



Pupil premium strategy statement

1. Summary information					
School	Robertsbridge Community College				
Academic Year	2017-18	Total PP budget	£141,347	Date of most recent PP Review	22 May 2017
Total number of pupils	686	Number of pupils eligible for PP	141	Date for next internal review of this strategy	Oct 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Basics Standard	40	74
% Basics Strong	32	54
Progress 8 score average	-1.12	-0.03
Attainment 8 score average	31.9	49.27

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	High attaining pupils who are eligible for PP making less progress than other high attaining pupils.
B.	High number of exclusions for students eligible for PP
C.	Low literacy and numeracy levels on entry for students who are eligible for PP.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance of PP students, especially high persistent absentees for those in receipt of FSM.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in high prior attaining PP students in KS4	KS2 high PA PP students make as much progress as non-PP students across KS3, so that 80% or more are on track to make expected or above expected progress. Where students are not on track to make expected progress, students are quickly identified and departmental interventions put in place.
B.	High levels of progress in literacy and numeracy for Year 7 PP students.	90% of Year 7 PP students make the same progress in literacy as non-PP students by the end of Year 7. The number of students that do not continue with Lexia support will be part of the success criteria. 90% of Year 7 PP students make the same progress in numeracy as non-PP students by the end of Year 7. Those that do not, continue with Symphony Maths support.
C.	Increase attendance of PP students, especially those in receipt of FSM.	Fewer numbers of persistent absentees among FSM students. Overall improvement of attendance of PP students so in line with non-PP students.

An overview of Robertsbridge Community College:

- Students in receipt of PP make up 21% of the whole school cohort, which is below average.
- 83.6% of students in receipt of PPG are Ever 6
- We do not have any students in receipt of the service premium.
- 3.9% of the PP students have an EHCP.
- Robertsbridge Community College currently has an Interim Headteacher, with a substantive Headteacher due to start in January 2019.
- The year group breakdown of those identified as disadvantaged are:

Year Group	Number
7	35
8	31
9	32
10	31
11	24

NB: the 2017-18 Year 11 Progress 8 score is considered to be the baseline data as this is the first year that most of the GCSE subjects have been graded using the 9-1 system. While Progress 8 data has been used in previous years, the data was only for the handful of subjects that were using the 9-1 grades early so a direct comparison does not give an accurate picture.

Oct 2017

5. 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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High levels of progress in high PA students, high levels of progress in literacy in KS3 and Year 11.	Employment of additional English and Maths teachers.	Increasing teaching groups in KS3 and Year 11 to allow for greater focus on vulnerable students. By reducing class sizes, EEF research has found that progress can be increased by +3 months.	Historically, the equivalent of 1 teacher in Maths and English was appointed (2015-16) and this proved to be effective in supporting disadvantaged students. This continued in 2016-17, and from April 2017 adjusted so the PP funding was able to support an additional teacher in English and an additional teacher in Maths. This was changed to allow Year 11 class sizes to reduce, especially for our disadvantaged students. This is already well implemented in school regarding timetabling, setting and delivery to students. We would expect to see an increase in the FFT Aspire data for disadvantaged students within these subjects.	English HoD – PH Maths HoD - HP	End of academic year

	<p>Student Support Leader with whole school responsibility for Pupil Premium.</p>	<p>Manage the PP allocation after staffing, work with disadvantaged students, especially goal setting, careers/next pathway and pastoral support. Liaise with families, provide intervention. Promote disadvantaged students within the school, support teachers and measure impact and progress.</p>	<p>Line managed by a member of SLT responsible for PP. Report to SLT and governors on a regular basis. Ensure adequate training is given to support students and staff.</p>	<p>JJ/KW</p>	<p>End of academic year</p>
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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reduce the number of homework related detentions. High levels of progress in high PA students, high levels of progress in literacy in KS3 and Year 11.	Funding for lunchtime homework club 5 days per week.	The use of homework club by students is fairly consistent and there are a number of pupil premium students that use this facility regularly. EEF research shows that homework (secondary school) can have +5 months impact.	Staffed by TAs who attend a range of lessons and can provide support. Seating plans to track and record daily attendance. Posters in all classrooms advertising the provision. Held in computer room to allow for range of homeworks to be completed.	TAs	End of academic year
Increase attendance of PP students, especially those in receipt of FSM.	Staffing – employment of Attendance/Education Welfare Officer	Students need to be in school to be learning and making progress. To have a dedicated member of staff to improve the attendance of students, especially those eligible for FSM. To work with APC students and other staff in promoting attendance throughout the school.	Appropriate training and CPD provided to maximise effectiveness and impact. Create and implement processes to monitor attendance with priority for students that are eligible for FSM. Work with students and their families to improve attendance and call upon outside agencies where appropriate.	AE	End of academic year
Increase attendance of PP students, especially those in receipt of FSM, High levels of progress in high prior attaining PP students in KS4	School councillor	Attendance, self-harm and child mental health are of concern within the school, especially for our vulnerable groups such as disadvantaged students.	Counselling program run by an experienced and professional counsellor. Priority given to PP students and those most at risk. Councillor in two days per week. EEF research shows social and emotional learning improves progress by +4. Student councillor being sought to increase provision for this and reduce waiting list.	LPotter	End of academic year

