1. Review of expenditure			
Previous Academic Year 2017/2018			
Desired outcome	**Chosen action / approach**	**Estimated impact:**	**Lessons learned** (and whether you will continue with this approach)
A. Pupils entering Frome College and indicated as in need of catch up receive intervention to accelerate their learning experience to levels closer to their peers	Purchase and use of accelerated reader to encourage substantial reading practice to create strong readers, based on student's independent reading level Use of Literacy Catch-up intervention programme Purchase and use of Reading Plus Support package	**Accelerated Reader** purchased. Used with PP, SEN and students with low reading ages on entry to the College. Key achievements include: • A higher percentage of PP and SEN students have made progress than other students. • A higher percentage of PP and SEN students have crossed the RA 10 and RA 12 thresholds than non-PP/SEN students Results summarised in the appendix of this statement show positive improvements in reading ages for all cohorts. **Literacy catch up programme** in place. Teaching Assistant delivering specialist literacy program to provide one to one intervention focussing on core literacy skills - Positive impact with the students worked with leading to improvements in reading age above chronological age increase. A summary of this work is included in the Appendix. **Reading plus support package** purchased, in place and delivered to key groups in timetabled sessions. Used with PP, SEN and students with low reading ages. Key achievements: • 75% of students who have been using it regularly (96) have made progress; most students have gained 1-2 years on their reading ages. • 58% of PP students (55 in total) have made progress – 14% (8) of whom now have a reading age over 12.	Accelerated reader continues to be an effective tool in raising reading ages with students. Plan to continue its use next year. Its use will continue to be reviewed the Middle Schools are also now using the programme and there are concerns that it may therefore run the risk of becoming 'stale' in the eyes of students leading to less significant gains – no evidence of this yet. Proven to be effective in supporting those students with the lowest reading ages – strategy to continue. Some results of intervention using Reading Plus have been inconclusive (Yr10 students) and therefore its use will be discontinued in 2018.19 in favour of another literacy intervention product.
B. Year 11 PP Maths students attain national averages for similar cohort	Use of specialist maths intervention programme (success maker) to consolidate mathematical skills and support increased levels of progress.	Teaching Assistant delivering a **specialist numeracy program** to provide one to one and small group intervention focussing on core numeracy skills. Success Maker and Doodle Maths purchased, timetabled and monitored in lessons. PP gap virtually 0 for results in 2018. Lower ability P8=0.19, well above national average. Students who regularly use SuccessMaker achieved at least a grade 1 in their GCSE's.	Success Maker manufacture discontinued. Continuing with Doodle. Hegerty Maths programme also available to support students of all levels and with strong evidence of positive results supporting PP students.

C. Decrease in Exclusions and gap in behavioural sanctions between PP and non PP across all measures, especially for withdrawals and exclusions.	Inclusion team to respond effectively to teacher/HOH requests for intervention with appropriate strategies that modify behaviours.	Dramatic reduction in the overall number of **fixed term external exclusions** in 2017.18 compared to previous years – fell from 99 in 2016.17 to 12 in 2017.18. %PP students within these did however rise from 38% to 50% although one student will have a much greater statistical influence in the greatly reduced overall numbers.	Strategies around reduction of external exclusions to continue. Gap between behavioural sanctions between PP and non PP still significant and will remain a focus moving forward.
E. All students to receive timely effective feedback from classroom teachers, ensuring closing loop following feedback Teaching and Learning VP	Continued CPD and development of feedback and response methods for staff and students	CPD, staff meetings and work sampling focus on PP students. Review of best practice shared with all staff and in departmental teams. Impact; **Work sampling** throughout the year focussing on PP students showed consistent improvements e.g. More effective use of feedback in evidence, more consent use of RAG sticker and students responding to marking. Clear evidence through observations and department feedback of the embedding of the **Pupil Premium First strategy** where teachers tilt their daily practice to positively discriminate in favour of PP students to support their day to day achievement. Feedback to whole staff meeting with examples of best practice shared	Focus on feedback and consistency of best practice to continue as will the monitoring programme around it. Pupil Premium First strategy to stay at the forefront of what teachers do day to day to support achievement. Recognition that to support the moral purpose around PP First wider information about the nature of disadvantage to be shared with teachers.

