

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Ifield Community College				
Academic Year 2019		Total PP budget	273,960	Date of most recent PP Review	10/19
Total number of pupils	1071	Number of pupils eligible for PP	304	Date for next internal review of this strategy	10/20
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			-0.43	-0.08	
Attainment 8 score average			3.1	3.9	
<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 2020 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 / CMC	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 / CMC	Termly
Total budgeted cost					£65.000

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	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
Attendance Support Officer	PP students attendance closely monitored				
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	
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			

Reintegration packages and support through The Hub and alternative provision e.g. Care Farm, Forest Schools, Angling For Education	Increased attendance and engagement	4 and those students disengaged with education			
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					£179.000

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. 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					£30.000

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost								
Allocated DHT time to ensure initiatives and PP strategies are implanted in the classroom	Increase support and monitoring of PP students ensuring good progress	Gap between PP and non PP achievement has closed over the last 2 years <table border="0"> <tr> <td>P8 2019</td> <td>P8 2018</td> </tr> <tr> <td>Overall - -0.25</td> <td>-0.15</td> </tr> <tr> <td>Non PP - -0.08</td> <td>0.1</td> </tr> <tr> <td>PP- -0.42</td> <td>-0.63</td> </tr> </table>	P8 2019	P8 2018	Overall - -0.25	-0.15	Non PP - -0.08	0.1	PP- -0.42	-0.63	Strategies implemented allowed PP students to be targeted as high priority	£16,000
P8 2019	P8 2018											
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Hegarty Maths	Increase in numeracy levels	use of Hegarty package across the school, involving support for those PP student with attendance issues	Hegarty will continue	£1,200								

<p>Accelerated Reader implementation and funding for literacy co-ordinator</p>	<p>To raise literacy levels across year 7/8 and develop a passion for reading</p>	<p><u>Year group data</u></p> <p><u>Year 7:</u></p> <ul style="list-style-type: none"> 65% of Year 7s (110 students) made progress with their reading ages. 35% of these students improved by 9 months or more 30% of Year 7s' (58 students) reading ages supposedly 'worsened' throughout year 7. When you look at the data closely, this decrease is because students rushed the test, spending less than 5 minutes rather than the allocated time of 20-25 minutes. <p><u>Year 8 data:</u></p> <ul style="list-style-type: none"> 74% of Year 8s (136 students) made progress with their reading ages. 47% of these students improved by 9 months of more. In fact, some of the most dramatic progress was made by year 8 students improving by 5years 7months! Lots of students in Year 8 made more than 2 years progress. 26% of Year 8s' (48 students) reading ages supposedly worsened- again, I believe many of these students rushed the tests. KS3 students have also read over 100 million words this year! 100,375,449 to be precise! 56% of all KS3 students are scoring 85% or more in their quizzes, eg '<u>passing</u>' their quizzes. 	<p>Accelerated Reading was received very positively with students. This scheme will be rolled out into year 9 this year.</p>	<p>£10,500 £2,577</p>
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ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Literacy and numeracy intervention Small withdrawal groups	Increase in literacy and numeracy levels	<p>Just over a third of the year 7 intake were placed in a literacy intervention programme due to having a reading age under 9 years.</p> <p><u>MHO Everyone Can Read</u></p> <p>14 students</p> <p>15% made < 6 months progress (1 maintained a RA of 9.11 and 1 made 4 months progress)</p> <p>85% made > 6 months progress</p> <p>71% made > 12 months progress</p> <p>50% made > 24 months progress</p> <p>21% made > 48 months progress</p> <p>Attendance was good with most students initially attending regularly. Attendance became slightly more sporadic near the end of the year.</p> <p>From March, one group were seen once a fortnight for phonics rather than weekly due to timetabling constraints and one of these students made < 6 months progress according to Access Reading Test.</p>	Intervention groups were successful not only raising literacy and numeracy levels but the self-confidence and resilience of most students. This approach will continue.	£104,400

Literacy SCK

Year 7

0.7% of students left ICC before a final reading score was recorded

16% made between 0-12 months of progress in reading

16% made between 13-24 months of progress in reading

9% made between 25-36 months of progress in reading

16% made between 37-48 months of progress in reading

48% made 48+ months progress in reading

A further 39 students in year 8 received literacy intervention

0.7% of students did not make progress

28% made between 0-12 months of progress in reading

38% made between 13-24 months of progress in reading

22% made between 25-36 months of progress in reading

0.7% made more than 37 months of progress

Maths Year 7 (2018/2019) - 41 students

44% of students improved their test results between 10%-25%

32% of students improved their test results between 26%-50%

12% of students improved their test results between 51%-75%

3% of students improved their test results between 75%-100%

iii. Other approaches					
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).		Lessons learned (and whether you will continue with this approach)	Cost
Allocated time of AHT in attendance strategic role	Increase in attendance of all students but particularly PP students	Attendance 2019	2018	The allocated time of the AHT with attendance has begun to draw all the strands of support and monitoring together. This will developed further this year.	£16,000
Attendance Officer	To closely monitor PP students	Overall	94.05% 94.05%		
		Non PP	94.98% 95.14%	There needs to be more cohesive work with the pastoral staff and other strands of our attendance work.	£20,000
		PP	92.16% 91.86		
The development of 'The Hub' and additional TA to support integration into school.	Develop a secure, safe environment to support attendance at school	The development of the Hub has been very successful in supporting those students reintegrate back into school. The work has been support by our EP in terms of students levels of anxiety.		EBSA work was not maintained sufficiently to comment on impact, but in at least 3 cases the work allowed us to 'unpick' the barriers to attendance.	£17,000
Extra Pastoral manager	Increased pastoral support for each year group Working with students on the EBSA materials				
Director of Inclusion responsible for monitoring and allocating support	PP students prioritised for specific support	A range of support through 'The Hub' and Learning Zone allowed the school to be creative with timetables and support, especially in Years 10 / 11		Programmes of reintegration need to be more structured and closely monitor by Progress Leader / pastoral staff	£25,000
Alternative Provision – Forest Schools, Care farm	To develop alternative educational packages/experiences to support motivation/attendance	Please see section 7 for Forest Schools report.			
				Both courses were highly successful. However clearer strategies / methods for transferring the skills learnt within other environments must be explored.	£25,000

