



PUPIL PREMIUM
REVIEW 2018/19
March 2019

CONTENTS

SUMMARY INFORMATION	2
Pupil Premium Grant.....	2
HEADLINE FIGURES	3
2017/18 Year 11 GCSE Outcomes for Pupil Premium.....	3
OFSTED FRAMEWORK - OUTCOMES.....	4
Summary Judgement – Outstanding.....	4
Year 7 (2017/18)	5
Year 8 (2017/18)	6
Year 9 (2017/18)	7
Year 10 (2017/18)	8
Year 11 (2017/18)	9
REVIEW OF PUPIL PREMIUM EXPENDITURE 2017/18	13
RECOMMENDATIONS.....	16
BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP).....	17
DESIRED OUTCOMES	17
PUPIL PREMIUM GRANT FUNDING PLANNED EXPENDITURE 2018/19.....	18

SUMMARY INFORMATION

Pupil Premium Grant

The Pupil Premium Grant (PPG) is additional funding provided by the Department for Education to enhance the education experience of financially disadvantaged students. PPG provides funding for one key aim:

1. Raising the attainment of disadvantaged pupils of all abilities to reach their potential.

The amount of Pupil Premium funding allocated to Catmose College for the 2018/19 financial year is £164,720.

This figure is calculated as follows:

Disadvantaged pupils	Number on roll	Pupil premium per pupil
Pupils in years 7 to 11 recorded as Ever 6 FSM	130	£935
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English Local Authority	7	£1,900
Children who have ceased to be looked after by a Local Authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	1	£1,900

Service Children	Number on roll	Pupil premium per pupil
Pupils in year groups years 7 to 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence	85	£300
Pupils in years 7 to 11 recorded as Ever 6 and Ever 6 service child	2	£1,235

According to the Education and Skills Funding Agency the PPG can be spent in the following ways:

- For the purposes of the school, that is for the educational benefit of pupils registered at that school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2018, some or all of it may be carried forward to future financial years. It is also important to note that this funding is not ring-fenced and is not for individual children.

Total number of pupils	938
Number of pupils eligible for PP	223
Total PP budget	£164,720
Date of next PPG review	January 2020

HEADLINE FIGURES

2017/18 Year 11 GCSE Outcomes for Pupil Premium

	Catmose College PPG students (22)	Catmose College all students (171)	National value for other students (non-disadvantaged)
Progress 8	-0.28	0.42	+0.13
English Element of P8	+0.02	0.51	+0.11
Maths Element of P8	-0.11	0.36	+0.12
EBacc Element of P8	-0.3	0.53	+0.15
Open Element of P8	-0.58	0.28	+0.12
Attainment 8	35.1	53.10	50.1

National value for other students (non-disadvantaged)

	Catmose College PPG students (22)		Catmose College all students (171)	National value for other students (non-disadvantaged)
Grade 4 or above in English and maths GCSE	41	47 (when 3 outliers are removed)	78.7%	71.5%
Grade 5 or above in English and maths GCSE	18	21	59.2%	50.1%
Achieving EBacc at grade 4/C or above	9		19.5	28.5%
Achieving EBacc at grade 5/C or Above	5		14.4	20.2%
Entering EBacc	9		25	42.8
Staying in education or entering employment	96%		97%	96%

gov.co.uk PP only

OFSTED FRAMEWORK - OUTCOMES

Summary Judgement – Outstanding

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas.
- From different starting points, the progress in English and in mathematics is high compared with national figures.
- The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Year 7 (2017/18)

The tables below show the progress of PPG students in Years 7-10 (2017/18) across all curriculum subjects. On the whole Year 7 progress was strong with PPG students consistently exceeding their minimum target. Performance in mathematics has successfully been addressed and students are now consistently meeting their minimum target. There is more consistency with the progress made in both Checkpoints tests and Key Assessments.

In Year 7, the progress summary evidences that PPG students continue to perform consistently above the average minimum target including in the Key assessment.

However, further gains can be made in the following areas:

- Key Assessments v Checkpoints – students consistently perform better on the low stakes Checkpoints test, than they do on the high stakes Key Assessments with Art and Design, Humanities and Sport being the most noticeable.
- Performance in Music, where PPG students have consistently failed to meet the average minimum target.
- Strategies to develop revision skills/memory skills/knowledge recall.
- Free music lesson uptake to improve progress in music.

