

**1. Summary Information**

Total number of pupils by year group	Y8 (124) Y9 (120) Y10 (112) Y11 (119) [Y11 (110)] Total (585)
Pupil Premium pupils by year group	Y8 (36) Y9 (26) Y10 (25) Y11 (24) [2017: Y11 (30)] Total (141)
Current Pupil Premium funding	£130,715

**What is Pupil Premium funding?**

The Government allocates funding to support:

- students in receipt of free school meals or who have claimed FSM in the last six years
- students who are looked after by the Local Authority,
- Children adopted from care under Adoption and Children Act 2002
- the children of Armed Service families

Date of PP plan	Dec-17
Date of PP review	Mar-18
Date of PP further review	Jun-18

**KS2 PRIOR ATTAINMENT BY KS4 COHORT:**

2016-17	English	-0.9	Maths	-1.2
2017-18	English	0.4	Maths	-0.6
2018-19	English	0.1	Maths	-0.7
2019-20	English	0.5	Maths	0.3

**2. PP Outcomes**

**ATTENDANCE**

	2016	%	% GAP PP / NON
ALL		95.8	
PP		93.8	2.5
NON-PP		96.3	
2017		%	% GAP PP / NON
ALL		94.6	
PP		91.6	3.5
NON-PP		95.1	
2017- 2018 (approx)		%	% GAP PP / NON
ALL		95.3	
PP		93.7	2.3
NON-PP		96.0	

**FIXED TERM EXCLUSIONS**

Fixed term exclusions	Approx % of cohort		
	2015	2016-17	2017-18
% of all students	3.40%	3.90%	4.27%
% of PP students	6.10%	9.25%	6.00%

**ACHIEVEMENT**

**Recent trend**

Measures	JFCS PP 2016 (Actual)	JFCS PP 2017 (Actual)	JFCS PP 2018 (Actual Estimated)
Basics *	48%	30%	57%
Att 8	3.7	3.5	4.09
P8	-0.45	-0.45	-0.03

**ACTUAL 2017**

GROUP:	P8
ALL	-0.08
PP	-0.45
NON-PP	0.07

**ACTUAL 2018**

GROUP:	P8
ALL	0.14
PP	-0.03
NON-PP	0.18

2017 Actual	JFCS PP A8 / P8	JFCS Non-PP A8 / P8	PP vs Non-PP
Eng	-0.42	-0.09	-0.33
Ma	0.20	0.47	-0.27
Ebacc	-0.20	0.42	-0.62
Open	-0.94	-0.35	-0.59
Avg A8	3.48	4.67	-1.19
P8	-0.45	0.07	-0.52

2018 Actual	JFCS PP A8 / P8	JFCS Non-PP A8 / P8	PP vs Non-PP	GAP PP - NonPP: 2017 vs 2018
Eng	0.09	0.06	0.03	0.36
Ma	0.11	0.40	-0.29	-0.02
Ebacc	0.11	0.33	-0.22	0.40
Open	-0.36	-0.04	-0.32	0.27
Avg A8	4.09	4.91	-0.82	0.37
P8	-0.03	0.18	-0.21	0.31

ACTUAL 2017	P8
PP LOW ABILITY P8	-0.34
PP MID ABILITY P8	-0.72
PP HIGH ABILITY P8	-0.25

ACTUAL 2018	P8
PP LOW ABILITY P8	-0.38
PP MID ABILITY P8	0.02
PP HIGH ABILITY P8	0.03

Overall, Progress 8 for PP students in 2018 is provisionally estimated to be slightly negative, -0.03 grade below estimated from KS2 starting points. This is a marked improvement from -0.45 in 2017. The current Y11 KS2 data shows sig- starting points compared with national. Progress for Lower Ability PP students has worsened slightly from -0.34 in 2017 to -0.38. Middle Ability PP P8 is +0.72 in 2018, and marked improvement from -0.72 in 2017. High Ability PP P8 has shown improvement, from -0.25 in 2017 to +0.03 in 2018.. The in-school difference between P8 for PP / non-PP has improved significantly, from -0.52 to -0.21. Basics L2 (Grade 4) attainment in 2017 was 57% for ALL in school, 30% for PP students, and 67% for NON-PP students. Basics L2 (Grade 4) attainment in 2018 was 74% for ALL in school, 57% for PP students, and 78% for NON-PP students, and diminishing gap of 21% compared with 37% previously. Progress for PP students has improved markedly in English, from -0.42 to +0.09. Progress of PP students in English exceeds that of Non-PP students. Progress of PP students has increased in English, eBacc and Open Progress 8 'baskets', with diminishing gaps to Non-PP progress outcomes. Progress of PP students has decreased slightly in Maths, but remains positive. The gap to Non-PP progress outcomes in Maths has increased by 0.02.

