



Ifield Community College - Use of Pupil Premium funding 2016 – 2017

Pupil Premium funding is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and to help close the gap between them and their peers.

The disadvantaged pupils category includes pupils who were eligible for free schools meals at any time in the last 6 years, children who have been Looked After and those who are children of service personnel.

The grant may be spent in the following ways:

- for the purposes of the school i.e. 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 e.g. 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

In 2016 and 2017 we employed counsellors, an educational psychologist and intervention staff to try to address the difficulties disadvantaged students face. We funded college places and courses for specific children such as a course at Lodge Hill for services children and Angling for Education. Attendance for disadvantaged students is a focus to ensure they are able to be successful so an attendance officer provides them support to attend well.

In 2016 the progress 8 score for the school was above national averages and the gap in Progress 8 scores between non PP students and PP students reduced to 0.36 which was in line with National data.

During the past year we have used research from the Education Endowment Foundation to identify whole-school strategies that may work more effectively for our Pupil Premium students and will be following the outcomes of these strategies closely.

Feedback is listed as a high-impact, low cost strategy that improves outcomes very effectively. To this end we have altered the marking policy to help ensure our PPI students receive high quality feedback. We are also in the process of developing strategies to ensure that students who are absent, a real area for concern amongst disadvantaged students, are able to catch up with work missed. These are whole-class teaching strategies and we wish to prioritise the classroom experience for disadvantaged students as we believe this is the single most important way to ensure their success.

Good teaching is clearly the most important factors to improving outcomes of students. The standard of teaching at ICC is carefully monitored by SLT and now judged to be good or better in 75% of lessons. We strive to continually improve on this. In our recent Mocksted (October) the school was judged by a local outstanding secondary school to have good teaching and this judgement has been improving consistently over time.

One strategy that we have employed for some time to support our disadvantaged students but is not costed below is to keep class sizes smaller than other schools to ensure disadvantaged students' experience in the classroom is as good as possible. We average below 25 students per class. This is unlikely to be sustainable in 2017/18 due to cost pressures on the school and these will be a significant factor until the full implementation of the National Funding Formula.

Pupil Premium Funding received

Pupil Premium	£113000
Service Children	£900
Adopted Children	£1900
Ever 6	£155000
Total	£271,000

Cost of Strategies

Intervention	Details	Cost/£
Russell Buxton	Students with emotional / behavioural difficulties, given support through 1 to 1 with Russell / Managing Emotion Through Sport / Solution Focused Therapy	10,000
Xavier Eloquin	Ed Psych providing counselling for mental health issues, training and supervision for staff, diagnosis for students displaying behaviours of concern.	22,000
Focus Centre	Behaviour / school refusers: set up to provide a secure environment to enable students to stay in or re-enter education. Focused on the most difficult behaviourally and those who do not attend.	85,500
English intervention	Catch up 7 & and PPI students below target to provide 1:1 or small group intervention.	46,600
Maths Intervention	Catch up 7 and PPI students below target to provide 1:1 or small group intervention.	57,800
Music Tuition	Tuition free to PPI students	6,200
Courses	CS, Angling for education, Lodge Hill	8,200
SLT strategic focus – a proportion of Vice Principal and Assistant Principal strategic focus	VP marking policy, monitoring AP tracking	8,000 6,000
Attendance officer 50% of role	PP attendance is a key focus to ensure they are able to succeed	16,000
Miscellaneous(including Doodle, Dyslexia testing, PP Tracker, trips)	Funding trips for PPI students, uniform, some analytical testing	4,400

Total: £271,000

Approximately 35% of students at ICC are PPI students.

2015 / 2016 outcomes:

Progress 8 2016									
	Overall			Maths element			English element		
Year	PPI	Non PPI	Gap	PPI	Non PPI	Gap	PPI	Non PPI	Gap
11	+0.4	+0.7	-0.3	+0.3	+0.6	-0.3	+0.3	+0.7	-0.4
10	-1.6	-1.4	-0.2	-1.9	-1.7	-0.2	-1.3	-1.3	0.0
9	-2.8	-2.9	+0.1	-1.9	-2.0	+0.1	-2.1	-1.9	-0.2

KS3 Level 4 and above						
Year	Maths			English		
	PPI	Non PPI	Gap	PPI	Non PPI	Gap
8	96.2%	95.0%	+1.2	92.3%	96.6%	-4.3%
7	84.7%	92.4%	-7.6%	79.7%	81%	-1.3%

2016/2017 funding will be used to: continue to staff the Focus Centre to support students unable to cope with mainstream schooling; provide intervention in Maths and English; provide counsellors and fund related activities to support students in their education; cover music tuition fees; cover costs of trips and equipment where appropriate.