

Pupil Premium Strategy Statement: Helston Community College 2017/18 Impact Report

1. Summary information						
School	Helston Community College					
Academic Year	2017/18	Total PP budget	£310,460	Date of most recent PP Review (external review)	May 2017	
Total number of pupils	1108	Number of pupils eligible for PP based on student numbers	FSM6 = 192 Service Children 155	Date for next internal review of this strategy	June 2018	
2. Previous progress and attainment						
2016/17 Progress and Attainment Results	Pupils eligible for PP (at Helston Community College)		Pupils not eligible for PP (at Helston Community College)		Pupils not eligible for PP (national average)	
	Progress 8	Attainment 8	Progress 8	Attainment 8	Progress 8	Attainment 8
Progress 8 score average	-0.32	39.7	+0.19	50.7	+0.11	49.8
English element	-0.03	9.2	+0.35	11.1	+0.11	10.6
Maths element	-0.38	7.5	+0.06	9.6	+0.11	9.7
English Baccalaureate element	-0.41	10.1	+0.26	14.0	+0.13	13.7
Open element	-0.39	12.9	+0.11	15.9	+0.09	15.7
3. Current progress and attainment (2017-18 Progress and Attainment Provisional Results)						
Progress 8 score average	-0.65	33.85	+0.00	47.68		
English element	-0.54	7.94	+0.27	10.73		
Maths element	-0.52	6.71	-0.04	9.11		
English Baccalaureate element	-0.64	9.45	+0.12	14.01		
Open element	-1.00	9.76	-0.22	13.82		

N.B. Seven students out of the 220 in the 2017-18 Year 11 cohort have been identified as case studies; there are a complex range of reasons why each of these students was unable to sit most or all of their KS4 examinations, despite the College making every attempt to help them gain an appropriate set of qualifications. Four of these students were disadvantaged. The overall P8 figure for disadvantaged students excluding case studies was -0.29.

4. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	<p>Prior attainment</p> <p>Disadvantaged students typically have lower maths prior attainment on entry. Gender and literacy (English) prior attainment gaps vary within each cohort.</p> <p>The main disadvantaged prior attainment gaps for the current cohorts are: Year 7: significant PA gaps for both girls and boys in English and, in particular, maths. Year 8: significant PA gaps for girls in English and for both genders in maths. Year 9: significant PA gaps for girls in both English and maths. Year 10: significant PA gaps for both genders in both English and maths. High PA disadvantaged students (8) significantly behind their peers in terms of maths KS2 scores. Year 11: significant PA gaps for boys in English and for both genders in maths. High PA disadvantaged students (9) significantly behind their peers in terms of maths KS2 scores.</p> <p>(Gaps are identified as being significant if they are more than one sub-level, in terms of old National Curriculum levels, and more than 2 points using the new KS2 scaled score. The new KS2 scaled score system is a 41-point system, although most scores achieved by students at the College (> 95% of students in each cohort) sit within a 28-point range (91-118). The prior attainment gap for Year 7 disadvantaged girls in maths is 4 points; this is a very significant gap.)</p>
B.	<p>Reading ages</p> <p>Disadvantaged students with low prior attainment typically have reading ages that are well below their actual age on entry in Year 7. High prior attaining disadvantaged students on average have reading ages 8 months behind their peers on entry in Year 7; for mid prior attaining disadvantaged students, the gap is 4 months, and for low prior attaining disadvantaged students the gap is 6 months.</p> <p>Disadvantaged students in the SEND K and E categories have reading ages on entry into Year 7 that are on average 14 months behind other students in the same SEND category. Disadvantaged girls have reading ages that are on average 16 months behind other girls on entry in Year 7; for boys the gap is 10 months. The gender gap is most pronounced for disadvantaged girls in the current Year 9 cohort (gap of 22 months on average on entry in Year 7) and for disadvantaged boys in the current Year 10 cohort (gap of 18 months on average on entry in Year 7).</p>
C.	<p>Attitude to learning</p> <p>Across all year groups, the 2016-17 ATL data indicated that disadvantaged students had a less positive attitude to learning than their peers.</p>

