John Spendluffe Pupil Premium Strategy Statement

John Spendluffe Technology College is committed to ensuring every pupil succeeds. As part of this commitment to all students the school is determined to diminish the differences between Pupil Premium students and those who are not Pupil Premium nationally.

The rationale for each area of spending and its impact is listed in the final column. The plan is overarching for the Pupil Premium group and there are general strategies in place. However the plan is responsive to students specific needs through for example;-

1. Individual support for Attendance and Pastoral issues through assessed need.

2. Specific academic support to meet assessed need – whether a student is not meeting threshold expectations or whether students are More Able and Talented and not making sufficient progress. This can be through small group work , 1:1 or other intervention.

There are individually tailored plans for all LAC students as a separate strand of planning.

3. Summary information					
School	John Spendluffe Technology College				
Academic Year	2018-19	**Total PP budget**	(£209,440)	**Date of most recent PP Review**	n/a
Total number of pupils	601	**Number of pupils eligible for PP**	(224) (39.6%)	**Date for next internal review of this strategy**	Jan 2019

4. Attainment 2017-18 Cohort 91 PP; 30	**National (non-selective)**	**JSTC (JSTC PP)**
Progress 8 and Attainment 8 *Please note that one outlier was not removed from performance data although request was made to*	Data to be confirmed	-0.39;UCI -0.12 and 39.17 (-0.60 with UCI -0.14 and 35.71)

DfE. Student was not in school from December of Y11. Other outlie September 2018 rs were identified.		
English P8 and Maths P8 *Including outliers and student above*	Data to be confirmed	-0.57 and -0.35 (-0.96 and -0.41)
EBacc P8 and Open P8 *Including outliers and student above*	Data to be confirmed	-0.62 and -0.07 (-0.73 and -0.38)
Basics 4% and Basics 5% (English and Maths)	Data to be confirmed	50% and 19.6% (48% and 17.24%)
EBacc 4% and 5%	Data to be confirmed	11% and 3.3% (11% and 3.45%)

Measure	2015	2016*	2017*	2018*
Progress 8	-0.24	-0.16	-0.08	-0.60
Attainment 8	43.6	42.9	37.8	35.71

*Note; care needs to be taken when comparing trends over time within the three year period indicated. The DfE notes that this is very difficult as a result of the changes in the GCSE assessment system, points allocated to the new 9-1 grading system and the changes within the examination process overall. The disproportionate impact of these changes on non-selective schools operating in highly selective areas is the subject of research and student – the outcomes of which are being awaited. The impact of such changes on schools such as JSTC is subject to interest by FFTdata lab and other national organisations.

5. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Students enter the school with low levels of literacy and numeracy with majority of a cohort presenting as not secondary ready based on one or more of the assessments at KS2
B.	Analysis of data shows sub-groups of students – including PP students – should be a focus for 2018-19. Groups identified are HAP and MAP – especially boys.
C.	Higher level content of more rigorous GCSE specifications affecting already low levels of self-esteem and confidence.
External barriers *(issues which also require action outside school, such as low attendance rates)*	

D.	Attendance rates for PP students are overall consistently below those of other learners (below target of 96%). The reduction of school hours affects learning and progress.	

6. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Students make good progress with respect to literacy and numeracy across Key Stages	Progress of PP students analysed in English and Maths across Key Stages and compared to their peers. Review of strategies put in place by departments to ensure needs of PP are being met. Monitored by SLT line managers through QAH , strategic department plans and departmental data analysis.
B.	Good progress of HAP and MAP students noted within assessment windows and trend across an academic year is positive	Tracking of data shows good progress across the academic year for these sub-groups. Departments across school report positive progress for PP students. SLT line managers review data with HoDs for HAP and MAPs. Strategies to address these concerns are seen as positive within student voice.
C.	Increased attendance at intervention session by PP students and student more resilient and independent learners	Attendance at intervention sessions increased and P8/A8 scores raised in summer data. Coaching programme reports increased resilience and independence of students. Student voice records positive feedback.
D.	Increased attendance for PP students across all cohorts.	Students raise levels of attendance and punctuality in line with national average for non-PP students.

