

## 2016-17 Pupil Premium Plan

### Our Pupil Premium Ethos

At The Spires College we pride ourselves on putting the students at the heart of all we do. We are passionate and relentless in our pursuit to excellence for ALL students, regardless of socio-economic background. As a college, we do not confuse eligibility for Pupil Premium with low prior attainment and we understand the importance of ensuring that teaching meets the needs of each learner rather than relying on interventions to compensate for less than good teaching. Students are tracked and monitored to check whether progress is being made and whether our interventions are working – and then adjustments are made accordingly.

When making decisions about using Pupil Premium funding, it is important to consider the context of our school and subsequent challenges faced. Common barriers for our disadvantaged students are:

- Less support at home;
- Weaker language and communication skills;
- More frequent difficulties in managing their own behaviour;
- Low aspirations;
- Attendance and punctuality issues.

There may also be complex family situations that prevent students from making sustained progress. Our key objective in using Pupil Premium Funding is to narrow the gap between vulnerable groups and other students. Through targeted interventions, we are working to eliminate barriers to learning and progress. Therefore, our plan is based on the following key targets and objectives:

<b>Close the attainment and progress gap between students eligible for Pupil Premium and their peers and improve their wider outcomes. (Unvalidated data from November 2016 indicates a -0.16 gap in the Progress 8 measure).</b>	
a. <b>ASPIRATION:</b> Improve confidence and self-belief by setting personal goals and targets for school and beyond.	<b>£15,300</b>
b. <b>MOTIVATION:</b> Inspire intrinsic attitudes to encourage the very best.	<b>£200,329</b>
c. <b>LITERACY/NUMERACY:</b> Accelerate progress by improving basic capabilities and confidence.	<b>£110,536</b>
d. <b>QUALITY PARTNERSHIPS:</b> Develop the contribution of parents and carers, primary schools and employers.	<b>£1000</b>
e. <b>LEADERSHIP:</b> Create a greater awareness by all staff of our deployment of effective resources and highlight all the support available to disadvantaged students at The Spires College.	<b>£1500</b>

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### **How the school will measure the impact of the pupil premium.**

There is an allocated Pupil Premium senior lead at The Spires College but a collegiate approach and relentless drive is instilled in all of our staff, with a clear vision set for narrowing the gap. As a college, we reflect on what elements had the greatest impact in the previous academic year and make changes where necessary.

Impact will be measured through our rigorous tracking and monitoring of data via regular RSL (Raising Standards) meetings with all Head of Departments and Heads of Year. Teaching and learning reviews occur half termly, as well as regular learning walks, work scrutiny and the monitoring of homework form part of the MSEP process. Interventions will be monitored by each department and year group and overseen by the senior lead. Clear starting points are recorded so impact is far more transparent and clear.

### **The academic year 2016/17**

**The amount of the school's allocation of pupil premium grant for 2016-2017 is £328,380**

### **The date of the next pupil premium strategy review:**

Impacts of interventions will be reviewed at regular intervals throughout the year (Dec/April/July). Heads of Departments, Heads of Year and the senior lead will review these interventions, along with our Raising Standards Leader. A full review will be made at the end of the academic year in terms of looking at the impact of staffing restructure and the priorities for the forthcoming academic year. An impact rating will be used to measure the impact of each intervention.

