

## James Calvert Spence College: KS3 and 4 Pupil Premium Strategy and Impact Statement 2018-2021

### School overview

Metric	Data
Pupils in KS4	466
Proportion of disadvantaged pupils	40% FSM & Ever 6 = 187 Pupil premium plus= 5 Year 7= 48 of 107 Year 8 =34of 94 Year 9 =38 of 92 Year 10 = 31 of 80 Year 11 =36 of 91
Pupil premium allocation this academic year	£ 173,925
Academic year or years covered by statement	2018-21
Publish date of new version	February 2020
Review date	Termly progress checks and full annual reviews in September 2020 and September 2021
Statement authorised by	Neil Rodgers (Executive Headteacher) and governing body
Pupil premium lead	Jacqui Johnson (AHT)
Governor lead	Jenny Bewley

### Disadvantaged pupil performance overview for last academic year (2018/19) compared to pupils not eligible for pupil premium funding. PP = Pupils eligible for pupil premium funding NAO=National average for pupils not eligible for PP funding

Measure	PP	Not PP	In school gap	NAO 2019	Attainment gap when school PP outcomes compared to NAO
<b>End of Key Stage 4 (Year 11) attainment</b>	29 pupils	54 pupils			
Progress 8	-0.44	0.18	-0.62	<b>+0.13</b>	-0.57
Attainment 8	36.08	49.05	-12.97	<b>50.15</b>	-14.04
Percentage of Grade 5+ in English and maths	24.14%	44.44%	-20.3%	<b>50%</b>	-25.86%

Percentage of Grade 4+ in English and maths	41.38%	68.52%	-27.14%	<b>72%</b>	-30.62%
EBacc entry	10.34%	11.11%	-0.77%	<b>44%</b>	-33.66%
EBacc percentage of Grade 5+	6.9%	9.26%	-2.36%	<b>20%</b>	13.1%
EBacc percentage of Grade 4+	6.9%	9.26%	-2.36%	<b>29%</b>	-22.1%
Average EBacc points	2.95	3.98	-1.03	<b>4.42</b>	-1.47
Absence % Years 7 to 11 (The NAO is for non-FSM in 2018)	9.6%	3.3%	6.3% higher	<b>5%</b>	4.6% higher
Persistently absent % Years 7 -11 -- pupils with an attendance rate of 90% or below. (The NAO is for non-FSM in 2018)	18%	3%	15% higher	<b>11.2%</b>	6.8% higher

### Teaching targets for disadvantaged pupils and cohorts (Most of the 2021 targets to be inserted later this year)

Measures	On track January 2020	On track April 2020	Summer 2020 Targets Current Year 11	Summer 2021 Targets Current Year 10
	Current Year 11	Current Year 11		
Progress 8 score	-0.61		0.67	0.96
Attainment 8 points	30.06		43.4	44.25
% of Grade 5+ in English and maths	5.71%		22.86%	36.67%
% of Grade 4+ in English and maths	25.71%		62.80%	80.0%
Average EBacc points	2,35 (Non- PP 3.35)		3.53	3.71

