

# Pupil Premium Strategy Statement

1. Summary information					
School	Southam College				
Academic Year	17/18	Total PP budget	£172,715	Date of most recent PP Review	n/a
Total number of pupils	1653	Number of pupils eligible for PP	178	Date for next internal review of this strategy	Feb 18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average (16/17)	0.209	0.567
English Progress 8 score average (16/17)	0.287	0.585
Maths Progress 8 score average (16/17)	0.073	0.525
Attainment 8 score average (16/17)	51.88	46.49

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.	Disadvantaged boys make less progress than girls. Their self-confidence as learners can be less especially in literacy based subjects. Boys often fear being seen to be struggling which can manifest itself in poor engagement in learning.
B.	Last year's data would indicate that Disadvantaged Students are five times as likely to receive a fixed term exclusion for poor behaviour. Poor behaviour for learning will naturally impede progress.
C.	Data over recent years shows a trend for Disadvantaged High Attainer students not to make as much progress as low attainers from KS2. Is there sufficient challenge and high expectations for this cohort of students?
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	A small but significant gap in attendance rates over a number of years, indicates that Disadvantaged Students are more likely to have time off and become persistent absentees. This naturally will lead to missed learning opportunities and restricted progress.
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )	Success criteria
<b>A.</b>	<p>The progress of Disadvantaged Boys will rise and the achievement gap to Disadvantaged Girls decline.</p> <p>Y11 Results: Boys' DAS Progress 8 target 0.4 Gap no more than 0.1 to DAS Girls Progress 8 Y10 English Language Results: DAS Boys' English Prog 8 +0.4 Gap no more than 0.1 to DAS Girls Progress 8 Reduction of gender achievement gaps in Y7-10</p>
<b>B.</b>	<p>Disadvantaged Students display positive behaviour for learning to accelerate progress.</p> <p>The percentage of fixed term exclusions issued to DAS fall to below 30% Less than 30% of lesson removals (On Calls) are attributed to DAS</p>
<b>C.</b>	<p>Increasingly high expectations and challenge of DAS high attainers leads to improved progress.</p> <p>Y11 Progress 8 of DAS high attainers reaches 0.3. 100% of Y10 DAS high attainers secure a strong pass in English Language.</p>
<b>D.</b>	<p>DAS achievement improves because of increasing attendance and reduced persistent absence.</p> <p>DAS Attendance reaches 95% for the first time. DAS Persistent Absence falls below 10%.</p>

5. Planned expenditure					
Academic Year		2017/18			
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.					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
18.1 Consistent high 'Quality First Teaching' leads to high quality provision to accelerate the progress of DAS day in, day out.	a) QFT for DAS Students promoted in Day to Day Lesson Essentials in Staff Planner b) Sharing Good Practice briefings on the Positive Discrimination Hub c) Lesson planning and observation form adjusted to increase focus on DAS QFT	L&T Toolkit acclaim of metacognition and feedback  Warwickshire Pupil Premium 2015 Research Report prioritising QFT as the most crucial aspect.	L&T Evaluation Schedule evidence in recording folders  Termly learning walks focused on QFT & DAS  Class Circuit learning walks by L&T Team  Student Voice Survey	SLT/HOD  ED  L&T Team  ED	Termly report written by ED on QFT for DAS
18.2 Teachers are fully aware of their Disadvantage Students and can apply QFT Strategies to accelerate progress.	a) Sharing Good Practice Briefings to look at the DAS cohort in each year group and the target group of underperformers for whom the QFT Strategies will be key.	Teachers need to know who the Disadvantaged Students are and the particular target group to ensure they apply strategies accordingly.	Learning Walks to sample staff accuracy in identifying DAS and targeted DAS	ED	Learning Walk in each term.
<b>Total budgeted cost</b>					Staff CPL & Intervention Time £30,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
18.3 A selected group of Y11 DAS accelerate their progress.	a) Create a new and extra Y11 Tutor Group for Targeted DAS to ensure they receive plentiful Tutor guidance, support and have all the resources they need to succeed.	L&T Toolkit's emphasis on guidance, feedback and metacognition. This small group will make this all possible.	Data Analysis of the Progress being made by the tutor group at Data Collection points.  Student Focus Group	BW NL	At each data collection point at ultimately with August 2018 Results.
18.4 The progress of Disadvantaged Boys will rise and the achievement gap to Disadvantaged Girls decline. Y11 Results: Boys' DAS Progress 8 target 0.4 Gap no more than 0.1 to DAS Girls Progress 8 Y10 English Language Results: DAS Boys' English Prog 8 +0.4 Gap no more than 0.1 to DAS Girls Progress 8 Reduction of gender achievement gaps in Y7-10	a) Promote the RBA Policy that brought success in the past b) Create a RBA Working Group to refresh the above policy c) Create a Friday Night/Saturday Morning Club for Targeted Students d) Use Sixth Formers, leavers and business people as positive male role models e) Identified rewards to boost motivation to achieve PPE Targets f) Promote Show My Homework for better quality home learning/revision tasks g) Evening Revision Clubs and Breakfast Clubs h) Focus on high attaining boys for particular intervention i) Investigate inviting Gary Wilson into school to talk to boys and parents about achievement.	The strategies are based around the acclaimed work of Gary Wilson, the long established educational guru on raising boys' achievement.	a) At Sharing Good Practice Briefings b) Working Group established in December to have new policy approved and promoted in the Spring. c) Keep a register of attendees and conduct a student focus group. Monitor the performance of attendees at data collection points. d) & e) Student Voice Activity f) See 18.16 g) Register and Student Voice h) See 18.6 i) Student & Parent Voice Activity	ED BW	At each data collection point for all years.