Name	Stu Count	Year 7 Checkpoint 1 Avg Pts	Year 7 Checkpoint 2 Avg Pts	Year 7 KA Avg Pts
Art and Design	31	4.57 ↑	4.78 ↑	4.29 ↓
Art Design & Technology	30	5.00 ↑	5.11 ↑	5.12 ↑
Computer Science	29	4.81 ↑	5.81 ↑	5.11 ↑
Drama	30	4.81 ↑	4.85 ↑	5.21 ↑
English	28	5.72 ↑	5.84 ↑	5.35 ↑
Humanities	28	5.44 ↑	5.24 ↑	4.77 ↓
Mathematics	30	4.68 ↑	4.72 ↑	5.00 ↑
MFL French	10	4.78 ↑	5.33 ↑	5.00 ↑
MFL German	10			
MFL Spanish	9			
Music	30	4.37 ↓	4.37 ↓	4.55 ↓
Science	28	5.84 ↑	6.04 ↑	5.42 ↑
Sport	29	4.74 ↑	4.89 ↑	4.44 ↓
Summary	31	4.98 ↑	5.16 ↑	4.93 ↑

Year 8 (2017/18)

In Year 8 progress was strong with PPG students consistently exceeding their minimum target. The Key Assessment and performance in Mathematics, Humanities and Science have successfully been addressed from the 2016/17 review.

In Year 8, the progress summary evidences that PPG students continue to perform consistently above the average minimum target including in the Key assessment.

However, further gains can be made in the following areas:

- The performance in the Key Assessment and Checkpoint 2 in MFL (French) needs addressing.
- Key Assessments v Checkpoints – students consistently perform better on the low stakes Checkpoints test, than they do on the high stakes Key Assessments in Design Technology, Computer Science and Science.
- Strategies to develop revision skills/memory skills/knowledge recall.

Name	Stu Count	Key Assessment Avg Pts	Checkpoint 3 Avg Pts	Yr8 Checkpoint 1 Avg Pts	Yr8 Checkpoint 2 Avg Pts	Yr8 Key Assessment Avg Pts
Art and Design	47		5.51 ↑	4.72 ↑	4.96 ↑	4.62 ↑
Art Design & Technology	48		5.63 ↑	5.17 ↑	5.21 ↑	5.06 ↑
Computer Science	49	5.57 ↑	5.82 ↑	4.98 ↑	5.60 ↑	4.85 ↑
Drama	49	5.35 ↑	5.26 ↑	4.75 ↑	4.50 ↑	4.92 ↑
English	47	5.55 ↑	5.77 ↑	5.35 ↑	4.96 ↑	5.67 ↑
Mathematics	47	4.50	5.36 ↑	4.61 ↑	4.54 ↑	4.98 ↑
MFL French	8	5.14 ↑	6.57 ↑	4.71 ↑	3.29 ↓	3.86 ↓
MFL German	14					
MFL Spanish	22					
Music	47	4.89 ↑	5.75 ↑	4.98 ↑	5.15 ↑	5.27 ↑
Science	47	5.58 ↑	5.52 ↑	5.33 ↑	5.00 ↑	4.72 ↑
Sport	49	4.59 ↑	4.39 ↓	4.58 ↑	4.62 ↑	4.81 ↑
Summary	49	5.14 ↑	5.46 ↑	4.93 ↑	4.92 ↑	4.97 ↑

Year 9 (2017/18)

In Year 9, the strength of progress has increased and was strong in Art Design, Design Technology, History, French, Music, RS and Sport.

The gap in performance between Key Assessments and Checkpoint tests have continued to decrease in Art Design, Design Technology, History, Music, French, German, RS and Sport.

In Year 9, the progress summary evidences that PPG students continue to perform consistently above the average minimum target, however, the Key assessment remains an area for improvement.

Further gains can be made in the following areas:

- The performance in the Key Assessment and Checkpoint 2 in Maths, German and Spanish needs addressing.
- Consistency in Key Assessments v Checkpoints.
- Strategies to develop revision skills/memory skills/knowledge recall.

Name	Stu Count	Checkpoint 3 Avg Pts	9 Checkpoint 1 Avg Pts	9 KA Non Core Avg Pts	Y9 KA1 & 2 Combined Avg Pts
Art and Design	43	5.08 ↑	4.74 ↓	4.88 ↑	4.88 ↑
Art Design & Technology	43	5.15 ↑	5.12 ↑	5.09 ↑	5.09 ↑
Computer Science	39	5.56 ↑	5.18 ↑	4.62 ↓	4.62 ↓
Drama	42	5.08 ↑	4.95 ↑	4.33 ↓	4.33 ↓
English Language	41	5.14 ↑	4.83 ↓		5.22 ↑
Hums Geography	40	5.54 ↑	5.38 ↑	4.85 ↓	4.85 ↓
Hums History	41	5.58 ↑	5.02 ↑	5.20 ↑	5.20 ↑
Mathematics	41	4.79 ↓	4.93 ↓		4.80 ↓
MFL French	13	5.62 ↑	5.85 ↑	5.69 ↑	5.69 ↑
MFL German	9	3.88 ↓	3.89 ↓	4.00 ↓	4.00 ↓
MFL Spanish	15	4.62 ↓	5.33 ↑	4.40 ↓	4.40 ↓
Music	42	5.33 ↑	5.24 ↑	5.36 ↑	5.36 ↑
Religious Studies	41	5.58 ↑	5.59 ↑	5.46 ↑	5.46 ↑
Science	41	5.79 ↑	4.80 ↓		4.22 ↓
Sport	43	4.72 ↓	5.07 ↑	4.91 ↑	4.91 ↑
Summary	43	5.23 ↑	5.07 ↑	4.95 ↑	4.90 ↓