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	<p>Attendance</p> <p>The attendance rate for disadvantaged students is 91% (below the target for all students of 95%). Low attendance impacts negatively upon their overall progress. Other barriers to take into consideration are students' attitude to learning and aspirations.</p>
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5. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress score for disadvantaged students in maths. This will be measured through assessment data.	Disadvantaged students improve their progress in maths, so that current gaps are narrowed significantly. Year 11 to achieve a positive P8 score.
B.	For disadvantaged students to improve upon their reading age. This will assist them in accessing the curriculum.	Students identified as disadvantaged improve their reading age to their chronological age.
C.	For disadvantaged students with low prior attainment in English to be identified and to improve their progress in English. Regular assessments will be conducted to measure progress in 1:1 and classwork.	Disadvantaged students improve their progress in English, so that current gaps are narrowed significantly. Year 11 to achieve a positive P8 score.
D.	To monitor the attendance of disadvantaged students, and put in place interventions and support in order for them to improve their attendance.	Disadvantaged students improve their attendance in line with non-disadvantaged students. This will be evidenced by the Attendance Officer providing attendance data.

Academic year 2017-18

Desired outcome	Chosen action/ approach	How will you ensure it is implemented well?	Staff lead	Impact
Improve the quality of teaching and learning through Professional Development.	CPD training for teachers through Learning Workshops. Robust approach to performance management.	This will be implemented through the CPD programmes on offer, which are aligned with our 'expert teaching' model. Staff will select relevant courses, which meet their professional development needs, or be directed to particular workshops following the previous appraisal cycle of mid-term review. Registers will be kept of attendees to the workshops. CPD to be recorded through appraisal process.	Deputy Headteacher for Teaching and Learning (PMA)	Learning Workshops took place throughout the academic year. Registers were kept of attendees. Sessions were well attended and feedback positive. In 2018-19, there will be a tighter focus on workshops that reflect the College's effective teaching principles.

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Improve the quality of teaching and learning through approaches which lead to self-development of staff and shared professionalism.	Establishment of a teaching and learning group, who will help to drive the programme of cross-curricular learning walks, sharing of effective practice. Lesson study sessions will be used to help to improve pedagogy and practice.	Regular learning walks and work scans to be calendared. Teaching staff will be assigned to carry out learning walks of particular year groups in small cross-curricular groups. The focus will be our chosen characteristics of expert teaching. There will be a follow-up meeting with a member of SLT to discuss the quality of teaching observed, and identify where effective practice is occurring. Lesson study sessions will be based on predetermined needs, and also be responsive to other needs as they arise throughout the year. They will also be used to give staff a platform for sharing expertise with others across the College. HoFs will keep a record of Lesson Study activities, and link SLT members will monitor these sessions.	Deputy Headteacher for Teaching and Learning (PMA) Heads of Faculty	<p>Teaching and Learning Group had regular scheduled meetings. There were a core group of colleagues who formed the Teaching and Learning Groups from a range of subjects. Other colleagues were also invited to attend certain activities.</p> <p>Expert teaching principles were used to monitor the quality of teaching observed during learning walks.</p> <p>Heads of Faculty created focussed lesson study activities.</p> <p>Learning walks and discussion groups led to consistency of feedback becoming a priority for Heads of Faculty. Good practice was shared.</p> <p>Plans to continue in 2018-19 with joint learning walks with Mullion.</p>

Total budgeted Cost **£78,750**

ii. Targeted support

Desired outcome	Chosen action/ approach	How will you ensure it is implemented well?	Staff lead	Impact
Improve literacy in KS3.	Small group intervention using Read, Write Inc. phonics programme in tutorial period and curriculum time. Use of the Lexia programme.	HLTAs are trained to deliver both programmes. Identified students in Year 7 will attend the RWInc. sessions daily. A wider range of students access the Lexia programme in College and at home. Data tracking will show the impact upon student reading age and overall progress in assessments. Reading age will be tracked more closely for disadvantaged students as they progress through the College.	SENCo (DLE)	<p>Lexia 77% of students on Lexia made 1 years reading age progress over two terms.</p> <p>17% of students made 2 years progress.</p> <p>With 6% making more than 2 years progress over the two terms.</p> <p>RWI The disadvantaged students made good progress and all improved their reading ages above their chronological age. They have been moved off the programme and onto the Y7 English curriculum.</p> <p>The current Year 10 cohort had a gap of 9 months between the reading ages of disadvantaged and non-disadvantaged students on arrival in Year 7. In this particular year group, disadvantaged girls had lower average</p>