<p>18.5 Disadvantaged Students display positive behaviour for learning to accelerate progress: The percentage of fixed term exclusions issued to DAS fall to below 30% Less than 30% of lesson removals (On Calls) are attributed to DAS</p>	<p>a) Study On Call and Exclusion data on DAS Students and create a target group b) Work with Pastoral Teams and Refocus on individual plans for targeted students.</p>	<p>Previous exclusion and On Call data would indicate a real need for DAS behaviour for learning to improve.</p>	<p>Ensure the target group are created and all have individual plans. Monitor the number of On Calls and FTEs.</p>	<p>ED GT GY</p>	<p>Termly Report on Exclusions and On Calls</p>
<p>18.6 Increasingly high expectations and challenge of DAS high attainers leads to improved progress: Y11 Progress 8 of DAS high attainers reaches 0.3. 100% of Y10 DAS high attainers secure a strong pass in English Language.</p>	<p>a) Analyse individual DAS Performance for High Attainers to establish Target Group of underperformers and Target Subjects b) Send Staff list of High Attainer DAS and list of ideas for Stretch and Challenge c) Subsidise DAS on Y11 High Attainers weekend residential</p>	<p>Data from Raise has shown a trend less progress made by HA DAS</p>	<p>Monitor the progress of HA DAS sub-cohort  Conduct a learning walk of HA DAS and follow up with Student Voice Activity to gain qualitative and quantitative data.</p>	<p>ED BW</p>	<p>Track progress of sub-cohort at each data collection point for all years.</p>
<p>18.7 DAS achievement improves because of increasing attendance and reduced persistent absence: DAS Attendance reaches 95% for the first time. DAS Persistent Absence falls below 10%.</p>	<p>a) During Half Termly attendance meetings, ensure DV Students are fast tracked to the intervention associated with the wave above. This ensures early intervention of this vulnerable group b) Analyse last year's attendance data and create a target list of DAS students at risk of being classed as a Persistent Absentee this year. Create an individual action plan and target.</p>	<p>"There is a clear link between poor attendance at school and lower academic achievement" Charlie Taylor's 2012 Report for the DFE on 'Improving Attendance at School'.</p>	<p>Half Termly Meetings with HOY and Senior Attendance Officer which then leads into a review meeting with Attendance Lead and ACE.</p>	<p>GY</p>	<p>Data Analysis each half term to monitor impact.</p>