Year 10 (2017/18)

In Year 10 progress was strong with PPG students consistently exceeding their minimum target.

The progress summary evidences that PPG students continue to perform consistently above the average minimum target, however, the Key assessment remains an area for improvement.

However, further gains can be made in the following areas:

- The performance in the Key Assessment and Checkpoint tests needs addressing in Art Design, Drama, History, Spanish, ICT, Sport, Biology, Chemistry and Physics.
- Progress in Drama and Sport.
- Consistency in Key Assessments v Checkpoints.
- Providing revision guides for all PPG students.

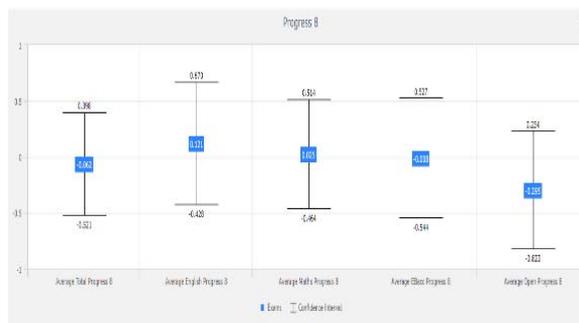
Name	Stu Count	KA2/CP3 Avg Pts	Year 10 Checkpoint 1 Avg Pts	Year 10 Checkpoint 2 Avg Pts	Year 10 Checkpoint 3 Avg Pts	Year 10 KA Mocks Avg Pts
Art and Design	50		5.14 ↑	5.36 ↑	5.24 ↑	4.84 ↓
Art Graphics	23		5.09 ↑	5.09 ↑	5.04 ↑	5.26 ↑
Art Photography	40		5.23 ↑	5.33 ↑	5.28 ↑	5.40 ↑
Art Product Design	25		4.72	5.16	5.28	3.72
Computer Science	24	6.91 ↑	6.75 ↑	6.08 ↑	5.88 ↓	6.17 ↑
Drama	50	5.02 ↑	5.16 ↑	4.70 ↓	5.52 ↑	4.64 ↓
English	171	5.27 ↓	5.87 ↑	5.52 ↑	6.36 ↑	6.04 ↑
English Literature	171	5.27 ↓	5.87 ↑	5.52 ↑	6.50 ↑	6.04 ↑
Hums Geography	49	6.13 ↑	5.69 ↑	6.02 ↑	6.08 ↑	5.27 ↑
Hums History	118	5.88 ↑	5.92 ↑	5.51 ↑	5.90 ↑	4.89 ↓
Mathematics	171	5.14 ↑	5.27 ↑	5.36 ↑	5.47 ↑	5.30 ↑
MFL French	37	6.55 ↑	5.70 ↑	5.49 ↑	5.59 ↑	5.51 ↑
MFL German	32	6.71 ↑	6.16 ↑	5.75 ↑	5.84 ↑	5.97 ↑
MFL Spanish	52	6.54 ↑	5.71 ↑	6.04 ↑	5.79 ↑	5.42 ↓
Music	14	7.33 ↑	6.86 ↑	7.21 ↑	7.00 ↑	6.14 ↑
Option ICT	6				4.33 ↑	1.83 ↓
Option Sport	42		3.74 ↓	4.38 ↓	5.45 ↑	4.71 ↓
Philosophy & Ethics	39		5.59 ↑	6.10 ↑	5.77 ↑	5.23 ↑
Science Biology	130	4.90 ↓	5.33 ↑	6.47 ↑	5.61 ↑	3.86 ↓
Science Chemistry	143	4.24 ↓	6.20 ↑	6.11 ↑	6.36 ↑	4.31 ↓
Science Physics	97	4.81 ↓	6.98 ↑	6.22 ↑	6.36 ↑	4.69 ↓
Summary	174	5.31 ↑	5.71 ↑	5.68 ↑	5.93 ↑	5.13 ↓

Year 11 (2017/18)

Progress 8

On the Progress 8 measure, PPG students performed above the national score in English and maths but below the national score for Average and the Open Basket.

