

Pupil premium strategy review: The Spires College

The 'Pupil Premium Grant' (PPG) is additional funding allocated to schools to help support disadvantaged students, closing the attainment and progress gaps between them and their peers. At The Spires College pupil premium funding in 2017/18 was allocated to support students who are currently looked after (LAC), eligible for free school meals (FSM), service children and those who have been eligible for free school meals in the last 6 years (Ever 6).

The PPG per student for 2017-18 was:

Disadvantaged Group	Pupil Premium Grant per student
Students in Years 7 to 11 recorded as Ever 6 FSM	£935
Looked After Children (LAC)	£1900
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship, a Child Arrangements Order or Residence Order	£1900
Students in Years 7 to 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£300

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 or resources at home;
- Weaker language and communication skills;
- More frequent difficulties in managing their own behaviour;
- Lower 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.

The medium term PP plan devised in 2016/17 has been revised and informed by research undertaken by OfSTED, NFER, the Education Endowment Foundation and the Sutton Trust.

September 2018

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1. Summary information					
School	The Spires College				
Academic Year	2017/18	Total PP budget	£278,185	Date of most recent PP Review	
Total number of pupils	819#	Number of pupils eligible for PP	299#	Date for next internal review of this strategy	

figures taken July 2018

2. Current attainment

Progress in Key Stage 3	Year 7	Year 8
% PP students meeting or exceeding expected progress in English	80%	79%
% Non-PP students meeting or exceeding expected progress in English	94%	82%
% PP students meeting or exceeding expected progress in maths	76%	71%
% Non-PP meeting or exceeding expected progress in maths	78%	74%

Progress 8 predictions*	Disadvantaged Students	Non-disadvantaged students	National disadvantaged [Non-disadvantaged] (2017)
Year 9	-0.24	+0.26	-0.40 [+0.11]
Year 10	+0.09	+0.26	-0.40 [+0.11]

2018 GCSE results	Disadvantaged Students	Non-disadvantaged students	National disadvantaged [Non-disadvantaged] (2017)
Basics 5+	31%	52%	24.5% [49.4%]
Basics 4+	53%	85%	44.3% [71.2%]
Progress 8 *	-0.05	+0.23	-0.40 [+0.11]

*Using 2017 progress estimates

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3. 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.	LITERACY/NUMERACY: Accelerate progress by improving basic capabilities and confidence leading to improved outcomes in English and mathematics.
B.	MOTIVATION: Inspire intrinsic attitudes to encourage the very best.
C.	ASPIRATION: Improve confidence and self-belief by setting personal goals and targets for school and beyond.
D.	STUDY SKILLS: Improve students' ability to consistently produce high quality work and prepare effectively for examinations.

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

E.	PARTNERSHIPS: Develop the contribution of parents and carers, primary schools and employers.
F.	ATTENDANCE: Improve attendance of disadvantaged students.

4. Outcomes

	Desired outcomes	Success criteria
A.	Close the attainment and progress gap between students eligible for Pupil Premium and their peers and improve their wider outcomes.	Continue to reduce the progress gap, both within college and on national non-disadvantaged students. Disadvantaged students P8 to be greater than -0.20.
B.	Improved rates of progress across KS3 and 4 for high prior attainment band students eligible for PP.	Progress of HAP disadvantaged students to be in line with, or better than, other prior attainment groups.
C.	Increased attendance rates for pupils eligible for PP.	Attendance rates above national.
D.	Improve confidence and self-belief by setting personal goals and targets for school and beyond and increasing extra-curricular participation.	All disadvantaged students will have the opportunity to engage in extra-curricular activities such as Ten Tors or DofE, enhancing their resilience, team-work and determination. Disadvantaged students will develop self-belief about what they can achieve as a result of quality CIAG and increased celebration of their achievements.

