

## DISADVANTAGED PUPILS / CATCH-UP PREMIUM SPENDING PLAN 2017-18

DPs (Disadvantaged Pupils, as renamed by the DfE and OFSTED)

**DP income = £311,782 + Catch-up £17,500 = Total DP funds of £329,282**

YR11 42 students – 21% of the cohort

Area of Spend	Total Budgeted Cost	Contribution from DS	Description of Intervention <i>* where identified by Sutton Trust/Hattie</i>
<b>LEADERSHIP</b>			
<b>Leadership</b>	£11,953	£11,953	<ul style="list-style-type: none"> <li>Both Deputy Head Teachers are taking overarching and strategic responsibility for DP achievement and progress.</li> <li>The Middle Leader has taken operational responsibility for the effective implementation of whole school strategies.</li> </ul>
	<b>Next Steps</b> Continue with roles and responsibilities		
	Revise the roles and responsibilities of these leaders to take into account key aspects of the school they are leading.		
<b>DP review</b>	£1,000	£1,000	<ul style="list-style-type: none"> <li>Review led by a national leader of education / ofsted inspector</li> </ul>
<b>Middle leadership development</b>	£6,000	£3,000 [half the cost of the programme]	<ul style="list-style-type: none"> <li>Teaching leaders programme for three middle leaders who have DS as one of their foci and responsibilities.</li> </ul>
	<b>Next steps</b> Consider roles and responsibilities of specific personnel		
	Continue to fund this training. Assess the impact and ensure the work and impact on PP students' progress is monitored this year for value for money. Revise strategies if required.		
<b>ACADEMIC INTERVENTION CAPABILITY</b>			
<b>TARGETS: Basics (English and mathematics) 5+: 32% English 4+: 66% / 5+: 44% Mathematics 4+: 64% / 5+: 42% Science 4+: 55 / 5+: 35% Ave P8: ≥0</b> <b>KS3 TARGETS: 70% English, mathematics and science at, or above target grades</b>			
<b>English, maths &amp; science intervention teachers</b>	£116,491	£116,491	<ul style="list-style-type: none"> <li>Small KS4 &amp; 5 DP intervention group work &amp; revision sessions</li> <li><i>Sutton Trust: Feedback +8 months; Small-Group Tuition +4 months; After-School programmes +2 months</i></li> </ul>
	<b>Next Steps</b> Continue with roles and responsibilities		
	Assess the impact and ensure the work and impact on PP students' progress is monitored this year for value for money. Revise strategies if required.		
<b>English &amp; maths HLTAs</b>	£46,263	£46,263	<ul style="list-style-type: none"> <li>Provide in-class support and small group withdrawal to work on key skills.</li> <li>Lead after school catch-up sessions and homework clubs.</li> <li><i>Sutton Trust: Homework 5 months; Small-Group Tuition +4 months</i></li> </ul>
	<b>Next Steps</b> Continue with roles and responsibilities		
	Assess the impact of not only catch-up but YR 11 results where HLTS has been used. Ensure the work and impact on PP students' progress is monitored this year for value for money. Revise strategies if required.		