In the Open Basket schools are able to offer a disparate range of subject, with qualifications such as Finance and Citizenship being extremely popular. As a College we have opted to offer a more traditional curriculum, one which best meets the needs of our students and prepares them effectively for the next stage in their education. Consequently, it is our curriculum, rather than any signification underperformance, which explains the low score.



There were 3 students who significantly contributed to the lower Progress 8 average as a result of low attendance either due to mental health needs or dual provision.

The Progress 8 score of -0.28 is marginally lower than the England state-funded schools other (non-disadvantaged) pupils of 0.13. However, every effort needs to be made to close this gap over the next 12 months.

As the table below shows this pattern is observed with high, middle and lower ability PPG students:

	High (7)	Middle (15)	Low (7)	Collaboration Data
Progress 8	0.289	-0.064	-0.539	-0.018
Average P8 English	0.918	-0.127	-0.227	-0.030
Average P8 Maths	0.047	0.075	-0.130	-0.041
Average P8 EBacc	0.189	0.052	-0.615	-0.048
Average P8 Open	0.129	-0.231	-0.942	0.009

While improving outcomes for the middle ability PPG students has been a focus in previous years, this group alongside the low ability PPG must remain as a priority group.

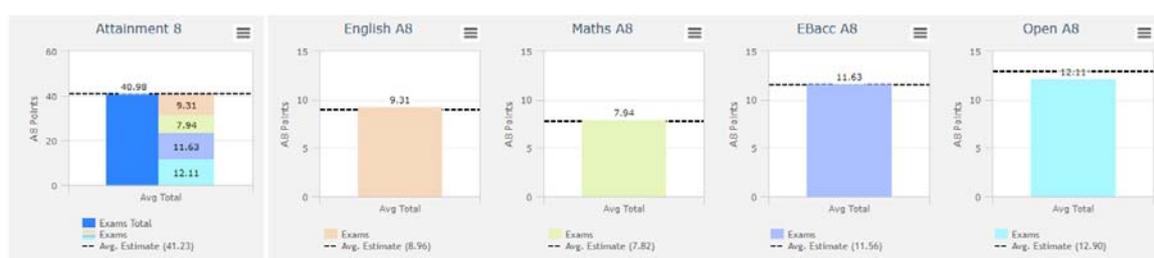
	Female (12)	Male (20)
Progress 8	0.205	-0.216
Average P8 English	0.584	-0.147
Average P8 Maths	0.137	-0.040
Average P8 EBacc	0.133	-0.09
Average P8 Open	0.07	-0.506

On the Progress 8 measure PPG boys performed extremely well, narrowing the gap between the performance of girls and boys.

Attainment 8



On the whole PPG students performed well on the Attainment 8 measure, with a number of students comfortably outperforming the national average for students with the same KS2 data.



On the Attainment 8 breakdown a similar pattern to P8 is evident with students performing well on the English, Maths and EBacc measures, but slightly down on the Open element.

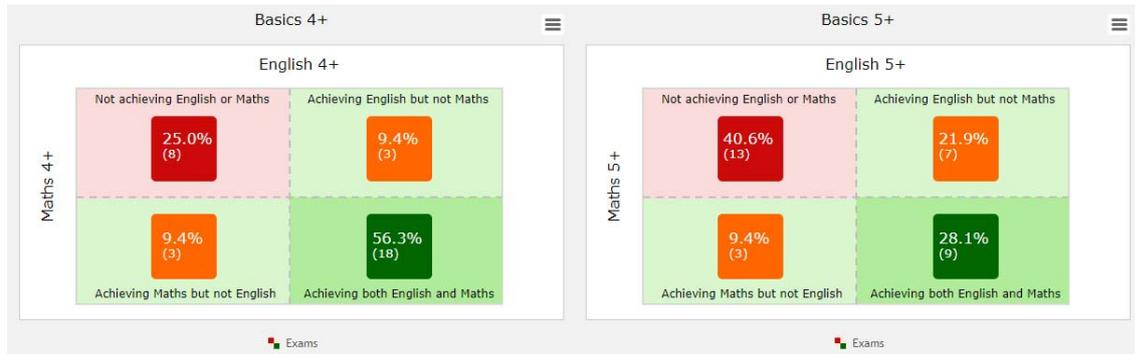
	High (7)	Middle (15)	Low (7)	Collaboration Data
Attainment 8	63.36	39.67	17.43	46.55
Average A8 English	14.29	8.67	4.86	10.03
Average A8 Maths	12.29	7.73	3.43	9.08
Average A8 EBacc	18.57	11.20	4	13.32
Average A8 Open	18.21	12.07	5.14	14.29

The fact that all PPG students achieve a similar average score on the A8 EBacc and A8 Open options, provides future evidence that our PPG students performed consistently across all subjects and that the negative P8 score in the Open Basket is misleading.

