



## Pupil Premium (Disadvantaged Students) strategy statement: Thomas Estley Community College 2020-21

1. Summary information					
<b>School</b>	Thomas Estley Community College				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£116,230 £35,000 2019-20 – COVID Recovery	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	894	<b>Number of pupils eligible for PP</b>	136	<b>Date for next internal review of this strategy</b>	Sep 2021

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	GCSE outcomes disadvantaged students do not make progress at the same rate as their non-disadvantaged. As a result this has a negative impact on life chances and Post 16 provision Subject knowledge gaps have widened as a result of lock down – COVID recovery intervention plans highlighted below in blue
<b>B.</b>	Low levels of resilience and skills to work independently
<b>C.</b>	Lack of engagement & low levels of self-esteem for some students, including white disadvantaged boys

External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Increased percentage of students who are persistently absent from school
<b>E.</b>	Social and emotional barriers which could possibly have a detrimental impact on their progress in school
<b>F.</b>	Low levels of parental involvement in some year groups
<b>G.</b>	Low aspiration

3. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
<b>A.</b>	Improved rates of progress for all disadvantaged students	The gap between disadvantaged and non disadvantaged Key Stage 4 students in all subjects narrows and is at least no wider than the national average.
<b>B.</b>	Key Stage 4 disadvantaged students achieve in-line with their non-disadvantaged peers in all subjects	KS3 & 4 disadvantaged students achieve in line with their non disadvantaged peers in all subject areas
	KS3 students make the same rates of progress as non-disadvantaged students	
<b>C.</b>	The percentage attendance of disadvantaged students who are persistently absent from school (PA) reduces	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 child with all examinations	Attendance rates to parents evenings improves and is in line with non DS Attendance to parents evening is in line with their non DS peers

# Planned expenditure

Academic year

2020-21

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- <b>COVID Recovery items in Blue</b>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation ?
<p><b>Key stage 3 and 4 disadvantaged students achieve in line with their non disadvantaged 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) Personalised transport arrangements in place for students as and when required</li> <li>• Intevention log maintained for all students across KS 3 and 4 – Impact measured following each assessment point</li> <li>• Attendance to T7 sessions are tracked and students are collected from lessons when required</li> <li>• Achievement Mentors to support disadvantaged students and engage “hard to reach” families</li> <li>• Active deployment of PP achievement mentor in lessons – data driven and targeted at underachieving students.</li> <li>• One to one session delivered by achievement mentor (catch up sessions)</li> <li>• After school support available to support homework club</li> </ul>	<p><b>One to one / small group tuition – moderate impact for high cost but helps build self-esteem of learners with weak literacy.</b></p> <p><b>Interventions and collaborative learning</b> in the Grade Raiser day have impact as proven in schools that have used this intervention</p> <ul style="list-style-type: none"> <li>• <b>Mentoring – low impact but</b></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>£78,000</p>	<p>Review half termly – robust QA systems in place to ensure progress of all students</p>

	<ul style="list-style-type: none"> <li>• FSM students who have no provision to access ShowMyHomework have been provided with a school or Government laptop</li> <li>• Year 10 FSM students have been issued with a Government laptop – More will be distributed if there is a local lockdown</li> <li>• Revision material provided in all subjects</li> <li>• Food ingredients provided for students who follow the GCSE course</li> <li>• Positive Behaviour mentor to provide targeted support to students who are at risk of disengagement</li> <li>• Resources provided for all disadvantaged students, including a scientific calculator and revision guides and reading text books</li> <li>• Key stage 3 pupil premium achievement mentor is effectively deployed to support targeted students in years 7-9</li> <li>• Regular progress briefings to keep all staff fully up to date on DS students following each assessment point</li> <li>• SMH activity is tracked and monitored to ensure that students are accessing and completing their homework</li> <li>• PP mentors in regular contact with students who need to isolate for a period of time to ensure they are accessing and completing work remotely</li> <li>• Departmental action plans in place for all subjects and must include section on progress of DS students</li> <li>• Departmental overview of knowledge gaps for DS students this to be shared with achievement mentors</li> <li>• Quality First Teaching in all lessons – underperformance challenged by AP i/c of T&amp;L</li> </ul>	<p>builds relationships with students / families – sense of belonging</p> <ul style="list-style-type: none"> <li>• <b>Parental Engagement</b> – high impact / low cost. Builds relationships</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>
--	---	---	---	---