<b>TACKLING THE 'BARRIERS TO LEARNING' [ACADEMIC: Low reading &amp; literacy skills on entry, independent study skills are weak both within school and outside of school hours, resilience &amp; fixed mind-set, the negative attainment gap (although there is a trend of improvement)]</b> <b>TARGETS: Basics (English and mathematics) 5+: 32%      English 4+: 66% / 5+: 44%      Mathematics 4+: 64% / 5+: 42%      Science 4+: 55 / 5+: 35%</b> <b>Ave P8: ≥0</b> <b>KS3 TARGETS: 70% English, mathematics and science at or above target grades</b>			
<b>Academic Mentor</b>	£17,341	£17,341	NEW ROLE FROM MARCH 2017 <ul style="list-style-type: none"> <li>Academic mentor: non-teacher</li> <li>Tackling JoG's PP students' barriers to learning</li> <li>Build relations with disaffected responsible adults</li> </ul> <i>Sutton Trust: Meta-Cognition and Self-Regulation +8 months</i>
<b>TA Mentors</b>	£1,000	£1,000	<ul style="list-style-type: none"> <li>Three weekly tutor time sessions to provide study support for year 11 students,</li> <li>Twice a week at tutor times, support for PP students in Years 7 to 10.</li> </ul> <i>Sutton Trust: Feedback +8 months</i>
<b>Next Steps</b> Continue with academic mentor roles and responsibilities, cease TA mentors More proactive in attaining specific work from a wider range of subjects. Continue to use the time-line for the year to focus on Year 11. Be even more robust with the selection process of the students to be worked with. Draw more boys into peer reading with a local primary school at years 8 & 9.			
<b>Talk for writing [CPD]</b>	£7,000	£7,000	<ul style="list-style-type: none"> <li>Literacy and extended writing is a key issue for our DPs especially boys</li> <li>Ability to recall, plan and produce extended pieces of writing</li> </ul>
<b>Next Steps</b> Continue supporting the programme Ensure T4W is fully embedded next year including completing thr training with external lead. Use the T4W project team to lead with incremental coaching.			
<b>TACKLING THE 'BARRIERS TO LEARNING' [PASTORAL: Continue to close the attendance gap Multi-deprivation, parental support &amp; engagement, cultural attitudinal differences towards education, students emotional resilience and mental health needs &amp; high anxiety]</b> <b>TARGETS: Attendance: 95%      Persistent absence: ≤ 12.5%</b>			
<b>Student Development Team</b>	£181,022	£101,929	<ul style="list-style-type: none"> <li>Enhanced level of pastoral support to support the pastoral needs of a complex group of Core students.</li> </ul> <i>Sutton Trust: Behaviour Interventions +4 months; Social and Emotional Learning +4 months</i> <ul style="list-style-type: none"> <li>Increased a member within this team through the year group restructure</li> </ul>
<b>SCHOOL BASED PP Attendance Officer</b>			<ul style="list-style-type: none"> <li>To analyse and address the issue of persistent absenteeism among DPs.</li> <li>With support staff to drive the mini-bus to pick-up students from home when not attending school</li> <li>Oversee truancy calls.</li> <li>To build relationship with parents to support student attendance and raise the attendance rate to 95%+.</li> <li>To co-ordinate and chair SAMs [Student Attendance Meetings]</li> <li>To support students with anxiety issues</li> <li>Sleep programme (whole school) PP students targeted for small group workshop in the afternoon</li> </ul>
<b>Next Steps</b> Clarify and sharpen the roles of the team, what tasks are expected of them at certain points of the school day. Ensure all other staff are dealing with behaviour before moving to SDT s that they can support vulnerable students with attendance, engaging in lessons and completing work.			

<b>Student Counsellor service</b>	£15,816	£7,908	<ul style="list-style-type: none"> <li>Facility enables students to access on-site counselling.</li> <li><i>Sutton Trust: Social and Emotional Learning +4 months</i></li> </ul>
	<b>Next Steps</b> Ensure we gain value for money and all the students who need this service, receive it.		
<b>Rewards</b>	£3,000	£3,000	<ul style="list-style-type: none"> <li>Incentives for high or improved attendance, AtL, progress</li> </ul>
<b>CURRICULUM SUPPORT</b> <b>TARGETS: Basics (English and mathematics) 5+: 32%      English 4+: 66% / 5+: 44%      Mathematics 4+: 64% / 5+: 42%      Science 4+: 55 / 5+: 35%</b> <b>Ave P8: ≥0</b> <b>KS3 TARGETS: 70% English, mathematics and science at or above target grades</b>			
<b>Accelerated Reader – Literacy Intervention</b>	£3,622	£3,622	<ul style="list-style-type: none"> <li>The Accelerated Reader scheme will ensure:</li> <li>Everyone in Year 7 and 8 is reading;</li> <li>Students are having more exposure to the library;</li> <li>Students are reading at a suitable level for their ability.</li> </ul>
	<b>Next Steps</b> Ensure the process continues to have impact and that the allocated lessons are enjoyed by the students.		
<b>KS4 Raising Achievement Budget</b>	£2,000	£2,000	<ul style="list-style-type: none"> <li>Pay school staff to deliver weekend and holiday revision sessions to DPs.</li> <li>Provide revision resources and guides to DPs</li> <li><i>Sutton Trust: After-School Programmes +2 months</i></li> </ul>
	<b>Next Steps</b> PP to have revision guides in all subjects. PP students to have high attendance at the new P6 lessons, be present at holiday learning camps, are accessing and using Hegarty maths (track this) and using the Knowledge Organisers.		
<b>PERSONALISED SUPPORT</b> <b>TARGETS: Basics (English and mathematics) 5+: 32%      English 4+: 66% / 5+: 44%      Mathematics 4+: 64% / 5+: 42%      Science 4+: 55 / 5+: 35%</b> <b>Ave P8: ≥0</b> <b>KS3 TARGETS: 70% English, mathematics and science at or above target grades</b>			
<b>Individual Requests</b>	£3,600	£3,600	<ul style="list-style-type: none"> <li>Budget to support individual DPs requests e.g. part-funded for music lessons, trips, resources, materials etc</li> <li><i>Sutton Trust Feedback: Sports/Arts/Outdoor Participation +2 months</i></li> </ul>
	<b>Next Steps</b> Ensure all PP students, if they wish to, participate in all trips, revision sessions and other whole school activities. Resources and materials continue to be provided by the academic mentors.		
<b>SERVICE PREMIUM</b> <b>Income = £3,175</b> <b>TARGETS: Ave P8: ≥0      Meeting KS3 targets: 70% English, mathematics and science at or above</b>			

