



# Pupil Premium Strategy 2016-17



1. Summary information					
School	The Henry Cort Community College				
Academic Year	2016/17	Total PP budget	£164,000	Date of most recent PP Review	Sep 2016
Total number of students	796	Number of students eligible for PP	197 (24.75%)	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	Students eligible for PP (Henry Cort)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	54.3%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	58% / 65%	75.8% / 73.4%
Progress 8 score average	-0.22	0.12
Attainment 8 score average	44.13	52

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Lack of consistent support at home, limited encouragement and/or awareness of child's academic need.
B.	Over 50% of students are below ARE on entry in either mathematics or English A lack of previous knowledge limits the ability to create links and see the relevance of what they are learning, especially in Maths and English.
C.	Ensuring year 11 have a sufficient range and level of qualifications to move on with their education.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	There is a 4% gap in the attendance of our PP students compared with our non PP students.

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Parents of PP students will become more involved in their child's education.	<ul style="list-style-type: none"> <li>All PP parents will have accepted more than one invitation to an event or have had regular contact with the college regarding their child's progress.</li> <li>There will also be a greater range of events that parents are invited to.</li> <li>Participation in home learning increases.</li> </ul>
<b>B.</b>	<p>Over 50% of students are below ARE on entry in either mathematics or English</p> <p>Improved awareness of the relevance of English and Maths to our everyday lives. Students will not see the subjects in isolation but as part of life.</p>	<ul style="list-style-type: none"> <li>A larger proportion of disadvantaged students to be at ARE at the end of Year 7.</li> <li>All PP students will have been involved in extracurricular activities around English and Maths with an emphasis on how these subjects are relevant to their lives.</li> <li>Group 8 students will be able to join mainstream classes in Year 8.</li> </ul>
<b>C.</b>	All PP students will leave with a minimum of 8 GCSEs or equivalent and a Progress 8 score of at least 0, being the national average.	<ul style="list-style-type: none"> <li>On results day Aug 2017, our PP students will have achieved 8 GCSEs and a progress 8 score at because of the introduction of ECDL.</li> </ul>
<b>D.</b>	The attendance gap between PP students and non-PP students will be less than the national average of 3.2%.	<ul style="list-style-type: none"> <li>Monitored constantly with success measured by % attendance at the end of the academic year.</li> </ul>

**5. Planned expenditure 2016/17** (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	Date of Review / Cost
C. All PP students will leave with a minimum of 8 GCSEs or equivalent and a Progress 8 score of at least 0, being the national average.	Membership of PiXL, including staff attendance at workshops and feeding back at staff meetings, PiXL revision sessions and attendance at the awards ceremony in London.	<ul style="list-style-type: none"> <li>John Dunford states that 'poor teaching disproportionately disadvantages deprived children'. Becoming a PiXL school will improve and homogenise our teaching practices, ensuring that every student is offered the same opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>There will be CPD sessions delivered regularly, looking at the benefits and features of being a PiXL member.</li> <li>We need to be represented at all PiXL workshops and opportunities for attendees to feedback to the staff.</li> <li>The awards ceremony should be promoted in advance so that students want to be there.</li> <li>SLT will check that PiXL strategies are embedded in the teaching.</li> </ul>	MAH	<p>Reviewed after Autumn and Spring pre-public exams.</p> <p>£3,250</p>
C. All PP students will leave with a minimum of 8 GCSEs or equivalent and a Progress 8 score of at least 0, being the national average.	Provision of DT materials and music lessons to ensure that ALL students have access to the full curriculum offered.	<ul style="list-style-type: none"> <li>By providing ingredients, materials and music lessons we are encouraging creativity and broadening a student's experiences. Ofsted emphasise the importance of these subjects not becoming a 'specialised activity for the minority'.</li> </ul>	<ul style="list-style-type: none"> <li>It is imperative that PP students are aware that financial assistance will be given for these subjects before options are taken.</li> <li>Staff are to be fully aware of who the PP students are and what financial help is available. It will also need to be monitored with regular contact with the peripatetic music teachers.</li> </ul>	SAC	<p>Reviewed termly.</p> <p>£2,500</p>