<p><b>The percentage of disadvantaged students persistently absent reduces and is in-line with national</b></p>	<ul style="list-style-type: none"> <li>• Successful T&amp;L strategies shared with all teaching staff</li> <li>• Well-Being support for identified students in KS3 and 4. Mindfulness Workshops</li> <li>• Increased engagement post lockdown with external agencies to support the emotional wellbeing of students</li> <li>• Attendance Support Officer, achievements mentors to monitor attendance of DS students</li> <li>• Increased home visits post lockdown to ensure students are attending school</li> <li>• Pupil premium mentors (KS3 and 4) to meet with attendance officer daily to track attendance of all disadvantaged students – home visits when required</li> <li>• AO and CC to meet weekly to discuss key students and next steps – Attendance tracker updated and patterns of attendance recorded</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> <li>• Attendance flow chart is communicated to all staff</li> <li>• Year group Breakfast club catch up available for students to attend Monday to Friday from 8am. This is supervised by the Pupil Premium achievement mentors.</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>19,115</p>	<p>Weekly meetings – data analysis, attendance records, home visit logs</p>
---	--	---	---	---------------	---

<p><b>Increased Parental Engagement</b></p>	<ul style="list-style-type: none"> <li>• TELA to host remote network meetings with schools across “hard to reach” families and strategies to improve attendance</li> <li>• Support in making REMOTE appointments for Subject Report Evening – open up booking system first for PP students</li> <li>• FSM entitlement – guidance shared with parents to apply for FSM</li> <li>• PP achievement mentor to follow up all outstanding bookings to ensure 100% attendance</li> <li>• Achievement mentor to establish positive working relationships with parents</li> <li>• Support purchase of uniform for year 7 FSM students</li> <li>• Reading Text books provided for all KS3 and 4 students</li> <li>• Students in 14 day isolation receive £15 per week food voucher</li> <li>• Face covering provided to students who require one</li> <li>• Increased contact with parents to assess if financial situation at home has changed – job loss etc,</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</p> <p>Parent voice</p>	<p>15,115</p>	<p>Review meetings with achievement mentor bi weekly, % attendance to parents evenings and events</p>
---	--	---	--	---------------	---

<p><b>Raising aspiration and increasing challenge for all disadvantaged students</b></p>	<ul style="list-style-type: none"> <li>• REMOTE Careers Evening held at Thomas Estley Community College – DS students targeted to attend – for additional information please refer to Raising Aspirations action plan</li> <li>• All DS students to receive IAG careers guidance meeting. Some high profile students will receive weekly guidance</li> <li>• Post 16 support session available to all DS students</li> <li>• All DS students supported in making applications for FE/HE</li> <li>• HA students will be monitored closely by the HA co-ordinator and DS Achievement Mentor</li> <li>• Targeted KS3 DS students involved in Brilliant Club programme</li> <li>• Targeted KS4 DS students are identified to be part of the year 11 mentoring programme – KS 3 targeted group identified</li> <li>• Leicester City Football Team Inspiration coach to target KS3 students on the cusp of disengagement</li> <li>• <a href="#">Year 11 leavers destinations tracked and hand over issued with Post 16 provider</a></li> <li>• <a href="#">Students at risk of NEET are tracked closely.</a></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 Pupil Premium achievement mentors to ensure progress against objectives for each term</p> <p>Action plan to be RAGed each half term</p> <p>VP/PP achievement mentors – weekly meeting to discuss progress/next steps</p>	<p>4,000</p>	
--	---	---	---	--------------	--

