

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Ifield Community College				
Academic Year 2020		Total PP budget	266,545	Date of most recent PP Review	10/20
Total number of pupils	1071	Number of pupils eligible for PP	305	Date for next internal review of this strategy	10/21
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			-1.16	-0.48	
Attainment 8 score average			2.86	3.69	
<i>See attached for 3 year trajectory</i>					
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Low levels of literacy on entry				
B.	Low levels of numeracy on entry				
C.	Reduced attendance at school and high incidence of persistent absenteeism among PP students				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>					
D.	Aspirations and parental engagement				
E.	Mental Health and Wellbeing				
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria	
A.	Increased levels of literacy. Out comes measured by using Accelerated Reader and Access Reading Assessment			Increased literacy levels enabling PP students to show progression in line with Non PP students	

B.	Increased levels of numeracy Outcomes measured by using PIM	Increased numeracy levels enabling PP students to show progression in line with Non PP students
C.	Attendance rates equal to or exceeding non PP students, reduction in persistent absenteeism. Outcomes measured form school data on Go 4 Schools	Student absence to be in line or above peers. Increased parental engagement in supporting attendance
D.	Pupils achieve at least a Progress 8 score of 0.00 over 3 years with 2021 P8 targeted at - 0.3	Students achieve their target grades and continue into full time education and training
E.	Students mental health is supported in and out of school. Support is clearly signposted. Fewer PP students miss school through anxiety and no new students become non-attenders for this reason.	Students are able to manage their mental health and wellbeing, increasing attendance and achievement

5. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Leadership of Teaching and Learning strategies targeted at PP students through allocation of DHT time	PP students given high priority in planning and marking	SLT strategic role to lead and monitor agreed strategies	CPD and INSET time	CMC	Half termly
Programme of CPD with EP and Mental Health and Wellbeing practitioner and external agencies.	Increased understanding of the variety of needs of students to inform pedagogy. Achievement gap between PP and non PP students reduced	EP and external agencies offer access to current professional opinions on strategies to support learning. Access to alternative strategies will improve pedagogy	Department observations and Learning walks	AJA	Termly
Assessments undertaken of students by EP and Mental Health and Wellbeing practitioner	Assessments completed and results and recommendations disseminated to staff	Increased understanding of students difficulties and barriers to learning allows staff to plan thoroughly to meet the students' needs and thereby improve progress	Department observations and Learning walks Discussions with students	AJA	Termly
Total budgeted cost					£55.000

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide additional literacy / numeracy support in years 7-9 through Accelerated Reader, Hegarty Maths and small group withdrawal groups	Increased literacy and numeracy levels for students enabling them to achieve end of year 11 targets.	Both Accelerated Reader and Hegarty Maths have proven to raise levels. Small group withdrawal groups have also proven to increase levels as well as confidence	Termly assessments and analysis will be undertaken to evaluate impact	AJA LTU MFO	End of each term
Dedicated AHT leading on attendance with priority for PP students Attendance support officer	Increased school attendance and parental engagement PP students attendance closely monitored	High number of PP students have poor attendance / persistent absenteeism. Attendance is an essential to academic success	Bi-monthly meetings with pastoral team. Discussion at PARM AHT and DOI to work closely with pastoral team and Attendance Officer holding bi-monthly meetings	CPI / AJA	Bi monthly meetings with Attendance Officer and Director of Inclusion PARM
Pastoral Managers working alongside Progress Leaders to undertake EBSA work to targeted students. Daily contact with absent students and closer links with parents.	Students attendance increases	EBSA work has been seen to support increased attendance at school.	Bi-monthly meetings with pastoral team. Discussion at PARM AHT and DOI to work closely with pastoral team and Attendance Officer holding bi-monthly meetings	AJA/CPI/KLA	End of each term
Director of Inclusion responsible for monitoring and allocating support	PP students prioritised for specific support	Flexibility and personalisation are important aspects of a diverse and appropriate curriculum to ensure student success particularly in key 4	Students monitored by SEN / pastoral team	AJA/KLA	End of each term

Reintegration packages and support through The Hub and alternative provision e.g. Care Farm, Forest Schools, Angling For Education	Increased attendance and engagement	High levels of increased anxiety due to COVID 19 has been seen as well as regular EBSA students. These packages have proven to support attendance and engagement.	Pastoral / SEN and attendance team will monitor	AJA / CPI	End of each half term
Increased careers guidance and activities	Guidance for students to be able to make the right choices and give themselves high aspirations for their future	Guidance for students to ensure progress through their education from Key Stage 3 through to Key Stage 5 is essential. Access to careers information allows students to have a sense of direction, purpose and open up other opportunities	TLR attached to teaching post to take on responsibility. Reviewed through Line Management	VPA	Through Line Management
Total budgeted cost					£129.000

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Counselling	Students mental health addressed thereby increasing attendance and engagement	The increase in mental health issues amongst young people has increased dramatically over the last few years. Especially with COVID 19. This is alongside a decrease in support from outside agencies such as CAMHS	Termly meetings to review case load	AJA	Termly
Parental support groups with EP, Mental health and wellbeing practitioner and school nurse	Parental engagement and support for a range of issues, e.g. anxiety, sleep issues.	Many parents feel quite isolated with the issues they face with their children. By bringing together parents in support groups we can increase parental knowledge and help them empower themselves and others.	Carousal of workshops on Progress Review days and termly twilight sessions	AJA	At PARM
Curriculum Support and activities	To allow students to fully participate in a full curriculum.	Students are not always able to undertake activities which would support their development and learning This money is used for a variety purposes. From supporting trips, to piano or singing lessons, to supplying revision guides, laptops and in some cases helping out with the cost of uniform and equipment.	Termly budget review	AJA	Termly
Total budgeted cost					£20.000