7. Planned expenditure

Academic year	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

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?
High levels of progress made by HAP and MAP students – especially boys	Priority in the school strategic plan. Focus for all departments and revisited through analysis by SLT line managers. Departments address not only academic content of their courses but also demands of literacy and numeracy. Clear data analysis to inform success of strategies and any need for evolution of planning. Consistent and constant monitoring and evaluation.	Students present with lower levels of literacy and numeracy, self-esteem and confidence than their peers. Whole school INSET sessions plus focused CPD from external providers to ensure staff have the right skills to address this concern. EEF research shows that students who can reason, discuss , argue and explain rather than merely respond perform better. Need to embed and longer term strategic change to address this cultural shift in our learning community. EEF research shows benefit of oral language interventions ad need to shift the focus of literacy interventions as students' progress.	INSET sessions planned using external advisor. Skills and experience of staff – pilot research project on the improvement of literacy levels within school also harnessed. Review of INSET process to ensure greater rigour and focus throughout the year. Match CPD closely to staff and school needs. Lesson observations and detailed data analysis Tracking and support strategies in place and overseen by dedicated member of staff.	SLT and HoDs.	Review at each assessment window. Reports taken to Governor meetings. Discussion at SLT and HoDs.
Increased attendance rates for PP students	Increased pastoral and inclusion support for learners with high levels of absence. Focused SEND support for students with barriers to attendance. Development of rewards system to promote and maintain good attendance.	Students need to have the confidence to return to school and enjoy their learning following a period of absence. Students need to attend school regularly in order to make good progress. Research of NfER demonstrates that improving attendance is a key step.	Tracking of data to show that PP students are attending well and achieving good progress in their academic subjects. Progress Leaders develop individual action plans for students with targets for attendance. Increased termly communication with parents to advise of rates of attendance and trends.	Progress Leaders and SLT	Review at each assessment window. Reports taken to Governor meetings. Review at each attendance meeting.
				Total budgeted cost	£7000

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?
Good levels of progress made by PP students at all levels – but especially HPAs.	Identification through data analysis of targeted group of PP students to take part in intervention programmes – especially English and Maths. Internal development of feedback in departments to ensure students are well supported.	EEF toolkit demonstrated that targeted intervention when well matched to student need is effective – especially for KS4. Small group interventions with key, well qualified and experienced staff delivered to raise outcomes. EEF research shows that high quality feedback can enhance progress.	Data tracking at assessment windows to demonstrate effectiveness of the programme.	Progress Leaders and SLT	Review at each assessment window. Reports taken to Governor meetings. Discussion at SLT and HoDs.
Increased resilience of PP students (especially HAP – PP students) towards learning and improved independence to raise student outcomes.	Identification through data analysis, views of students, subject staff and pastoral team EEF research of the growth mindset – where intelligence is not a fixed characteristic but can be increased through effort underpins this coaching approach. Events/visits and workshops to raise the aspirations of PP students (especially HAP)	NPQSL project of SLT member through in-house research has demonstrated the effectiveness via a pilot coaching project. The low self-esteem students present with on entry to the school, increased rigour of GCSE system and failure of the 11 plus system creates learners that are not resilient, not confident nor independent. Views of students captured via student voice. EEF research for mentoring reports improved attitudes to school, better attendance and improved behaviour. ReflectEd research shows that knowing what effective learning is impacts in the classroom for the benefit of the student.	Lessons from the pilot project, views of students and staff within pilot to inform the planning for next phase within school. SLT to ensure time and training is in place. Deployment of wide range of staff to ensure breadth of knowledge, experience and approach.	SLT	Review at each assessment window. Reports taken to Governor meetings. Review of NQPSL research within school. Discussion at SLT and HoDs
				Total budgeted cost	£10,000

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?
Students are confident and happy in school, prepared for their future	Uniform is provided where required for students in school. Buying in of high quality psychological	Students that are happy and confident in school will attend well and make good progress.	Build on the experience of staff in school in the different focused areas.		Review at each assessment window.