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5. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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.	Provide 1FTE specialist teacher and 2FTE specialist teaching assistants to provide bespoke literacy and numeracy interventions such as Read Write Inc; Students follow a bespoke timetable with 44% of their curriculum time devoted to literacy and numeracy. Targeted students continue to receive this level of support through GCSE with additional En/ma support within their curriculum.	Low prior attainment band students eligible for PP achieved progress scores of +0.61 in English and +0.33 in mathematics.	This approach has a positive impact, not only on the students identified, but the college community as a whole. As a truly inclusive college, this provision is a vital aspect of our support and has the academic focus to improve students' progress significantly. This can be seen in the progress scores achieved by students that have received this provision.	£69994
Develop literacy across the college	Accelerated reader programme accessed by all Y7 and 8	There have been significant developments in student literacy at the college. Students in KS3 read for 20 minutes per day and quiz on the texts	Continue the use of AR. Focus more on the development of oracy, rather than simply literacy.	£1500

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	disadvantaged students. Literacy leader focused on development of structured support for exams.	read to ensure comprehension in strong. Disadvantaged students also access the full range of literacy support we offer.		
Specialist English and Mathematics mentors to support the delivery of literacy and numeracy to disadvantaged students across Key Stages 3 and 4.	Programme of intervention devised by the respective Departments to accelerate progress which is reviewed every term.	Progress in mathematics for disadvantaged students rose to -0.02 from -0.4. Progress in English for disadvantaged students rose to -0.02 from -0.8.	Basic numeracy focus across the college has had a positive impact. To further develop the effectiveness of this provision we will monitor the impact of individual mentoring more closely through exams analysis by topic.	£46232
ii. Targeted support				
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
Provide every opportunity for disadvantaged students to engage with curriculum enrichment.	Remove financial barriers for all disadvantaged students to engage with curriculum enrichment. For example, music lessons, visits to the theatre,	Increased proportion of PP students accessed curriculum enrichment.	Consider the impact of subsidising enrichment week activities for all disadvantaged students.	£12500

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	enrichment week and residential trips.			
Create clear systems and processes to secure improvements in attendance and persistent absence.	Create capacity for Pastoral Support Managers to engage with parents and carers in 'first day calling'; Ensure PSMs work with PTS to reduce truancy calls; Ensure PSMs are effective in using measures to reduce safeguarding concerns associated with attendance.	Improved attendance: Persistent absence of FSM students reduced by 6.4% to 17%. This is 4.6% below the national average. Overall attendance improved by 0.1% from 2017.	Retain.	£86400
Use Attendance Officer effectively in reducing PA.	Work with respective PSMs to formulate an action plan; Engage with families to improve attendance; Review our systems and structures and make recommendations to further improvement.	As above	Retain.	£1820

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<p>Provide specialist support to ensure disadvantaged students have a positive school experience.</p>	<p>Provide counselling service to provide support when anxious or struggling to overcome barriers; Interventions to be provided to support wellbeing following student surveys.</p>	<p>Number of fixed term and permanent exclusions fell in the year 2017-18.</p>	<p>An ever important element of our support for students. Further support for mental health issues to be part of the 2018-19 strategy and beyond.</p>	<p>£24,100</p>
<p>iii. Other approaches</p>				
<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>
<p>Utilise the Crofton provision to reduce the risk of exclusion, by providing purposeful alternative provision that leads to success re-integration into the mainstream college.</p>	<p>Provide bespoke curriculum for those students who need additional help and support to be successful in a mainstream setting; Provide specialist interventions such as Thrive and Emotional Literacy and CBT to ensure students are successful in a mainstream setting.</p>	<p>Number of permanent exclusions fell to 1 in the year 2017-18. The college as a whole benefits from this provision.</p>	<p>A successful element of our inclusive strategy that will be retained.</p>	<p>£37528</p>

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<p>Remove barriers to learning and improve parental support for targeted families.</p>	<p>Work with South West family Values to develop new approaches to engaging with families; Visit schools currently using the provision to ensure we identify quickly what will have a positive impact. Raise awareness of support available for our disadvantaged students; Ensure staff know that monies can be used to remove barriers PPP programme to be run in college to support targeted families.</p>	<p>Significant improvement in the number of families working with the college on development programmes.</p> <p>Increase in the number of requests from staff to access financial support for PP students.</p>	<p>Feedback from parents was that the course leader had a significant effect on the positivity of the group and the impact of the provision. We need to secure the most effective leaders for these programmes in the future.</p> <p>There is still a need for staff to know what support is available and how they can access this more easily. We must also be able to track spending and interventions for every individual accurately.</p>	<p>£2500</p>
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