



1. Summary information					
School	Henry Cort Community College				
Academic Year	2017/18	Total PP budget	£136,510	Date of most recent PP Review	Oct 2017
Total number of pupils	746	Number of pupils eligible for PP	142 (19%)	Date for next internal review of this strategy	Jan 2018
NoR in last census data	748				

2. Current attainment / progress

2017 outcomes

All groups of students, including disadvantaged students, the most able students (including those who are disadvantaged) and students who have special educational needs and/or disabilities, make progress that is above that of similar students with similar starting points nationally. The college closed the disadvantaged gap more in 2017 than the local authority averages. Students identified as being in receipt of Free School Meals performed well in attainment measures in 2017.

The progress of disadvantaged students, including the most able disadvantaged has seen rapid improvements, and a significant gap has been reduced in 2017. This is a continued focus for the college.

Progress gap

% Ebacc (Grade 5+)

Group	FSM6	Not FSM6
All Pupils	~5	~15
Male	~10	~20
Female	~5	~15
Higher attainers	~15	~35
Middle attainers	~5	~15
Lower attainers	~5	~15
SEN Support	~5	~15
EHC Plan	~5	~15
No SEN	~5	~15
White	~5	~15
Not White	~5	~25

Progress gap

% English & Maths (Grade 5+)

Group	FSM6	Not FSM6
All Pupils	~5	~15
Male	~10	~20
Female	~5	~15
Higher attainers	~15	~35
Middle attainers	~5	~15
Lower attainers	~5	~15
SEN Support	~5	~15
EHC Plan	~5	~15
No SEN	~5	~15
White	~5	~15
Not White	~5	~25

ACHIEVEMENT * ENGAGEMENT * ENTERPRISE * RESPECT

2. Current attainment / progress	
<p>2017 outcomes</p>	<p>The college is part of a Hampshire project looking at maximising the progress of disadvantaged leaders, the initial report indicated that “<i>The school’s plans for use of the Student Premium are well researched and thoroughly documented. Individual activities are clearly linked to overarching aims. The relationships between adults and disadvantaged students were excellent during the review – from those working in behaviour support to senior leaders. There is a very strong sense of community within the school. The foundation stones for a highly successful strategy for disadvantaged learners are in place Henry Cort School.</i>” Leaders ensure that they spend additional funding extremely effectively. There is no noticeable difference in any year group between the progress of disadvantaged students and that of their peers currently in the college.</p>
	<p>For FSM students</p> <p>KS4 Attainment 2017 12 pupils</p> <p>In school outcomes</p> <p>In all year groups there is evidence that the funding is significantly impacting disadvantaged outcomes. This is predominantly evident at KS3 (Evidence in SEF section 5.7,8.8 dashboards)</p>

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)	How we will overcome these barriers	Success Criteria
<p>A. The gap between male pupils in year 11 eligible for pupil premium and others in the ‘basics’ of English and Maths</p>	<ul style="list-style-type: none"> Continued focus on consistently good teaching and learning – know pupils, adapt approaches, challenge and support Teaching and learning – modelling styles of approach to deal with PP, adapting teaching to increase access – challenge and support Focus on strategies to engage boys in department meetings Homework/extension tasks are consistently set and non-production chased Intervention Mentoring of pupils to instil study habits, extended day, increased motivation and independence and increased parent engagement Zoning of subject areas has allowed a focus on high quality display to encourage reading and literacy, self-help and study habits 	<p>Boys in Year 11 make more progress in English and maths by the end of the year so that the progress gap narrows and the average Progress 8 score rises. This will be monitored at data analysis points throughout the Year 7-11 assessment cycle so that intervention can be managed and appropriate and to ensure the cohorts of disadvantaged white, working class boys succeed in all year groups.</p>