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

##### A. LITERACY

Literacy skills entering Y7 lower for PP students than other students, affecting progress in Y7, possibly holding students back as they move through school.

##### B. PROGRESS

PP students progress below other students at KS4.

MA students with PP don't make enough progress through KS3, affecting their outcomes at KS4

##### C. BEHAVIOUR

Behaviour of a small group of students affects their progress and disrupts other learners.

PP students are more likely to be withdrawn from lessons or excluded from school (FTE: 4% of ALL: 9% of PP in 2016-17).

#### External barriers

##### D. ATTENDANCE

Attendance for PP students (91.6%) lower than other students (95.1%), causing them to fall behind their peers.

Persistent absence of PP students is greater than for other students, causing them to fall behind their peers.

##### E. ASPIRATIONS

Aspirations - % of PP students in sustained education is below non-PP and national average.

### 4. ACTIONS

Desired outcomes	Rationale	Actions	Success Criteria / Evidence	Resources	Comments
<b>A. LITERACY</b>					
Higher rates of progress in literacy for Y7 PP students.	PP students do not always have access outside school to resources and support available to other students. Poor literacy prevents students from accessing curriculum and progressing at same rate as peers. Poorly developed skills in handwriting hinder students working under timed conditions, possibly adversely affecting assessments, and limit capacity for extended writing. Consider literacy of PP Boys in Y7 - "language development and level of reading attainment are poorer, at least during the first ten years of life". 'Social Class' differences - "Middle class children generally live in a verbally much richer environment". Vocabulary - "By Age 8, about 50% of level attained by 18 will have been reached". "Language is basic to an effective cognitive life, because it makes rational thought possible". "Language is to thought what a catalyst is to a chemical reaction: it sets it off, speeds it up and facilitates it". Dr Mia Kellmer in The Needs of Children.	Literacy support programme for students reading age <= 9:	Students supported to reach age appropriate level by end KS3. Measure reading age learning gains all students to gain by 1-2 years in each year.	Coordination of PP tracking and planning literacy intervention in English (HoD)	LEXIA and tutor time programme ongoing. Tracking data shows students progressing through LEXIA.
		Students work on literacy during tutor time with selected staff.			
		Identified PP students are extracted for some / part of English lessons with specific focus then return to main groups	Students in English progress at expected rate. Diminishing difference between PP and non-PP.	Coordination of PP tracking and planning literacy intervention in English (HoD)	PP literacy intervention impacted by HRU and LHI maternity leave / HoD focus in maintaining Y11 progress. Heightened focus on PP literacy for 2018-19 with re-organisation in English - TLR to focus on PP progress and support. Collaboration with Kilburn Primary School - ongoing to impact in Year 7 PP?
Selected students practise handwriting.	Work scrutiny shows improvement.	Equipment	Use of QA and work scrutiny to have heightened focus on PP students.		
<b>B. PROGRESS</b>					
Diminishing difference between progress of PP students and other students in school and nationally at KS4.	Student outcomes are enhanced when they perceive strong emphasis on learning, good behaviour and climate for learning, feeling valued and positive relationships, and formative feedback. (Pam Sammons). Focus on DP students to develop supportive relationships and enhance sense of self-worth and confidence in small group setting.	English staff support extended writing across all subjects in Y11.	Learning walks and work scrutiny. Tutor programme.	Coordination of PP tracking and planning literacy intervention in English (HoD)	English - current focus on Y11. PM to raise profile further when HRU returns / Y11 leave.
	Students display scholarly behaviours. Staff focus on organisation and preparation for PP/ MA.	Students display scholarly behaviours. Staff focus on organisation and preparation for PP/ MA.		Coordination of PP tutor time (AHTs), supported by HoYs.	Profile of PP being addressed through entitlement card. Use of tutor time and routines increasing focus on PP outcomes.
	Focus on SPAG to improve outcomes.	English staff support SPAG across all subjects in Y11.	SPAG performance reported Dec Mocks / Mar Mocks.	e.g. FLASH marking (possible EEF project). Coordination of PP tracking and planning literacy intervention in English (HoD)	FLASH marking considered but not clear how will benefit PP students.
	<b>PP INTERVENTION PROGRAMME:</b>	Targeted tutorials for PP students.	Track PP and PP HPA as discrete groups and review at each Academic Monitoring point.	Meeting time for DHT and HoY.	HoY follow up to AM. AHT (DMU) given more time as PP 'champion' to meet PP students, track students and oversee interventions. Details added to PP trackers. Gap between Non/PP has diminished.
	Students are supported to improve life skills (attendance, punctuality, personal health and fitness) and develop skills in study, revision, self-evaluation and <b>goal setting</b> - to identify and work towards overcoming barriers to achievement.	One-to-one interviews for PP students.			
	Subject based bespoke revision classes by external provider.	Funding for internal / external providers.			
	PP students may not have ideal work environment or access to study resources to support home learning and revision: past papers, revision guidance, exam q's, online resources. Ensure all PP students have access.	Targeted Revision resources for PP students.	KS4 Revision guides and equipment.	TA has raised prominence of resource availability and student support in exam prep, with emphasis on PP.	
	Update parents with key info to support students in final assessments and exams, PP students meet IH or HR during Parents' Evenings, individual appointment or home visit, as required.	Parent and student meetings for PP.	Meeting time for DHT and HoY.	DMU role in operational PP support is developing. HoY meeting PP students periodically.	
	Staff show planning for T&L to meet needs of PP students. Staff track and monitor progress in each subject. Systematic intervention arises where danger of under-performance.	Use of individual T&L plans for KS4 PP students for all subjects showing prior attainment/targets and tasks to support learning. Key info in front of books.	HoDs / staff with TLR responsibilities.	Entitlement Card and work scrutiny focusing on PP provision.	
	Students are motivated by offer of vocationally-relevant qualifications.	Review of vocational education, uptake by PP students, and impact.	Costs of PP into vocational provision.	Construction PP =4/11 Y9; 9/16 Y10; 3/8 Y11.	
Staff develop understanding of PP students and potential obstacles to success.	Use of individual tracking sheets for PP students.	Dedicated SSS. DHT to oversee. Admin support.	DMU and SSS tracking PP.		