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<b>Whole-college target:</b>		<b>Close the attainment and progress gap between students eligible for Pupil Premium and their peers and improve their wider outcomes. (Unvalidated data from November 2016 indicates a -0.16 gap in the Progress 8 measure).</b>				Overall Lead: <b>AGW</b>
		<b>ASPIRATION:</b> Improve confidence and self-belief by setting personal goals and targets for school and beyond.				
<b>Where are we now?</b>		Disadvantaged students are developing their knowledge of the opportunities available to them and are responding by engaging in a variety of ways.				
<b>Milestones</b>	<b>Start / end?</b>	<b>Who? Lead in bold</b>	<b>Cost</b>	<b>Actions (inc. CPD req.)</b>	<b>Desired outcome/ success criteria</b>	<b>Review &amp; evaluation. Evidence</b>
Launch the PiXL Edge programme with Year 7, to develop the employability skills of leadership, organisation, resilience, independence and communication.	October 2016 – July 2018	<b>VLE</b> SML Year 7 Tutors FSK	£600 for PiXL fees. £200 consumables.	<ul style="list-style-type: none"> <li>Identify key staff and Year 11 students to facilitate the project, as well as timetabling the use of ICT suites;</li> <li>Launch with parents and carers to ensure students can engage with the project outside of College.</li> </ul>	All disadvantaged students across Year 7 will engage with PiXL Edge developing and accrediting attitudes, attributes and skills essential for employability and life.	<b>Dec:</b> Programme now underway and launch for parents undertaken in the Spring Term.
Engage disadvantaged students in outdoor education experiences, such as Ten Tors and Duke of Edinburgh.	Sept 2016- July 2017	<b>AGW</b> <b>MRE</b> BLK CLN	Nil. Devolved from College budget	<ul style="list-style-type: none"> <li>Provide opportunities for students across Years 10-13 to engage with Ten Tors;</li> <li>Ensure the completion of all Bronze, Silver and Gold Duke of Edinburgh (DofE) registrations for 2016-2017, as started by AKN in Summer Term 2016;</li> <li>Construct a plan in Summer Term to increase the numbers of students engaged with DofE.</li> </ul>	All disadvantaged students across Years 9 to 13 will have the opportunity to engage in Ten Tors or DofE, enhancing their resilience, team-work and determination.	<b>Dec:</b> Teams identified for Ten Tors. Gold DofE completed. Staffing for World Challenge secured. DofE new cohort to be launched later this term, in readiness for the Summer Term.
Celebration of student success is visually evident across the College and departments and year teams have a clear	Sept 2016- July 2017	<b>HODs</b> <b>HOYS</b>	Nil. Devolved from College	<ul style="list-style-type: none"> <li>Display boards to be rich with student achievements;</li> <li>Each HOD to have a clear mechanism for celebrating success;</li> </ul>	Develop student self-belief about what they can achieve.	<b>Dec:</b> At present, there are inconsistencies across middle leaders. AGW to focus work with HODs in Spring/Summer Term.

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mechanism for celebrating achievement.				<ul style="list-style-type: none"> <li>Teachers to regularly provide achievement points and stickers for students who are exceeding expectations.</li> </ul>		
Ensure the CEIAG programme for Years 7-13 provides opportunities for all disadvantaged students to learn about the different pathways for Post-14, 16 and 18 and to develop their employability skills.	Sept 2016- July 2017	<b>KLY</b> <b>AGW</b> HOYs FLW	£5500	<ul style="list-style-type: none"> <li>Provide disadvantaged students in Years 8, 11, 12 and 13 with the opportunity to have independent careers advice in planning next steps;</li> <li>Provide opportunities to explore careers through links with SW-EBP, Stem Ambassadors and Torbay Development Agency;</li> <li>Deliver one-day workshops and enrichment events to strengthen employability skills;</li> </ul>	All students in Years 8, 11 and 13 will make sensible, appropriate and well-informed choices about their next steps. All students across the College will have knowledge of a range of careers beyond education and know and understand what makes a person truly employable in a variety of sectors.	<b>Dec:</b> Careers programme of study, as part of SMSC, is written and being delivered to students across KS3 and KS4. Independent careers interviews and a personalised careers plan undertaken with students in Year 11 and 13. Key staff trained in CEIAG Post-16 and Post-18.
Work in conjunction with Education Business Partnership SW for the second year to deliver a medium-term project to develop and enhance students' employability skills (Focus Five).	Sept 2016- May 2017	<b>BTY</b> AGW	£500	<ul style="list-style-type: none"> <li>Identify 20 students from Year 10 to be involved in the project;</li> <li>Deliver one-day workshops and enrichment tasks to strengthen employability skills, evidenced through their portfolios.</li> </ul>	Develop student self-belief about what they can achieve.	<b>Dec:</b> All students have met with their mentors and are collecting evidence for their portfolios.
Provide every opportunity for disadvantaged students to engage with curriculum enrichment.	Sept 2016- July 2017	<b>AGW</b> <b>HODs</b> <b>HOYs</b>	£8500	<ul style="list-style-type: none"> <li>Remove financial barriers for all disadvantaged students to engage with curriculum enrichment. For example, music lessons, visits to the theatre, enrichment week and residential trips.</li> </ul>	Curriculum enrichment to enhance learning for all disadvantaged students.	<b>Dec:</b> Lots of opportunities taken across a range of departments.