Total budgeted cost					
Reduce the number of exclusions for students eligible for PP	Internal isolation contribution	To reduce the number of fixed term and permanent exclusions by providing a space for reflection and mentoring to support students with persistent challenging behaviour that is having a detrimental effect on their learning and the learning of others.	Appropriate training and CPD provided to maximise effectiveness and impact. Create and implement processes to monitor behaviour with priority for students eligible for PP funding. Work with students and their families to improve behaviour.	DMK/JW	End of academic year
High levels of progress in KS4 students	Curriculum resources including revision guides and workbooks	To boost both in-school learning and revision/homework to develop mastery learning. EEF research has found that progress can be increased by +5 for Mastery learning	For departments that promote revision guides (listed in the data), they are encouraged to use them in lessons to promote its effective use and developing independence and resilience. Good practice includes rewarding students that bring and use their revision guides in lessons, which boosts confidence and resilience in disaffected PP students. Year 11 exit survey for Pupil Voice to contribute towards impact data.	KW	End of academic year
High levels of progress in high PA students, high levels of progress in literacy in KS3	Extended/extracurricular enrichment activities (including Forest School)	These touch on the following EEF researched approaches: Small group tuition (+4 months), learning styles (+2 months). To allow students to access learning in other styles, to promote and boost independence, resilience and self-confidence.	Forest School run as in previous years; 2 groups of 6 students. 18-19 sessions in the academic year from local forest school providers. To target Year 7 PP students that may need extra support with transition/confidence/behaviour. Year 7 student voice survey to contribute towards impact data.	KW	End of academic year

High levels of progress in KS4 students	Music tuition	<p>Funding for GCSE music PP students to have music lesson in 1 instrument of their choice to boost/support GCSE music lessons.</p> <p>This will touch on the following from EEF research: small group tuition (+4), arts participation (+2) EEF toolkit research has shown that arts participation can have +2 impact.</p>	To follow previous year successes; using ADAPT theatre. Continue communication between head of music and ADAPT Theatre for registers/warning letters for missed lessons to ensure students are participating fully with the program. Progress data reviewed for these students and progress related letters sent out.	KW	End of academic year
Improved attainment	Pupil premium related training	<p>Buying in whole-year support from Learning Performance with the aim of developing metacognitive strategies and a growth mindset to raise achievement for ALL students in receipt of PP.</p> <p>To run a number of student sessions throughout the academic year as well as staff CPD and parent/student workshop.</p>	Pre-book sessions in advance, communicate the aims with staff. Target PP students specifically for the support. Facilitate resources needed for the sessions. Evaluations from students for the sessions as well as using progress data.	KW/JJ	End of academic year
High levels of progress in KS4 students	School trips	We will continue with this approach as there are a number of school trips that are included in the curriculum that students need to attend to act as a point of reference for future lessons, such as Geography, History and Drama.	Each trip is contributed to based on the cost of the trip, how many PP students are taking part and what is a reasonable contribution to ask of parents towards the cost of the trip. There is the opportunity for trips to be subsidised to a greater extent on an as-needed basis following discussion with parents.	KW/JJ	End of academic year
Other approaches					
Desired outcome	Chosen	What is the evidence and rationale	How will you ensure it is	Staff lead	When will

	action/approach	for this choice?	implemented well?		you review implementation?
High levels of progress in high PA students	University of Sussex Partnership – Making Choices program	To provide insight and opportunities to high PA disadvantaged students who may be the first in their family to attend university in order to raise aspirations	Close links with the University of Sussex to ensure consistent and regular opportunities. Pre evaluation and post evaluation of program as a whole. Student voice and parent feedback along with core subject data to ensure having positive effect. Destination points when in KS4.	KW	End of academic year
	East Sussex PP review (Pilot where partnered with Ratton)	To scrutinise and reflect on positive and negative practice within our school and the partner school. To receive and give feedback on common good practice to improve outcomes across both schools.	Links with ESCC consultant Headteacher to facilitate program. Conduct review of part partner school and have our school reviewed. Receive and act on feedback suggested. Revisit and re-evaluate after changes have been implemented.	JJ/KW/LG	End of academic year
-	Uniform	While uniform has no direct link with attainment, we are aware that families of students in receipt of Pupil Premium may struggle to purchase full uniform for their son/daughter. We believe in all students wearing the full and correct uniform in order to comply with the uniform policy of the school so they are not set apart from their peers.	We will continue with this approach. While there already is a monetary uniform range for items such as trousers and shoes, we will be setting a uniform item limit for branded school uniform so more money is diverted towards initiatives that will improve attainment.	KW	End of academic year
Total budgeted cost					£148,347

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

High levels of progress in high PA students, high levels of progress in literacy in KS3.

Employment of additional English and Maths teachers.

High impact - Increasing teaching groups in KS3 to allow for greater focus on vulnerable students.

By reducing class sizes, EEF research has found that progress can be increased by +3 months.

As shown below, high PA PP students in Year 7 either perform equally with their non PP high PA peers, or they outperform them, in both English and Maths. The performance of PP high PA students in Year 8 Maths and English for 4+ LOPs are areas to develop in the following year.