In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	How we will overcome these barriers	Success Criteria
<p>B. The gap in performance between pupils eligible for PP and others in the 'Open' element subjects NonPP (+0.35) compared to PP(-0.87) – the largest in school gap</p>	<ul style="list-style-type: none"> • Ethos building focus across the school on 'Pupil B' • Further develop literacy skills of pupils in Years 7-11 – literacy targets for every pupil in the school visible on planners and communicated to all teachers – including pride in presentation • High quality feedback for progress delivered with pupils acting on it • Homework/extension tasks are consistently set and non-production chased • Growth mind-set culture to be fostered and encouraged • Effective homework and independent learning strategy further developed • Appropriateness of open element qualifications reviewed – provision of alternative qualification where pupils are disengaged or for whom other courses are a more appropriate route to secure onward pathway • Ensure that the most able are stretched from their first day in Year 7 and continue to be challenged throughout their five year journey to GCSE • Continue to promote interventions that enable disadvantaged pupils and those with SEN to engage positively in their learning – foundation learning, IEP, photo awareness, keyworkers, parent meeting and communication (better use of InTouch text service) <p>Interventions which support access and give pupils the skills and strategies to be independent learners</p> <ul style="list-style-type: none"> • Financial assistance for Creative Arts and Design Technology subjects. 	<p>Strategies to ensure that all learners fulfil their potential embedded, with a focus on disadvantaged pupils, those with SEN, EAL and the most able. Pupils eligible for PP will form the majority of progress mentor groups in Years 7-11. Pupils will be linked to specific mentors who are clearly identified and published to all teachers. Data tracking will target intervention at subject and cross school level and intervention will be monitored by heads of subject and the senior team. Data will show that the residual gap is narrowing. Parental engagement and extended study will rise to support this.</p>
<p>C. Keeping students motivated right through to the end of year 11. Signs of defeatism and being overwhelmed start to appear in year 10. Erratic engagement issues and participation by a small number of pupils in learning is having a detrimental effect on their progress.</p>	<ul style="list-style-type: none"> • New post created - intervention manager to be created to work with staff to increase capacity to closely monitor and give pupils eligible for pupil premium time and keeping them focused • Awareness of all teachers of pupil premium pupils via whole staff meetings minutes, photo sheets in the staff room, and top tips, department focus and a production of the Henry Cort Toolkit • Homework detentions • Use of Learning Resource Centre to overcome barriers to extended study allowing a positive atmosphere, well- 	<p>This forms a project to focus on with staff and will involve:</p> <ul style="list-style-type: none"> • Staff meeting identifying individual barriers to learning • Collation of barriers to inform interventions • Roll out of Ubuntu as a method of coaching staff to reduce these barriers • Monitoring the progress of these students to inform feedback <p>Key issues around PPEs and ensuring 'readiness'</p>

		<p>resourced area, publicity and promotion around it to include incentivisation</p> <ul style="list-style-type: none"> • Parental engagement – text message, calls, meetings – logged by mentors, tutors and Progress Leaders • Provisions of enrichment activities and community projects. • Provision of counselling and Youth work services. 	
<p>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</p>			
D.	<p>Attendance rates for pupils eligible for PP are 91% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.</p>	<ul style="list-style-type: none"> • New attendance officer will proactively monitor pupils and follow up quickly on trancies; first day response provision; Truancy Call text service bought • Increased contact with parents of pupils identified as PPF by intervention manager to advise of revision, ongoing year issues etc • Extension of working together evenings including specific events for parents of pupils eligible for PPF 	<p>Reduced number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP improves from 91% to 95% closing the gap with ‘other’ pupils.</p>
E.	<p>Motivation to extend study by pupils eligible for PP, and support from parents of pupils eligible for PP is a barrier to progress which causes them to fall behind their peers.</p>	<ul style="list-style-type: none"> • Brown envelope day where parents are invited in to open with their child • Investigate rebranding of Breakfast Club to set routines and tone for the day – readiness for learning. • Increase in the amount of information parents receive to support their child. • Increase in tasks/competitions that encourage independent learning. – SAM Learning/Sumdog/My Maths 	<p>Study Club registers, extended hours clubs show increased participation by pupils eligible for PP. This improved connection and motivation is reflected in outcomes A-D. Use of SIMs intervention to record intervention and use mentor follow up to address those who do not attend. Focus on PiXL apps to develop short knowledge tests (overlearning)</p>

