This will ensure teachers are held to account for the quality of teaching with these groups. FLs develop their pre/post-tests and schemes of work - these standardised, measurable tests will ensure success as they will be planned to identify key students and common themes so that specific SGI groups can be formed and common misconceptions/areas of difficulties responded to. All teaching made staff clear as to the content and time limits of the intervention. This will allow for success as teachers will recognise the short term,</p>	<p>JNA</p>	<p>After every intervention block (4 times per year) 2017-18</p>	<p>£67000</p>
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Rates of progress for English, maths and science for PP students improves	Pupil premium hour for all teaching staff	How schools are spending the funding successfully to maximise achievement (Ofsted) states that schools who effectively use PP funds "... <i>systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it</i> ". This is the aim of the PP hour – to give time to staff to focus solely on planning and marking for PP students.	Further embed the SHARK based system on an INSET day to all staff. Make sure that staff are intervening with their chosen PP students in PDIs, QED learning walks and C4Ls. Use SHARK to make sure that all staff are choosing appropriate students. Orange marking will be seen in work scrutinies to hold staff to account.	JNA	August 2018	£50460
Rates of progress for English, maths and science for PP students improves	Intervention strategies for PP students chosen by staff and tracked/evaluated by SLT	The EEF rates 'feedback' as the most high impact (+8 months) intervention. The rationale is to take what we judged to be effective last year and extend it out more students in a more overt way. The orange marking was trialled by an MFL teacher last year and was found to be effective. Teachers now choose from a menu of strategies that have been proven to enhance engagement and progress but for three disadvantaged students in every class taught.	This has been made easier for staff as it is now all inputted using SHARK. Staff have intervention strategy 1 chosen for them – orange pen feedback (whole college strategy). The other two strategies are chosen from a drop-down menu. SHARK will also let us see which students are being intervened with and by which staff. It will be quality assured through PDIs.	JNA	January 2018	£0

Rates of progress for English, maths and science for PP students improves	The RAP group	The RAP incorporates many interventions that the EEF rates as producing varied impact: mentoring (+1 month), homework (+5 months), social and emotional learning (+4 months), parental involvement (+3 months). With a reduction of the number of students involved we have been able to use mentors that were successful in previous years. Four APs per year will allow us to change the cohort as and when necessary – a recent recommendation from an Ofsted visit	Investigate good practice in other schools with regard to PP monitoring/evaluating and the running of RAP meetings. Consult FLs and MWA to choose the RAP cohort for 2017-18. Meet with the new RAP cohort and inform parents/invite to after college meeting. Choose new RAP mentors for 2017-18 and deliver training on mentoring. Book and organise Skills Show trip with new task based format. Provide regular updates of RAP student data to enable mentors to conduct effective meetings with their mentees	JNA	After every AP 2017-18	£4000
Rates of progress for English, maths and science for PP students improves	The JNA fund	What is the single most important thing a CEO can do to maximize his or her company's performance? The answer is to creatively ... build the capabilities of the company's middle management team ...the middle management team's performance will determine whether it is a success or failure – (Middle management excellence – Jonathan Burns, Harvard Business School)	A contingency fund that is discussed with FLs at the start of the year. FLs bid for funds to run initiatives that benefit PP students. This may be an external speaker, revision guides etc. It is the FL's responsibility to identify the targeted students and then assess the impact of the initiative after it's completion.	JNA	After every AP 2017-18	£10000

Rates of progress for English, maths and science for PP students improves/ Aspirational experiences for all PP students is increased	Careers advisor prioritising PP students in Year 11	The rationale is to encourage PP students to have focus for their studies in Year 11. This is an intervention that all Year 11 students receive. PP are first in line so there is plenty of time for teachers/form tutors to use their chosen destination as a motivational tool throughout the year.	Track all student's meaningful employer experiences through the D2N2 framework. Evaluate each experience via a standardised student survey. Meet regularly with AS (Enterprise advisor) and GW (EA coordinator) to forge links with local employers leading to increased employer experiences for our PP students.	JNA	July 2018	£4560 (every Friday for 38 weeks)
Rates of progress for English, maths and science for PP students improves	AHT responsible for PP students salary part funded	At least a quarter of the AHT's leadership and management time is taken up with PP management. It therefore makes sense to fund the same proportion of their salary from the PP budget.	The effectiveness of the AHT will be assessed through their yearly appraisal and appraisal review meeting.	IWI	September 2018	£19500
Rates of progress for English, maths and science for PP students improves	AHT attends PP courses	It is important that the AHT is up to date with the latest developments regards PP. The AHT also needs the opportunity to speak to other PP coordinators and share good practice.	All meeting notes will be fed back to SLT at the first available opportunity. Relevant information will be fed back staff on INSET days.	IWI	September 2018	£1000