Maths 3+ LOP				Maths 4+ LOP		
Year	High PA PP	High PA non PP	Difference	High PA PP	High PA non PP	Difference
7	100%	100%	0%	100%	71%	29%
8	25%	100%	-75%	0%	100%	-100%

English 3+ LOP				English 4+ LOP		
Year	High PA PP	High PA non PP	Difference	High PA PP	High PA non PP	Difference
7	100%	100%	0%	100%	90%	10%
8	100%	100%	0%	50%	100%	-50%

While there are still gaps in some areas of KS3 between disadvantaged and non-disadvantaged students (predominantly in Year 7 Maths), English for both Year 7 and 8s show PP students are outperforming their non PP peers.

Maths 3+ LOP				Maths 4+ LOP		
Year	PP	Non PP	Difference	PP	Non PP	Difference
7	85.7%	98.4%	-12.7%	42.9%	52.5%	-9.6%
8	77.8%	63.3%	14.5%	22.2%	18.4%	3.9%

English 3+ LOP				English 4+ LOP		
Year	PP	Non PP	Difference	PP	Non PP	Difference
7	94.1%	100.0%	-5.9%	70.6%	63.3%	7.3%
8	100.0%	98.0%	2.0%	61.1%	61.2%	-0.1%

In almost all areas, the progress of PP KS3 students in 2016-17 outperformed their peers from 2015-16

Maths 3+ LOP				Maths 4+ LOP		
Year	2016-17	2015-16	Difference	2016-17	2015-16	Difference
7	85.7%	83.9%	1.8%	42.9%	51.6%	-8.7%
8	77.8%	39.3%	38.5%	22.2%	14.3%	7.9%

English 3+ LOP				English 4+ LOP		
Year	2016-17	2015-16	Difference	2016-17	2015-16	Difference
7	94.1%	68.8%	25.3%	70.6%	49.9%	20.7%
8	100.0%	83.9%	16.1%	61.1%	48.4%	12.7%

Class sizes have remained small to medium in size. Overall, very positive impact for the progress of disadvantaged students, not just those with high PA, especially in English.

We will continue with this approach, ensuring class sizes will also reduce for KS4 groups especially Year 11. Typically 17, or fewer students, that require more support in making expected progress. While this will not be specific to disadvantaged students, this will affect all of them. This, linked with Good-outstanding teaching should allow them to achieve 3 or 4 levels of process in English and Maths.

£69,486
(2 x teachers split between KS3 and Year 11 classes)

Increase in attainment of KS4 students receiving Pupil Premium

Curriculum resources (GCSE option materials, revision guides)

Moderate impact – disadvantaged students in KS3 and KS4 have access to revision guides subjects studied (especially in the case of Years 9-11 which are studying GCSE options).

Revision guides are fully funded for students in receipt of PP. This is to boost both in-school learning and revision/homework to develop mastery learning.

For departments that promote revision guides (listed in the data), they are encouraged to use them in lessons to promote its effective use and developing independence and resilience. Good practice includes rewarding students that bring and use their revision guides in lessons, which boosts confidence and resilience in disaffected PP students

EEF research has found that progress can be increased by +5 for Mastery learning

Resources for practical lessons such as Art and DT were fully funded for disadvantaged students to ensure they were fully able to access the curriculum and progress.

Though the Year 11 P8 gap has widened, we feel that this was due to behavioural difficulties, in year admissions and students removed from PP list from March 2018.

Year 10	Average LOP			Average Progress8		
	PP	Non PP	Difference	PP	Non PP	Difference
Subject	2.65	3.1	-0.45	-0.09	0.6	-0.69
Maths	1.25	3.25	-2	-0.14	-0.12	-0.02
History	2.58	3.19	-0.61	-0.1	0.59	-0.69
English Language	3.22	3.26	-0.04	0.17	0.31	-0.14
English Literature	3.22	3.22	0	0.09	0.31	-0.22
PE	2.4	3	-0.6	-0.96	-0.27	-0.69
Drama	2.75	3.13	-0.38	-0.67	-0.22	-0.45
Science Combined	2.17	2.43	-0.26	-0.7	-0.19	-0.51
Biology	3.67	3.55	0.12	0.23	0.68	-0.45
Chemistry	3.5	3.43	0.07	-0.11	0.4	-0.51
Physics	3.33	3.24	0.09	-0.44	0.08	-0.52

Year 11	Average LOP			Average Progress8		
	PP	Non PP	Difference	PP	Non PP	Difference
Subject	1.95	3.38	-1.43	0.11	0.72	-0.61
Maths	4	4	0	N/A	1.24	N/A
History	-0.73	2.8	-3.53	-2.68	-0.02	-2.66
English Language	2.4	3.1	-0.7	-0.85	0.15	-0.8
English Literature	2	3.1	-1.1	-1.03	0.09	-1.12
PE	1.33	1.92	-0.59	-2.47	-1.87	-0.6
Drama	1.33	2.05	-0.72	-2.25	-1.59	-0.66
Science Core	2.56	2.69	-0.13	0.2	-0.08	0.28
Science Additional	2.63	2.93	-0.3	0.17	0.28	-0.11
Biology	2.67	3.72	-1.05	-1.43	0.86	-2.29
Chemistry	3	3.92	-0.92	-1.43	1.13	-2.56
Physics	2.67	3.8	-1.13	-1.43	0.96	-2.39

There is a high cost and has associated logistic issues, it is vital for students to have access to good quality revision materials and curriculum resources that can be used in lessons as well as out.