## Teaching priorities and targeted academic support for current academic year for disadvantaged learners

Measure	Actions
Priority 1: Teaching	<ol style="list-style-type: none"> <li>1. CPD to focus upon strategies that support and challenge disadvantages pupils- the super six evidence based teaching strategies, peer coaching, lead advocates and working parties.</li> <li>2. Reciprocal reading and phonics CPD delivered to all staff- strategies to be used in all areas of the curriculum.</li> <li>3. Curriculum development CPD attended by Lead Practitioner and subsequent delivered CPD sessions delivered to curriculum leaders. This has included development time for all directorates.</li> <li>4. Additional cover supervisor to be appointed to promote continuity of education for disadvantaged pupils when staff are absent.</li> <li>5. Focus weeks and WOW learning walks to evaluate the impact of new teaching and learning strategies on accelerating the progress of disadvantaged pupils.</li> </ol>
Priority 2: Progress and attainment of disadvantaged students in English and maths	<ol style="list-style-type: none"> <li>1. Pupils with a reading age of below 9.5 to access catch up reading intervention (Read Write Inc) 4 times a week</li> <li>2. Maths mastery to be delivered to all year 7 pupils</li> <li>3. Inference training to be delivered to those pupils who did not achieve a score of 100 in their SPAG, Reading and Writing KS2 SAT and Every Child Counts delivered to those who did not achieve 100 in maths (funded through catch up funding)</li> <li>4. Reading scheme to be introduced for year 7 and 8 disadvantaged pupils providing access to books at home (books targeted to challenge but at an appropriate reading level)</li> <li>5. Additional maths class in year 11 and English class in year 8.</li> </ol>
Priority 3: Develop students ability to retain and recall information more effectively and develop their resilience as learners	<ol style="list-style-type: none"> <li>1. Super Six to be introduced- evidence based strategies to improve retention and recall of knowledge taught. Staff CPD focusing upon the development of teaching these strategies.</li> <li>2. "Show My Homework" to be purchased to support pupils to develop effective independent learning strategies</li> <li>3. . Revision support for all year 11 pupils to promote independent learning and develop effective revision habits- revision guides for all disadvantaged students, travel support and food for holiday and after school revision classes, revision habits day (including resources)</li> </ol>

	4. Supervised homework club available for all pupils to access- 3 nights per week
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Insufficient highly effective teaching, (although this is improving), which is disadvantaging our pupil premium learners.</li> <li>• Coaching, mentoring and peer support is in its infancy; these need to be developed so good practice can be shared.</li> <li>• CPD for teaching and support staff needs to be further developed to focus upon addressing the barriers to learning disadvantaged students face—specifically focusing upon cognitive load and retrieval practice.</li> </ul>
Projected spending	<p>CPD for staff- £13,600  Curriculum development day for Directors- £1170  Additional class year 7-11 (smaller class size) £71,682  EDUcake (science platform) £520  Phonics CPD (8 teachers, 2 HLTA, 4 LSP) £1368  PP Reading challenge- £1000  Read Write Inc groups- 4 groups £11,100  Revision materials/ transport/ food- £1000  Show my Homework- £1591  Additional Maths teacher year 11 £8612.76  Additional English teacher year 8 £8612.76  Homework club and library staffing £2440  Maths mastery £2500  Additional cover supervisor £ 4227  SLE- History consultant- £600</p> <p>Current total= £130,022  .</p>

## Wider strategies for current academic year

Measure	Actions
Priority 1: Attendance of PP children to improve to 95%	<ol style="list-style-type: none"> <li>1. Employment of an additional Pastoral Support Officer to provide additional support for PA students</li> <li>2. Mentoring of key year 11 pupils for whom attendance is a significant barrier to progress.</li> <li>3. Supervised breakfast club available for all pupils to access</li> </ol>
Priority 2: To increase self-esteem and self-confidence and to promote opportunities for pupils to have experiences beyond the immediate environment.	<ol style="list-style-type: none"> <li>1. Involvement in the Ford NGL event and other CEIAG opportunities to raise aspirations</li> <li>2. Support for some disadvantaged pupils to attend residential visits</li> <li>3. Educational Psychologist support for some disadvantaged year 11 pupils to cope with exam stress.</li> <li>4. Development of a new, visible rewards system to promote a culture of celebrating achievement</li> </ol>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Poor attendance of some disadvantaged pupils .</li> <li>• Some PP pupils have low self-esteem and low aspirations</li> <li>• Some disadvantaged pupils have poor emotional regulation and limited experience beyond the classroom and immediate community.</li> </ul>
Projected spending	<p>PSO: £20,000  Attendance support £17,000  Educational Psychology time £720  Mentor support £1575  Breakfast club £1244  Support for residential and extra curricular visits- £1000  Rewards system-</p>

	<p>Transition- £500  Commando Joes- £600</p> <p>£42,639</p>
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## Monitoring and Implementation

