

Pupil premium strategy statement (secondary) – September Review 2020

1. Planned expenditure

Academic year 2019/20

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned																											
A. Poor prior attaining students need accelerated support in English to get them to achievement levels that allow full access to the curriculum and enable them to enjoy learning	<p>Purchase and use of Lexia to encourage substantial reading practice to create strong readers, based on student's independent reading level. Outcomes of which will improve access to all subjects. Increase basic levels of literacy to allow access to curriculum to develop all three domains of reading, physical, cognitive and emotional, by integrating students in a personalised reading program. Assistant Principal Literacy to track students and intervene as appropriate post each tracking.</p>	<p>Lexia is being used in Year 9 English lessons once a week for weaker readers – who are in groups with high PP students</p> <p>Feedback over term 1 is that PP students have made the same levels of progress but not at the level of non PP</p> <table border="1" data-bbox="607 767 1626 1203"> <thead> <tr> <th colspan="9">Impact so far: Jan 2020</th> </tr> <tr> <th>Cohort total</th> <th>Number of students with RA below chronological</th> <th>% of students with reading age below chronological</th> <th>% of students improving RA</th> <th>% students improving RA 6m+</th> <th>PP number of students with RA below chronological</th> <th>% of PP students improving RA</th> <th colspan="2">% PP students improving RA 6m+</th> </tr> </thead> <tbody> <tr> <td>296</td> <td>71</td> <td>24</td> <td>52*</td> <td>46*</td> <td>29</td> <td>38</td> <td colspan="2">28</td> </tr> </tbody> </table>	Impact so far: Jan 2020									Cohort total	Number of students with RA below chronological	% of students with reading age below chronological	% of students improving RA	% students improving RA 6m+	PP number of students with RA below chronological	% of PP students improving RA	% PP students improving RA 6m+		296	71	24	52*	46*	29	38	28		<p>PP students not making the rate of progress as non- PP students. From September 2020 year 9 students will have one extra lesson with an English teacher dedicated to Literacy to boost literacy confidence and promote better access to the wider curriculum.</p>
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B. 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

Data analysis using 4Matrix and supported by CAT scores to identify underachieving students and subjects.
 Measured by termly tracking data by Assistant Principals overseeing the achievement of Years 9,10 and 11 followed by reflective discussion with parents

Teaching and learning

- All book looks are focused on upper band and PP students
- PP first strategy is implemented by all teaching staff – further details below
- Lesson observation form asks for discussions with key PP students about their learning to ensure PP performance is at the forefront of teachers’ minds at all times.

Year 9

CAT scores used to elevate some PP students into higher groups in core subjects at the start of year 9. In addition PP students were prioritised during the ‘transfer window’ where Year 9 students requested option changes at the end of Term 1

Data from 4 matrix used to identify subjects with negative progress 8 that need monitoring. RAG of students during lock down was followed by 121 progress reviews.

Year 10

Data from 4 matrix used to identify subjects with negative progress 8 that need monitoring. RAG of students during lock down was followed by 121 progress reviews

Year 11

Regular meetings with PP Lead and Faculty heads of core subjects used to identify PP students who were underachieving following November mock exams. Strategic re-grouping of PP students to accelerate their progress from January.

GCSE result analysis

Measure / Year	2015	2016	2017	2018	2019	2020
% 9 – 4 5 subjects (including English and Maths)	59	60	64	66	68	73
National Average	61	62	63	63	64	TBC
%PP average 9 - 4	36	31	35	54	38	49
% 9 – 4	64	67	66	68	68	75

Staff training on successful PP strategies in terms 2 and 3 were planned but did not happen because of lock-down. T and L lead to embed PP strategies into staff training from September 2020 to develop Quality First Teaching.

Departments with positive progress 8 to share successful strategies

Upward trend in reduction of PP attainment gap. Continue to raise awareness of PP students and embed best practise in the classroom.