<p>EP / Counsellor/ Mental Health and Well Being Practitioner</p>	<p>Increased understanding of the variety of needs of students to inform pedagogy and support for mental health and well being</p> <p>The gap in attendance, exclusion and achievement is decreased between PP and non PP students</p>	<p>The achievement gap, exclusion rates and attendance has all been reduced slightly between non PP and PP. Please see previous sections for attendance and progress.</p> <table border="0"> <tr> <td>2016/17</td> <td>FTE total days</td> <td>76</td> </tr> <tr> <td></td> <td>PP</td> <td>34</td> </tr> <tr> <td></td> <td>SEN</td> <td>21.5</td> </tr> <tr> <td></td> <td>PP+SEN</td> <td>13.5</td> </tr> <tr> <td></td> <td>Male</td> <td>62.5</td> </tr> <tr> <td></td> <td>Pex</td> <td>3</td> </tr> <tr> <td></td> <td>PP</td> <td>2</td> </tr> <tr> <td></td> <td>SEN</td> <td>2</td> </tr> <tr> <td></td> <td>PP+SEN</td> <td>2</td> </tr> <tr> <td></td> <td>Male</td> <td>2</td> </tr> <tr> <td>2017/18</td> <td>FTE total days</td> <td>84.5</td> </tr> <tr> <td></td> <td>FTE days</td> <td></td> </tr> <tr> <td></td> <td>PP</td> <td>48</td> </tr> <tr> <td></td> <td>SEN</td> <td>26</td> </tr> <tr> <td></td> <td>PP + SEN</td> <td>20.5</td> </tr> <tr> <td></td> <td>Male</td> <td>72</td> </tr> <tr> <td></td> <td>Pex</td> <td>total</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td>PP</td> <td>2</td> </tr> <tr> <td></td> <td></td> <td>SEN</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td>PP+SEN</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td>Male</td> <td>1</td> </tr> </table>	2016/17	FTE total days	76		PP	34		SEN	21.5		PP+SEN	13.5		Male	62.5		Pex	3		PP	2		SEN	2		PP+SEN	2		Male	2	2017/18	FTE total days	84.5		FTE days			PP	48		SEN	26		PP + SEN	20.5		Male	72		Pex	total	3			PP	2			SEN	0			PP+SEN	0			Male	1	<p>The work and support of this team is invaluable. This year we have had a further increase in mental health issues, particularly around anxiety. The numbers of CP issues continues to rise and in most cases very complex and emotionally draining. This team is also supporting staff through supervision.</p> <table border="0"> <tr> <td>2018/19</td> <td>FTE total days</td> <td>66</td> </tr> <tr> <td></td> <td>FTE days</td> <td></td> </tr> <tr> <td></td> <td>PP</td> <td>32</td> </tr> <tr> <td></td> <td>SEN</td> <td>29</td> </tr> <tr> <td></td> <td>PP and SEN</td> <td>11</td> </tr> <tr> <td></td> <td>Male</td> <td>26</td> </tr> <tr> <td></td> <td>Pex</td> <td>total</td> <td>2</td> </tr> <tr> <td></td> <td></td> <td>PP</td> <td>1</td> </tr> <tr> <td></td> <td></td> <td>SEN</td> <td>2</td> </tr> <tr> <td></td> <td></td> <td>PP+ SEN</td> <td>1</td> </tr> <tr> <td></td> <td></td> <td>Male</td> <td>0</td> </tr> </table>	2018/19	FTE total days	66		FTE days			PP	32		SEN	29		PP and SEN	11		Male	26		Pex	total	2			PP	1			SEN	2			PP+ SEN	1			Male	0	<p>£48,000</p>
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<p>Music tuition/ Misc</p>	<p>To widen the experience of PP students and further their aspirations. To support progress and engagement at school.</p>	<p>This money has been used for such activities as trips, home laptops, revision guides, equipment, uniform</p>	<p>Awaiting update</p>	<p>£12,400</p>																																																																																																										

7. Additional detail

Forest Schools Evaluation

PEMS (Personal, Environmental, Motivation, Social)

Areas of improvement were seen in all students who attended two or more sessions. Further to this, improvement was seen in all aspects of PEMS.

Half of the students showed an improvement in the **Personal** aspect which considers how person is regarding self and authority. Students were seen to show more responsibility for themselves and were seen to make appropriate decisions, follow rules and demonstrate self-control.

Furthermore, half of the group also showed improvement in **Motivation and Aspiration** which considers how a person is regarding tasks. Observations identified improvements in students' willingness and ability to stay on task with more consistent effort.

Five of the eight students who attended two or more sessions were seen to demonstrate improvements in their **Environmental Stewardship** which considers how a person is regarding the environment. Students were seen to have an improved awareness and care of living things and the materials that were available for use, including tools.

Finally the area in which all students were seen to improve was **Social**, which considers how a person is regarding groups. All students were seen to develop their ability to share ideas and take turns. Students developed skills in collaborative working, positively supporting contributions from other member of the group.