<b>Desired outcomes</b>	<b>Rationale</b>	<b>Actions</b>	<b>Success Criteria</b>		<b>Staff lead</b>
<b>B. PROGRESS (contd)</b>					
Improved rates of progress across KS3 for HPA PP students.	Student outcomes are enhanced when they perceive strong emphasis on learning, good behaviour and climate for learning, feeling valued and positive relationships, and formative feedback. (Pam Sammons). Focus on DP students to develop supportive relationships and enhance sense of self-worth and confidence in small group setting.	English staff support extended writing across all subjects in KS3.	Track PP and PP MA as discrete groups and review at each Academic Monitoring point. Diminishing differences between PP students and others in-school leading to diminishing differences with national other at KS4.	Coordination role of PP tracking and planning literacy intervention in English (HoD)	To develop further (see above)
		Mentoring for PP MA		HoY follow up to AM2	HoY meeting with PP, notes added to trackers, targets set and key staff advised of actions.
		Use of surplus staffing to facilitate intervention for PP and PP MA students		Maths / English / Core TLRs.	TLR in Maths with PP focus. TLR and HoY additional PP focused time for 2018-19
	OFSTED Inspection handbook: Quality of Teaching, Learning and Assessment requires that "assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well".	HoDs and HoY develop use of SISRA and follow up Academic Monitoring, with focus on PP MA students.	Learning walks and work scrutiny show improvements.	HoY follow up to AM2	HoY meeting with PP, notes added to trackers, targets set and key staff advised of actions.
		Subject leaders develop focused learning activities to optimise PP MA progress		STEM project costs.	PHA meeting iRail / STEM 13/3/18. Further work planned for 2018-19 with PP focus.
		Marking and assessment policy - focus on feedback and support for PP students.		eg FLASH marking (possible EEF project)	Use of EEF projects investigated - research projects, not PP focused, so not used currently.
Students who spend 2-3 hours a night doing homework are 10x more likely to achieve 5x L2 quals than those who spend no time on homework. (Pam Sammons)	Homework policy / development of Hwk Hub - focus on PP students to check completion; offer support in school to facilitate work outside lessons.	Homework planner checks and work scrutiny show PP students completing tasks and quality / outcomes improve.	Supervision of hwk club.	TA - has raised profile to increase HW Club attendance. Homework Hub use developing. PP students are invited / supported by TAs.	
Students motivated by rich learning tasks and extended curriculum offer	EEF / STEM PROJECTS	Research and planning - leads to offer by departments and uptake by PP students.	DHT time to research and propose. Resource costs. Materials. Depts deliver.	EEF - research projects, not PP focused. STEM to explore further - PHA meeting 13/3	
PP students may not be able to participate in full range of curriculum / enrichment activities where additional cost involved.	Funding to support enrichment / key curriculum opportunities.		Parents supported with costs on individual needs basis.	Parents supported with costs on individual needs basis.	
Core focus on PP. Share TLRs					
<b>C. BEHAVIOUR</b>					
Behaviour referrals reduced.	OFSTED Inspection handbook: "Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. "	Sanctions flowchart	Reduction in behaviour referrals and exclusions. Review of Rewards system shows students are motivated by praise and positive reinforcement.	Dedicated SSS. DHT to oversee. Admin support.	All referrals reducing, but PP still disproportionately high. Decrease in FTE.
		Student support services			
		Mentoring for PP HPA		Cost of rewards linked to PP improvements.	Further evidence of impact on PP students is required.
		SLT follow up			
		Rewards Policy			