Review of 2016/17 Strategies

4. Review of expenditure		
Previous Academic Year		2016/17
i. Quality of teaching for all		
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate and any lessons that have been learned.
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.	Students attended the awards ceremony; two were shortlisted for The Stephen Bell Award. PIXL conferences were attended by students for both Maths and English and PLCs were used by teachers to personalise revision tasks. PiXL membership will continue but the benefits of the conferences are minimised due to the early start of the day. Students not onsite proved challenging over the year. Case studies were written and all students achieved at least 3 GCSE grades, even if they were full time at the local PRU.
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.	The take-up of music lessons has increased across the year groups but unfortunately only one 'vulnerable' student took music as a GCSE this year. We pride ourselves on our wide curriculum and need to ensure that it continues. e need to continue promoting music and DT to encourage more students to take it as a GCSE. The college has identified the need for creative subjects to be the future for students and will continue to promote
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.	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.	There was an amazing take-up on most opportunities allowing students to experience new things. Anecdotal evidence is huge but hard evidence is difficult to provide. 96% of students engaged in the SUM Dog project, which will continue to run in 2017-18 It is essential that a range of opportunities are offered to every student but that additional focus is placed on our vulnerable students. It is imperative that both students and parents are made aware of the opportunities verbally and that assumptions are not made about the effectiveness of Intouch.

<p>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>	<p>The Summer School this year had minimal evidenced academic impact but enabled relationships between staff and students to begin building.</p> <p>Summer School 2017 was not well attended which does not help to create a buzzing atmosphere. Careful consideration needs to be given into the best week to hold it and whether to widen the invitations.</p>
<p>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>	<p>Almost all CPD activities and staff meetings include specific references to our vulnerable students. Strategies, processes etc are shared to help support these students. It also provides opportunities to discuss and therefore support, those students who fall just outside the 'vulnerable' category. Working in faculties encourages a more cross-curricular outlook.</p> <p>Issuing a vulnerable student to each member of staff to 'be nice to' has had good self-esteem impact, with one student saying "I didn't think anyone knew who I was"</p>
<p>ii. Targeted support</p>		
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate and any lessons learned.</p>
<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.</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>	<p>Many of the additional revision sessions were not supported by students. Those that did support them were the students who would be most likely to work independently anyway.</p> <p>Provision of revision guides provides a level playing ground when setting revision tasks. Teachers could have the same expectations of all students. Both MyMaths and SAM Learning are used frequently and encourage competition.</p> <p>Targeted revision sessions need to be more specific and much more carefully monitored. Tasks could be set for independent learning/revision rather than wasting resources on unsupported revision sessions.</p> <p>MyMaths and SAM Learning will continue to be used to support students. Revision guides will still be provided for vulnerable students but they will remain the property of the college with the hope that some may be returned.</p>

<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.</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>	<p>Skillforce is no longer an alternative provision that we use. Motiv8 are in demand so getting students on their programme has proven to be tricky. A small group of students (both vulnerable and not) are taking part in Paragon's motor mechanics course and it has improved the attendance of some students.</p> <p>We also used Military Mentors again this year which has proven successful for several students, both vulnerable and otherwise. One student in particular now has aspirations through the work he carries out here. We have signed a new agreement with Motiv8 which guarantees us 3 hours a week of their support so more students will benefit from their services.</p> <p>Paragon will continue to enable the students to complete their course.</p>
<p>i. Other approaches</p>		
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate and any lessons learned.</p>
<p>A. 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>	<p>The PPC provides a contact for both parents and staff and keeps an overview of the budget. The PSA provides invaluable support to numerous families, many of them vulnerable. PPC role is moving towards supporting interventions across the college.</p>
<p>A. 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>	<p>After college lessons took a back seat this year as there were numerous information evenings. We are still not managing to get every parent engaged.</p> <p>Events will be organised outside of college for those parents who find coming into college difficult.</p>
<p>A. 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>	<p>MILK was unsuccessful in regards to administration, We have now moved to Class Charts which has had some good feedback initially. This will be reviewed throughout the college year and</p>

<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.</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>	<p>There were no exclusions in the academic year 2016-17</p>
<p>D. 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>	<p>The gap between the attendance of our vulnerable students and others was 5.2%. this was brought down by persistent non-attenders A refined tutorial programme, alongside push on lateness (Friday lunchtime detentions) and attendance, gives pupils a purposeful start to the day and engages brains ready for learning; it will be refined and continued. We shall continue with the process we put in place last year, ensuring that warning letters are sent promptly. Contact with parents must be maintained.</p>
<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.</p>	<p>Extended opening of the library and staffing break times, before and after college to ensure ALL students have access to the internet. Provision of IT equipment in extreme circumstances.</p>	<p>Homework club is well attended after college by 20 PP students and the computers are always in use. Staff encourage those students without internet access at home to utilise the library facilities. Only one student took advantage of the library being open in the holidays so we need to look at whether this is a good use of resources.</p>