i. Targeted support

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)
D. All students who receive intervention to have made progress in their development against their perceived difficulty and appropriate evidence of intervention to be recorded allowing timeline and impact to be assessed	Mentoring and interventions as directed by Senior Asst Principal and inclusion team. Close liaison with home and appropriate use of external agencies	Small group of 20 Yr11 PP students have been **mentored** by both teaching and support staff during the year. Producing quantitative data of the effectiveness of the mentoring is obviously challenging however overall the cohort recorded a positive P8 score which provides indicative evidence to the value of the mentoring. Positive student voice and staff voice also supports the effectiveness with all the students surveyed responding that the mentoring was a positive experience and supported them with their learning.	Mentoring has clearly had a positive effect although gauging the scale of its impact is difficult. Programme to continue next year and seen as a valuable part of a range of strategies employed to support PP achievement although no clear evidence of it being one of the most significant strategies.

F. All students to receive Next Steps interviews to support their career aspirations and Post16 transition.	All students interviewed and supported with careers guidance. Students with greatest need receive follow up interviews and appropriate interventions	All year 11 PP students received **individual interviews** with 100% having a definite destination post year 11. Universally positive student feedback about the process.	Sound strategy to continue
G. Greater parental contact and influence on their child's education Parental attendance at all events to be measured for PP children and additional meetings to be minuted, filed and audited. Mapping of PP parent locations used to offer such things as alternative venues for meetings to support parental engagement.	Personal invites to events as per calendar and parents held to those appointments	Attendance rates of PP parents to **Parents Evenings** are still around 20% below that of non PP parents however the introduction of additional parents evening to target Yr11 PP students has been very successful and will remain in the calendar moving forward. PP parents are invited in to attend one appointment with a member of SLT to discuss their child's progress across all subjects – these will appear in the 2018.19 calendar as Parents Evening Plus events.	Recognition that despite the work done on this in 2017.18 more needs to be done in 2018.19 to have a significant impact upon this target.
H. Increased attendance rates for pupils eligible for PP Strategic review of attendance systems and procedures	Strategic review of attendance by AP Behaviour and Attendance to ensure systems robust and consistency in approach. Across all year groups PP attendance gap measured every 2 weeks and interventions applied by HOH through the AP Behaviour and Attendance and EWO interventions as appropriate	Review of **attendance** systems by LA and report in place with suggested actions System of tracking PP attendance in place and clearly shared with pastoral teams Attendance of PP a focus in staff meetings and on agendas of middle and senior leadership Member of staff appointed as liaison for Hard to Reach PP families Attendance rates for PP students fell in 2017.18 compared to 2016.17 and the gap between PP and non PP also grew.	Despite the gap in attendance within the Year 11 cohort significant improvements in 2017.18 outcomes for PP students were achieved. The effect of the gap on future attainment of Year 9 and 10 cohorts is a clear concern. There have been significant improvements in the mechanisms for the monitoring of attendance in 2017.18 however Frome College recognise the closing of the attendance gap needs to be a priority moving forward. To this end a new attendance officer position has been created to target this area and drive improvements moving forward in 2018.19.

ii. Other approaches			
Desired outcome	**Chosen action / approach**	**Estimated impact:**	**Lessons learned** (and whether you will continue with this approach)
I. Strong leadership of inclusion of all students with specific understanding of Pupil Premium and attendance	AP Behaviour and Attendance continue with Inclusion team and lead. These staff will direct dedicated time to the outcomes of PP students along with the benefits that this will provide for the wider student community	PP on Wednesday morning weekly briefings PP students identified in all class maps and Pupil Premium First Strategy embedded within staff working practices. PP features in all teaching appraisal paperwork PP focus in SLT Staffing deployed with PP focus Review of curriculum for PP lower band students at KS4 **Impact;** Rising literacy standards – see previous impact details One of the most significant impacts of the spending of the PP budget in 2017.18 can be seen in the **outcomes for Yr11 PP** students compared to the Yr11 non PP students. There has been a significant reduction in the Progress 8 score gap: Year P8 Gap Actual 2015 -0.91 Actual 2016 -0.92 Actual 2017 -0.85 Actual 2018 -0.14 In addition the Yr11 PP cohort achieved a positive P8 score of 0.16 (compared to 0.30 for non PP students). This value is above the National average score for all students (P8 = 0.00) and for all non PP students nationally (P8 = 0.11 in 2017).	Following a review of the PP student curriculum in 2017.18 changes were made to the offer within the Curriculum plan for PP lower ability year 9 from September 2018 High profile leadership of PP strategy remains a key feature of the 2018.19 plan within consistent and frequent messaging and follow-up with staff.
J. End of year 11 low ability PP Maths students attain national averages for similar cohort	Purchase and use of Cogmed Working Memory Scheme, a computer based solution for improving attention by increasing working memory capacity	CogMed not purchased due to logistics of its use over time. However, **Successmaker/Doodle** uses similar working memory techniques to improve retention. Lower ability P8=0.19, well above national average. Students who regularly use SuccessMaker achieved at least a grade 1 in their GCSE's.	Success Maker manufacture discontinued. Continuing with Doodle. Hegerty Maths programme also available to support students of all levels and with strong evidence of positive results supporting PP students.
K. Pupils entering Frome College and indicated as in need of catch up receive intervention to accelerate their learning experience to levels closer to their peers	Purchase and use of Sam learning subscription, an on line resource to enable students to consolidate lessons.	Unfortunately there was a significant drop off in the use of **SAM Learning** in 2017.18 attributed to the lesser use of the package by the Science Department who had driven much of the previous use. 2016.17 75% of students used SAM and in 2017.18 only 51% did. .	Purchased on a 3 year licence SAM Learning will be used in 2018.19 and work will be done with departments to once again encourage its widespread use. The positive effect with PP students had been seen in previous years. Further use beyond 2018.19 will be reviewed

