

# Pupil premium strategy statement (secondary)

1. Summary information					
School	Frome College				
Academic Year	2017/18	Total PP budget	£170170	Date of most recent PP Review	Sept 17
Total number of pupils	1085	Number of pupils eligible for PP	182	Date for next internal review of this strategy	March 18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average – 2015-16) Note new 9-1 GCSE will have altered stats - tbc
% achieving 5A* - C incl. EM (2016/17 only)	37%	64.7%
% achieving expected progress in English / Maths (2016 -17 only)	41.4% (whole cohort 50%; non PP = 52%)	75.8% / 73.4%
Progress 8 score average	-0.61	0.12
Attainment 8 score average	31.23 (whole cohort 46.55)	52

3. Barriers to future attainment (for pupils eligible for PP)	
<p>Outcomes demonstrate the need for disadvantaged students to be accelerated in their literacy and numeracy skills to fully access the courses studied.</p> <p>Behavioural data suggests that there is a need for further strategic interventions from the intervention team and outside agencies to ensure that our students can remain focused on and in the learning environment provided.</p> <p>Although the quality of teaching and learning has improved, the need for effective feedback for our disadvantaged remains a priority and access to the highest grades for our more able disadvantaged.</p> <p>Academic and personal mentoring post tracking to be developed in order to ensure parental engagement is as productive as possible</p> <p>Ebac data impacted by underperformance in a 2 subjects (Geography and Double Science)</p> <p>Attendance of disadvantaged students must be improved across all years</p>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Poor prior attaining students need accelerated support in English to get them to achievement levels that allow full access to the curriculum and enable them to enjoy learning

<b>B.</b>	Data suggests that low attaining mathematicians may stay as such throughout career at Frome College, early intervention for maths required below level 4	
<b>C.</b>	Current data suggests further development of behavioural mentoring and interventions including restorative justice, to target underperformance across all areas	
<b>D.</b>	Effective use of intervention team to ensure that challenged students remain engaged and positive in their learning	
<b>E.</b>	Continue to track staff feedback methods and consistency thereof	
<b>F.</b>	Reduce NEETS. Although we have an effective Careers and transition support there are still a small number of NEETS which we will seek to reduce.	
<b>G.</b>	Develop strategy to reduce exclusion rates to keep students in school	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>H.</b>	Parental engagement is low in some of the most challenged students	
<b>I.</b>	Attendance rates for pupils eligible for PP is 91.1% some 3.4% below school average. The target for all children is 95% This reduces their school hours, causing them to fall behind	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		
	Success criteria	
<b>A.</b>	<p>Pupils entering Frome College and indicated as in need of catch up receive intervention to accelerate their learning experience to levels closer to their peers</p> <p>Measured by termly tracking data by Assistant Principal Literacy and reflective discussion with parents</p>	Pupils eligible for PP in Year 9 and 10 make more progress that 'other' pupils across all subjects especially English and Maths and at least 70/30 expected/good.
<b>B.</b>	<p>End of year 11 low attainers in maths to show at least 70% expected progress, and at least not worse than, on average, those above level 4</p> <p>Assistant Principal Numeracy to track students and intervene as appropriate post each tracking</p>	Pupils eligible for PP identified as low attaining from KS2 levels/raw scores make as much progress as 'other', so that 50% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place interventions, monitored by Head of Faculties (HOF) and senior team
<b>C.</b>	<p>Decrease in Exclusions and gap in behavioural sanctions between PP and non PP across all measures, especially for withdrawals and exclusions.</p> <p>Measured half termly through the Behaviour/Attendance report and intervention team work by Assistant Principal Behaviour and Attendance.</p>	Fewer behaviour incidents recorded for those pupils on the school system (without changing recording practices or standards). Evidenced each half term through the Behaviour/Attendance report to SLT as a minimum

