

Pupil premium and catch up 7 strategy statement

1. Summary information					
School	Ifield Community College				
Academic Year	2017-8	Total PP budget	£256455	Date of most recent PP Review	
		Total catch up premium budget	£31 420	Number of Y7 students supported	52
Total number of pupils	1114	Number of pupils eligible for PP	267	Date for next internal review of this strategy	March 2018
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP	
Progress 8 score average			-0.4	0.01	
Attainment 8 score average			3.8	4.8	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor literacy skills)					
A.	Lower than average literacy skills on entry to secondary education, preventing good progress in year 7				
B.	Lower than national average levels of ability in numeracy.				
C.	Lower than average progress made by PP students across the school				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	High incidence of persistent absence among PP students – around 25% have attendance below 90%				
4. Desired outcomes (desired outcomes and how they will be measured)				Success criteria	
A.	High levels of literacy for Year 7 students eligible for PP and catch up premium			Literacy levels enable progression – PP students to show progression matching peers. Progress to be measured using an assessed piece of work at the beginning and end of period of intervention, along with progress made on wordshark.	
B.	High levels of numeracy for year 7 students eligible for PP and catch up premium			Numeracy levels enabling PP students to progress in line with peers. Progress will be measured during analysis of data from each Data Entry Point, based on summative assessment	
C.	Progress by PP students in line with peers			Progression at each DEP in line with peers. P8 and A8 in year 11 in line with peers – progress to be assessed during DEP analysis. In other year groups similar proportions of students graduate IBacc each year.	
D.	Persistent Absence for Pupil Premium students below 20%			Student absence for PP students to be inline or above peers.	

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review September 2018
A. Improved progress for all students including PP students	High quality feedback for all students.	The EEF toolkit shows that high quality feedback is a low cost, high impact strategy.	Book checks and learning walks monitor quality and regularity of marking and feedback. All teachers mark PP students as a priority, using coloured stickers to ensure this.	Vice Principal who leads on PP	The IBacc outcomes show increased patterns of achievement for all students and the gap closing compared to 2016-17
B. Improved attendance to support learning see section ii.					
Total budgeted cost					£22,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review September 2018
A. High levels of literacy for PP students and those required to catch up in year 7	Intervention in place – small group with intervention teacher Increase in curriculum time for Y7	Small group work is effective in raising confidence and levels of literacy.	Students will be assessed at the beginning of their period of intervention and again at the end to measure progress. Student progress will also be measured using wordshark	Head of English/English intervention teacher	Small group intervention successful in raising levels of literacy for catch up 7 group (see intervention records)

B. High levels of numeracy for year 7 students eligible for PP and those required to catch up	Intervention in place – small group work with intervention teacher. Reduction in class sizes by use of intervention teacher	Small group work is effective in raising confidence and levels of numeracy	Student progress will be measured at each Data Entry Point. Students making good progress and back on track to meet target grades will be returned to class lessons.	Head of Maths/Maths HLTA	Maths intervention successful in reducing the deficit for those selected students (see intervention records)
Total budgeted cost					£124,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review September 2018
Improve attendance of PP students, reducing PA	Daily contact with absent students, monitoring those with PA, FPNs and A6 referrals.	Increased contact improves likelihood of future attendance. Sanctions to provoke parents to support us where they are not working in partnership.	AP leads the strategy	Assistant Principal	Overall attendance and PA of PP students improved 91.9% compared with 2016-17 91.4%
Reducing Persistent Attendance	Targeted mentoring / timetable changes for persistent absentees.	A case study by South Hunsley Secondary School and Sixth Form, regional winner of the Pupil Premium awards, showed that targeting absence is highly effective in ensuring good progress at KS4, which is in turn carried on to 6 th form without further intervention. Last year their PP students P8 was +0.44, compared to -0.38 nationally.	DGa and JLo to work together to pinpoint groups of students whose attendance is a concern, tiered as necessary. SLT will mentor these students, ensuring students are praised for being in school. Timetables will be changed as necessary to re-engage or enable students to be in school, part-time at first if necessary, leading to full time with use of the Learning Zone as required.	DGa / JLo	PA of PP students reduced from 23.2% in 2016-17 to 19.9% in 2017-18
Counselling support	Educational Psychologists / Sport counsellor / Art	Students with mental health concerns or requiring support other than academic are given time with the appropriate	Students stop meeting with professional / return to full timetable once they are ready.	KLa	

	Therapist / School Counsellor	professional in order for them to access the curriculum as fully as possible.			
Supportive courses to re-engage learners	2 x college, care farm, angling etc				College student AROE nominated Brindsbury's student of the year, completed En, Ma Sci at grade 5 is now on level 3 courses
Total budgeted cost					£141,000