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<b>Whole-college target:</b>	<b>Close the attainment and progress gap between students eligible for Pupil Premium and their peers and improve their wider outcomes. (Unvalidated data from November 2016 indicates a -0.16 gap in the Progress 8 measure).</b>					Overall Lead: <b>AGW</b>
	<b>MOTIVATION:</b> Inspire intrinsic attitudes to encourage the very best.					
<b>Where are we now?</b>	Attendance is currently 1.5% below the national average for all students, with persistent absence for disadvantaged students 8.6% above the national average. As a consequence, this is a key priority of our College Improvement Plan.					
Milestones	Start / end?	Who? Lead in bold	Cost	Actions (inc. CPD req.)	Desired outcome/success criteria	Review & evaluation. Evidence
Create clear systems and processes to secure improvements in attendance and persistent absence (0.8 FTE costed)	Sept 2016- July 2017	<b>AGW</b> FSK REJ MRE LCR PTS	4 Pastoral Support Managers £81,424	<ul style="list-style-type: none"> <li>Create capacity for Pastoral Support Managers to engage with parents and carers in 'first day calling';</li> <li>Ensure PSMs work with PTS to reduce truancy calls;</li> <li>Ensure PSMs are effective in using measures to reduce safeguarding concerns associated with attendance.</li> </ul>	The College attendance rate is at or above 95% and that Persistent Absence (PA) is rapidly improving, closing the gap on the national average.	<b>Dec:</b> Clear systems in place and attendance currently +0.4% higher than December 2015.
Use LA Attendance Officer effectively in implementing prosecution and ESO measures.	Sept 2016- July 2017	<b>FSK</b> <b>REJ</b> <b>MRE</b> <b>LCR</b>	Nil	<ul style="list-style-type: none"> <li>Use RAG letters and medical evidence letters to escalate attendance concerns to the Local Authority quickly.</li> </ul>		<b>Dec:</b> Clear systems in place and LA Attendance Officer conducted several meetings, which has had a positive impact on PA.
Collaborate with Job Centre Plus on a pilot project to improve attendance of those disadvantaged students in Year 8 at risk of becoming NEETs.	April - May 2017	<b>AGW</b> REJ KEY KLY	Nil	<ul style="list-style-type: none"> <li>Collaborate with Job Centre Plus to plan the project and the desired outcomes; Identify a selection of Year 8 disadvantaged students for the project and secure consent from parents and carers.</li> </ul>	No students from the project with become NEETs.	<b>Dec:</b> No actions undertaken as yet, due to the timeline for this.

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Use former LA Attendance Officer (now of South West Family Values) effectively in reducing PA.	March - May 2017	<b>AGW</b> FSK REJ MRE LCR	£1820	<ul style="list-style-type: none"> <li>• Work with respective PSMs to formulate an action plan;</li> <li>• Engage with families to improve attendance;</li> <li>• Review our systems and structures and make recommendations to further improvement.</li> </ul>	The College attendance rate is at or above 95% and that Persistent Absence (PA) is rapidly improving, closing the gap on the national average.	<b>Dec:</b> No actions undertaken as yet, due to the timeline for this.
Provide specialist support to ensure disadvantaged students have a positive school experience.	Sept 2016- July 2017	<b>AGW</b> THN AYS KLK	£20,085	<ul style="list-style-type: none"> <li>• Provide counselling service to provide support when anxious or struggling to overcome barriers;</li> <li>• All students to undertake the Pupils' Attitudes to Self and School (PASS) survey and for interventions to be provided to support wellbeing.</li> </ul>		<b>Dec:</b> Positive responses from students who undertook the PASS survey. Intervention from College counsellor having a positive impact on wellbeing and case studies support this.
Utilise the Learning Intervention Centre (LIC) to reduce the risk of exclusion, by providing purposeful alternative provision.	Sept 2016- July 2017	<b>AGW</b> THN AYS KLK	£97,000	<ul style="list-style-type: none"> <li>• Provide bespoke curriculum for those students who need additional help and support to be successful in a mainstream setting;</li> <li>• Provide specialist interventions such as Thrive and Emotional Literacy and CBT to ensure students are successful in a mainstream setting.</li> </ul>		<b>Dec:</b> Exclusion significantly reduced compared to unvalidated Raise data from 2016, although % of exclusions still significantly higher for disadvantaged students, when compared to non-disadvantaged.