				<p>reading ages than disadvantaged boys. This year group was re-tested at the end of Year 9, by which time the average reading age of the disadvantaged students had increased by almost 3 years, showing a stronger average increase than that of non-disadvantaged students. The disadvantaged students making the greatest increases relative to their non-disadvantaged peers were disadvantaged girls and mid PA disadvantaged students. High PA disadvantaged students improved their reading ages in line with the improvement made by high PA non-disadvantaged students.</p>																																	
<p>Improve the progress of the Most/More Able (MA) disadvantaged students.</p>	<p>MA coordinators will run bespoke support sessions for each Year Group.</p>	<p>The appointment of two MA coordinators paid from the Pupil Premium budget. MA student progress will be tracked through data collection. Activities may include engagement with parents, teachers, HE providers, seminars and Future First. AHT (data) to monitor impact of MA Coordinators.</p>	<p>MA Coordinators (KJA and HRO)</p>	<p><u>Year 8</u> 12 More Able Disadvantaged students selected to take part in The Brilliant Club. PhD students lead and set university style work to meet strict deadlines.</p> <p><u>Year 9</u> 11 students involved in the Uncover HE Programme run through Exeter University to develop knowledge of university life. Aimed specifically at More Able Disadvantaged.</p> <p><u>Year 10</u> 11 students involved in the Uncover HE Programme run through Exeter University to develop knowledge of university life. Aimed specifically at More Able Disadvantaged.</p> <p>Debate Create provides an annual opportunity for selected students to experience HE level work in creative areas.</p> <p><u>Autumn to Summer Attitude To Learning analysis</u></p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> </tr> </thead> <tbody> <tr> <td rowspan="2">More Able Disadvantaged</td> <td>Average ATL improved</td> <td>71%</td> <td>57%</td> <td>80%</td> <td>50%</td> <td>100%</td> </tr> <tr> <td>Average ATL declined</td> <td>29%</td> <td>43%</td> <td>20%</td> <td>50%</td> <td>0%</td> </tr> <tr> <td rowspan="2">More Able Non-disadvantaged</td> <td>Average ATL improved</td> <td>65%</td> <td>67%</td> <td>81%</td> <td>64%</td> <td>58%</td> </tr> <tr> <td>Average ATL declined</td> <td>35%</td> <td>33%</td> <td>19%</td> <td>36%</td> <td>42%</td> </tr> </tbody> </table> <p>In Years 7 and 11, the percentage of More Able disadvantaged students who maintained or improved their average ATL grade exceeded the</p>			7	8	9	10	11	More Able Disadvantaged	Average ATL improved	71%	57%	80%	50%	100%	Average ATL declined	29%	43%	20%	50%	0%	More Able Non-disadvantaged	Average ATL improved	65%	67%	81%	64%	58%	Average ATL declined	35%	33%	19%	36%	42%
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percentage for More Able non-disadvantaged students. In Year 10, the percentage of More Able disadvantaged students maintaining or improving their average ATL grade was broadly similar to the percentage of non-disadvantaged More Able students.

In all year groups, the majority of More Able disadvantaged students maintained or improved their average ATL grade, with all Year 11 More Able disadvantaged students maintaining or improving their average ATL grade.

Autumn to Summer Average ATL grades for More Able students

		7	8	9	10	11
More Able Disadvantaged	Autumn	3.50	3.41	3.40	3.59	3.07
	Summer	3.45	3.56	3.56	3.31	3.16
More Able Non-disadvantaged	Autumn	3.75	3.79	3.67	3.54	3.72
	Summer	3.83	3.88	3.84	3.62	3.79
Difference	Autumn	-0.25	-0.38	-0.27	+0.05	-0.65
	Summer	-0.38	-0.32	-0.28	-0.47	-0.63

The Summer Term data indicates that More Able disadvantaged students have lower average ATL grades than More Able non-disadvantaged students. This trend can be seen across all year groups.

The gap between the average grades of More Able non-disadvantaged students and their More Able non-disadvantaged peers has varied throughout the year. Some volatility would be expected in this data, due to the low numbers of More Able disadvantaged students in each year group and the resultant increased impact of any student mobility.

