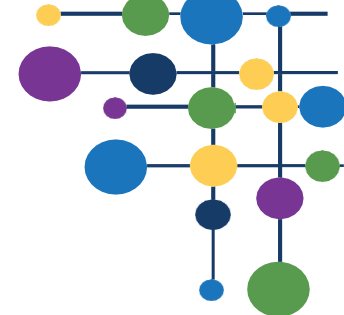


Shelley College

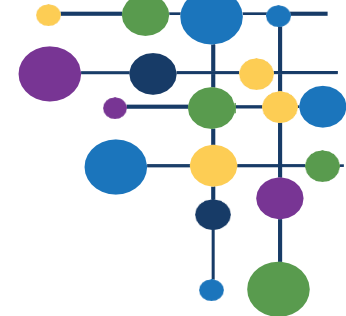
Pupil Premium Action Plan – October 2018

School context						
Total number of pupils eligible for pupil premium funding	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of eligible girls	Number of eligible boys	Number of looked after children (LAC)	Number of post-LAC	Number of service children
166	32	85	81	2	3	0



Review of the 2017/18 academic year		Total pupil premium allocation for 2017/18 academic year: £120,550	
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
<i>Gaps in Numeracy and Literacy</i>	£64,550	<i>There has been an increase in P8 score in English for this cohort from 0.08 (2017) to 0.27 (2018) and in Maths from -0.05 (2017) to 0.01 (2018)</i>	<i>This shows impact and effectiveness of strategies with this cohort</i>
<i>Poor attendance impacting on lower academic progress</i>	£3,000	<i>Attendance for the cohort dipped from 92.97% (2017) to 92.02% (2018) leavers, however the whole cohort rose to 93.36% for the whole school cohort of disadvantaged students, over 1% above the national figure of 92.2%</i>	<i>Impact of a small number of pupils in the 2018 leavers cohort dragged the figure down, but strategies employed improved figures on leavers in other year groups</i>
<i>Social and Emotional Needs</i>	£53,000	<i>Disadvantaged exclusions as a percentage of the total number of exclusions have reduced by 56% compared with 2017.</i>	<i>Due to use of our bridge facility we have seen better impact on behaviour for students in this cohort through alternative strategies than exclusions</i>

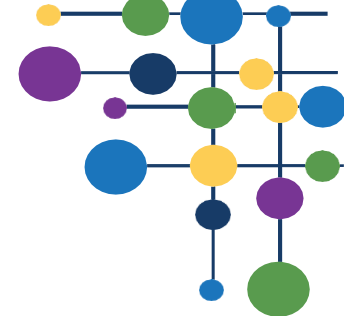
Further detailed information about impact from above can be found at the end of this document with trend analysis for future years as well as current ones.


Pupil premium objectives for 2018/19 academic year
**Total pupil premium allocation for 2018/18 academic year:
 £125,290**

1. To bridge gaps in numeracy and literacy
2. To improve attendance for the disadvantaged cohort in line with national 'all'
3. To support students with social and emotional well-being to improve engagement and improve behaviour
4. Offer additional support to students and families to improve access to educational resources and wider experiences

Objective 1: To bridge gaps in numeracy and literacy

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<i>Increase number of Maths and English teachers</i>	<i>Improved progress (P8) score in Maths and English for disadvantaged students</i>	<i>To be in place by October 2018</i>	<i>GW/DJW/LS</i>	<i>£49,200</i>
<i>Maintain an effective quality assurance programme to identify and tackle underperformance in a robust and efficient way</i>	<i>Reduced gap in progress (P8) between boys and girls within the disadvantaged cohort, and reduced gap in progress between disadvantaged students and whole cohort.</i>	<i>To be in place and working efficiently by December 2018</i>	<i>LS/GW</i>	

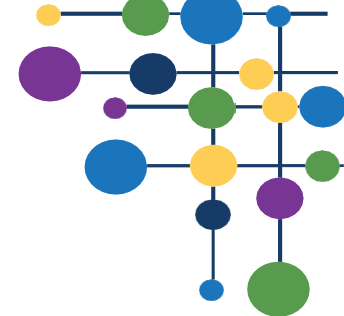


Objective 2: To improve attendance for the disadvantaged cohort in line with national 'all'

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<i>Deliver an effective assertive mentoring programme</i>	<i>Improved attendance and engagement for disadvantaged students</i>	<i>In place by December 2018</i>	<i>GW/KM</i>	<i>£7500</i>
<i>Increase time assigned to disadvantaged cohort by the APSO</i>	<i>Attendance to increase through more formal intervention with students and their families</i>	<i>In place by October half term 2018</i>	<i>GW</i>	
<i>Develop more impactful reward and consequences in CtL to improve engagement</i>	<i>Narrowed gap in attendance between disadvantaged and all other students</i>	<i>In place by December 2018</i>	<i>GW/Pastoral team</i>	

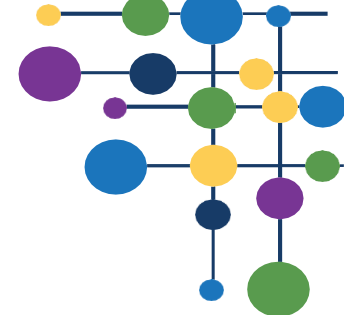
Objective 3: To support students with social and emotional well-being to improve engagement and improve behaviour