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	<b>LITERACY/NUMERACY:</b> Accelerate progress by improving basic capabilities and confidence.					
<b>Where are we now?</b>	The transference of literacy and numeracy skills across curriculum subjects remains an issue for us at present, with variation in how these skills are taught.					
<b>Milestones</b>	<b>Start / end?</b>	<b>Who? Lead in bold</b>	<b>Cost</b>	<b>Actions (inc. CPD req.)</b>	<b>Desired outcome/ success criteria</b>	<b>Review &amp; evaluation. Evidence</b>
Specialist teaching for disadvantaged students with the lowest prior attainment who did not achieve at least level 4 in reading or mathematics at the end of Key Stage 2.	Sept 2016- July 2017	<b>KLK</b> HUR	£83,286	<ul style="list-style-type: none"> <li>Provide 1FTE specialist teacher and 2FTE specialist teaching assistants to provided bespoke literacy and numeracy interventions such as Read Write Inc;</li> <li>Students follow a bespoke timetable with 44% of their curriculum time devoted to literacy and numeracy.</li> </ul>	Close the gap for disadvantaged students in Year 7, to ensure they are now making progress in line with their peers.	<b>Dec:</b> Progress evident from data drops in Autumn Term, but not yet consistent for all.
Access for Year 7 and 8 disadvantaged students to participate in the Accelerated Reading Programme.	Sept 2016- July 2017	<b>LSE</b>	Nil. Devolved from College budget	<ul style="list-style-type: none"> <li>All students undertake 20-30 minutes of reading every day, with comprehension skills tested through quizzes. RA assessments undertaken at regular intervals throughout the year.</li> </ul>	Improve RA to ensure it is at or close to their chronological ages.	<b>Dec:</b> Students enjoy reading and the significant majority bring their own reading book to engage with the programme.
Specialist English and Mathematics mentors to support the delivery of literacy and numeracy to disadvantaged students across Key Stages 3 and 4 (0.5 FTEs costed)	Sept 2016- July 2017	<b>AGW</b> RAY MCK	£27,250	<ul style="list-style-type: none"> <li>Programme of intervention devised by the respective Departments to accelerate progress which is reviewed every term.</li> </ul>	Close the gap for disadvantaged students, to ensure they are making progress in line with their peers.	<b>Dec:</b> Strong programme of interventions evident throughout the college day and beyond. Reports illustrate good impact, particularly in English.

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<p>Introduce the 'Fortnightly Focus' tutorial programme to engage all students in developing the skills of a Spires College Learner and accelerating the progress of basic literacy and numeracy.</p>	<p>Sept 2016- July 2017</p>	<p><b>AGW</b> HOYs</p>	<p>INI</p>	<ul style="list-style-type: none"> <li>• Activities and tasks written and distributed by the coordinators of Literacy and Numeracy;</li> <li>• HOYs to coordinate the delivery of the programme within their year team;</li> <li>• QA and review as part of the MSEP process.</li> </ul>	<p>Develop greater confidence with literacy and numeracy.</p>	<p><b>Dec:</b> Activities being undertaken, but variation still evident across some year groups.</p>
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	<b>QUALITY PARTNERSHIPS:</b> Develop the contribution of parents and carers, primary schools and employers.					
<b>Where are we now?</b>	Stronger links are evident with all stakeholders, but greater engagement is still needed with the 'hard to reach' families.					
Milestones	Start / end?	Who? Lead in bold	Cost	Actions (inc. CPD req.)	Desired outcome/success criteria	Review & evaluation. Evidence
Key Stage 2 to 3 Transition programme	April – July 2017	<b>AGW</b> KLK HOY PSM	Nil	<ul style="list-style-type: none"> <li>Enhanced Key Stage 2 to 3 transition programme;</li> <li>Workshops and visits for parents and carers and disadvantaged students;</li> <li>Visits to all primary schools by VP for Quality Partnerships, HOY, PSM and SENDCo to ensure we have all the necessary information to support each disadvantaged student successfully.</li> <li>Visits to schools to deliver sessions and build relationships (LAP).</li> </ul>	All disadvantaged students and families feel supported in the transition process and there are no underlying concerns prior to September 2017.	<b>Dec:</b> No actions undertaken as yet, due to the timeline for this.
Summer School	August 2017	<b>AGW</b>	Nil	<ul style="list-style-type: none"> <li>All disadvantaged students invited to this free event;</li> <li>Week will develop relationships with students and staff and enable students to gain confidence about the transition;</li> <li>Variety of activities, incorporating literacy and numeracy.</li> <li>Celebration event, of which parents and carers are invited.</li> </ul>		<b>Dec:</b> No actions undertaken as yet, due to the timeline for this.