	Female (12)	Male (19)
Attainment 8	41.46	39.79
Average A8 English	10.00	8.74
Average A8 Maths	7.5	8.11
Average A8 EBacc	11.33	11.37
Average A8 Open	12.63	11.58

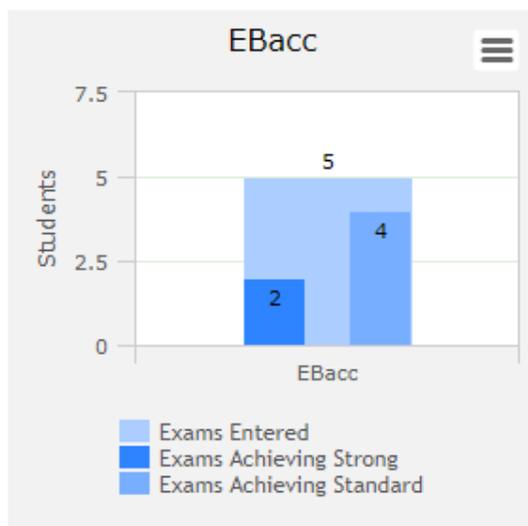
The performance of PPG boys and girls on the Attainment 8 measure remains similar.

Basics Measure



On the Basics Measure, College PPG students performed in line with all students nationally. 56.3% of students achieved 4 or above in English and maths (national 64.2%) and 28.1% achieved 5 or above (national 43.3%)

EBacc



2 of the 5 PPG students who were entered for the EBacc qualification achieved a Strong Pass (achieving grade 5 or above in English and Mathematics). 4 of the 5 students achieved a standard pass. This suggests that further exploration into appropriate EBacc options is required.

Ethnic Group

National Data has consistently revealed that PPG students from White British backgrounds are the most likely to underperform at GCSE level. In recent years the national Progress 8 score for this group has been around -0.5. This was some

way down on the -0.198 P8 score for all pupils known to be eligible for FSM. At the College the majority of our PPG students (27/31) are from white British backgrounds.

Ethnic Group	Cohort	9-4 E/M %	9-5 EM %	Standard EBacc	Strong EBacc	A8	P8 English	P8 Maths	P8 EBacc	P8 Open	P8 Total
WB	27	51.9	22.2	14.8	7.4	38.37	-0.058	-0.106	-0.191	-0.358	-0.198
Other	4	75	50	0	0	54.38	2.256	1.702	1.480	0.257	1.313

As the table above shows, PPG students from other backgrounds significantly outperformed our white PPG students. However, when our White British PPG student are compared nationally to other students (non-disadvantaged, our performance is expected to be very strong.

Destination Data

According to internal College data for 2018, 97% of PPG students entered education, employment or training after leaving the College. This figure is expected to be significantly above the national percentage for all students (94% in 2018).

Attendance

Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.

Students who attended over 96% of sessions were far more likely to achieve the Basics Measure. A8 and P8 data is also stronger for this group of students. Consequently, maintaining high levels of attendance among PPG students is crucial if examination performance is to be maintained. The table below show that overall attendance for PPG students was slightly down on non-PPG students, but still remains significantly above national data (national all students in 2017/18 – 95.8% and national PPG – 92.7%).

ATTENDANCE	T1	T2	T3	T4	T5	T6
In Care	97.5%	99.0%	97.3%	96.5%	97.2%	96.6%
Pupil Premium	95.5%	94.4%	95.0%	94.6%	95.0%	94.6%
Non-Pupil Premium	97.4%	96.3%	96.5%	96.2%	96.9%	96.6%
Overall	97.1%	96.0%	96.2%	96.1%	96.5%	96.3%
Persistent absence	6.6%	6.5%	6.7%	6.9%	4.8%	4.85%

Behaviour

For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.

Exclusion data for PPG students is expected to compare favourably against the national picture. Last year, 5 PPG students received fixed term exclusions for a total of 9 days which has dropped by 50% compared to the previous academic year. There was one permanent exclusion.

Progress Evening Attendance

The data below gives the percentage of parents who attended Progress Evening in 2017/18 (2016/17 data is in brackets).