We will be continuing with this approach, with some modifications.

We will conduct exit surveys are completed with Year 11 disadvantaged students for student voice to identify the strategies/resources students view as most beneficial to their learning. In KS3, Pupil Premium will fund 50% contribution to costs as we acknowledge the high spend and the fact that not all students will continue Art/DT into KS4.

Year	Art 3+ LOPs			Art 4+ LOPs		
	PP	Non PP	Difference	PP	Non PP	Difference
7	69%	100%	-31%	15%	35%	-20%
8	100%	98%	2%	67%	57%	10%
9	100%	100%	0%	33%	71%	-38%
10	100%	100%	0%	33%	70%	-37%
11 (exam)	100%	85%	15%	33%	54%	-21%

Year	DT 3+ LOPs			DT 4+ LOPs		
	PP	Non PP	Difference	PP	Non PP	Difference
7	79%	97%	-18%	14%	19%	-4%
8	100%	96%	4%	50%	67%	-17%
9	100%	100%	0%	20%	25%	-5%

Year	DT Food 3+ LOPs			DT Food 4+ LOPs		
	PP	Non PP	Difference	PP	Non PP	Difference
9	100%	100%	0%	33%	63%	-29%
10	100%	87%	13%	50%	40%	10%
11 (exam)	80%	100%	-20%	20%	43%	-23%

Year	DT Product Design 3+ LOP			DT Product Design 4+ LOP		
	PP	Non PP	Difference	PP	Non PP	Difference
10	50%	83%	-33%	0%	33%	-33%

Year	DT Textiles 3+ LOP			DT Textiles 4+ LOP		
	PP	Non PP	Difference	PP	Non PP	Difference
10	100%	75%	25%	100%	25%	75%
11 (exam)	100%	100%	0%	100%	83%	17%

Year	DT Graphics 3+ LOP			DT Graphics 4+ LOP		
	PP	Non PP	Difference	PP	Non PP	Difference
11 (exam)	0%	100%	-100%	0%	33%	-33%