| L. Decrease in Exclusions and gap in behavioural sanctions between PP and non-PP across all measures, especially for withdrawals and exclusions. | Funds available to support enrichment activities to raise aspirations and support inclusion | Contribution to **educational trips** to improve cultural capital and support exam results. Clear indications of the positive effect on students in terms of their motivation and inclusion. Positive discrimination by teachers to encourage PP students to get involved with the range of trips available in the College.

85% of students in Year 11 received some support towards study resources. . | Positive discrimination to encourage PP students to get involved with the range of trips available in the College to continue in 2018.19. Focus on raising DofE participation by PP students to one area of planned improvement.

Moving forward a new bidding system will be introduced with departments to ensure a more comprehensive and transparent coverage across the PP cohort |

2. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Students involved in literacy catch – up

Year 9 Involved in Catch Up Literacy.

Name	Reading age at start of Catch Up	Reading age at end of year 9
Student	6.08	6.05
Student	6.08	7.02
Student	7.10	8.05
Student	7.02	7.0
Student	7.08	7.11
Student	7.11	7.11
Student	8.0	unknown
Student	60.5	6.10

Year 10 involved in Catch UP Literacy

Name	Reading age at start of Catch Up	Reading age at end of Catch Up	Reading Age 1 year after Catch Up
Student	9.0	10.11	9.0
Student	8.7	10.8	Refused to do star test
Student	8.4	8.11	9.6
Student	10.2	10.2	N/A
Student	10.10	11.0	10.8
Student	8.6	9.9	9.10
Student	8.1	10.10	11.06
Student	9.0	9.7	N/A

AR and Reading Plus 2017-2018

		Have made progress (%)	>12 in September	> 12 in June	% improvement Sept-June	<10 in September	<10 June	% improvement Sept-June
Cohort	282	77	61	63	2	16	13	3
PP	83	82	47	57	10	35	26	11
SEN	48	79	20	33	13	50	40	10
Boys	141	77	57	64	7	18	14	4
Girls	141	77	67	70	13	14	11	3

- A higher percentage of PP and SEN students have made progress than other students.
- A higher percentage of PP and SEN students have crossed the RA 10 and RA 12 thresholds than non-PP/SEN students
- More boys have crossed the RA10 threshold than girls; there were more of them who needed to.
- More girls have crossed the RA12 threshold.

Reading Plus data for Y9 shows;
- 75% of students who have been using it regularly (96) have made progress; most students have gained 1-2 years on their reading ages.
- 58% of PP students (55 in total) have made progress – 14% (8) of whom now have a reading age over 12.
- Overall 22% are now over RA12, students who are making improvements are doing so by 1-2years.
- Reading Plus results were inconclusive in Y10 and so we have discontinued our use of it there.
- Students make progress when they receive direct adult support and/or they take it out of school and work on it at home.

Next steps:
- We have one more year of AR paid for. It is worth persisting as it has such positive results.
- Investigate how the middle schools use AR and build grounds for cooperation on the way reading and literacy is targeted using it so that we can either phase out AR or reduce the cohort involved with it and the amount we pay for it.
- Library lunchtime opportunities to do homework.