Use of CATs has been cascaded to staff and well received during staff training inset. The use of CATs is more widespread within the staff as witnessed in class maps inspected during lesson observations

5 subjects or more						
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Particularly Strong
 Music Studies +0.39
 History -0.34
 Mathematics -0.37
 Art and Design -0.37

Less Strong
 Biology -1.1
 Physics -1.01
 Economics -0.93
 PE -0.96
 Food Technology -0.8
 Drama -0.82

A level results
 Students previously PP for this cohort was 6 which is not statistically significant.

Direct larger % of the PP budget to support less strong subjects from 2020. Curriculum leaders to bid for money for resources in October 2020

<p>C. End of year 11 low attainers in maths to show levels of progress comparable to rest of cohort</p>	<p>Use of specialist maths intervention programmes (Doodle and Hegarty Maths) to consolidate mathematical skills and support increased levels of progress.</p>	<p>Maths uses a range of purchased IT programmes, and student mentoring to support PP students.</p>	<p>Convincing narrative and data needed from Maths department to justify current approaches to PP Maths intervention and PP budget spend.</p>
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<p>D. Decrease in Exclusions and gap in behavioural sanctions between PP and non PP across all measures, especially for withdrawals and exclusions.</p>	<p>Inclusion team to respond effectively to teacher/HOH requests for intervention with appropriate strategies that modify behaviours.</p>	<table border="1" data-bbox="667 81 1384 304"> <thead> <tr> <th></th> <th>2016.17</th> <th>2017.18</th> <th>2018.19</th> </tr> </thead> <tbody> <tr> <td>Total number of exclusions</td> <td>106</td> <td>10</td> <td>36</td> </tr> <tr> <td>Total number of PP exclusions</td> <td>62</td> <td>2</td> <td>15</td> </tr> <tr> <td>PP % of exclusions</td> <td>58%</td> <td>20%</td> <td>42%</td> </tr> </tbody> </table> <p>The Inclusion Centre was created for the purpose of implementing preventative programs of work for students. Within this PP students are prioritised to receive support. Students are able to access group sessions on coping strategies, self-esteem, and classroom behaviour and anger management. These sessions are proving valuable in building on student’s resilience and engagement with College. One to one mentoring and Emotional Literacy work is also on the menu of support with students receiving time specific work which enable them to identify and manage their feelings and emotions which allows them the ability to cope better with College life.</p> <p>The ASPIRE Centre supports a range of students in KS3 and KS4 who could be disaffected with College, at risk of exclusion, or it is felt need extra support in school. Working with all staff our objective is to reach targets that have been set from by HOH on the students IPs. Students will be provided with an ASPIRE Progress Plan based on their IP targets. Each ASPIRE Progress Plan will be reviewed and updated regularly. The ASPIRE Progress Plan will be sent to ASPIRE families three times during the academic year with whole school progress data. Using IPs and ASPPs our goal is to motivate and engage the students to successfully re-integrate back into mainstream lessons.</p>		2016.17	2017.18	2018.19	Total number of exclusions	106	10	36	Total number of PP exclusions	62	2	15	PP % of exclusions	58%	20%	42%	<p>Continue to work on strategies to reduce PP exclusions whilst increasing praise and rewards to motivate students and carers.</p> <p>Continue with best practise from the Aspire team to give students a calm and purposeful work space that prepares them for re-integration in to mainstream lessons.</p>
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		<p>The ASPIRE centre has undergone significant changes since February 2019. The ASPIRE students can access a core curriculum that is delivered by a trained Secondary teacher. The ASPIRE centre has been redecorated and a secure entry system has been fitted to safeguard the team. The ASPIRE centre can deliver a bespoke curriculum to meet the needs of each individual that is referred to the centre.</p> <p>A bespoke ASPIRE package may include the following:</p> <ul style="list-style-type: none">• A hot midday meal.• Most students will have a shorter college day.• A timetable package that may include lessons on site.• Students may be offered support with careers decisions and WEX placements.• ASPIRE staff will work with ASPIRE students and their families to ensure a strong working relationship can be established.• Intervention support will be offered to individuals or to students working in small focus groups.• Mentoring may be available.	
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<p>E 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</p> <p>Intervention process supported by a structured Mentoring program that targets students with the greatest need.</p> <p>Recording of wider college involvement of students with positive intervention focussed around character development and improving cultural capital.</p>	<p>Year 11 interventions being tracked and shared</p> <p>Comprehensive revision / intervention sessions across the school</p> <p>Faculty discussions and logged interventions on sims</p> <p>SEN mentoring programme</p> <p>Raise high/ underachieving PP mentor group</p> <p>Build data base of wider participation that is recognised and rewarded</p>	<p>Review progress from year 11 mocks between November and February – intervention as appropriate; to include Parents' Evening Plus 03/04/20</p> <p>PP Funding used to purchase exam Read/Write programme.</p> <p>There were 22 students who used the computer reader for their mocks. 17 were PP. Student voice was positive.</p> <p>Data team in process of building a data base – to be reviewed 03/02/20</p> <p>All department requests for financial support for PP students have been able to be accommodated using PP funds – this covers a wide range of educational trips as well as resources. PP tutor group have been given equipment revision packs and core subject revision guides. Considerable funds have been devoted to improving the PP uptake to the Bronze Duke of Edinburgh award which is the cornerstone of our Character Development work with many students.</p>	<p style="text-align: right;">Secondment to the Leadership Team</p> <p>Test early in Autumn term 2020 to ensure all students who are entitled and would benefit have practise and use Read/Write for their November mock exams 2020.</p> <p>Development of data base did not happen because of lock-down. Use FROG from 2020 to build a data base of wider participation</p>
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<p>F Swift intervention following progress check data collections to support Year 11 PP achievement</p> <p>Termly report by Assistant Principal Teaching and Learning to quality assure in order that this is happening across all departments, reporting back to SLT</p>	<p>Continued CPD and development of feedback and response methods for staff and students</p> <p>Further embedding of the PP First strategy where teachers tilt their practice to positively discriminate in favour of PP students within their everyday teaching.</p>	<p>Work scrutiny carried out with year 9 students in term 1. Book look shows feedback continues to improve, inconsistency still present with RAG stickers is less widespread although more work needs to be done on students responding to feedback in books. Areas of strength include: Science RAG stickers incorporated into AFL sheet. Science exam reflection on tests, English very good for responding to feedback, Maths cognitive reflection sheet – breaks down the different skills in some detail, R&P essay evaluation sheet, RAG stickers on the front of books in BTEC sport, Some good support for low literacy students, Good use of booklets in DT</p> <p>Data used to identify student invited to attend h/w club. Attendance average in term 1 was 10 students. Data dive for term 2 showed only 2 students were on the list for attending again; indicating an improved C2L across all subjects</p> <p>PP First strategy continues to be at the forefront of discussions with staff on PP progress. PP is a standing item on Wednesday morning briefings to staff ensuring that the urgency around PP student performance is maintained.</p> <p>CPD from HOH on key PP students across all years who are underachieving; to include strategies to support these students.</p>	<p>Year 9 book look areas for development: RAGs – some missing in books Missing target grade sheets Some target grade sheets have no target grades written on them Hard to identify what is homework – this should be labelled HWK Little marking for literacy outside English</p> <p>Resume h/w next academic year Autumn 2020</p> <p>Continue to reinforce the PP first strategy message in weekly briefings</p>
Total budgeted cost			£133,248

ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned

<p>E. 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</p>	<p>Mentoring and interventions as directed by Senior Asst Principal and inclusion team. Close liaison with home and appropriate use of external agencies</p>	<p>PP mentor group established in January 2020 – students identified through 4 matrix – raise high / negative progress 8 from November mocks – attendance and C2L will be tracked. New tutor met with parents at year 11 parents' evening to establish positive working relationship.</p>	<p>Initial attendance was positive although students did miss friends that had been established in their “home” tutor group. Adapt next year to a 2 week cycle of intensive tutor intervention with vulnerable PP students.</p>
<p>G. All students to receive Next Steps interviews to support their career aspirations and Post16 transition</p>	<p>All students interviewed and supported with careers guidance. Students with greatest need receive follow up interviews and appropriate interventions</p>	<p>PP students were prioritised for next steps interviews with the Careers Coordinator.</p> <p>Year 13 – 100% have had next steps interviews; 50% have made UCAS applications Year 11 destination plans Sixth form FCC 60% / PP 44%; college FCC 20% / PP 28%; Apprenticeship 8% / PP 10%; Undecided FCC 10% / PP 20%</p> <p>Electronic register system for sixth form introduced, with re-structured VESPA tutor mentoring.</p>	<p>Follow up interviews and support needed for the undecided students</p>