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Parental engagement/support	April – July 2017	AGW HOYs PSMs	£1000	<ul style="list-style-type: none"> <li>• Work with South West family Values to develop new approaches to engaging with families;</li> <li>• Visit schools currently using the provision to ensure we identify quickly what will have a positive impact.</li> </ul>	Increase parental engagement, particularly for 'hard to reach' families who have a negative or anxious outlook of education.	<b>Dec:</b> No actions undertaken as yet, due to the timeline for this.
Social media/text service	Sept 2016 – July 2017	AGW WDK	Nil	<ul style="list-style-type: none"> <li>• Raise College profile and share help and advice for families through the use of social media(Twitter and FaceBook);</li> <li>• Use the text service to engage 'hard to reach' families in a dialogue in the first instance;</li> <li>• Keep families updated about key events through the effective use of both the text service and social media.</li> </ul>		<b>Dec:</b> Significant increase in the last calendar year of people engaging with our social media platform.

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		<b>LEADERSHIP:</b> Create a greater awareness by all staff of our deployment of effective resources and highlight all the support available to disadvantaged students at The Spires College.				
<b>Where are we now?</b>		Variation in staff's understanding of the challenges presented and in the knowledge they hold about the student's they teach is still evident across some departments.				
<b>Milestones</b>	<b>Start / end?</b>	<b>Who? Lead in bold</b>	<b>Cost</b>	<b>Actions (inc. CPD req.)</b>	<b>Desired outcome/success criteria</b>	<b>Review &amp; evaluation. Evidence</b>
SIMs is used to record and track the success of all disadvantaged students across the College.	Sept – Dec 2016	<b>AGW</b> MRE THN	Nil	<ul style="list-style-type: none"> <li>Provide help guide for all staff on the basic functions of SIMs, to ensure achievement points are recorded correctly;</li> <li>Provide CPD opportunities for all staff to be confident in the basic functions of SIMs;</li> <li>Provide analysis of achievement points for HODs and HOYs, to ensure all staff are celebrating student successes and effort at all levels.</li> </ul>	All staff and disadvantaged students are aware of the support and interventions available to them to ensure we close the progress gap.	<b>Dec:</b> CPD provided for teaching and non-teaching staff over a series of T&L Forums to develop understanding. Help Guides distributed. Analysis of achievements shared regularly with all middle and senior leaders. Need to secure consistency from all.
HOY/HOD analysis	Sept 2016 – July 2017	<b>AGW</b> HOYs SLD	Nil	<ul style="list-style-type: none"> <li>Analyse each sub-group, with a particular focus on disadvantaged students after every data drop and plan appropriate interventions, as part of the MSEP process.</li> </ul>		<b>Dec:</b> Clear plans and intervention emerging from first data drop. Data Review Meetings Cycle is robust.
Remove barriers to learning	Sept 2016 – July 2017	<b>AGW</b> HOYs HODs PSMs	£1500	<ul style="list-style-type: none"> <li>Raise awareness of support available for our disadvantaged students;</li> <li>Ensure staff know that monies can be used to remove barriers</li> </ul>		<b>Dec:</b> Students and parents and carers accessing a range of additional resources to remove barriers.

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				to learning and attendance. For example, new uniform, equipment, revision guides and travel costs.		
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