

Pupil Premium Plan 2017/18 Update September 17

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 and differences between Pupil Premium students at the school and students who are not Pupil Premium nationally.

Currently 42.4% of pupils are Pupil Premium (Raise online March 17)

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 pupils 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 not making sufficient progress. This can be through small group, 1-1 or other support.

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

Barriers to learning –

- Historically attendance of Pupil Premium students is lower than other students in the school. The school will raise the attendance of Pupil Premium students to ensure that they able to take advantage of the curriculum on offer.
- Historically exclusion rates of Pupil Premium students are higher than other students in the school. The school will lower rates of exclusion of Pupil Premium students as this has a negative effect on their academic progress.
- Rates of literacy and numeracy are below national average on entry, impacting on learning across the curriculum. The school will address this to ensure that students leave with strong rates of progress (in terms of progress across the curriculum).

Pupil Premium Total Estimated funding = £ £210, 000 (approx.) funding

Planned use of funding -

Action	Cost	Reasons for allocation/Evaluation of effectiveness
Inclusion & Attendance Support Work	£25 000	To ensure that students are in school on a regular basis and are supported through any barriers to learning. To reward students for positive behaviour & attendance Impact:
Pastoral support work	£24 500	The funding supports students in two key ways. If students are not in school they cannot learn. The school has an attendance policy which was reviewed and a staffing structure to support it. The funding is used to implement the policy effectively. The staff involved offer support to students and monitor attendance. Our attendance polices have had a significant

<p>Additional Needs intervention work</p> <p>Alternative provision - Out reach Placement Build a Future</p>	<p>£5 000</p> <p>£10 000</p>	<p>impact in raising attendance and so will continue.</p> <p>Attendance in the school for Pupil Premium students has risen (source raiseonline) to 94.04% in 2016/17 (whole school attendance 94.84%). There is still work to do but is it on an improving trend. (Absence 7.5% 13/14, 6.9% 14/15, 6.4% 15/16). Attendance of school to end of academic year 2016/17 was 94.84% with 4.63% persistent absence. Aim in 2017/18 to maintain improvement to total attendance of 94.5% and 95% in 2018/19.</p> <p>Our Inclusion team, financed by Pupil Premium funding, help keep students in school and support their learning in school. School exclusion figures will be monitored this year as evidence of success. In 2016/17 we have seen a significant improvement in exclusion figures for all students and specifically Pupil Premium. As the strategies are working they will continue.</p> <p>2014/15 17 Pupil Premium students were temporarily excluded (from a total of 30) 2015/16 8 Pupil Premium students were temporarily excluded (from a total of 13) 2016/17 12 Pupil Premium students were temporarily excluded (from a total of 18)</p> <p>There were no permanent exclusions 2015/16 and there was one in 2016/17</p> <p>There is a review of attendance and exclusion figures in the school on a weekly basis through the Headteacher/Assistant Head Behaviour & Attendance and Inclusion and Attendance Manager.</p>
<p>Intervention programmes</p> <p>Literacy support</p> <p>Numeracy Support</p> <p>Science Support & intervention</p>	<p>£31 000</p> <p>£10 000</p> <p>£10 000</p>	<p>The school is committed to ensuring that students make good progress, particularly in the areas of Literacy and Numeracy. One-to-one and small group tutoring are key ways of delivering this. The school has employed staff from the Pupil Premium money where appropriate to –</p> <ul style="list-style-type: none"> - have staff to coach students for Maths and English at Key Stage 4 - to offer support to students who are underachieving - to purchase resources where appropriate and software to aid in the identification of underachievers - Results and assessments will be monitored this year to track effectiveness of intervention. - Assistant Head : Curriculum & Assessment to monitor progress of Pupil Premium group and suggest interventions as appropriate

<p>Maths & English extra groups & catch up group</p>	<p>£35 000</p>	<ul style="list-style-type: none"> - Small group sizes, particularly in Maths and English, to allow for more individual support. - Effective tracking of progress to allow intervention to support students' progress. <p>Impact:</p> <p>Improved Literacy & Numeracy skills leading to improved exam performance. 2015-16 results were positive overall. Progress 8 figure for Pupil Premium 2016 was -0.17 Progress 8 for Pupil Premium 2017 was -0.07 demonstrating that pupils are making national average progress. Notably there was particularly strong performance in the EBacc subject basket (+0.21).</p>
<p>Tracking Software and oversight of intervention</p>	<p>£7000</p>	<p>Progress builds on success in previous years – 2015/16 Inspection Dashboard notes that disadvantaged students of all ability ranges made expected progress with respect to Progress 8 data. In English disadvantaged students made expected progress with high attaining students performing above the expected level. In the Science, Bacc element and Languages disadvantaged students performed above their peers. In Maths the overall level of performance for disadvantaged students was below the expected level but this has been corrected in 2016/17. In school the gap between pupil premium and non-pupil premium pupils with respect to Progress 8 data narrowed in 2015/16 and further narrowed in 2016/17. Performance of disadvantaged students with respect to English and maths showed that they are making good progress compared to their peers with more positive Progress 8 scores for these elements.</p> <p>As strategies are having an impact, again they will continue. Progress of students is monitored through our assessment calendar by the Assessment team – JSH/JB reporting to SB</p>
<p>Intervention programmes – Key Stage 3</p>	<p>£2500</p>	<p>Reading programme and staffing costs</p> <p>Impact: Improved Literacy Skills allowing students to successfully access the wider curriculum. Literacy programme results evidence success in terms of improved reading, spelling and comprehension ages of students in tests.</p> <p>Progress of students is monitored through our assessment calendar and reading assessments overseen by PF</p>
<p>IAG/Careers support</p>	<p>£7 000</p>	<p>To raise aspirations we are improving provision in IAG. To build on last year the school is</p>

		<p>buying in Careers advice to make sure that all students are supported appropriately.</p> <p>Impact:</p> <p>To track the success of this work due regard needs to be given to destination data and student surveys across this year.</p> <p>2015/16 all students had a placement to attend when they left the school (Source: school tracking data) . Careers officer has communicated with all students from the 2016/17 cohort and all are in a chosen College or Sixth form or apprenticeship. . <i>'At risk' Pupil Premium students will have careers interviews in Year 9 to support Careers tracking put together by independent advisor, JR, and monitored by SB.</i></p>
Extended schools & Website (inc GCSE pod)	£14000	<p>To provide learning opportunities for students to learn outside of the classroom.</p> <p>Economic Disadvantage Subsidy money to support learning outside the classroom as appropriate (inc Library). This includes Easter, Half-term and Saturday 'schools'</p> <p>Revision guides and Materials</p> <p>Impact: Pupil Premium students' Progress 8 score shows that they are narrowing the gap on their peers. Continued funding in this area supports further success.</p> <p>The use of GCSE pod can be tracked during the year to monitor usage – by AA.</p>
Transition group	£15 000	<p>Learning area created & staffing provided for a small temporary transition removal group in Year 7. Additional staffing is being put into designated classes in Y7 to support teaching and learning and aid transition.</p> <p>Impact: To be monitored across the year and impact measured in particular with reference to Literacy & Numeracy measures following assessment windows.</p> <p>Creating the closing the gap group last year impacted on students reading – evidence shows students had significantly improved their reading ages (43% by 2 years and 26% by 3 years with some evidence of increases in reading ages of 4 and 5 years) This will continue with the adjustment above to further develop the strategy.</p>

£195 000 progress checks for the plan will be ½ termly this year. Not all funding has yet been allocated to allow some response to these checks.