D. ATTENDANCE						
Increased attendance for PP students.	Poor attendance is a major limiting factor in progress of students and impacts several of the targeted outcomes shown above.	Parent contact if late	Improvement in punctuality and attendance	Dedicated SSS. DHT to oversee. Admin support.	DMu PP focus. Tracking / intervention for PP students, is developing and ongoing. SSS use PP focus list, first day contact. Home visits if needed. Bring PP students in for exams.	
		Parent contact - first day absence focus list				
		More regular reports for targeted PP students				
		SSS provide dedicated monitoring, reporting and triggered intervention.				
		Transport				
		EWO / share role with TRA				
		Rewards for 100% / improved attendance				
Parenting support	PP based on location.					
				Part cost of EWO.		
				Cost of rewards linked to PP improvements.		
				Literature / event during holidays / transition.		
E. ASPIRATIONS						
E. Raise student aspirations	Socio Economic background can impact student outcomes (FSM vs Non-FSM 1 GCSE grade lower on average nationally). Family quals and aspiration - lower quals background tends to lower KS4 outcomes (students with HEd parents achieve average 2 grades higher than students where parents have no quals), and less likely to move to L3 post-16 or continue to Higher Ed. Lower ambition and aspiration may limit students' confidence and drive towards meeting academic potential. Such students may receive less guidance and support for their studies or choices. (Pam Sammons)	Support for PP students in accessing trips and resources:	Participation rate for PP students.	Parents supported with costs on individual needs basis.	LW / CW to confirm funding available for parents. £10k contingency fund to be made available for dept bids.	
		Trips - curriculum enrichment				
		University visits	Student uptake and 0% NEET sustained for PP students.	Not Going to Uni site. 16+ Evening	Careers - PP interviews cost	IRAIL / STEM PP - PHA meeting 13/3/18. SUTTON TRUST - Wider Participation Scheme: Y7 3/12 ; Y8 6/11 ; Y9 3/9. D2N2 / EU CLEG Project PP careers. Y10 Oxbridge event 4xPP.
		STEM activities				
		Raise profile of Apprenticeships (Earn While You Learn).				
		Focused Careers guidance		Founders 4 Schools.		
		Y10 / Y11 PP Careers Conference - students and parents evening?				
Ensure PP attendance at Opportunities Evenings, A Level presentation, Sixth Form Providers, Parents' Information Evenings		Pro rata cost of events.				

**References:**

DfE Research Report: "Influences on students' GCSE attainment and progress at age 16." *P. Sammons et al* - September 2014  
 OFSTED School inspection handbook - October 2017  
 Dr Mia Kellmer Pringle: "The Needs of Children: A Personal Perspective"