In Years 7, 8, 10 and 11, the average Summer Term ATL grade of More Able disadvantaged students equalled or exceeded the average of their Autumn Term ATL grades, so while average ATLs are lower for these groups of students when compared to their non-disadvantaged More Able peers, the majority are showing improvements in their average ATL grade.

Total budgeted cost £8,300

Desired outcome	Chosen action/ approach	How will you ensure it is implemented well?	Staff lead	Impact																																																						
Have an overview and coherent whole College approach to Pupil Premium students.	Assistant Head Teacher to lead as Pupil Premium Coordinator.	The Pupil Premium Coordinator will be responsible for monitoring the Pupil Premium Action Plan, driving strategies forward, and will report to the Head of College and Governors on its outcomes.	Pupil Premium Coordinator (DMC)	The Pupil Premium champion has an overarching view for the provision for disadvantaged students. Fortnightly meetings take place with Head's of Progress to discuss the progress and welfare of disadvantaged students.																																																						
Increased Attendance Rate.	Attendance Manager monitors and follows up student attendance issues. New graphical communication methods to be trialled - a stricter approach to authorising absence to be adopted.	The Attendance Manager will be responsible for monitoring student attendance, and ensuring appropriate support and challenge is in place to improve attendance. The Pupil Premium Coordinator will meet every fortnight with the Attendance Manager to review overall attendance figures, discuss students who are causing concern, and generate action plans to address issues.	Attendance Manager (PHA) Pupil Premium Coordinator (DMC)	<p>Absence Matters graphs and letters sent as soon as a concern was highlighted. 75% of those students who have received Absence Matters letters and AIM invitations have improving attendance. Home visits undertaken after 2 days of absence when no notification received. Attendance on SLT agenda every half-term. Minutes of Fortnightly meetings sent to Head. Fortnightly meeting with Assistant Headteachers to review attendance.</p> <p>Attendance 2017-18 as reported to SLT on 12th July 2018 Attendance September 2017 – 4th July 2018 94.2% - 0.1% down on last year PA 12.6% - 1.4% down on last year</p> <table border="1"> <thead> <tr> <th></th> <th>Y7</th> <th>Y8</th> <th>Y9</th> <th>Y10</th> <th>Y11</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>95.5</td> <td>94.5</td> <td>95.4</td> <td>92.7</td> <td>95.1</td> </tr> <tr> <td>Girls</td> <td>95.3</td> <td>95.5</td> <td>93.8</td> <td>93.1</td> <td>92.9</td> </tr> <tr> <td>FSM</td> <td>93.6</td> <td>90.1</td> <td>94.2</td> <td>82.5</td> <td>88.7</td> </tr> <tr> <td>Non-FSM</td> <td>95.6</td> <td>95.3</td> <td>94.2</td> <td>93.5</td> <td>94.4</td> </tr> <tr> <td>CLA</td> <td>0</td> <td>98.2</td> <td>0</td> <td>7.0</td> <td>0</td> </tr> <tr> <td>EAL</td> <td>98.0</td> <td>90.2</td> <td>93.6</td> <td>96.7</td> <td>93.3</td> </tr> <tr> <td>SEN</td> <td>93.1</td> <td>91.6</td> <td>95.0</td> <td>82.3</td> <td>93.0</td> </tr> <tr> <td>Not SEN</td> <td>95.9</td> <td>94.0</td> <td>94.6</td> <td>94.3</td> <td></td> </tr> </tbody> </table> <p>With key 'case study' students in Y10 removed from the data, attendance overall would increase to 94.6%.</p> <p>PA 12.6% Y7 8.5% Y8 8.6% Y9 16% Y10 19% Y11 13% Total 12.6% (down by 3.8%)</p>		Y7	Y8	Y9	Y10	Y11	Boys	95.5	94.5	95.4	92.7	95.1	Girls	95.3	95.5	93.8	93.1	92.9	FSM	93.6	90.1	94.2	82.5	88.7	Non-FSM	95.6	95.3	94.2	93.5	94.4	CLA	0	98.2	0	7.0	0	EAL	98.0	90.2	93.6	96.7	93.3	SEN	93.1	91.6	95.0	82.3	93.0	Not SEN	95.9	94.0	94.6	94.3	
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				Reduction in PA. Y10 students impacting upon figures have support in place for Y11.																																	
Heads of Progress support students to improve Attitude to Learning grades.	New RAG process Heads of Progress monitor ATL grades and implement actions to improve ATLs. HoPs will aim to raise the self-esteem of students and break barriers to learning.	Review ATL grades fortnightly. Students with significant number of 1&2 ATL grades are rated red. Head of Progress will liaise with parents, students, and teachers. Review student attendance. Put in place support/intervention packages both for academic and wellbeing. Attend Structured Conversation meetings with SLT and Governors. Report to SLT line manager on the progress of the year group.	