Area of Spend	Total Budgeted Cost	Contribution from Pupil Premium	Description of Intervention <i>* where identified by Sutton Trust/Hattie</i>
Personalised Support	£3,175	£3,175	<ul style="list-style-type: none"> <li>An Assistant Head Teacher has responsibility for working with service children and the budget will be used on an individual basis with these students.</li> </ul>
	<b>Next Steps</b>		
<b>CATCH-UP PREMIUM</b>			
Income = £17,500 (TBC)			
<b>TARGETS: Meeting KS3 targets: 70% English, mathematics and science at or above target grades</b>			
Total Budgeted Cost	Contribution from Pupil Premium	Description of Intervention <i>* where identified by Sutton Trust/Hattie</i>	
<b>ACADEMIC INTERVENTION CAPABILITY</b>			
£46,263  (Same funds as highlighted above)	£46,263  (Same funds as highlighted above)	<ul style="list-style-type: none"> <li>Provide small group withdrawal to work on key skills and provide “Catch-Up” for Year 7 students who enter at below Expected Level in English and/or Maths.</li> <li>Continue to work with Year 8 students.</li> </ul> <i>Sutton Trust: Homework 5 months; Small-Group Tuition +4 months</i>	
<b>Next Steps</b>			

## TACKLING OUR STUDENTS' ACADEMIC 'BARRIERS TO LEARNING'

**[Low reading & literacy skills on entry / Attitude to learning towards Independent study, both in school and outside of school hours/ Resilience when facing learning challenges]**

Outcomes	Improvements
<p>The gap between the achievement of DPs and non-DPs narrows significantly at KS4 &amp; 3</p> <p><u>Yr 11 results (All v PP)</u>                      2016 P8 GAP -0.86                      2017 P8 GAP -0.49                      2018 P8 GAP <b>-0.32</b></p> <p>2016 standard basics GAP: -22%                      2017 standard basics 4+ English &amp; mathematics GAP: -12%                      2016 to 2017 GAP reduction of 10%                      2018 standard basics 4+ English &amp; mathematics GAP: <b>-13%</b>                      2018 standard basics 5+ English &amp; mathematics GAP: <b>-19%</b></p> <p>2016 to 2017 Average attainment 8 points increased by +0.99 with the GAP reducing from -12.44 to -6.75                      2017 to 2018 Average attainment 8 points <b>remained static</b> with no rise or fall, however, the GAP increased from <b>-6.75 to -7.33</b></p> <p>2016 Average attainment 8 grade GAP -1.67                      2017 Average attainment 8 grade GAP -0.92                      2018 Average attainment 8 grade GAP <b>-0.73</b>                      2016 to 2017 GAP reduction by 0.75 points                      2017 to 2018 GAP reduction by <b>0.19 points</b></p> <p>2016 Ebacc 13.8% entered [GAP 23.6%]                      2017 Ebacc 35.7% entered [GAP 10.1%] 13.5% improvement on 2016                      2018 Ebacc <b>14% entered [GAP 11%] 0.9% drop on 2017 %drop due to the mandatory inclusion of a foreign language</b>                      2016 Ebacc 6.9% achieved [GAP 19%]                      2017 Ebacc 14.3% achieved [GAP 11.3%] 7.7% improvement on 2016                      2018 Ebacc <b>4% achieved [GAP 11%] remained static on 2017</b></p>	<p>Maths to improve its results and targeting of MA PP students. Ensure the most effective teachers for these groups of students are teaching these classes</p> <p>Ensure more PP students are filling all their 8 bucket slots. Too many complex and behavioural issue students not completing 8 subjects due to 'support' intervention strategy</p> <p>Promote more PP students to select a foreign language</p>
<p><u>Yr 8 average points gap comparison at the start and end of the year</u>                      2017 English reduced by 0.15      <b>2018 English reduced by 0.16</b>                      2017 Maths reduced by 0.05      <b>2018 Maths increased by 0.10</b>                      2017 Science reduced by 0.04      <b>2018 Science increased by 0.38</b>                      Accelerated Reader – Literacy development</p>	<p>Maths and science to ensure the learning cycles, assessment tasks and GEM weeks are implemented and delivered effectively.</p>