Rates of progress for English, maths and science for PP students improves	MJA/SCU maths and English groups	Maths is a weak area according to in-college data. This group targets students with good A4L/B4L scores who are still under-achieving in maths. There is a requirement for all participants to attend an after college session. English will also now follow this same route.	Students monitored using mock exam results. Lesson content is based on the weaknesses of the students identified in mock exams.	MLI/LSN	June 2018	£3965
Aspirational experiences for all PP students is increased	Music tuition subsidies	<i>"Children from all backgrounds and every part of England should have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence if they wish to"</i> – The Importance of Music (a national plan for music education). SCC is an arts college and we believe that all students, irrespective of background should have the opportunity to explore the arts and builds on any skills they may have.	KPE has overall responsibility for this fund. It is in place to make sure that any PP student pursuing GCSE music has the means to receive music tuition in the same way that an advantaged child does. KPE monitors the peripatetic staff and gets feedback from students to decide on who the providers will be the following year.	KPE	July 2018	£600
Rates of progress for English, maths and science for PP students improves	Learning support staff	<i>"They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours)"</i> - This is a quote from Supporting the attainment of disadvantaged pupils Briefing for school leaders November 2015. This is cited as being one of the most effective strategies for raising the progress and attainment of LPA PP students.	The quality of provision in lessons and in out of lesson sessions is monitored by our SENCO. The students intervened with are regularly reviewed and changed if necessary. Dinner time and after school clubs eg. homework support club are advertised to our LPA PP students who are encouraged to attend.	MTH	June 2018	£11000



<b>Total budgeted cost</b>						£172085
<b>Attendance</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>	<b>Cost</b>
Rates of progress for English, maths and science for PP students improves	Appointment of 0.4 in-house Educational Attendance Officer with a focus on PP attendance.	PP students need to be attending school regularly to achieve their potential. Supporting the attainment of disadvantaged pupils (2015) sees tackling attendance as a basic intervention on the pathway to success.	Attendance officer prioritises PP students for 2 days per week. Line managed by HST. Attendance officer keeps an up to date record of PP students intervened with.	HST	July 2018	£10000
<b>Total budgeted cost</b>						£10000
<b>Building Foundations</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>	<b>Cost</b>
Rates of progress for English, maths and science for PP students improves	The continuation of the Lexia programme, Accelerated Reader and the Fresh Start scheme	The EEF rates reading comprehension strategies as having moderate impact (+5 months) and phonics the same (+4 months). PP students did as well as non-PP students last year.	Both programmes will be monitored by LSN and her KS3 coordinator (JAC). A report will be written after every AP to summarise progress made by all students involved.	LSN	July 2018	£3500
Rates of progress for English, maths and science for PP	LRC management (part funded)	The LRC is a safe and quiet area available at lunchtimes and at the end of college. This	The LRC manager is line managed by a member of SLT (business manager). PP students are encouraged to use it to	SLI	September 2018	£12000

students improves/attendance		is the environment that many of our PP students lack at home.	complete homework through assemblies and form time.			
<b>Total budgeted cost</b>						£15500
<b>Curriculum</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>	<b>Cost</b>
Rates of progress for English, maths and science for PP students improves	Alternative provision for those PP students struggling to access mainstream curriculum	These alternative placements have been proven to retain the engagement of our 'hard to reach' students. They keep students in college when we would be at risk of losing them long-term.	Students to be chosen after consultation with SPLs. Parents involved in the process. Progress of students accessing alternative provision to be monitored through Chesterfield College. Any successes to be celebrated at Achievement Evenings/assemblies.	SBI	July 2018	£10100
Rates of progress for English, maths and science for PP students improves	Curriculum review	The P8 change requires us to review the curriculum to ensure that all students are gaining the maximum qualifications they are capable of. There is also a need to be cost effective. Increased subject content and the introduction of technical qualifications has resulted in the need to make sure that our curriculum is fit for purpose.	FLs consulted. Discussed by SLT. Planned and implemented by SBI in readiness for September 2017 who has experience of implementing this whole college change.	SBI	January 2016	£0
Aspirational experiences for all PP students is increased	Forest Schools	<i>"... long term Forest School programmes have positive impacts on the child's resilience, confidence and well-being."</i> - Impacts of Long Term Forest School	PP students involved in the Forest Schools programme are those with least confidence and resilience. The in school leader is responsible for making sure that all students chosen are engaging with the	HST	July 2018	£12500