<p><b>B.</b> Improved awareness of the relevance of English and Maths to our everyday lives. Students will not see the subjects in isolation but as part of life.</p>	<p>Provision of a broader cultural enrichment programme that will encourage a greater understanding of the relevance of Maths and English. This will include a Maths trip to London, theatre trips, French and History trips and STEM activities.</p>	<ul style="list-style-type: none"> <li>• A student needs to feel that something is interesting and worth knowing or they will be unwilling to learn it. Some students, especially PP students, have not had the broader cultural enrichment that provides the initial spark.</li> </ul> <p>'Relevance is important to teaching and learning because it is directly related to student engagement and motivation' (Frymier &amp; Schulman, 1995; Martin &amp; Dowson, 2009).</p>	<ul style="list-style-type: none"> <li>• Trips must be accompanied by staff that are knowledgeable of the subject.</li> <li>• Records must be kept on which students take part in which activities and progress monitored – both academic and social.</li> </ul>	<p>SAC</p>	<p>Reviewed termly.</p> <p>£15,000</p>
<p><b>B.</b> Improved awareness of the relevance of English and Maths to our everyday lives. Students will not see the subjects in isolation but as part of life.</p>	<p>Provision of summer school for Year 6 PP students coming to us. The focus will be on Maths and English and will aim to continue replacing the building blocks that are missing. A KS2 teacher will also be employed to teach Group 8, helping them adjust to Secondary school and create links to other subjects.</p>	<ul style="list-style-type: none"> <li>• The EEF Toolkit places value on summer schools, especially if they have an academic focus. Our summer schools always focus on Numeracy and Literacy with other subject interspersed throughout.</li> <li>• The groups are small (approx. 10 with 2 members of staff) which then continues into year 7 for our very week students.</li> </ul>	<ul style="list-style-type: none"> <li>• Groupings must be sorted carefully with advice from primary schools. Staff must be specialists in their subjects and work well with KS3. Impact must be measured in both Maths and English termly during year 7 to identify if the summer school has contributed to progress.</li> </ul>	<p>SAC and MRL</p>	<p>Reviewed at the end of the academic year.</p> <p>£13,000</p>

<p><b>B.</b> Improved awareness of the relevance of English and Maths to our everyday lives. Students will not see the subjects in isolation but as part of life.</p>	<p>CPD for staff and Governors focussing not only on feedback and differentiation but also on the importance of cross-curricular activities.</p>	<ul style="list-style-type: none"> <li>The EEF Toolkit highly rates the importance of feedback. It has been on our CIP for two year now and the focus will continue. As stated before, the relevance of topics is a major contributor to how willing a human is to learn something so, to link it to other subjects encourages greater engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Timetables need to allow staff time to give feedback – both written and oral. Marking needs to be checked regularly.</li> </ul>	<p>MAH</p>	<p>Reviewed at the end of the academic year.</p> <p>£5,000</p>
<b>Total budgeted cost</b>					<p>£38,750</p>

<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>Date of Review / Cost</b></p>
<p><b>C.</b> All PP students will leave with a minimum of 8 GCSEs or equivalent and a Progress 8 score of at least 0, being the national average.</p>	<p>Provision of targeted revision workshops both after college and during holidays. ALL students will be provided with revision guides.</p> <p>Part provision of MyMaths and SAM Learning which are used as teaching tools, challenges and provide opportunities for competition and encouragement.</p>	<ul style="list-style-type: none"> <li>Individual, small group and peer tutoring all have a track record of success. These revision workshops and holiday sessions allow teachers to select students who complement each other and will encourage the greatest progress.</li> </ul>	<ul style="list-style-type: none"> <li>Students must be selected carefully. Data must be collated regularly and tasks must challenge students. Students will need to be encouraged to attend the first time and then the sessions must be interesting enough to keep them coming.</li> </ul>	<p>SAC and Faculty Leads.</p>	<p>Reviewed after Autumn and Spring pre-public exams.</p> <p>£5,300</p>

<p><b>C.</b> All PP students will leave with a minimum of 8 GCSEs or equivalent and a Progress 8 score of at least 0, being the national average.</p>	<p>Selected students are offered alternative provisions: Skillforce/Motiv8/Paragon to ensure engagement until the end of year 11. Help with funding for Prom so that it can be used as a carrot.</p>	<ul style="list-style-type: none"> <li>• There was a risk that some of our students would not make it to the end of year 11 due to disengagement. Fareham College withdrew their courses this year so we looked at alternatives.</li> </ul>	<ul style="list-style-type: none"> <li>• It is important that the alternative provisions do not impede on Maths and English and that the number of GCSEs possible is still 8. It is also important that the academic, personal and social progress of these students is monitored regularly.</li> </ul>	<p>RHG</p>	<p>Reviewed at the end of the academic year.</p> <p>£22,000</p>
<b>Total budgeted cost</b>					<p>£27,300</p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Date of Review / Cost
<p><b>A.</b> Parents of PP students will become more involved in their child's education.</p>	<p>Provision of Pupil Premium Champion and a proportion of the Parent Support Worker (PSA) to work with families and encourage a positive relationship between school and home.</p>	<ul style="list-style-type: none"> <li>• According to Gov.com, 'Parental engagement has a large and positive impact on children's learning' therefore we try to involve parents as much as possible. Over the last 3 years we have managed to ensure that 97% of parents either visit the college or have regular communications with us regarding their child's progress.</li> <li>• Our PSA works mainly with vulnerable families and works in our feeder schools so she knows the families well before they arrive here.</li> <li>• Our PPC is the initial home/school link for PP families.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular line management meeting are essential to ensure consistency and a team approach. PPC and PSA need to work closely together, sharing information as and when necessary.</li> </ul>	<p>MAH</p>	<p>Reviewed at the end of the academic year.</p> <p>£36,000</p>