PP 2015-16: Reading age improvement +4 months  
PP 2016-17: Reading age improvement +5 months  
PP 2017-18: Reading age improvement **Yr 7: +6 Months Yr 8: +13 months**

Average KS3 PP reading age rapidly improves

Catch-up funding: Results up to Feb '18

English

Yr7

Reading cycle 1: **Ave progress 10.76 months** [range: -1 to +24 months]

Comprehension cycle 1: **Ave progress 29.4 months** [range: +4 to +73 months]

Spelling cycle 1: **Ave progress 15.8 months** [range: -15 to +42 months]

Yr 8

Comprehension cycle 1: **Ave progress 9.8 months** [range: -29 to +38 months]

Spelling cycle 1: **Ave progress 12.5 months** [range: -6 to +31 months]

**First cycle of intervention 14 out of 18 students tested out of comprehension intervention**

**8 out of 19 students tested out of reading intervention**

Maths

Yr 7

Additional Maths Faculty intervention [KS2 test score of  $\leq 90$ ] – Based on entry/exit tests

**8 students: Good progress in-line with peers, 3 students: some progress, 1 student: poor progress**

Transition curriculum [KS2 test score of  $\leq 80$ ] – Based on entry/exit tests

**8 students: good progress**

English & Maths All CUP students

**28/45 reached the minimum expected Yr 7 levels**, 15/17 are working at the expected level but not yet 'secure'

**20/45 now have a reading age of 10yrs or above**, 15/45 have reading age scores below 9yrs

T4W

T4W is now fully established in all faculty areas and being used by all students, including PP. Students using a range of tools from the initiative. Students and staff voice is positive.

T&L strong where T4W used [Ofsted 2018]

### TACKLING OUR STUDENTS' PASTROAL 'BARRIERS TO LEARNING'

[Low attendance / Multi-deprivation factors / Mental health needs / Parental engagement / Attitude to learning towards independent study out of school hours]

Outcomes	Improvements																														
Improvement in attendance with the gap narrowing significantly across all year groups 2015/16 attendance gap -2.9%                      Late gap -0.43% 2016/17 attendance gap -4.06%*              Late gap -0.08%      *Local bout of illness across the community hit attendance drastically. 2017/18 attendance gap <b>-1.72%</b> Late gap - %																															
DP parental engagement and attendance to school events and meetings improves throughout the year for all year groups																															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">2015-16</th> <th style="width: 33%;">2016-17</th> <th style="width: 33%;">2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="background-color: #90EE90;">Year 7 – 78%</td> </tr> <tr> <td></td> <td style="background-color: #90EE90;">Year 7 – 52%</td> <td style="background-color: #90EE90;">Year 8 – 72%</td> </tr> <tr> <td style="background-color: #90EE90;">Year 7 – 57%</td> <td style="background-color: #90EE90;">Year 8 – 72%</td> <td style="background-color: #90EE90;">Year 9 – 75%</td> </tr> <tr> <td style="background-color: #90EE90;">Year 8- 43%</td> <td style="background-color: #90EE90;">Year 9 – 60%</td> <td style="background-color: #90EE90;">Year 10 – 68%</td> </tr> <tr> <td style="background-color: #90EE90;">Year 9- 37%</td> <td style="background-color: #90EE90;">Year 10 – *</td> <td style="background-color: #90EE90;">Year 11 – 74%</td> </tr> <tr> <td style="background-color: #90EE90;">Year 10- 50%</td> <td style="background-color: #90EE90;">Year 11 – 65%</td> <td style="background-color: #90EE90;">Year 12 &amp; 13 - 70%</td> </tr> <tr> <td style="background-color: #90EE90;">Year 11 – 55%</td> <td style="background-color: #FFD700;">Year 12 &amp; 13 - 66%</td> <td></td> </tr> <tr> <td style="background-color: #90EE90;">Year 12 – 71%</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #90EE90;">Year 13 – 69%</td> <td></td> <td></td> </tr> </tbody> </table>	2015-16	2016-17	2017-18			Year 7 – 78%		Year 7 – 52%	Year 8 – 72%	Year 7 – 57%	Year 8 – 72%	Year 9 – 75%	Year 8- 43%	Year 9 – 60%	Year 10 – 68%	Year 9- 37%	Year 10 – *	Year 11 – 74%	Year 10- 50%	Year 11 – 65%	Year 12 & 13 - 70%	Year 11 – 55%	Year 12 & 13 - 66%		Year 12 – 71%			Year 13 – 69%			<p>*Incident outside of school meant that the road to JoG was closed therefore parents could not sign in due to the dynamic situation of the evening</p>
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