and able to take part fully in school life	services and specialist teaching services, use of virtual school and individual tutors, SEND training for all staff to understand the range of needs presenting the classroom, Enrichment activities including Expressive Arts, Sports and Cultural to enhance motivation and self-confidence. Further development of inclusion service in school. Breakfast/Young Carers club to provide opportunities for friendship group for specific students. Careers guidance and related trips to support future aspirations.	Meeting students' specific needs and aspirations will ensure engagement with learning. Engaging with post-16 providers and providing opportunities for developing breadth of cultural experience will enhance learning in the classroom. EEF research notes that poor understanding of student need and deployment of TAs can have a negative impact on student progress. Whilst EEF evidence suggests that strategies that focus only on the student's aspirations are unlikely to improve attainment EEF's view is that all students deserve a well-rounded culturally rich education which does have a small positive impact. Their research does point out that some activities do have a positive impact on attendance depending on the individual student.	Clear involvement and communication between pastoral and academic staff to ensure support is targeted and focused. Monitoring of students involved in enrichment activities and clear support for the ethos of inclusion within school.		Reports taken to Governor meetings. Discussion at SLT
Parents are fully engaged with school and are able to support their children at home.	Engagement with parents through outreach and inclusion work with a team dedicated to this process. First day calling to monitor attendance and engage with parents. Creating further opportunities for parents to attend school in addition to parents evenings with student/parent workshops on revision skills, More able and talented and at first point of entry into school.	EEF research suggests that primary causes for under-performance are addressed prior to addressing concerns regarding parental engagement. The school has indeed done this and now look to improve parental engagement as the next step.	The developments have been built on from previous years and the available parent feedback received with respect to timing , range of support required and effectiveness of different strategies. A range of staff are involved with diverse experience enabling a team approach recognising the skills and expertise of each member of the team eg SENDCo, Inclusion Officer, Attendance Officer, More Able and Talented Co-ordinator, pastoral leaders.		Review after each event of session through parent questionnaire.. Reports taken to Governor meetings. Discussion at SLT
Total budgeted cost					£14000

8. Review of expenditure				
Previous Academic Year		**2017-18**		
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**
High levels of progress made by HAP	Focus for all departments and revisited through analysis by SLT line managers. Departments start to address academic content of their courses. Consistent and constant monitoring and evaluation.	Mixed outcomes. Progress 8 for this group of students was less negative and close to zero in 2017 but was a concern in 2018. The number and status of the HAPs in 2018 was significantly different with many clustered at the lower end of the HAP scale and with imbalances between English and Maths at KS2. The Attainment 8 score was also reduced. This may in part be due to the points difference between one academic year and the next. Students in 2017-18 were weaker on average than those HAPs in 2018-19 or 2016-17. Success criteria partly met for some HAPs but the school will need to maintain this focus in order	Need further developments in place to address concerns regarding the greater rigour of more GCSE courses. Need to enhance student basics further and increase resilience and create more opportunities for independent learning. Self-confidence needs to be directed and enabling students to be self – motivated and confident in their learning with clear support from home. Need to increase focus of this and create more individual plans. Need to engage parents more initially.	£3000
Increased attendance rates for PP students	Pastoral and inclusion support for learners with high levels of absence. Rewards for students with 100% attendance.	Mixed outcomes. Some improvements seen during the academic year which were adversely affected by poor weather (snow closures) and extreme periods of illness among staff and students. Figures close to levels from previous year.	The amount of pastoral support is not sufficient to cater for the large (and increasing) number of PP students. As a result the pastoral system has been re-evaluated and strengthened both in terms of number, expertise and systems to address this concern. Rewards to increase attendance will now cover a wider range of students and communication about the impact of absence and the need for greater levels of attendance will be more clearly communicated with home regularly.	£2000
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**

Good levels of progress made by PP students at all levels.	Identification through data analysis of targeted group of PP students to take part in intervention programmes – especially English and Maths.	Mixed within cohorts and at different assessment windows. The difference between PP and their peers still needs to diminish and needs to encompass not only Maths and English but all subjects in order to ensure equity of opportunity. PPHAPs and PPboys remain a specific focus.	Data tracking needs to be SMARTER and enable staff to work more effectively – especially with regard to the way that Ofsted and DfE will view and respond to school data and outcomes. SISRA is now no longer an easy tool to use in school and is becoming time consuming. SISRA is to be replaced by SMID in September 2018. The reporting system linked to behaviour monitoring in school had become onerous and this has been replaced by an electronic reporting system trialled in term 6 of this academic year in readiness for September 2018. Intervention programmes are to be supported in the next academic year by smarter marking and feedback techniques being developed in departments.	£7365
Increased resilience of PP students towards learning and improved independence to raise student outcomes.	Identification through data analysis, views of students, subject staff and pastoral team. Intervention programmes and activities to enhance resilience. Individual coaching initiated on small pilot.	The impact on students taking part in the pilot NPQSL project has shown the potential for the work within coaching. The challenge will now be to scale this up to a larger programme with more students but still within a manageable and successful structure. The pastoral team have the skills and experience to address this element of the strategy but have a large number of students to work with and therefore the impact was reduced.	Lessons from the pilot project to be used in the development of a larger scale programme for the next academic year. Previous coaching programmes have failed on a larger scale but the pilot has shown a clear way forward. The pastoral team has been enlarged so that they can deploy their skills and experience more effectively to address this element of the PP strategy.	£7500
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**

