 

**Pupil Premium (Disadvantaged Students) strategy statement:**

**Thomas Estley Community College 2017-18**

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| 1. **Summary information** | | | | | |
| **School** | Thomas Estley Community College | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | £140,915 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 946 | **Number of pupils eligible for PP** | 139 | **Date for next internal review of this strategy** | Sep 2018 |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
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| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | |
|  | Low levels of numeracy skills for lower ability students in Maths |
|  | Behavioural issues amongst a small number of DS students (mainly white disadvantaged boys) |
| **C.** | Lack of engagement & low levels of self-esteem for some students, including white disadvantaged boys |
| External barriers *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Attendance – although there is a three year trend improvement there is still a gap between attendance rates of PP compared to non PP students |
| **E.** | Some students have significant external barriers which could possibly have a detrimental impact on their progress in school |
| **F.** | Low levels of parental involvement |
| **G.** | Low aspiration and self-esteem for some students, including white disadvantaged boys |

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| 1. **Outcomes** | | |
|  | **Desired outcomes and how they will be measured** | **Success criteria** |
|  | Improved rates of progress in Maths for low ability year 10/11 pupil premium students | The gap between PP and non PP students in Maths narrows and is at least no wider than the national average. |
|  | Key Stag 4 DS students achieve in-line with their non-DS peers in all subjects | Reduce subject variation. KS3 -no gaps in MFL, Science and Maths –KS3 & 4 PP students achieve in line with their non PP peers |
| KS3 students make the same rates of progress as non-DS students in MFL, Science and Maths |
|  | Increased attendance rates for PP students   |  |  | | --- | --- | | Non PP | 97.06 | | PP | 92.53 | | Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among students eligible for PP improves from 92.53 to 96% in line with ‘other’ pupils. |
| **D.** | Increased parental engagement/build positive working relationships - parents are actively involved with school and feel supported to support their son/daughter with all examinations | Attendance rates to parents evenings improves and is in line with non PP  Attendance to parents evening is in line with their non PP peers |