<p><b>A.</b> Parents of PP students will become more involved in their child's education.</p>	<p>After college lessons for parents to help them understand new methods and exam expectations. Also to provide additional staff at Parent Information Evenings.</p>	<ul style="list-style-type: none"> <li>• Our parent workshops for Maths have been a huge success and we would now like to introduce similar sessions for English.</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing needs to be selective – teacher needs to feel comfortable teaching parents and be able to adapt work accordingly.</li> <li>• Staff need additional time to plan and resource parent lessons.</li> </ul>		<p>Reviewed at the end of the academic year.</p> <p>£1,400</p>
<p><b>A.</b> Parents of PP students will become more involved in their child's education.</p>	<p>Part provision of MILK to enable students to take better control of their homework. It also allows teachers to personalise additional tasks and for parents to be fully aware of any work set.</p>	<ul style="list-style-type: none"> <li>• The MILK App allows parents to keep track of what their child should be doing at home and if anything is outstanding. It also allows them to keep track of attendance and behaviour issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff need training on how to use the app and must ensure that all homework is entered on there. Feedback from parents, students and teachers needs to be collated.</li> </ul>	<p>MAH</p>	<p>Reviewed at the end of the academic year.</p> <p>£400</p>
<p><b>C.</b> All PP students will leave with a minimum of 8 GCSEs or equivalent and a Progress 8 score of at least 0, being the national average.</p>	<p>Part provision of Inclusion Manager and support worker to ensure students attend college as much as possible and that misbehaviour is kept to a minimum.</p>	<ul style="list-style-type: none"> <li>• Low level and major behaviour issues have an impact on academic progress – both for the perpetrator and others around them. Having a specialist team to deal with behaviour issues releases the teacher to teach.</li> </ul>	<ul style="list-style-type: none"> <li>• The members of the team must be consistent and have received appropriate training for the role. Communication with parents is essential as is monitoring the effect on attainment.</li> </ul>	<p>HEL</p>	<p>Reviewed termly.</p> <p>£30,000</p>
<p><b>D.</b> The gap between PP students and non-PP students will be less than the national average of 3.2%.</p>	<p>Part provision of an Attendance Officer and the purchase of Truancy Call to reduce the amount of absences. Expenses involved with collecting students.</p>	<ul style="list-style-type: none"> <li>• NFER identifies poor attendance as a major hurdle to attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff need to act promptly to reduce poor attendance. Truancy Call will relieve AO of calls home but it will need to be monitored carefully as it is automated. AO, PPC, PSA and HPLs all work with FRL to raise our attendance rates.</li> </ul>	<p>FRL</p>	<p>Reviewed half termly.</p> <p>£8,000</p>
<p><b>C.</b> All PP students will leave with a minimum of 8 GCSEs or equivalent and a Progress 8 score of</p>	<p>Extended opening of the library and staffing break times, before and after college to ensure ALL students have access to the</p>	<ul style="list-style-type: none"> <li>• Digital technology has a positive effect on academic progress according to the EEF Toolkit. Students without internet access</li> </ul>	<ul style="list-style-type: none"> <li>• Students need to feel welcome at these sessions and have access to computers. PCs must be regularly checked to ensure they</li> </ul>	<p>SAC</p>	<p>Reviewed termly.</p> <p>£12,500</p>

at least 0, being the national average.	internet. Provision of IT equipment in extreme circumstances.	at home need to be able to complete homework in the same way as others. They also need to experience IT. Opening the library also provides a suitable study space for those who find it difficult at home.	work properly. Students need to be monitored on the computers.		
<b>Total budgeted cost</b>					