Area	Challenge	Mitigating action- January 2020
Teaching	<p>There is some variability in the quality of teaching across the primary site.</p> <p>Reading and supporting pupils with additional needs has been identified as an area of development through the Autumn term QA data.</p> <p>External support, internal data and feedback from staff has identified a need to simplify and reduce school priorities.</p>	<p>Coaching plans are in place.</p> <p>CPD programme is focusing upon the “super six” and developing strategies to teach reading. This is a response to the whole school QA progress Autumn 2019. Super six are all evidence based teaching strategies which will positively impact on the progress of PP students.</p> <p>The impact of this will be assessed through focus weeks which will assess the school’s progress towards three key areas:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Progress of SEND and disadvantaged students</li> <li>• Attendance and behaviour.</li> </ul>
Targeted support	<p>Autumn term KS3 reading screener has shown specific weakness in the reading skills of year 7 and 9 students</p>	<p>January 2020 the students with a reading age below 9.5years and those with the greatest gap between actual and chronological reading age will access Read Write Inc intervention 4 times per week. Staffing has been funded through PP</p>

	<p>Catch up and weekly intervention will not address the deficits in reading, more targeted intervention is needed.</p> <p>Internal data has shown that homework is not consistently set and completed.</p>	<p>funding. There will be 2 groups in Year 7, 1 group in Year 8, 1 group in Year 9 and an EAL group. PP+ students will be included where necessary.</p> <p>Reading support strategies will also be delivered through whole staff CPD impact monitored through focus week.</p> <p>PP Reading focus group in KS3 has been established led by oracy lead.</p> <p>School have now purchased Show My Homework- PP students can access this through homework club where daily homework support can be accessed.</p> <p>Revision guides have been purchased for all Year 6 PP students in English, maths, science, history. Specific computer programmes have been given to PP+ students to support completion of coursework tasks at home.</p>
<p>Wider strategies</p>	<p>Spring term mocks have identified some students who are struggling to meet the emotional demands of the GCSEs.</p> <p>Attendance of PP is an area of concern.</p>	<p>Educational Psychologist will deliver exam stress intervention/group work sessions in the Spring term to targeted Year 11 students to help them cope emotionally with GCSE's. (Funded through SLA cost of £360 a day)</p> <p>Development of PP attendance mentor to meet with targeted Year 11 students daily.</p> <p>Appointment of an attendance clerk will focus upon the improvement of the overall attendance of disadvantaged students across all key stages.</p>

## Review: last year's aims and outcomes

Aim	Outcomes
Teaching: Further strengthen the quality of teaching	CPD sessions focused on oracy, feedback and developing an engaging curriculum. This resulted in a redraft of our feedback policy to ensure that feedback was effective across all subjects, but also consistent so that students know how to respond. The impact has been that we now have a clear feedback policy which provides support for staff to ensure feedback is meaningful, manageable and motivating. Our pupils made good progress with their oracy skills, this was demonstrated by the confidence in which pupils delivered their ignite speeches at the end of the year.
To close the gaps between out disadvantaged pupils, their peers and other pupils nationally.	There were promising signs in terms of gaps narrowing for higher prior attainment maths students (+0.2), lower prior attainment English students (-0.29) and lower prior attainment open bucket students (+0.14), however PP gaps in P8, English, maths and open buckets did not narrow significantly overall. The open bucket was pulled down by disappointing results in engineering (-0.56) and IT (-2.3). Ebacc scores were pulled down by wide gaps in French (-0.78), history (-1.3) and computing science (-2.2). Scores in food remained strong along with separate sciences. SEN gaps were wider in English, maths, Ebacc and the open bucket. PP gaps widened for higher and middle ability students.
The attendance rate of pupil premium students to improve from 95 % to 96% or better by July 2019. The persistent absent rate of pupil premium students to reduce from 10.5 % to below 9.5% by July 2019.	Not achieved: PP attendance last year was 90.4% (NPP 96.7%) and PA 18% (NPP 3%). New AHT in place to monitor attendance along with a new pastoral structure and team. One Vision funding is currently being submitted with a view to employing an attendance pastoral officer on a longer-term basis.