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| **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** | | | | | | | |
| **Desired outcome**  **Improved rates of progress in Maths for low ability key stage 4 pupil premium students** | | **Chosen action/approach**   * Maths/literacy DS Learning Support Assistants (LSA) to support DS students in class and in small groups. * KS3 students targeted for intervention during CRE lessons * GCSE Grade raiser day * Targeted Disadvantaged Students are asked to attend extra maths sessions beyond the school day. After college Maths Tutor targeting students in small groups * Inclusion workshops which will include elements taken from the EEF toolkit to develop pedagogy and practice | **What is the evidence and rationale for this choice?**  **One to one / small group tuition** – moderate impact for high cost but helps build self-esteem of learners with weak literacy.  **Interventions and collaborative learning** in the Grade Raiser day have impact as proven in schools that have used this intervention | | **How will you ensure it is implemented well?**  Quality assurance systems  Meetings with middle leaders  Staff and student voice | **Cost**  9000  600 | **When will you review implementation?**  Review half termly – robust QA systems in place to ensure progress of all students |
| **Key stage 4 DS students achieve in line with their non-DS peers in all subjects**  **KS3 –PP students achieve in line with their non PP peers in MFL, Science and Maths** | | * KS4 extended support structure in place and targeted students expected to attend at lunch times/beyond the school day * Appointment of DS Achievement Mentor to support disadvantages students and engage “hard to reach” families * Staffing available at lunch time for study support * LSAs appointed to provide in class support for DS students * Resources provided for all disadvantaged students, including a scientific calculator and revision guides * Termly DS bulletin to be shared with teaching staff and including high impact strategies from the EEF Toolkit * Regular progress briefings to keep all staff fully up to date on DS students * Frequent meetings with middle leaders and teaching staff to address areas of underperformance/review impact of interventions based on evidence from data analysis * Departmental action plans in place for all subjects and must include section on progress of DS students * All staff will have a performance management target based on progress of DS students * Development of classroom technologies to enhance and support teaching of DS students | | * **Mentoring** – low impact but builds relationships with students / families – sense of belonging * **Parental Engagement** – high impact / low cost. Builds relationships | Half termly review on all aspects, including detailed analysis of data  Action plans reviewed at the end of each term  Mid-year and final year review  Learning walks/lesson observations | 17,000  11,672  24,000  5,000  4,000 |  |
| **Increased attendance rates for PP students**   |  |  | | --- | --- | | Non PP | 97.06% | | PP | 92.53% | | | * Attendance Support Officer (GA) and pastoral manager, who will monitor attendance of DS students * GA and CC to meet weekly to discuss key students * SIMS attendance tracker in place to monitor ‘at risk’ students * Home visits offered to persistently absent students and “hard to reach” families * Constant monitoring of attendance data | * **Social and Emotional impact** – moderate but with extensive evidence. | | Weekly meeting – minutes  Systematic monitoring of attendance data |  |  |
| **Increased Parental Engagement** | | * LEEP Project with a focus on engaging “hard to reach” families * Inclusion coffee morning aimed at SEN/PP parents/carers * DS Informal drop in session for parents/carers of targeted DS & DS/SEND students * Support in making appointments for Subject Report Evening * Exam revision evening * DS achievement mentor – to establish positive working relationships with parents * Support purchase of uniform for FSM student      * families * Meetings with parents/carers of targeted * DS students who are underachieving   (Add in KS3) | * **Parental Engagement** – high impact / low cost. Builds relationships | | Networking with colleagues/ half termly meeting to assess progress against objectives  Track appointments  Parent voice | 100  8,000 |  |
| **Raising aspiration and increasing**  **challenge for all disadvantaged students** | | * Skills Show visit - all DS targeted * University of Nottingham visit- all DS (particularly HA DS) targeted * Leicester College Discovery Day * Careers Evening held at Thomas Estley Community College – DS students targeted to attend * Post-16 careers fair – DS students targeted to attend – parents contacted * Positively MAD Mastering Motivation workshop (spring term) * All DS students to receive IAG careers guidance meeting * All DS students involved in a mock interview event * All DS students supported in making applications for FE/HE through UCAS * HA students will be monitored closely by the HA co-ordinator and DS Achievement Mentor * DS students to receive free music / singing / acting lessons * Growth mind-set workshop – all year 9/10 DS students targeted * Financial support for students wishing to participate on curriculum visits- theatres etc * Alternative curriculum arrangements for targeted DS students * Targeted DS students involved in Brilliant Club programme | **Social and Emotional impact** – moderate but with extensive evidence. | | Weekly meetings with key staff to ensure progress against DS action plan  Action plan shared with DS learning mentor to ensure progress against objectives for each term  Action plan to be RAGed each half term  VP/Learning mentor – weekly meeting to discuss progress/next steps | 1,000  1,000  3,000  6,300  800  500  2,000  3,800  2,000 |  |
| **l**    Action Outcome  Targeted TA support in literacy and numeracy Enhanced support by specialist TAs to support outstanding classroom practice in moving on ‘stuck’ pupils.  Asdan Resources to support low ability pupils in engaging in alternative curriculum to prevent disaffection from the rest of the curriculum. Staff now trained as assessors of the programme.  Breakfast clubs Additional resources to support literacy and numeracy breakfast club for those who are underachieving or ‘stuck’ in key areas  Brilliant Club Most able programme affiliated to the Russell’s University Group. Challenge pupils to be inspired and engaged in further education especially university  Cat Tests Specified bench mark test to support teaching and learning within the classroom. Additional support in plotting flight paths for pupils to KS4 especially for foundation/EBACC subjects.  Curriculum resources Targeted resources identified within development plans to support the progress of pupil premium pupils across the curriculum.  Targeted literacy intervention with STS Targeted work aimed at pupils with specific learning difficulties. Seen as best practice and being shared across county.  PP Targeted curriculum resource bids Resources to support development of curriculum and Key Stage 4  Targeted Technologies for teaching and learning  Support the delivery of outstanding teaching within classrooms  Access Arrangements Qualification Access arrangement qualification taken to support appropriate pupils being identified and having access to exam arrangements  Educational Psychology Service Targeted work with individuals to support access to the curriculum or alternative educational provision      7000  500    966  2400  6500  8475  3500  6000  Parental Support  Other: Author visits – DS students targeted to attend  Emerging projects/interventions contingency  LSA breakfast club support  LSA PP support (50 hours)  Alternative curriculum support (ASDAN)  Trips support Additional support to encourage pupils to engage in opportunities beyond the classroom  Modules support Parental support for contribution towards modular programme  ADT subsidy Parental support for contribution towards ADT  Music lessons Opportunity to engage pupils in school through their love of music.  Bus pass To support pupil attending school when they are living out of catchment for short period of time whilst they moved schools.  Revision Guides and stationary packs Provided to all pupil premium pupils in year 7, 8 and 9 to assist in engagement with exams and learning.  1000  3000  1000  24,000  5000  1345  1000  571  360  Curriculum Support  Action Outcome  Targeted TA support in literacy and numeracy Enhanced support by specialist TAs to support outstanding classroom practice in moving on ‘stuck’ pupils.  Asdan Resources to support low ability pupils in engaging in alternative curriculum to prevent disaffection from the rest of the curriculum. Staff now trained as assessors of the programme.  Breakfast clubs Additional resources to support literacy and numeracy breakfast club for those who are underachieving or ‘stuck’ in key areas  Brilliant Club Most able programme affiliated to the Russell’s University Group. Challenge pupils to be inspired and engaged in further education especially university  Cat Tests Specified bench mark test to support teaching and learning within the classroom. Additional support in plotting flight paths for pupils to KS4 especially for foundation/EBACC subjects.  Curriculum resources Targeted resources identified within development plans to support the progress of pupil premium pupils across the curriculum.  Targeted literacy intervention with STS Targeted work aimed at pupils with specific learning difficulties. Seen as best practice and being shared across county.  PP Targeted curriculum resource bids Resources to support development of curriculum and Key Stage 4  Targeted Technologies for teaching and learning  Support the delivery of outstanding teaching within classrooms  Access Arrangements Qualification Access arrangement qualification taken to support appropriate pupils being identified and having access to exam arrangements  Educational Psychology Service Targeted work with individuals to support access to the curriculum or alternative educational provision      7000  500 | | | | | | |  |