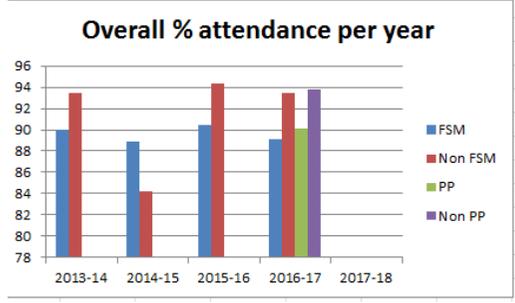
£2,295.76

<p>Increase in attainment of KS4 students receiving Pupil Premium</p>	<p>Revision classes</p>	<p>Low impact – revision classes and revision workshop provided for students to encourage, improve and promote the value of revision and it’s link with attainment.</p> <p>Touches on a number of EEF research: homework (+5), collaborative learning (+5), individualised instruction (+2), small group tuition (+4)</p> <p>While it is difficult to compare GCSE examination results with previous years due to the new measures and changes in grading systems, we feel that there is insufficient evidence to effectively measure the impact of these sessions.</p>	<p>We will not be continuing with this approach.</p> <p>Uptake of holiday revision sessions for disadvantaged students has been low, despite liaising with parents and promoting the events ahead of time.</p> <p>This is partially due to the rural location of the school and the large catchment area (providing transport for these sessions would not be economical due to the high costs associated with it).</p>	<p>£3,217.50</p>
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ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
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<p>Improved literacy for KS3</p>	<p>Technology and staffing - Lexia</p>	<p>High impact –average standardised score for both reading and spelling improved in all Lexia support groups run by HLTA. (LMT – light touch, Core highest support). EEF research has found that progress can be increased by +4 with the use of digital technology.</p> <p>Improvement in PP students outperformed non PP students in some cases.</p> <table border="1" data-bbox="638 483 1220 1090"> <thead> <tr> <th>Lexia morning group</th> <th>Average start STD PP</th> <th>Average end STD PP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>98.1</td> <td>97.9</td> <td>-0.2</td> </tr> <tr> <td>Spelling</td> <td>85.4</td> <td>92.6</td> <td>7.2</td> </tr> <tr> <th>Lexia LMT</th> <th>Average start STD Non PP</th> <th>Average end STD Non PP</th> <th>Difference</th> </tr> <tr> <td>Reading</td> <td>95.8</td> <td>103</td> <td>7.2</td> </tr> <tr> <td>Spelling</td> <td>87.9</td> <td>91.2</td> <td>3.3</td> </tr> <tr> <th>Lexia Year 7 group</th> <th>Average start STD PP</th> <th>Average end STD PP</th> <th>Difference</th> </tr> <tr> <td>Reading</td> <td>76.5</td> <td>81.5</td> <td>5</td> </tr> <tr> <td>Spelling</td> <td>72</td> <td>75.5</td> <td>3.5</td> </tr> <tr> <th>Lexia Year 7</th> <th>Average start STD Non PP</th> <th>Average end STD Non PP</th> <th>Difference</th> </tr> <tr> <td>Reading</td> <td>76.8</td> <td>86.2</td> <td>9.4</td> </tr> <tr> <td>Spelling</td> <td>75.7</td> <td>80.3</td> <td>4.6</td> </tr> <tr> <th>Lexia Year 8 group</th> <th>Average start STD PP</th> <th>Average end STD PP</th> <th>Difference</th> </tr> <tr> <td>Reading</td> <td>85.3</td> <td>95</td> <td>9.7</td> </tr> <tr> <td>Spelling</td> <td>79.8</td> <td>77.3</td> <td>-2.5</td> </tr> <tr> <th>Lexia Year 8</th> <th>Average start STD Non PP</th> <th>Average end STD Non PP</th> <th>Difference</th> </tr> <tr> <td>Reading</td> <td>82.7</td> <td>86.9</td> <td>4.2</td> </tr> <tr> <td>Spelling</td> <td>74.9</td> <td>82.6</td> <td>7.7</td> </tr> <tr> <th>1:1 literacy</th> <th>Average start STD PP</th> <th>Average end STD PP</th> <th>Difference</th> </tr> <tr> <td>Reading</td> <td>62</td> <td>77</td> <td>15</td> </tr> <tr> <td>Spelling</td> <td>65</td> <td>66</td> <td>1</td> </tr> <tr> <th>1:1 literacy</th> <th>Average start STD Non PP</th> <th>Average end STD Non PP</th> <th>Difference</th> </tr> <tr> <td>Reading</td> <td>59.1</td> <td>66.7</td> <td>7.6</td> </tr> <tr> <td>Spelling</td> <td>64.1</td> <td>61</td> <td>-3.1</td> </tr> </tbody> </table>	Lexia morning group	Average start STD PP	Average end STD PP	Difference	Reading	98.1	97.9	-0.2	Spelling	85.4	92.6	7.2	Lexia LMT	Average start STD Non PP	Average end STD Non PP	Difference	Reading	95.8	103	7.2	Spelling	87.9	91.2	3.3	Lexia Year 7 group	Average start STD PP	Average end STD PP	Difference	Reading	76.5	81.5	5	Spelling	72	75.5	3.5	Lexia Year 7	Average start STD Non PP	Average end STD Non PP	Difference	Reading	76.8	86.2	9.4	Spelling	75.7	80.3	4.6	Lexia Year 8 group	Average start STD PP	Average end STD PP	Difference	Reading	85.3	95	9.7	Spelling	79.8	77.3	-2.5	Lexia Year 8	Average start STD Non PP	Average end STD Non PP	Difference	Reading	82.7	86.9	4.2	Spelling	74.9	82.6	7.7	1:1 literacy	Average start STD PP	Average end STD PP	Difference	Reading	62	77	15	Spelling	65	66	1	1:1 literacy	Average start STD Non PP	Average end STD Non PP	Difference	Reading	59.1	66.7	7.6	Spelling	64.1	61	-3.1	<p>For the Lexia groups in learning mentor time (mix of Year 7 and Year 8 students) shows that the improvement for spelling for the PP students was higher than that of the non PP students by 3.9. Non PP students out performed PP students in reading, though it is worth noting the PP starting standardised score was higher than that of their non PP peers.</p> <p>Year 8 PP students out performed their non PP peers in their reading progress, however Year 8 spelling and Year 7 reading and spelling did not. This may be due to departmental staffing changes that had an impact on the frequency of the intervention that was able to run in 2016-17. Departmental stability is expected within 2017-18. Literacy co-ordinator was on maternity leave the majority of 201, mat cover to run sessions, however not as experienced which may account for drop in 1:1 literacy progress in comparison to last year, however; for students with significantly lower standardised scores, 1:1 literacy support and intervention is put into place. Working with staff on a personalised basis has shown to have a greater effect on PP students as their improvements in reading and spelling were higher than that of their non PP peers (by 7.4 and 4.1 respectively)</p> <p>Lexia provision to continue in following academic year. Future spend for Lexia is likely to come from Year 7 catch up fund, rather than PP funding.</p>	<p>£25,099.00 (+ Lexia subscription from 2016-2019 spend)</p>
Lexia morning group	Average start STD PP	Average end STD PP	Difference																																																																																																	
Reading	98.1	97.9	-0.2																																																																																																	
Spelling	85.4	92.6	7.2																																																																																																	
Lexia LMT	Average start STD Non PP	Average end STD Non PP	Difference																																																																																																	
Reading	95.8	103	7.2																																																																																																	
Spelling	87.9	91.2	3.3																																																																																																	
Lexia Year 7 group	Average start STD PP	Average end STD PP	Difference																																																																																																	
Reading	76.5	81.5	5																																																																																																	
Spelling	72	75.5	3.5																																																																																																	
Lexia Year 7	Average start STD Non PP	Average end STD Non PP	Difference																																																																																																	
Reading	76.8	86.2	9.4																																																																																																	
Spelling	75.7	80.3	4.6																																																																																																	
Lexia Year 8 group	Average start STD PP	Average end STD PP	Difference																																																																																																	
Reading	85.3	95	9.7																																																																																																	
Spelling	79.8	77.3	-2.5																																																																																																	
Lexia Year 8	Average start STD Non PP	Average end STD Non PP	Difference																																																																																																	
Reading	82.7	86.9	4.2																																																																																																	
Spelling	74.9	82.6	7.7																																																																																																	
1:1 literacy	Average start STD PP	Average end STD PP	Difference																																																																																																	
Reading	62	77	15																																																																																																	
Spelling	65	66	1																																																																																																	
1:1 literacy	Average start STD Non PP	Average end STD Non PP	Difference																																																																																																	
Reading	59.1	66.7	7.6																																																																																																	
Spelling	64.1	61	-3.1																																																																																																	