Heads of Progress	<p>Autumn to Summer ATL analysis</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Disadvantaged</td> <td>Average ATL improved</td> <td>69%</td> <td>70%</td> <td>72%</td> <td>55%</td> <td>61%</td> </tr> <tr> <td>Average ATL declined</td> <td>31%</td> <td>30%</td> <td>28%</td> <td>45%</td> <td>39%</td> </tr> <tr> <td rowspan="2">Non-disadvantaged</td> <td>Average ATL improved</td> <td>65%</td> <td>70%</td> <td>78%</td> <td>54%</td> <td>72%</td> </tr> <tr> <td>Average ATL declined</td> <td>35%</td> <td>30%</td> <td>22%</td> <td>46%</td> <td>28%</td> </tr> </tbody> </table> <p>Across all KS3 & KS4 year groups, the majority of disadvantaged students maintained or improved their average ATL grade from the Autumn Term data entry to the Summer Term data entry. This is particularly noticeable in Year 9, where a large majority (72%) of disadvantaged students maintained or increased their average ATL grade.</p> <p>In Years 7 and 10, the percentage of disadvantaged students who maintained or improved their average ATL grade exceeded the percentage for non-disadvantaged students. In Year 8, the percentage of disadvantaged students who maintained or improved their average ATL grade matches the percentage for non-disadvantaged students.</p>			7	8	9	10	11	Disadvantaged	Average ATL improved	69%	70%	72%	55%	61%	Average ATL declined	31%	30%	28%	45%	39%	Non-disadvantaged	Average ATL improved	65%	70%	78%	54%	72%	Average ATL declined	35%	30%	22%	46%	28%
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Desired outcome	Chosen action/ approach	How will you ensure it is implemented well?	Staff lead	Impact
Heads of Faculty and SLT ensure students' learning needs are being met in order to improve their academic attainment and progress.	To monitor student progress, as outlined through the new RAG structure, and check that classroom provision is meeting needs. To arrange bespoke intervention for certain students that need extra support.	Attainment data reviewed every three months. Teachers provide guidance for students performing below level via comments in SIMS. Students are RAG rated by the data team. Senior Leadership Team (SLT) select a sample of students for monitoring. Middle Leaders and SLT check classroom provision through work scans and learning walks. There will be follow-up CPD when necessary, and feedback will influence the Lesson Study sessions. Bespoke intervention is provided for students that require additional support to close the gap. Impact is assessed on the next cycle.	Head of Faculty Subject teachers SLT	The new RAG procedure ensure all subjects were being monitored and reviewed throughout the academic year and not just the core subjects. As a result of the new RAG procedure departments have greater ownership which allows them to streamline their focus groups. Students who were identified as under-performing were given extra support. Work scans were carried out by SLT and feedback given to faculties identifying areas of development.
English and Maths Support Tutors provide targeted support - an intervention which improves progress.	Tutors to work with students 1:1 or in small groups.	English and maths tutors will work with students who have been identified as needing extra support. Tutors will work with students either 1:1 or in small groups. Pre and Post assessments given to determine progress. Heads of Faculty for English and maths to monitor.	Heads of Faculty for English and maths, Pupil Premium Coordinator	<p><u>English support for Key Stage 3</u> Summer term progress: 41 students received 1-2-1 or small group intervention. Students were identified based on PP / Disadvantaged identification. We also had a significant number of PP/Dis students who also identified as MABLE. 100% of students engaged positively with the sessions. 56% of students made significant progress in their intervention baseline test scores and by the end of the year 44% of students previously below target had achieved their target in their end of year exam. Those students who had not managed to reach their target either in intervention or in class were entered into the next intervention cycle (2018/19)</p> <p><u>English support for Key Stage 4</u></p> <ol style="list-style-type: none"> 1. 71% of Pupil Premium students achieved at least one grade higher in their actual GCSE Literature exam compared to their mock. 2. 20% of those achieved two grades higher compared to their GCSE English Literature mock. 3. 43% of Pupil Premium students achieved at least one grade higher in their actual GCSE Language exam compared to their mock. 4. 33% of those achieved two grades higher compared to their GCSE English Language mock.