	PPG students	Non – PPG students	Gap
Y7	81 (76)	89 (87)	8 (11)
Y8	67 (70)	84 (86)	17 (16)
Y9	80 (86)	86 (90)	6 (4)

Y10	87 (68)	89 (86)	2 (18)
Y11	72 (77)	92 (89)	20 (12)
Average Gap			10.6 (12)

The percentage of PPG parents attending these meeting has decreased quite significantly over the last year. The reasons behind this decline need to be explored and addressed.

Trips

Access to trips for PPG students was strong in 2017/18. PPG students in Year 7, 8 and 10 accessing at least one trip per year was greater than the whole college average. Year 11 is an area to consider developing a further strategy to ensure availability and access is in line with other non-PPG students.

Year Group	Pupil Premium students	Whole College
7	100%	97%
8	100%	99.5%
9	88%	93%
10	100%	87%
11	33%	83%

REVIEW OF PUPIL PREMIUM EXPENDITURE 2017/18

Review of recommendations from the last PPG Review 2017/18

Recommendation	Progress
Across the College, but particularly with PPG students, there remains a disparity between the grades students achieve in Checkpoints and the ones they achieve in Key Assessments. In general, students perform better in the former. Improving students' revision skills and ensuring they prepare effectively for Key Assessments will help to improve this issue.	The disparity between grades students achieve in Checkpoints and Key assessments in Year 7 and 8 has successfully been addressed. Year 9 and 10 needs further strategies to reduce this disparity.
Whilst the performance of PPG students in Maths at the end of Year 11 is strong (Progress 8 score of 0.41), performance in Checkpoints and Key Assessments in Years 8 - 10 needs to improve. The Maths Team are aware of this issue and it will be addressed via the Team Transformation Plan.	The performance in Maths in the majority of year groups is strong, Year 9 needs further improvements.
In 2017/18 higher and middle ability PPG students performed exceptionally well. However, the P8 score of -0.07 for lower ability students was a relative weakness. This group of students need to be carefully	The higher ability PPG students continued to perform exceptionally well. The P8 score for PPG students dropped further to -0.539 for the low ability in 2017/18. Further strategies need to be considered for the PPG

<p>monitored and targeted intervention used to drive progress.</p> <p>Last year Progress Evening attendances for PPG parents dropped, with the average gap between PPG and non-PPG now 12% (8% in 2016/17). The College needs to explore additional ways to persuade PPG parents to attend these vital meetings.</p>	<p>students in the middle ability group to ensure that the P8 score in English and the open basket is positive.</p>
<p>There remains a small, yet significant group of PPG students who: consistently fail to achieve their target grades, receive a high number of negative behaviour entries, are at far greater risk of fixed term (or even permanent) exclusion, and fail to fully engage with the wider aspects of College life. After observing these students over a number of years, it would appear that many of their behaviour traits are similar to those exhibited by students with attachment issues. Supporting this group of students will be a major focus this academic year.</p>	<p>Whilst fixed term exclusions have dropped significantly, the PPG students are still at greater risk than non-PPG students. Support for this group of students will remain a major focus into the next academic year.</p>

Pupil Premium Strategies

	Strategy	Description	Cost	RAG rating
A	Most Able Curriculum Lead	This member of staff played a crucial role in mentoring and accelerating the progress of our most able PPG students. Key tasks included trips, visits and competitions such as Youth Speaks. He also led on the Academic Scholars programme. The P8 score of 0.19 for high ability PPG is an indication of his success.	£3,000	
B	Pupil Premium Performance Review Target for all teaching staff.	The Team PR Target relating to PPG students was effective. Staff were encouraged to monitor the performance of PPG students, provide targeted intervention and seek relevant CPD opportunities.	£10,000	
C	Targeted Intervention	The Intervention Team worked tirelessly with Team Leaders to support PPG students and provide them with relevant and timely support. Specialist tutors were used to support PPG students in English, Maths and Science. The PPG	£93,553	

		data for English (0.26) and Maths (0.41) is Outstanding.		
D	Data Analysis	SISRA Analytics has been purchased to aid with data analysis. Far more staff are now reviewing student data and using it to inform their planning.	£2,500	
E	Attendance	A Vice Principal has continued to monitor student attendance. PPG attendance is around 96%, considerably above the national percentage.	£0	
F	Careers Guidance	The Careers Advisor continues to devote around 40% of her time to PPG students in the form of careers meeting and organising work experience placements. This work has proven essential in raising their aspirations. Last year all Year 10 PPG students went on a Work Experience Placement. Destination Data for this group is also strong with 97% going on to Education or Employment in 2017.	£3,077	
G	Electives	The programme has been designed to broaden students' experiences and enhance skills that universities and employers find attractive in potential candidates. It continues to receive strong feedback on the Federation Surveys, with over 90% of students agreeing that it forms an important part of the College week.	£26,968	
H	Trips and Visits	These continue to be subsidised by the College. Last year all PPG students attended at least one trip or visit.	£10,000	
I	Scholarships	The Sport, Music and Academic Scholarship programmes each contain around 10% PPG students.	£1,800	
J	Music Lessons	All PPG students remain eligible for free music lessons.	£4,000	
K	Revision Guides	All financially disadvantaged students in Year 11 are provided with a revision guide for the core subjects. This aids their preparation for the Year 11 mock and summer examinations. Last year all PP students also got to choose a reading book that the College paid for.	£270	