<p>Increase in attainment of KS4 students receiving Pupil Premium</p>	<p>Accelerated Progress Coach</p>	<p>Moderate impact – APC providing termly personalised goal setting with Year 11 PP students. Each student received 10-15 minute session (longer ones booked for PP students of concern) where goals, career pathway, targets and report card discussions took place. Termly targets circulated with staff, including students that have completed/exceeded the targets. Praise postcards also sent home to parents. 30 praise postcards were sent out.</p> <p>Personalised student in-school revision timetables in student planners and sent to learning mentors. Revision tips and information in RCC newsletter.</p> <p>While Fixed Term Exclusions increased (see below re: Fixed Term Exclusions), APC worked with students at risk of permanent exclusion. In particular a FAP admission with behavioural issues who only received 2 Fixed Term Exclusions. Daily catch ups, discussions on behaviour and support with personal statement writing completed to ensure not at risk of NEET.</p>	<p>We will be continuing with this approach in 2017-18.</p> <p>There will be more of a specific focus on supporting staff with PP students in the college. This will be through the creation and maintenance of Pupil action sheets in order to promote “force multiplier” scenario so all staff have a clear PP academic focus.</p>	<p>£18,814</p>
<p>Improved attendance for Pupil Premium students</p>	<p>Pupil Premium breakfast club</p>	<p>Low impact –the total percentage attendance of students in receipt of FSM decreased overall for 2016-17.</p> <p>This is due to uptake of this provision decreasing. This is likely due to majority of students using buses to arrive at school which do not arrive on site when the breakfast club is run.</p>	<p>Overall % attendance per year</p>  <p>We will not be continuing with this provision from April 2017 due to lack of uptake. We will be using alternative approaches to improve PP attendance.</p>	<p>£341.50</p>