			<p>Maths</p> <p>Two Year 11 intervention classes were set up in Sept 2017 to target under-performance in the higher tier set 2 classes. PP students were selected as well as students identified at being at risk of achieving a U grade on higher tier. All students in these classes were expected to achieve a grade with the majority of students still being entered at higher tier. Comparisons between end of year 10 exam results and Y11 Spring forecasts indicate progress was being made.</p> <p>12 out of the 30 Year 11 PP students achieved a positive P8 score in maths. The highest P8 score was +1.87. Overall the average P8 score of this group was -0.49 and was negatively impacted by students with P8 scores as low as -2.90. A department target for 2018/19 is to narrow the gap between PP and non-PP students and intervention plans have been reviewed with the aim to make them more successful this year. PP students will be discussed after each data entry point at the next Faculty Workshop and the strategies used to intervene will be improved from 2017/18. There will be increased communication with the Year 11 HoP, SENCo and other HoF (especially English) to ensure that students are targeted for intervention effectively.</p> <p>All students in the intervention classes managed to achieve a grade in their Maths GCSE. 12 out of 17 of the students achieved a grade 4 or better. All 8 students in 11h/m6 achieved at least a grade 4. 11h/m6 also managed to achieve a positive residual score. Only 2 of the intervention students achieved a positive P8 figure for maths (one of these was identified as PP).</p> <p>Maths HLTA deployed to support key students in Year 11. These students were identified as either PP or SEND or both. The aim of this support was to help students with the recall of knowledge, fill gaps and weaknesses and improve revision and memorisation by using strategies such as visual mnemonics.</p> <p>This strategy started too late and had negligible impact. For 2018/19 the HLTA will commence tutor time intervention from November of Year 11 and will be guided more by the class teachers and HoF.</p>
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				<p>In 2017/18 3 extra Year 11 lessons were supported following changes to the staffing of the P16 re-sit class. This has given targeted additional support to PP students in the 3/4/5 borderline groups.</p> <p>This intervention had some success as PP students were given 1-2-1 support and/or small group support to target key areas of weakness. Some of the intervention got diverted towards students who were switching from Foundation Tier to Higher tier as they needed to be given extra teaching away from their main class.</p>
Supporting students' emotional wellbeing.	<p>The Flexible Learning Zone (FLZ) will provide the most vulnerable students with a learning space where they feel comfortable in accessing College. Counselling Services will provide support for emotional wellbeing.</p>	<p>The Strategic SENCo will have overarching responsibility for line managing the effectiveness of the FLZ and the Counselling Service, and will report to the Pupil Premium Coordinator with updates on the number of students accessing this provision, and its impact on their learning. The Teaching Assistant managing the FLZ and counsellors will be accountable to the Strategic SENCo.</p> <p>Introduce the 'Trauma Informed Schools' programme to provide additional support for disadvantaged students with SEMH difficulties. Key staff will receive training on this programme. Students in need of such support will be identified and monitored by the SENCo.</p>	<p>SENCo (DLE) Pupil Premium Coordinator (DMC)</p>	<p>The FLZ is supporting: 38 Disadvantaged students and 9 are Service students. Students have been supported and encouraged to attend lessons. Attendance has increased for several students accessing the FLZ. Several students access the FLZ at break and lunch where they are encouraged to socialise and play board games in small groups.</p> <p>Counsellors are supporting: Year 7: 9 students - 6 Disadvantaged, 3 Services Year 8: 9 students - 7 Disadvantaged, 2 Services Year 9: 16 Students – 10 Disadvantaged, 6 Services Year 10: 8 Students – 7 Disadvantaged, 1 Services Year 11: 10 Students – 6 Disadvantaged, 4 students</p> <p>To conclude the summer term, all students had successfully completed their one to one sessions. This is based on 6 sessions and then reviewed if further sessions were needed.</p> <p>Lunchtime drop in continued with an open door policy as is the LGBT and young carers group held at lunchtimes fortnightly and once a month respectively.</p>