		Programmes on Children's Resilience, Confidence and Wellbeing, Sarah Blackwell.	project. Attendance is monitored and the quality of the provision is reviewed yearly.			
<b>Total budgeted cost</b>						£22600
<b>Additional support for the Most Able PP</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>	<b>Cost</b>
Rates of progress for English, maths and science for PP students improves/ Aspirational experiences for all PP students is increased	Aspirational workplace visits	These research based placements encourage our PP students to have a post-16 focus that is relevant to them and their aspirations. If a student has a career in mind they are able to work back to the GCSEs they will need to access that job. This helps us motivate them to succeed in Year 11.	All visits planned in conjunction with the D2N2 project to ensure that placements match future job market trends and appeal to the interests of our students.	JNA	January/July 2018	£4000
Rates of progress for English, maths and science for PP students improves/ Aspirational experiences for all PP students is increased	University visits	Whilst the EEF sees aspirational activities as having little effect, this is based on evidence that is "very weak". Low aspirations is one of our barriers to learning. We reinforce our red brick university visits with an in-college HEPP presentation to students and parents.	Students encouraged to consider University through the HEPP project – SHU representatives to hold an after college event aimed at Y10/11 PP students. All Y10/11 PP students to be invited by letter/text. PP students invited to university visits by HFI/PJO. Students surveyed after each visit to inform next year's planning.	HFI	January/July 2018	£5000 estimated from this year Coach = £200 Staff = £230
Rates of progress for English, maths and	In-college visitors	These presentations allow our PP students to meet young	PP students prioritised for attendance. Surveyed after each presentation.	CJA	January/July 2018	£3000

science for PP students improves/ Aspirational experiences for all PP students is increased		people that have grown up in disadvantaged circumstances but have succeeded in their chosen career. Hearing this message from someone outside of the college environment helps reinforce the aspirational message.	Attendance collated and regularly checked to ensure as many PP students as possible are benefiting.			
Aspirational experiences for all PP students is increased/ Rates of progress for English, maths and science for PP students improves	One year appointment of a Most Able coordinator.	Supporting the attainment of disadvantaged pupils (2015) NFER states that " <i>work with neighbouring schools to raise standards</i> " is an advanced strategy. A dedicated Most Able coordinator gives the college the capacity to do this. The Brilliant Club is one good example of this.	Fortnightly line management meeting with JNA. Log kept of calendared visits, speakers etc. Regularly updated and Governors informed.	JNA	July 2018	£1270
<b>Total budgeted cost</b>						<b>£13270</b>
<b>Inclusion and Emotional 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>	<b>Cost</b>
Rates of progress for English, maths and science for PP students improves	Behaviour Improvement Centre	Behaviour interventions are rated by the EEF as having moderate impact (+4 months). If students are externally excluded then they cannot access lesson materials. The BIC allows us to sanction PP students without harming their progress.	Success is ensured through outreach work, reflective time and ensuring that a bank of English, maths and science work is there for those in isolation. Open sessions at break/lunch to access informal support/mentoring. BIC staff are trained so that expectations are consistent and fair for all. There is only permission for a small number of staff to issue BIC (SPLS/SLT) to ensure consistency.	HST	July 2018	£26500

Rates of progress for English, maths and science for PP students improves	Learning mentors	Successful mentoring results in students increased attendance. High deprivation and low aspirations results in a number of our students not engaging fully in lessons. Whether it be emotional/behavioural support or academic mentoring, this helps students be more prepared to access lessons and achieve their potential.	Learning mentors are monitored by HST. Caseloads are reviewed termly and students are moved on and off the list of students in need of mentoring. Appointments are done in form time where possible and are rotated in lesson time so as to reduce impact on subjects.	HST	July 2018	£30000
Aspirational experiences for all PP students is increased/ Rates of progress for English, maths and science for PP students improves	Subsidising school trips, revision guides, food nutrition and uniform	For a disadvantaged student to feel part of the school community, they should be able to experience all that an advantaged student does without feeling self-conscious. Financial assistance with trips, uniforms and ingredients is a way to help PP students become involved fully in school life without hindrance.	Financial assistance with trips and uniform is monitored by SLI, ingredients by ASH. SLI has overall responsibility for ensuring fairness of allocation of these funds.	SLI/ASH/JNA	July 2018	£2900 (trips) + £1500 (food and nutrition) + £500 (uniform) + £1000 (revision guides) =  £5900
Aspirational experiences for all PP students is increased/ Rates of progress for English, maths and science for PP students improves	Transport costs	This spending is in place to ensure that disadvantaged students are able to access aspirational visits eg. Theatre trips, University visits and also to part fund the once weekly after college revision mini-bus.	A register is taken of students attending aspirational out of college visits and use of the mini-bus. This will be monitored to make sure that PP are taking advantage. If this is not the case then the use of this will be advertised to them.	JNA	July 2018	£2000
<b>Total budgeted cost</b>						£64400
<b>Total cost</b>						£297855