L	Alternative Curriculum	A small number of students (7) attend Stamford College each Thursday morning for a construction course. This course is deemed to be appropriate for these students and should lead to positive outcomes.	£9,000	
M	National Citizens Service	Last year the College was a keen supporter of the NCS project and was awarded NCS Champion status. Over 10% of students who signed up to the initiative were PPG students.	£0	
N	Food Technology Supermarket Vouchers	Purchasing Tesco vouchers has helped to ensure that PPG students bring their food technology ingredients and play a full part in lessons.	£100	
O	Term 5 breakfast for Year 11	In term 5 all Year 11 PPG students received a free breakfast each morning. This helped to ensure that they entered revision sessions and examinations having had something to eat.	£2,000	
			Total	£166268

RECOMMENDATIONS

1. Overall, the progress and attainment of middle and low ability disadvantaged students are areas for development and will form a key focus of this year's plan.
2. The performance in the EBACC open basket subjects requires specific attention.
3. The progress and attainment of low and middle ability, disadvantaged students requires specific attention.
4. If we are to continue to raise the performance of financially disadvantaged students, fostering high levels of engagement from their parents/careers will be crucial resulting in a significant increase in the attendance for PPG students at Progress Evening
5. Increase the number of PPG students being entered in the EBACC qualification from 23% to 40% achieving a standard pass.
6. Continue to reduce the disparity between the performance in Checkpoints and Key Assessments for Year 9 and 10.
7. Increase the accessibility of Year 11 trips for PPG students.
8. Consistency in Key Assessments v Checkpoints.
9. Providing revision guides for all PPG students.

BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP)

	In College Barriers (issues to be addressed in College)
A	Average KS2 Prior attainment for a non-PPG student at the College is 4.95. For a PPG student it is 4.10. The lower performance of PPG students at KS2 will have implications for attainment at the end of Year 11. The new 9-1 grading system, which favours higher ability students, will also have implications for the Attainment 8 / Progress 8 scores for this group.
B	The majority of our PPG students are from White British backgrounds. National data shows that this group of students are the worst performing ethnic group. Of 20 PPG students in Year 11, 18 are from White British backgrounds.
C	Parental engagement and the 'poverty of expectation'. Raising the aspirations of these students and reaching out to parents (e.g. parents evening attendance/home visits/workshops) will be crucial as we seek to improve outcomes for this group of students
D	Issues around attachment – a small number of PPG students appear to be experiencing issues around attachment. Putting in place strategies to support these students will be a major project for the Pastoral Team in 2017/18.
E	The task of improving the attainment of students eligible for Catch-up funding should not be underestimated. These students have often had significant support at Primary School around literacy and numeracy, yet their performance has remained below the expected level.

DESIRED OUTCOMES

	Outcomes and how they will be measured	Success Criteria
A	PPG students will continue to achieve a positive P8 score. Lower, middle and higher ability PPG students will make good progress.	A Progress 8 score above 0.2 for PPG students and groups of PPG students (Lower, Middle and Higher / Boys and Girls / EHC and K Codes)
B	On the Basics Measure, 4+ in English and Maths and 5+ in English and Maths will be in line with all students nationally.	4+ in English and Maths 65% 5+ in English and Maths 40%
C	Maintain attendance for PPG students at around 96%.	Attendance of 96% or above.
D	Increase parental engagement, so that 100% of PPG parents have had the opportunity to speak to a member of teaching staff about the progress of their child.	All parents will know how their child is performing, will have had the opportunity to speak to a member of teaching staff and will have been given strategies on how best to support their child at home.
E	Average grade for students in receipt of catch-up funding to be above the average minimum target for English and Maths.	Catch-up funding students make good or better progress across the curriculum, consistently outperforming their minimum target.