Desired outcome	Chosen action/ approach	How will you ensure it is implemented well?	Staff lead	Impact
Supporting students with special educational needs	Identify those students who are disadvantaged and have special educational needs, and put in place bespoke support plans, eg Learning Passports and Access Cards.	The Strategic SENCo will monitor the support provided for students identified as being disadvantaged with special education needs. Learning walks and work scans will provide evidence	SENCo (DLE & EMC)	<p>Teachers have access to Learning Passports and Access Cards</p> <p>Nurture Group provided academic and social support to allow students to develop skills so that they could return to mainstream lessons.</p> <p>Bespoke packages for Year 11 used targeted deliberate practice activities to improve outcomes. Some of the strategies used included:</p> <ul style="list-style-type: none"> • effective use of exam modifications • techniques to memorise formulae in maths and science • working with parents to help them support their children in their revision • developing creative writing skills <p>The project helped increase Progress 8 scores for the cohort involved in the project, with significant improvements from the mock exams (improving from -1.6 to -0.6). Unfortunately, several students with significant health/attendance issues impacted negatively on the overall P8 figure for SEND.</p>
To provide impartial careers advice to students.	Employ an independent careers advisor who will discuss appropriate education choices and career pathways with students.	<p>Careers advisor is suitably qualified and takes part in regular CPD.</p> <p>Annual review of PSHE, Careers and Work Experience, along with student surveys to help develop and refine the programme.</p>	Assistant Headteacher (PLA)	<p>All Year 11 Disadvantaged students had 1:1 appointments, with action plans discussed and information sheets given out regarding Post 16 options.</p> <p>In the summer term, Year 10 students took careers based diagnostic assessment, which will be followed up in Year 11.</p> <p>Year 9 Disadvantaged students have been given first priority for IAG support, participating in small group discussions. Group discussions have focussed on careers choices and employment skills.</p> <p>Year 8 – all students have received information through assemblies and the tutorial programme.</p> <p>Post 16 students who are not attending HE are given IAG on next steps, including apprenticeships.</p>
Homework Club to support independent study.	To provide after-school support for students to assist with homework	The Homework Club is supported by staff, and is open to all students. Students can attend after school from 3.15-4.40 Monday to Thursday, located in the library. Support is on offer and students have access to computers. A register is maintained of attendees.	Pupil Premium Coordinator (DMC)	<p>Around 50 regular students who attend homework club during the week.</p> <p>On average 25% of these are PP – some nights all the students there are PP students.</p> <p>74% stated Homework Club is very helpful</p> <p>58% stated Homework Club provides them with a suitable place to do their homework, which is not available at home.</p> <p>53% attend Homework Club to get additional support and help with their homework</p> <p>32% attend the Homework Club more than three times a week</p>

				Students are supported with organising and completing homework. Homework Club also provide a safe place after College to relax, have some refreshments and to enjoy some social interaction with peers.
Desired outcome	Chosen action/ approach	How will you ensure it is implemented well?	Staff lead	Impact
Summer School provision.	To assist students with the transition from Year 6 to Year 7.	Disadvantaged primary students will be invited to attend the summer school in July. The programme will be planned carefully and focus on transition, numeracy, literacy and cultural experiences. Student feedback and outcomes will be analysed.	Assistant Head teacher for Transition.	Disadvantaged students were invited to attend a 3 day summer school which included technology subject sessions, work with the construction department and PE. The final day of the summer school was a surfing activity day aimed at developing self-esteem and friendships within the group. Feedback from students that attended the event states that the event was important in helping them to settle into secondary school.
Increase student vocabulary, particularly in relation to Tier 2 and Tier 3 words	Tutorial programme reinforces tier 2 work done in English. Faculties focus on building Tier 3 vocabulary.	Carefully planned pre-learning of Tier 2 vocabulary words. Increased focus on reading, using a range of sources. Reading age will be tracked more closely for disadvantaged students as they progress through the College.	Heads of Progress & Tutors	Literacy sessions took place during tutor time, using the resources provided by English Department. The students were provided with a literacy book, and used a variety of ways to learn, define and use the vocabulary in a range of contexts. Current Y8 – 20% of year group increased in AO6 scores during last academic year Current Y9 – 31% of year group increased in AO6 scores during last academic year (NB: the above is not only an improvement with spelling but includes punctuation, grammar and sentence choice.)
Total budgeted cost				£223,500
Overall budgeted cost				£310,550