iii. Other approaches																																				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																
Increase in the quantity and quality of homework	Homework club – every lunchtime.	<p>Moderate impact - The total number of homework detentions across the school dropped, however upon deeper analysis, the number of homework detentions for students in receipt of PP increased slightly in 2016-17 than compared with the previous year.</p> <table border="1"> <caption>Behaviour Incidents by Type [Last Year]</caption> <thead> <tr> <th>Incident Type</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Homework</td> <td>907</td> </tr> <tr> <td>Disruption</td> <td>1851</td> </tr> <tr> <td>2 detentions</td> <td>827</td> </tr> <tr> <td>Equipment</td> <td>824</td> </tr> <tr> <td>Late Work</td> <td>372</td> </tr> <tr> <td>Defiance</td> <td>425</td> </tr> <tr> <td></td> <td>147</td> </tr> </tbody> </table> <table border="1"> <caption>Behaviour Incidents by Type [2 Years Ago]</caption> <thead> <tr> <th>Incident Type</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Homework</td> <td>766</td> </tr> <tr> <td>Disruption</td> <td>2953</td> </tr> <tr> <td>Equipment</td> <td>398</td> </tr> <tr> <td>2 detentions</td> <td>920</td> </tr> <tr> <td>Late Work</td> <td>655</td> </tr> <tr> <td></td> <td>218</td> </tr> <tr> <td></td> <td>116</td> </tr> </tbody> </table> <p>(PP students in pink)</p> <p>Through student voice, it was identified that students that were aware of homework club were very supportive of it and attended on a regular/semi-regular basis. There were students who were not as fully aware of the details for the provision of homework club and as such did not attend.</p>	Incident Type	Count	Homework	907	Disruption	1851	2 detentions	827	Equipment	824	Late Work	372	Defiance	425		147	Incident Type	Count	Homework	766	Disruption	2953	Equipment	398	2 detentions	920	Late Work	655		218		116	<p>The use of homework club by students is fairly consistent and there are a number of pupil premium students that use this facility regularly.</p> <p>We will continue with this approach with the following amendments:</p> <ul style="list-style-type: none"> • Moved to spreadsheet register to improve recording and analysis. • Room has been changed to a more central computer room to support student's attendance. • Posters in all Learning Mentor rooms to promote homework club. <p>It is also worth noting that the new ICT room for homework club was refurbished with new desks and machines to improve their efficiency, providing a nice environment for students to work in.</p>	£3,793.00
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<p>Reduction in detentions for students eligible for PP</p>	<p>Student Counsellor</p>	<p>Low impact (in this area) – The number of detentions issued to disadvantaged students increased across all year groups in 2016-17, compared to 2015-16. There was also a rise in detentions issued to non PP students in years 8, 9 and 11 than were issued in 2015-16.</p>  <p>(PP students in pink)</p> <p>This is likely due to the unique situation of the school in 2016-17 having a knock on effect on student behaviour, rather than the student counsellor being less effective.</p>	<p>We will continue with a student counsellor for 2017-18, however we will not be using it as a measure of reducing behaviour and exclusions.</p> <p>While the school was in a unique situation last academic year with an Interim Headteacher it was felt that further work was required to support disadvantaged students in this area. As such, an Internal Exclusion Manager and an inclusion unit would be created where students could have behavioural mentoring and guidance.</p>	<p>£5,718</p>
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<p>Reduction in exclusions for students in receipt of PP</p>	<p>Student counsellor</p>	<p>Low impact (in this area) – data shows that this strategy is not a suitable method of reducing the number of exclusions for disadvantaged students as the data below shows an increase in the number of permanent and fixed term exclusions (disadvantaged students are shown in pink for last academic year and two years ago, respectively)</p> <p>EEF research shows social and emotional learning improves progress by +4</p> <div data-bbox="669 507 1328 817"> <table border="1"> <caption>Exclusions by Type (Academic YTD) [Last Year]</caption> <thead> <tr> <th>Exclusion Type</th> <th>Disadvantaged (Pink)</th> <th>Other (Blue)</th> </tr> </thead> <tbody> <tr> <td>Fixed Term</td> <td>38</td> <td>25</td> </tr> <tr> <td>Permanent</td> <td>1</td> <td>3</td> </tr> </tbody> </table> <table border="1"> <caption>Exclusions by Type (Academic YTD) [2 Years Ago]</caption> <thead> <tr> <th>Exclusion Type</th> <th>Disadvantaged (Pink)</th> <th>Other (Blue)</th> </tr> </thead> <tbody> <tr> <td>Fixed Term</td> <td>18</td> <td>19</td> </tr> <tr> <td>Permanent</td> <td>0</td> <td>2</td> </tr> </tbody> </table> </div>	Exclusion Type	Disadvantaged (Pink)	Other (Blue)	Fixed Term	38	25	Permanent	1	3	Exclusion Type	Disadvantaged (Pink)	Other (Blue)	Fixed Term	18	19	Permanent	0	2	<p>We will continue with a student counsellor for 2017-18, however we will not be using it as a measure of reducing exclusions.</p> <p>While the school was in a unique situation last academic year with an Interim Headteacher it was felt that further work was required to support disadvantaged students in this area. As such, an Internal Exclusion Manager and an inclusion unit would be created where students could have behavioural mentoring and guidance. This will be created for 2017-18 and will be reviewed as to its impact in this area.</p>	<p>As above</p>
Exclusion Type	Disadvantaged (Pink)	Other (Blue)																				
Fixed Term	38	25																				
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Exclusion Type	Disadvantaged (Pink)	Other (Blue)																				
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<p>Increase in attainment for PP students</p>	<p>Enrichment/ extended extra curricular activities</p>	<p>Pupil Premium has funded a range of enrichment activities and has focussed specifically this year on facilitating enrichment for students that require it, this includes places at KS2-3 transition week for current Year 7 students and covering transport costs for specific disadvantage students to attend alternative provision.</p> <p>These touch on the following EEF researched approaches: Small group tuition (+4 months), learning styles (+2 months)</p> <p>Transition summer school: To support vulnerable disadvantaged students transition to secondary school, so they feel comfortable and confident in their first year. To reduce absence due to transition-related anxiety. Year 7 attendance per term for 2016-17 was as follows:</p> <table border="1" data-bbox="674 770 925 983"> <tr> <td>Term 1</td> <td>93%</td> </tr> <tr> <td>Term 2</td> <td>89%</td> </tr> <tr> <td>Term 3</td> <td>93%</td> </tr> <tr> <td>Term 4</td> <td>93%</td> </tr> <tr> <td>Term 5</td> <td>92%</td> </tr> <tr> <td>Term 6</td> <td>90%</td> </tr> </table> <p>Some key PP students that were at risk of fixed term and permanent exclusion had a forest school/outdoor education alternative provision arranged. This was to support their remaining within school and to be proactive as the number of exclusions last year was increasing. These students required support with transport costs so they could attend their alternative provision. Their PPG funded this for a total of 5 months. In this time, only 2 fixed term exclusions were issues in total to these students.</p>	Term 1	93%	Term 2	89%	Term 3	93%	Term 4	93%	Term 5	92%	Term 6	90%	<p>Contributions to transition summer school have been reviewed and considered. Overall, uptake of the provision has decreased over the years and the effectiveness of the summer school in supporting Year 7 attendance seems high cost for low outcome.</p> <p>This may be because the school has two transition days in July that Year 6 students take part in. Parents view the transition in July to be effective and positive, which makes them question a need for the summer school transition week.</p> <p>Pupil Premium will continue to offer subsidised places on the program, however it will be on a request only basis and will contribute enough for a days attendance, with the request that parents subsidise any further days.</p> <p>We will continue to review funding transport for PP students undertaking alternative provisions. Especially if they are at risk of repeat fixed term and permanent exclusions in order to support their education and reduce exclusions for disadvantaged students.</p>	<p>£118.90</p>
Term 1	93%															
Term 2	89%															
Term 3	93%															
Term 4	93%															
Term 5	92%															
Term 6	90%															