<p>H. 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.</p> <p>Crèche at Parents' evenings to promote parent engagement</p> <p>Redevelopment of parent portal and parent pay to ensure simplicity of use – coordinated by Assistant Principal Data</p>	<p>Personal invites to events as per calendar and parents held to those appointments</p>	<p>HoH have called parents of targeted PP students in their House to encourage attendance at Parents' evenings. Follow up meetings are planned within the year to target PP parents for appointments with SLT.</p> <p>In 2018/ 2019 attendance at Parents' Evening was 30% below that of non PP students. Year 11 Parents' Evening in 2020 reduced this gap to 18% (overall attendance 81 % against 64 % attendance for PP). Follow up letters to be sent out to offer alternative appointments with middle and senior leaders.</p> <p>All reports and correspondence which are usually given to students to deliver home are also being posted to ensure that communication with home is effective to encourage engagement.</p> <p>Parents of year 11 students did not book the crèche facility. This will be offered at the year 10 parents' evening and reviewed.</p>	<p>Build on communication over lock down to continue to reduce the PP / non PP attendance to parents' evenings</p> <p>No take up of the creche facility. Anticipate that moving forward meetings are likely to be virtual. Phone conversations will be needed for those who do not have the relevant technology to access Teams.</p>
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<p>Increased attendance rates for pupils eligible for PP</p> <p>Strategic review of attendance systems and procedures</p> <p>Termly meeting between SENCO, Attendance Officer and Intervention team to monitor the impact of intervention</p> <p>Across all year groups PP attendance gap measured every 2 weeks and reported to SLT by Attendance Officer. Interventions applied by Attendance Officer and HOH (Head of House) through the Senior Assistant Principal Attendance and Behaviour</p>	<p>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 Attendance Officer and HOH through the Senior AP Behaviour and Attendance and EWO interventions as appropriate</p>	<p>Attendance tracking has significantly improved and is now more accurate and interventions are more focussed. The profile of attendance within the College has been raised significantly.</p> <p>Attendance Lead in place to ensure timely accurate registers received from tutors and teaching staff. The Attendance Officer reports to SLT on a 2-week cycle so up to date stats can be analysed and acted upon.</p> <p>AL consistently tracking all PP students to identify concerns and coordinating with HoH and Tutors a graduated response to ensure PP students receive appropriate support, i.e. catch up work and/or intervention. Implement new processes to ensure appropriate referrals for interventions to Education Safeguarding Somerset. Implement a relevant awards system for Year 11's to ensure full attendance before exam season.</p> <p>Pupil Premium students who were Persistent Absence (below 90%)</p> <p>Year 9/10/11 only - does include medical tuition students</p> <p>September 2016 – July 2017 - 40%</p> <p>September 2017 – July 2018 – 42%</p> <p>September 2018 – July 2019 – 25% (whole College = 11.6%; National = 13.6%)</p> <p>Overall PP attendance September 2018 – July 2019 90.5% (whole College = 94.6%)</p> <p>Overall PP attendance September 2017 – July 2018 87.9%</p> <p>These statistics also include the year 11 attendance May to July</p>	<p>Greater collaboration between SENCO, SEMH Manager and AL must happen. New PP Lead to attend PP meetings with SEMH, AL and SENCO.</p> <p>To follow up the obvious success of this year's attendance strategy further work needs to be done to close PP gap and more targeted work with PP students will help facilitate this. Develop use of praise to acknowledge when attendance improves to give students a positive experience when they are in school.</p>
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		<p>2018.19 11 Penalty notices issued of which 3 were PP students. 17 Warning Penalty Notices were issued of which 13 were PP students.</p> <p>PP attendance September 2019 – Dec 19 (before flu bug) 92% (after flu bug) 91.6%</p> <p>Whole College (before flu bug) 94.7%, after flu bug 94.1%. Drop due to flu bug PP 0.4% whole school 0.7%</p> <p>PP students who were Persistent Absence (PA below 90%) Year 9/10/11 = 6%</p> <p>Compared to non PP PA =11%</p> <p>Data taken AFTER flu bug.</p> <p>Introduced Return to College interviews (is support in the form of catch up work necessary) between tutors and absent students. Attendance Lead to track all PP students with 3 + consecutive days of absence and issue RTC form to tutor to complete and return to Attendance Lead. If no catch up work necessary or no specific issue identified Attendance Lead to log form on SIMS. If specific support or intervention necessary, tutor must forward to HoH and HoH will complete referral form into Intervention Centre which will be logged on SIM.</p> <p>Attendance Lead to plan and implement targeted invites to parents' evenings for all PP students with PA attendance. Long term strategy is to raise that figure to below 92%.</p> <p>Embed new WPN process enabling Attendance Lead to track, identify, offer support, monitor and if necessary, Attendance Lead issue Warning within tight consistent framework. PP students prioritised.</p> <p>Termly meetings with AL, SENCO, PP lead, Aspire Lead and AT to discuss students with cause for concern and act accordingly.</p>	<p>Continue with attendance monitoring and reward PP attendance.</p> <p>Continue in to 2020/2021</p>
Total budgeted cost			£25,488

iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned
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	<p>More than 50% of the students Inclusion has worked with during the last year have been PP. We have offered 1:1 positive mentoring, ELSA, and group work or 1:1 sessions on</p> <ul style="list-style-type: none"> Anger Management Self esteem Anxiety and coping strategies Behaviour management. <p>In attempting to measure the impact we have tracked the attendance and Behaviour points for the 2 terms before Inclusion work and the 2 terms after. 65% of students showed improved attendance and 21% showed an increase in behaviour points.</p> <p>Student A is an example of a student who after completing the anger management course showed a dramatic reduction in the number of behaviour points sanctioned with subsequent ones being for lower level consequences e.g. failure to complete homework rather than higher profile incidents. This was also accompanied by an increased attendance.</p> <p>Student B – The inclusion team’s work changed during lockdown, but support continued. We were able to apply for funds for a laptop, members of the team delivered FSM vouchers to the house due to difficulties accessing the vouchers and weekly mentoring was ongoing throughout. This engagement with the student has helped with the transition back into school and a settled start.</p>	

<p>C. 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</p>	<p>Lexia programme used; as appropriate. CATs taken by year 8 in 2020; this data will be used for strategic class setting</p>	<p>Core subjects will use the data to strategically set new 9 students into classes. Option subjects and Behaviour Team will use the data to ensure students' option choices gives them the best chance of success.</p>	<p>Having students take CATs in year 9 at middle schools was a useful and productive initiative.</p>
<p>D. Decrease in Exclusions and gap in behavioural sanctions between PP and nonPP across all measures, especially for withdrawals and exclusions.</p>	<p>Funds available to support enrichment activities to raise aspirations and support inclusion</p>	<p>Exclusion data TBC</p> <p>PP Funded Prison Experience Project</p> <p>Last year 6 students were able to form a better understanding of what it feels like to be arrested and to spend time in prison, conducted in a safe and nurturing environment. It's easy to explain to young people what would happen if someone breaks the law, but not that easy for some young people to understand what that would feel like. This experience gave students the knowledge and understanding they need to make the right decisions as they journey through life. AT to investigate if a repeat trip this academic year is possible.</p> <p>PP funded Breakthrough Project 2019</p> <p>2 x PP female students invited to take part in the personal development course that involved walking and camping in wild and remote areas on Dartmoor during which time the focus will be on personal leadership, motivation, confidence, team work, team leadership and personal effectiveness. Students who have participated in the past were all immensely proud of their achievement and it built self-esteem and positive relationships with College staff which has helped them stay in education.</p>	<p>Continue with the D of E PP initiative in future with a view to even greater uptake longer term. Postponed to summer 2021 because of COVID.</p>

Total budgeted cost	£21,358
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