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<i>Deliver a programme to effectively support students in managing and modifying their behaviour</i>	<i>Students are able to identify triggers for poor behaviour and modify their responses accordingly</i>	<i>Ongoing through 2018/19</i>	<i>GW/LEy/GS</i>	<i>£57,500</i>
<i>Support families to provide opportunities outside the curriculum/prevent hardship</i>	<i>Students are able to access the same level of opportunities as their non-disadvantaged peers</i>	<i>Ongoing through 2018/19</i>	<i>GW/LMP/LEy</i>	
<i>Support students in managing their behaviour through access to Bridge support</i>	<i>Strategies in place for students in this cohort will result in decreased number of fixed term exclusions</i>	<i>Ongoing through 2018/19</i>	<i>GW/LEy</i>	



Objective 4: Offer additional support to students and families to improve access to educational resources and wider experiences

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<i>Fund trips and educational visits where required</i>	<i>All disadvantaged students attend trips and visits required for both academic and social/emotional development</i>	<i>Ongoing through 2018/19</i>	<i>GW/Pastoral team/Finance/CLs</i>	<i>£11,090</i>
<i>Fund resources and equipment where required</i>	<i>Disadvantaged students will have the necessary resources and equipment to access the curriculum</i>	<i>Ongoing through 2018/19</i>	<i>GW/Pastoral team/Finance/CLs</i>	



- **Impact on - Gaps in literacy and numeracy**

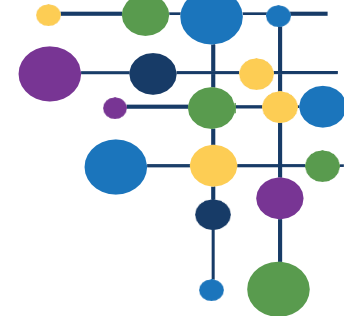
Key Performance indicators	Leavers 2016	Leavers 2017	Leavers 2018	Class of 2019
Number of disadvantaged in the cohort	43	42	45	61
Overall Progress 8 in English	-0.21	0.08	0.14	0.48
Overall Progress 8 in Maths	-0.32	-0.05	0.01	0.35
Overall P8 Disadvantaged	-0.3	-0.16	-0.11	0.38
National Disadvantaged	-0.38	-0.43	-0.43 (2017)	-0.43 (2017)

Over time the strategies and extra staffing in English and Maths are having a positive impact. Progress in 2018 was above that of ALL students nationally. The benchmark we are aiming for nationally is +0.11 (progress of 'other' students 2017). As can be seen, the students in the current cohort are predicted to make further significant improvement, however we are cautious of these predictions.

- **Impact on - Poor attendance contributing to lower than expect academic progress**

Key Performance indicators	Leavers 2017	Leavers 2018	Class of 2019	Class of 2020
Attendance of disadvantaged	92.97%	93.34%	92.05%	93.53%

The attendance of 2018 leavers improved on previous years. The pastoral team has an excellent understanding of the data and regularly review the impact of strategies used. There is currently a specific focus on our persistent absence figures (students with attendance below 90%)



- **Impact on - Social and emotional needs**

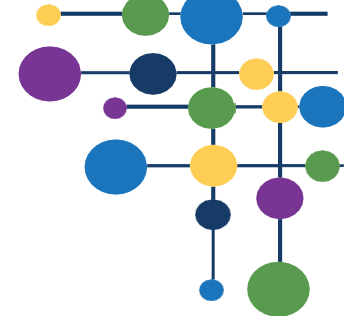
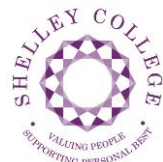
Key Performance indicators	Leavers 2017	Leavers 2018	Class of 2019	Class of 2020
Number of fixed term exclusion for disadvantaged students	11	2	3	2
Percentage of total fixed term exclusions that were disadvantaged	Whole 46.3% Leavers 20.37%	5.88%	8.82%	5.88%

The impact of our spending to help the most vulnerable students avoid fixed term exclusions is positive. Disadvantaged exclusions as a percentage of the total number of exclusions have reduced by 56% compared with 2017.

Academic

	Leavers 2017 (results)	Leavers 2018 (results)	Leavers 2019 (predictions)	Leavers 2020 (predictions)
Whole School	0.34	0.4	0.61	0.7
Disadvantaged	-0.18	-0.11	0.39	0.59
English Disadvantaged	0.08	0.14	0.65	0.34
Maths Disadvantaged	-0.05	0.01	0.03	0.32
Ebacc Disadvantaged	-0.15	-0.09	0.61	1.19
Open Disadvantaged	-0.46	-0.38	0.24	0.93

Progress 8 trends for disadvantaged students are very positive, with all current data showing gradual improvement. The open bucket shows strong improvement, providing evidence that strategies including curriculum change for the less able students are having a positive impact. Although we think that the predictions for Leavers 2019 & 2020 may be high, the relative performance of our disadvantaged students is improving.



Curriculum

Our current disadvantaged cohorts are maximising their curriculum in the vast majority of cases. There are a small number of students that have had a reduced curriculum and these can be justified through pastoral processes to help their progression, life chances, or for social, emotional, health and wellbeing etc. In addition, we review our curriculum offer annually and have addressed a need for wider vocational qualifications to suit the needs of many of our lower ability disadvantaged students, allowing them to progress to positive destinations when they finish their studies with us.

Overall Summary

The disadvantaged cohort is improving through the school with the students improving their outcomes as a result of our spending strategies and changes to the curriculum. The curriculum is more diverse and appropriate and our disadvantaged spending on staffing has been justified in English & maths with gaps narrowing in line with national figures. Overall their progress and attainment shows a positive three year trend.