

# Sir Jonathan North Community College



## Pupil Premium Strategy 2016-2017

Principal: Mrs Alison Merrills

Chair of Governors: Mr Anthony Greenwood MBE OStJ

# Summary Information



Summary information					
<b>School</b>	Sir Jonathan North Community College				
<b>Academic Year</b>	2016-2017	<b>Total PP budget</b>	£343,145	<b>Date of most recent PP Review</b>	NA
<b>Student numbers</b>	1,255	<b>Number of pupils eligible for PP</b>	363	<b>Date for next internal review of this strategy</b>	19 June 2017

2016 attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving A* - C in English and Maths (2015 – 16 only)</b>	<b>53%</b>	64.7%
<b>% achieving expected progress in English / Maths (2015 – 16 only)</b>	<b>72%/51%</b>	75.8% / 73.4%
<b>Progress 8 score average</b>	<b>-0.52</b>	0.12
<b>Attainment 8 score average</b>	<b>43</b>	52

## Personal development, Behaviour and Welfare

Cost: £115,000



Aim:

- a. To remove the social and psychological barriers our students experience by providing social and emotional support
- b. To ensure all students are ready for the day by having breakfast
- c. To remove the financial barriers associated with participating in extra curricular activities

Strategies:

- a. To provide additional learning mentors, TA and pastoral workers to work with vulnerable students both during the school day, at lunch times and pre and post school. Promote from within a 'lead learning mentor' with responsibility for identifying PP students needs and engaging with parents to ensure they are met
- b. Breakfast clubs across the college
- c. Subsidise enrichment opportunities such as science club, Duke of Edinburgh award, inclusion arts, sports.

Impact:

- a. Improved student engagement and well-being, increased parental engagement at parents' evenings
- b. Improve behaviour and attitude to learning
- c. Increased sense of wellbeing and an improved attitude to self and school

Evidence:

- a. % of PP attending mentoring and other external providers
- b. Reduction in behaviour incidents
- c. Increased participation in extra curriculum activities, student exit interviews

## Quality of Teaching, Learning and Assessment

Cost: £100,000



Aim:

- a. To facilitate the swift improvement of students starting on a low English and or maths attainment, so they can access the curriculum
- b. Support students underperforming to prevent pockets of under-performance
- c. Ensure all students are prepared for their GCSE exams both academically and psychologically

Strategies:

- a. One to one 'Catch up Maths' small group literacy booster KS3
- b. Subject specific small group work for underperforming groups
- c. Revision and exam technique sessions, exam breakfasts provided

Impact:

- a. Gap narrowed for low attainment students in English and maths
- b. Reduction in pockets of underperformance in curriculum areas
- c. Students feeling well prepared for their exams

Evidence:

- a. GL assessments and tutor feedback
- b. GCSE results improvement on current working at grade and final grade
- c. Student feedback from exit interviews

### Outcomes for Students

Cost: £110,000

#### Aim:

- a. Remove barriers some students face in the standard curriculum
- b. Remove the barriers students face completing homework
- c. To ensure all students go onto FE, employment or training
- d. Ensure all students meet their full academic potential

#### Strategies:

- a. Alternative Curriculum: to provide personalised learning programmes and alternative qualifications to meet individual needs
- b. Homework clubs
- c. Work and college placements offering employment opportunities and advice for students at risk of becoming NEET post 16
- d. Academic mentoring programme in place, employ KS3 STEM champion

#### Impact:

- a. Reduce number of exclusions, improve GCSE outcomes
- b. Improve outcomes
- c. Reduce students risk of becoming NEET
- d. Students reach academic potential

#### Evidence:

- a. GCSE results compared to predicted grades prior to curriculum change and number of exclusions
- b. GCSE results
- c. Final destinations
- d. GCSE results
- e. Student destinations post 16

### Effectiveness of Leadership and Management

Cost: £13,000

#### Aim:

- a. Identify groups of under-performing students promptly
- b. Ensure key staff are trained on 4matrix
- c. Reduce barriers to students learning due to lack of resources
- d. Motivate students to succeed in education

#### Strategies:

- a. Invest in a data system which facilitates efficient analysis of current grades
- b. Plan and deliver training for key staff on using the data systems
- c. Provide learning resources such as revision guides and laptops to students identified as requiring them
- d. Positive discrimination for rewards

#### Impact:

- a. Students receive intervention faster
- b. Key identify underperforming students and staff drive intervention
- c. Students able to access the online revision, and having use of revision workbooks to drive GCSE grades up
- d. More PP students receiving academic rewards

#### Evidence:

- a. Gaps between working at grade and target grade narrowed within a term
- b. Key staff confident in identifying underperforming groups
- c. GCSE results, parental and student feedback
- d. Increased number of rewards received by premier student s

## Barriers to Learning

When making decisions about using Pupil Premium funding it is important to consider the context of the college and subsequent challenges faced.

Common barriers for disadvantaged children can be:

- Attendance and punctuality
- Behaviour and exclusions
- Transition from primary to secondary school
- Literacy levels
- Parental engagement
- Student engagement in school visits
- Completion of work at home
- Access to ICT facilities
- Low aspirations
- Poor guidance.

There may also be complex family situations that prevent children from making sustained progress. At Sir Jonathan North Community College, we recognise that these challenges are varied and there is no one size fits all, we therefore personalise learning for our students.

Our key objective in using the Pupil Premium Grant is to narrow the gap between vulnerable groups. The strategies that were beginning to make an impact last academic year (2015 – 2016), have continued this year. Recent changes are now starting to make an impact.

## Summary

Total spending is £338,000. The remaining balance has been spent on:

- Additional staffing
- TLR for a current member of staff who will be
- Purchase of 4 Matrix data management system

### **How will impact be measured?**

- By comparing GCSE results from 2017 to the results from 2016
- By measuring specific targeted interventions at regular intervals.

**The measures below were used to identify progress of interventions put in place for the current year 11 students from January 2017 up to the end of the Summer Term 2017:**

- Difference between GCSE predicted grades in track 4 (January 2017) and track 6 (April 2017), evidence taken from Go 4 Schools and 4 Matrix
- Comparison of progress made by Pupil Premium students versus non Pupil Premium students in each subject.

### **Other evidence includes:**

- Attendance figures including attendance at extra-curricular activities such as clubs and interventions
- Attendance at reward events
- Behaviour incidents
- Performance in tests, exams and assessments
- Attendance at parents' evening
- Feedback from staff
- Parent Voice
- Student Voice