



## Pupil Premium (Disadvantaged Students) strategy statement: Thomas Estley Community College 2018-19

1. Summary information					
<b>School</b>	Thomas Estley Community College				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	903	<b>Number of pupils eligible for PP</b>	103	<b>Date for next internal review of this strategy</b>	Sep 2019
2. Barriers to future attainment (for pupils eligible for PP including high ability)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )					
<b>A.</b>	Outcomes – subject variation between PP and non PP				
<b>B.</b>	Behavioural issues amongst a small number of DS students				
<b>C.</b>	Lack of engagement & low levels of self-esteem for some students, including white disadvantaged boys				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>D.</b>	Attendance – Especially KS4 females				
<b>E.</b>	Some students have significant external barriers which could possibly have a detrimental impact on their progress in school				

<b>F.</b>	Low levels of parental involvement although an improving picture
<b>G.</b>	Low aspiration and self-esteem for some students

<b>3. Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A.</b>	Improved rates of progress for all disadvantaged students	The gap between PP and non PP KS4 students in all subjects narrows and is at least no wider than the national average.
<b>B.</b>	Key Stage 4 DS students achieve in-line with their non-DS peers in all subjects KS3 students make the same rates of progress as non-DS students in MFL, Science and Maths	Reduce subject variation. KS3 no gaps in MFL, Science and Maths –KS3 & 4 PP students achieve in line with their non PP peers in all subject areas
<b>C.</b>	Increased attendance rates for PP students, especially KS4 females	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among students eligible for PP is in line with 'other' pupils.
<b>D.</b>	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

# 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.

## Raising Achievement

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation ?
<p style="text-align: center;"><b>Key stage 4 Disadvantaged students achieve in line with their non-DS peers in all subjects</b></p>	<ul style="list-style-type: none"> <li>• KS4 extended support structure in place and targeted students expected to attend at lunch times/beyond the school day (T7 sessions)</li> <li>• Attendance to T7 sessions are tracked and students are collected from lessons when required</li> <li>• Achievement Mentor to support disadvantaged students and engage “hard to reach” families</li> <li>• Active deployment of PP achievement mentor in lessons – date driven and targeted to underachieving students.</li> <li>• One to one session delivered by achievement mentor (catch up sessions)</li> <li>• Staffing available at lunch time for study support</li> <li>• After school support available to support homework club</li> <li>• LSAs appointed to provide in class support for DS students</li> </ul>	<p><b>One to one / small group tuition</b> – moderate impact for high cost but helps build self-esteem of learners with weak literacy.</p> <p><b>Interventions and collaborative learning</b></p> <ul style="list-style-type: none"> <li>• <b>Mentoring</b> – low impact but builds relationships with students / families – sense of belonging</li> <li>• <b>Parental Engagement</b> – high impact / low cost. Builds relationships</li> </ul>	<p>Quality assurance systems</p> <p>Meetings with middle leaders</p> <p>Staff and student voice</p> <p>Half termly review on all aspects, including detailed analysis of data</p> <p>Action plans reviewed at the end of each term</p>		<p>Review half termly – robust QA systems in place to ensure progress of all students</p>

<p><b>KS3 –PP students achieve in line with their non PP peers</b></p>	<ul style="list-style-type: none"> <li>• Resources provided for all disadvantaged students, including a scientific calculator and revision guides</li> <li>• Termly DS bulletin to be shared with teaching staff and including high impact strategies from the EEF Toolkit</li> <li>• Regular progress briefings to keep all staff fully up to date on DS students</li> <li>• Frequent meetings with middle leaders and teaching staff to address areas of underperformance/review impact of interventions based on evidence from data analysis</li> <li>• Departmental action plans in place for all subjects and must include section on progress of DS students</li> <li>• All staff will have a performance management target based on progress of DS students</li> <li>• Development of classroom technologies to enhance and support teaching of DS students</li> <li>• Quality First Teaching in all lessons – underperformance challenged</li> <li>• Homework scrutiny – what activities are DS being asked to complete? Are DS completing homework?</li> </ul>		<p>Mid-year and final year review</p> <p>Learning walks/lesson observations</p>	<p>Robust QA systems, learning walks, student and staff voice</p>
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<p><b>Increased attendance rates for Key Stage 4 PP students</b></p>	<ul style="list-style-type: none"> <li>• Attendance Support Officer and pastoral manager, who will monitor attendance of DS students</li> <li>• AO and CC to meet weekly to discuss key students and next steps</li> <li>• SIMS attendance tracker in place to monitor 'at risk' students</li> <li>• Home visits offered to persistently absent students and "hard to reach" families</li> <li>• Constant monitoring of attendance data</li> </ul>	<p><b>Social and Emotional impact</b> – moderate but with extensive evidence.</p>	<p>Weekly meeting – minutes</p> <p>Systematic monitoring of attendance data</p>		<p>Weekly meetings – data analysis, attendance records, home visit logs</p>
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<p><b>Increased Parental Engagement</b></p>	<ul style="list-style-type: none"> <li>• TELA to host network meetings with schools across the country with a focus on engaging “hard to reach” families and strategies to improve attendance</li> <li>• Inclusion coffee morning aimed at SEN/PP parents/carers</li> <li>• DS Informal drop in session for parents/carers of targeted DS &amp; DS/SEND students</li> <li>• Support in making appointments for Subject Report Evening – PP achievement to chase all outstanding bookings to ensure 100% attendance</li> <li>• Exam revision evenings</li> <li>• DS achievement mentor – to establish positive working relationships with parents</li> <li>• Support purchase of uniform for FSM student</li> <li>• Parent Support Programme launched in October – All DS parents telephoned and personally invited to this event</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parental Engagement</b> – high impact / low cost. Builds relationships</li> </ul>	<p>Networking with colleagues/ half termly meeting to assess progress against objectives</p> <p>Track appointments Parent voice</p>	<p>Review meetings with achievement mentor bi weekly, % attendance to parents evenings and events</p>
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<p><b>Raising aspiration and increasing challenge for all disadvantaged students</b></p>	<ul style="list-style-type: none"> <li>• Skills Show visit - all DS targeted</li> <li>• University of Nottingham visit - all DS (particularly HA DS) targeted</li> <li>• Leicester College Discovery Day</li> <li>• Careers Evening held at Thomas Estley Community College – DS students targeted to attend</li> <li>• Post-16 careers fair – DS students targeted to attend – parents contacted</li> <li>• All DS students to receive IAG careers guidance meeting. Some high profile students will receive weekly guidance</li> <li>• UCAS Progress support session available to all DS students</li> <li>• All DS students involved in a mock interview event</li> <li>• All DS students supported in making applications for FE/HE through UCAS</li> <li>• HA students will be monitored closely by the HA co-ordinator and DS Achievement Mentor</li> <li>• DS students to receive free music / singing / acting lessons</li> <li>• Growth mind-set workshop – all year 9/10 DS students targeted</li> <li>• Financial support for students wishing to participate on curriculum visits- theatres etc</li> <li>• Alternative curriculum arrangements for targeted DS students</li> <li>• Targeted DS students involved in Brilliant Club programme</li> </ul>	<p><b>Social and Emotional impact</b> – moderate but with extensive evidence.</p>	<p>Weekly meetings with key staff to ensure progress against DS action plan</p> <p>Action plan shared with DS learning mentor to ensure progress against objectives for each term</p> <p>Action plan to be RAGed each half term</p> <p>VP/Learning mentor – weekly meeting to discuss progress/next steps</p>		
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This document is subject to amendments through-out the year if evidence from data analysis shows that some interventions are having little or no impact on student outcomes.

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