<p><b>D.</b></p>	<p>All students who receive intervention to have made progress in their development against their perceived difficulty and appropriate evidence of intervention to be recorded allowing timeline and impact to be assessed</p> <p>Intervention process supported by a structured Mentoring program that targets students with the greatest need.</p> <p>Recording of wider college involvement of students with positive intervention focussed around character development and improving cultural capital.</p> <p>Termly audit of these intervention files by Senior Assistant Principal</p>	<p>Reduce numbers of students in IER and withdrawal and certainly reduction in repeat offences by individuals</p> <p>Positive student voice used assess the impact of the mentoring work</p> <p>Use of Pixl Edge to record and in some case reward students for their involvement in the wider aspects of the College as part of their character development.</p>
<p><b>E.</b></p>	<p>All students to receive timely effective feedback from classroom teachers, ensuring closing loop following feedback (purple pen)</p> <p>Termly work scrutiny by Vice Principal Teaching and Learning to quality assure in order that this is happening across all departments, reporting back to SLT</p>	<p>100% of books sampled by SLT quality assurance showed required feedback and student response with books clearly showing progress</p>
<p><b>F.</b></p>	<p>All students to receive Next Steps interviews to support their career aspirations and Post16 transition. Students with greatest need to receive follow-up interviews and appropriate interventions.</p> <p>Termly monitoring of Senior Assistant Principal</p>	<p>All students have concrete and appropriate destinations Post 16. Student voice indicates the value and impact of the work (use of closed questions will allow stats to be collated)</p>
<p><b>G.</b></p>	<p>Greater parental contact and influence on their child's education</p> <p>Parental attendance at all events to be measured for PP children and additional meetings to be minuted, filed and audited. Mapping of PP parent locations used to offer such things as alternative venues for meetings to support parental engagement.</p> <p>Overseen and monitored by Assistant Principal Behaviour and Attendance</p>	<p>100% attendance at school of parents of PP children even if it has to occur at a time around rather than exactly on the event</p>
<p><b>H.</b></p>	<p>Increased attendance rates for pupils eligible for PP</p> <p>Strategic review of attendance systems and procedures</p> <p>Across all year groups PP attendance gap measured every 2 weeks and interventions applied by HOH (Head of House) through the Assistant Principal Attendance and Behaviour</p> <p>Strategic review carried out by Assistant Principal Attendance and Behaviour</p>	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 91.1% to 95% in line with 'other' pupils</p> <p>Strategic review of attendance systems and procedures b</p>

## 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	When will you review implementation?
A. Pupils entering Frome College and indicated as in need of catch up receive intervention to accelerate their learning experience to levels closer to their peers	Purchase and use of accelerated reader to encourage substantial reading practice to create strong readers, based on student's independent reading level	Increased levels of literacy and engagement as shown in our school in previous years and nationally. Outcomes of which will improve access to all subjects	Star reading tests completed with all year 9 students on entry to the school. Librarian co-ordinates accelerated reader programme. 6 weekly progress reports	AP Literacy	Jan 2018
	Use of Literacy Catch-up intervention programme	Increase basic levels of literacy to allow access to curriculum	Students selected by SENCO, programme co-ordinated by Teaching Assistant. 6 weekly report	AP/SENCO	Jan 2018
	Purchase and use of Reading Plus Support package	To develop all three domains of reading, physical, cognitive and emotional, by integrating students in a personalised reading program.	Co-ordinated by Librarian. 6 weekly progress reports	AP Literacy	Jan 2018
B. End of year 11 low attainers in maths to show at least 70% expected progress, and at least not worse than, on average, those above level 4	Use of specialist maths intervention programme (success maker) to consolidate mathematical skills and support increased levels of progress.	Increased level of mathematical skills to enable numeracy dependent subjects to increase in progress	AP Numeracy to oversee the co-ordination of the programme supported by a Teaching Assistant and Cross Curricular Numeracy Lead	AP Numeracy	Jan 2018

C. Decrease in Exclusions and gap in behavioural sanctions between PP and non PP across all measures, especially for withdrawals and exclusions.	Inclusion team to respond effectively to teacher/HOH requests for intervention with appropriate strategies that modify behaviours.	Strong social and emotional support is recognised as a very effective way to support disadvantaged students, especially when linked to close work with carers/parents. This consistency of support will also benefit the wider school community	SEMH Manager to oversee consistency of systems. Fortnightly behavioural round up (SLT), followed by half termly pastoral report (SLT and HOH), used to monitor and respond to pastoral concerns of individuals. Half termly impact assessment of interventions to date	AP Behaviour and Attendance	Jan 2018
E. All students to receive timely effective feedback from classroom teachers, ensuring closing loop following feedback (purple pen)	Continued CPD and development of feedback and response methods for staff and students	Effective feedback to be the best pedagogical approach in terms of cost effectiveness and learning acceleration in all students. This will improve learning for our disadvantaged and non-disadvantaged students.	Termly work scrutiny along with SLT quality assurance in order to ensure that this is consistent across all departments	VP Teaching and Learning	Jan 2017
<b>Total budgeted cost</b>					<b>£133006</b>