PUPIL PREMIUM GRANT FUNDING PLANNED EXPENDITURE 2018/19

Pupil Premium Grant

	Strategy	Description	Resources	Cost
1) Improving performance on Key Assessments				
A	Study skills sessions	PPG Students in Year 11 will be required to attend a series of study skills workshops during the Electives programme. The workshop will focus on constructing a mock examination revision timetable and will look at appropriate revision techniques.	These sessions will be run by a Vice Principal.	£500
B	Achieving Success challenge	20 Year 11 students have been selected to take part in the Achieving Success challenge. This programme is designed to support these students when preparing for their mock and summer examinations.	This project is being run by the Assistant Principal for Intervention.	£1,000
2) Supporting lower ability PPG students				
C	Targeted Intervention	The intervention team will aim to ensure that this group are included in any appropriate intervention.	Intervention Team (see cost of intervention below)	
3) Progress Evening attendance for the parents of PPG students.				
D	Groupcall	The electronic booking system and app communication makes it easy for parents to book progress meeting appointments.	Administration Team	£1,000
E	Progress Evening follow up	If a PPG parent fails to attend parents evening a follow up message will be sent. This will offer an alternative time for parents to meet with the VP / AP for Outcomes.	Administration Team / SLT.	
4) Supporting students with issues around attachment.				
F	PhD in Education, with a specific focus on Attachment Disorder.	Director of Music is currently doing a PhD in Education with a specific focus on Attachment Disorder	SLT	
Other PPG strategies which will continue to be used in 2018/19				
G	Most Able Curriculum Lead	A core part of their job will be to monitor and accelerate the progress of high ability, financially disadvantaged students.	This member of staff will be line managed by a Vice Principal. They will take an active role in	£3,000

			seeking enrichment opportunities (trips, visits and competitions such as Youth Speaks) for high ability, financially disadvantaged students. They will also oversee the Academic Scholarship.	
H	Pupil Premium performance review target for all teaching staff	Each subject area has a performance review target specifically relating to PPG students.	Relevant CPD opportunities	£10,000
I	Targeted Intervention	Data tracking is used effectively to identify those students who are under-performing in relation to their minimum and aspirational targets. Pupil Premium students and those who enter the College with low levels of attainment (as identified through SATs/CATS are monitored particularly closely and prioritised for intervention. At all Key Stages, funding is used to provide support, additional tuition materials and resources. This year lower ability, financially disadvantaged students will be monitored extremely closely and will be a priority when intervention groups are formed.	A Vice Principal responsible for Outcomes (40%); A Senior Assistant Principal responsible for Intervention (40%); A Senior Data Analyst (100%); A Client Services Advisor (CSA) (50%); An Intervention Teacher (100%); Specialist Tutors in English, Maths (100%).	£100,000
J	Data Analysis	SISRA Analytics has been purchased for 3 years at a cost of £5,000 to assist with this work. This allows a more detailed analysis of PPG student performance.	Part funded (50%) by the PP grant	£1,000
K	Attendance	An attendance target for Pupil Premium Grant students has been set and is captured in the College Transformation Plan.	Vice Principal responsible for attendance and administration support.	£0
L	Careers	Our Careers Advisor will continue to devote around 40% of her time to Pupil Premium students in the form of careers meetings and organising their work	Careers Advisor (40%)	£3,077

		experience placements. This work is essential for raising the aspirations of PP students.		
M	Electives	The Electives Programme will continue to be part funded by the College – making all Electives accessible to financially disadvantaged students.	Funding to support the electives programme – minimise/ eliminate the cost the College passes on to parents.	£27,000
N	Trips and Visits	These will continue to be subsidised for Pupil Premium students. The aim is that all PP students attend at least one trip each academic year.		£10,000
O	Scholarships	Scholarships continue to run in Sport, Music and Academic. Each Scholarship should contain around 10% Pupil Premium students.		£1,800
P	Music Lessons	All Pupil Premium students remain eligible for free music lessons.		£4,000
Q	Revision Guides	These will be purchased in the Core Subjects for all Year 11 Pupil Premium students.		£270
R	Pupil Premium Client Services Advisor	The Client Services team includes an advisor who spends a proportion of their time working with students who come from service family backgrounds.	CSA (40%)	£10,500
S	National Citizens Services Project	The College will continue to work with the National Citizens Service to promote their summer programme. The programme aims at developing life skills and building character. So far 10 PPG students in Y11 have signed up for 2019. The College has paid for their place.		£250
T	Food Technology	To ensure Pupil Premium students take part in all food technology practical's, the College has purchased Tesco food vouchers for parents.		£100
U	Term 5 Breakfast for Year 11 PPG students	In term 5 all Year 11 PPG students will receive a free breakfast each morning. This will ensure that they enter all revision sessions and examinations having had something to eat.		£2,000
Total				Around £175,500