-	Uniform	<p>While uniform has no direct link with attainment, we are aware that families of students in receipt of Pupil Premium may struggle to purchase full uniform for their son/daughter.</p> <p>We believe in all students wearing the full and correct uniform in order to comply with the uniform policy of the school so they are not set apart from their peers.</p>	<p>We will continue with this approach. While there already is a monetary uniform range for items such as trousers and shoes, we will be setting a uniform item limit for branded school uniform so more money is diverted towards initiatives that will improve attainment.</p>	£564.98																																																		
<p>High levels of progress in high prior attaining PP students in KS4</p>	School trips	<p>Some GCSE subjects, such as Drama, require students to have seen a live theatre production as part of their coursework (which can contribute 25-40% towards the full GCSE) and schemes of work include a related school trip. This is also the case for GCSE Geography. There are other subjects, such as History, French and Science where subject related trips can support student memory recall and learning, though are not a GCSE requirement.</p> <table border="1" data-bbox="678 746 1323 1031"> <thead> <tr> <th>Subject</th> <th>PP 3+ LOPs</th> <th>PP 4+ LOP</th> <th>Non PP 3+ LOPs</th> <th>Non PP 4+ LOPs</th> </tr> </thead> <tbody> <tr> <td>Geography</td> <td>100%</td> <td>100%</td> <td>78%</td> <td>78%</td> </tr> <tr> <td>French</td> <td>25%</td> <td>0%</td> <td>85%</td> <td>50%</td> </tr> <tr> <td>Science (core)</td> <td>59%</td> <td>18%</td> <td>61%</td> <td>16%</td> </tr> <tr> <td>Science (additional)</td> <td>53%</td> <td>12%</td> <td>64%</td> <td>34%</td> </tr> <tr> <td>Triple Bio</td> <td>67%</td> <td>0%</td> <td>90%</td> <td>56%</td> </tr> <tr> <td>Triple Chem</td> <td>67%</td> <td>33%</td> <td>90%</td> <td>67%</td> </tr> <tr> <td>Triple Physics</td> <td>67%</td> <td>0%</td> <td>92%</td> <td>60%</td> </tr> <tr> <td>Drama</td> <td>0%</td> <td>0%</td> <td>58%</td> <td>25%</td> </tr> <tr> <td>History</td> <td>0%</td> <td>0%</td> <td>59%</td> <td>46%</td> </tr> </tbody> </table>	Subject	PP 3+ LOPs	PP 4+ LOP	Non PP 3+ LOPs	Non PP 4+ LOPs	Geography	100%	100%	78%	78%	French	25%	0%	85%	50%	Science (core)	59%	18%	61%	16%	Science (additional)	53%	12%	64%	34%	Triple Bio	67%	0%	90%	56%	Triple Chem	67%	33%	90%	67%	Triple Physics	67%	0%	92%	60%	Drama	0%	0%	58%	25%	History	0%	0%	59%	46%	<p>We will continue with this approach as there are a number of school trips that are included in the curriculum that students need to attend to act as a point of reference for future lessons.</p> <p>A monetary cap and re-evaluation of how much funding the Pupil Premium grant will provide is to be done April 2018. Currently, curriculum related trips are funded 100% for PP students and widening opportunities trips are 50% funded for PP students.</p>	£2,686.25
Subject	PP 3+ LOPs	PP 4+ LOP	Non PP 3+ LOPs	Non PP 4+ LOPs																																																		
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<p>High levels of progress in high PA students</p>	<p>University of Sussex Making Choices program</p>	<p>To provide insight and opportunities to high PA disadvantaged students who may be the first in their family to attend university.</p> <p>This consisted of 5 university visits throughout the school year. 3 of these were academic, focusing on STEM subjects. The last was a graduation event where parents were invited to attend (and were given information about university finances)</p> <p>From student voice evaluations pre and post program, the following were identified Attitude and awareness of university showed a 16.2% increase</p> <p>Highest post score question(s) "I feel motivated to achieve well at school" and "I understand how learning at university is different to learning at school" Question with biggest change in attitude ; "I understand student finance"</p> <p>For the students that took part in the program there was 2.6% increase in Forecast for Maths and 4.2% increase in Forecast for Science.</p>	<p>Student voice for this opportunity was extremely positive, with comments such as: "I want to go to university more after seeing it" "It taught me things I need to know to get into uni" "I know you need to do well in school"</p> <p>Parent views on the program were also extremely positive; "The evening was great and gave a really good overview of what the university offers." "I would highly recommend that this relationship between the uni and school continues"</p> <p>As a result of its success, and its improvements to appropriate subjects as well as its ability to raise aspirations, we will continue with this approach.</p>	<p>Funded by University of Sussex Widening Participation, however cost to school in APC time</p>
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<p>7. Additional detail</p>