## 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	When will you review implementation?
D. All students who receive intervention to have made progress in their development against their perceived difficulty and appropriate evidence of intervention to be recorded allowing timeline and impact to be assessed	Mentoring and interventions as directed by Senior Asst Principal and inclusion team. Close liaison with home and appropriate use of external agencies	Strong social and emotional support is recognised as a very effective way to support disadvantaged students, especially when linked to close work with carers/parents. This consistency of support will also benefit the wider school community	Senior Asst Principal to ensure that appropriate students are on 'strategy' and that support plans are complete at the end of each half term cycle. Parental engagement to be ensured each half term whether by strategy or individual parental meeting	Senior Asst Principal	Jan 2018
F. All students to receive Next Steps interviews to support their career aspirations and Post16 transition.	All students interviewed and supported with careers guidance. Students with greatest need receive follow up interviews and appropriate interventions	Students receive specialist careers guidance to improve aspirations, increasing engagement in subject areas and attendance and reducing the possibility of NEET	Employability Co-ordinator co-ordinates schedule as directed by Senior Asst Principal Aspiration Champion co-ordinates events/programmes for enrichment	Senior Asst Principal	Jan 2018

<p>G. Greater parental contact and influence on their child's education</p> <p>Parental attendance at all events to be measured for PP children and additional meetings to be minuted, filed and audited. Mapping of PP parent locations used to offer such things as alternative venues for meetings to support parental engagement.</p>	<p>Personal invites to events as per calendar and parents held to those appointments</p>	<p>Those students reaching the end of year 11 with the largest negative VA are commonly those whose parental engagement was sporadic, suggesting that working with the family is a key way to support disadvantaged students</p>	<p>Parental attendance at all events to be measured for PP students and additional meetings to be arranged, minuted and filed. HOH to co-ordinate. Overseen by AP Behaviour and Attendance.</p>	<p>AP Behaviour and Attendance</p>	<p>Jan 2018</p>
<p>H. Increased attendance rates for pupils eligible for PP</p> <p>Strategic review of attendance systems and procedures</p>	<p>Strategic review of attendance by AP Behaviour and Attendance to ensure systems robust and consistency in approach. Across all year groups PP attendance gap measured every 2 weeks and interventions applied by HOH through the AP Behaviour and Attendance and EWO interventions as appropriate</p>	<p>Quick response to poor attendance recognised as effective strategy to help disadvantaged</p>	<p>AP Behaviour and Attendance to monitor feedback each 2 weekly cycle and update interventions as required. Track patterns with HOH. AP Behaviour and Attendance to report data 2 weekly to SLT</p>	<p>AP Behaviour and Attendance</p>	<p>Nov 2017</p>
<b>Total budgeted cost</b>					<b>£26541</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Strong leadership of inclusion of all students with specific understanding of Pupil Premium and attendance	AP Behaviour and Attendance continue with Inclusion team and lead. These staff will direct dedicated time to the outcomes of PP students along with the benefits that this will provide for the wider student community	Clear responsive leadership recognised as vital in raising aspirations for all and effecting change for disadvantaged and non-disadvantaged alike	Clear minuted SLT meetings where data is discussed as a standing item for behaviour, attendance and teaching and learning	Principal	Jan 2018
B. End of year 11 low attainers in maths to show at least 70% expected progress, and at least not worse than, on average, those above level 4	Purchase and use of Cogmed Working Memory Scheme, a computer based solution for improving attention by increasing working memory capacity	Increased level of working memory capacity to support/improve mathematical skills and increase progress in all subjects	AP Numeracy to oversee the co-ordination of the programme supported by a Teaching Assistant and Cross Curricular Numeracy Lead	AP Numeracy	Jan 2018
A. Pupils entering Frome College and indicated as in need of catch up receive intervention to accelerate their learning experience to levels closer to their peers	Purchase and use of Sam learning subscription, an on line resource to enable students to consolidate lessons.	Use of programme can be monitored to ensure participation. Programme will encourage independent learning for PP students and all student body	Head of Faculty ensures teachers use and promote the programme to students. Usage monitored by VP Teaching and Learning	VP Teaching and Learning	Jan 2018
Decrease in Exclusions and gap in behavioural sanctions between PP and non PP across all measures, especially for withdrawals and exclusions.	Funds available to support enrichment activities to raise aspirations and support inclusion	Students provided with additional resources and experiences to support engagement	Senior Assistant Principal oversees allocation of resource	Senior Assistant Principal	Termly (6 times per year)

<p>F. All students to receive Next Steps interviews to support their career aspirations and Post16 transition.</p>	<p>Purchase and use of Pixl Edge to record involvement in wider aspects of College</p>	<p>Students engage in wider life of the College, recording their progress and involvement as part of their character development. Students have an evidence base to use as part of their 'Next Steps' in their education/career</p>	<p>HOH and Assistant Principal Behaviour and Attendance select students. HOH oversee participation in the programme</p>	<p>Assistant Principal Behaviour and Attendance</p>	<p>Termly</p>
<p><b>Total budgeted cost</b></p>					<p><b>£21208</b></p>