Students are confident and happy in school, prepared for their future and able to take part fully in school life	Uniform is provided where required for students in school. Buying in of high quality psychological services and specialist teaching services. SEND training for all staff to understand the range of needs presenting the classroom, Enrichment activities including Expressive Arts, Sports and Cultural to enhance motivation and self-confidence. Breakfast/Young Carers club to provide opportunities for friendship group for specific students. Careers guidance and related trips to support future aspirations.	Student uniform concerns have been addressed when and where required but consistency of approach by tutors is needed. Limited access to external services through LCC. SEND training for staff was successful and enabled all staff to gain accreditation for specific SEN needs. Mixed take up of enrichment activities during the year. Well structured support for Young Carers.	Empowering of the tutor team to address specific concerns more consistently through the larger pastoral team. Improved provision of external services and access clearer. Staff need to revisit the learning that they have had via CPD and therefore the change in structure of delivery for the next academic year will be welcome. Dedicate specific days/events to student participation in cultural and enrichment events. Continue to monitor the work of Young Carers to ensure it remains a good point of contact for those students in such circumstances.	£12,135

Parents are fully engaged with school and are able to support their children at home.	Engagement with parents through outreach and inclusion work with a team dedicated to this process. First day calling to monitor attendance and engage with parents. Creating further opportunities for parents to attend school in addition to parents' evenings with student/parent workshops on revision skills, More able and talented and at first point of entry into school.	Many of these areas are well established eg inclusion and outreach work whilst others were piloted this year eg parental engagement at specific workshops. Outcomes were mixed as those well-established areas need to reach out to engage more parents and those piloted last year need to be embedded in our practice.	Increased focus on engaging parents has resulted in need for more capacity within the pastoral team hence the developments for the next academic year. More specific communication with parents required regarding their child's attendance, standards of behaviour and links between pastoral and academic.	£3850

9. Additional detail

The school uses the PP funding to deliver sustainable systems and processes in school that facilitate continued progress and academic achievement for our students. There are a range of initiatives and strategies that support the engagement of disadvantaged students. In the sections above many of these are clearly alluded to. Specifically they include;-

- After school revision and intervention sessions
- Use the dedicated member of staff tracking PP progress to review progress specifically of PP boys and PP?HAPs across subjects but especially in Core subjects.
- CEIAG provision and support to raise aspirations
- Use of Inclusion and Attendance teams to engage parents
- Decrease in class sizes to enable staff to work more effectively
- Provision of uniform to ensure social cohesion
- Provision of PE equipment to ensure participation levels are high
- Provision of student school equipment
- Contributions to cultural, expressive arts and sporting events/trips/workshops
- Use of technology based resources such as MathsWatch and GCSEpod
- Small group and 1:1 provision to focus and target barriers to learning
- Contribution to external workshops for parents and students
- Use of vocational provision outside of school
- Supporting transport costs to external cultural activities
- Supporting transport costs to revision and intervention sessions outside of normal school hours
- Funding of breakfast club for Young Carers/vulnerable students to ensure a good start to the day ad facilitate friendship groups
- Adding capacity to the pastoral team to focus on vulnerable students and address barriers to learning
- Fund revision guides and other materials for examination preparation
- Investment in materials and support for literacy and numeracy
- Part fund team building activities for Y11
- Part fund activities and resources for Year 11 intervention activities and parental engagement evenings
- Part fund school rewards system to encourage and motivate student to complete homework
- To part fund activities linked to the development of cultural passport to engage students in school and increase resilience and independence
- To part fund school rewards for attendance and effort to raise aspiration, motivation and resilience
- To part fund coaching and mentoring activities and resources to engage students in school based activities and increase resilience and independence.
- To part fund engagement of staff to work with demotivated students
- To part fund research and development of PP/HAP student teaching and learning resources to enable better motivation, resilience and participation in their learning.
- Investment in external services and materials to support health and well-being including mental health
- Support for a range of visits across the academic year to engage students and widen horizons/raise aspirations
- Development of additional rewards and incentives to motivate the disadvantaged, improve attendance and raise engagement and participation levels
- To increase opportunities for effective communication with parents
- Greater investment in careers advice and guidance for this group to raise participation levels
- Funding for counselling and guidance to raise self-efficacy
- Revision and student skills courses delivered in focused and targeted groups
- To fund range of visits across the academic year to raise aspirations
- To broaden the extra-curricular offer to enhance participation levels by this group.

The current pupil premium funding will be deployed to support and sustain the successful initiatives and interventions listed above.

Total budgeted cost   £181,850

May 2016