<p>18.8 Raise the progress of DAS students in Mathematics: Y11 Progress 8 in Maths to +0.4 Y10 Progress 8 Forecast in Maths to +0.4 Y7-10 Reduction of Achievement Gaps to English</p>	<p>a) Individual Maths Performance analysed in each year group to establish target group b) Y11 Fast-tracking to Maths Intervention in am registration and twilight sessions c) Learning walks organised to focus on the provision for Disadvantaged Students in Maths to bring consistently high QFT d) Y7-10 Intervention in lessons and through core support. e) Opportunities Fund accessed to ensure students have all the Maths resources they need. f) Use PP to ensure Maths staffing is generous in terms of teachers and intervention tutors (also applies to English)</p>	<p>2017 FFT Results Analysis identifies the weaker progress in Maths.</p>	<p>Fortnightly line management meetings with KE  Weekly Core Achievement Meetings with BW  Monitor usage of Opportunities Fund</p>	<p>CI PK KE BW</p>	<p>Analyse DAS Maths progress at each data collection point.</p>
<p>18.9 Improve the progress of DAS Students in Targeted Subjects. Residual league table concerns (Engineering -1.82, Computer Science -1.44, Biology -0.66, Business -0.64, Spanish -0.61)</p>	<p>a) Each department targeted compiles an action plan of how they intend to raise the performance of disadvantaged students containing:</p> <ul style="list-style-type: none"> <li>• Analysis of current progress</li> <li>• Identification of a target group</li> <li>• Fast-tracking plans to intervention strategies</li> <li>• Plans to access Opportunities Funding</li> </ul> <p>b) Keep all departments up to date with current progress with DAS in comparison to other departments c) Individual meetings with HODs in departments towards the bottom of the league table.</p>	<p>Looking at 'Residual' performance in SISRA Analytics identifies these departments as our least successful in terms of DAS Achievement in 2017.</p>	<p>Identify that appropriate action plans are in place in the Autumn Term.</p>	<p>ED and respective HODS/ HOFs</p>	<p>Monitor at each data collection point.</p>

18.10 Utilise the Heads of Year to provide exemplary Pastoral Care and co-ordinate strategies for a target group of DAS students in their year group.	<p>a) Provide HOY with data on the progress of disadvantaged students in their year group at each data collection point including a league table of individual performance and a target group of concerns.</p> <p>b) HOY coordinate an action plan for each individual in the target group including meetings with parents, use of the opportunities fund and liaison with departments.</p> <p>c) Mentoring Plan created to include SLT, HOH, HOY and Business Mentors.</p>	HOY need to know who the Disadvantaged Students are and the particular target group to ensure they apply strategies accordingly.	Check action plans for each targeted individual to ensure appropriate support.	ED GY HOY	Progress of DAS and Target Group analysed at each data collection point.
<b>Total budgeted cost</b>					<p>Additional Tutor Group £3,000  Gary Wilson Training £1,000  Addition Staffing Costs for out of hours club £3,000  Refocus Staffing £20,000  High Attainers Trip £500  Attendance ACE Package £10,000  Additional English &amp; Maths Staffing £60,000</p> <p>Sub Total - £97,500</p>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
18.11 Effective deployment of the £15,000 Opportunities Fund is evidenced through exam success,	a) The PP Teacher/TA Request Form is placed in the Staff Handbook and digitally on the portal, along with instructions to allow easy access to the Opportunities Fund for Staff. This form will be promoted	<p>Progress by DAS</p> <p>Success by proactive department</p>	All requests from parents, carers, teachers and the pastoral team come through ED for approval.	ED EH	Individual funding compared to progress league table at every data collection point.

accelerated progress, attendance/behaviour data and case studies that show the academic/pastoral benefits gained by this personalised provision.	<p>on Training Days and Sharing Good Practice Briefings</p> <p>b) The PP Parent Request form is posted to all PP Students twice a year to encourage requests for bespoke funding</p> <p>c) HOY to utilise Opportunities Fund to access funding for target group.</p> <p>d) HOD especially in targeted subjects to proactively use the Opportunities Fund to support DAS achievement.</p> <p>e) Finance Office to monitor use of Opportunities Fund by Department and HOY</p>	Anecdotal case studies of students receiving bespoke financial support (e.g. Swimming lessons for the non-swimmer who lives on a barge)	Senior Finance Assistant maintains funding record on each DAS and by each department		
18.12 Free School Breakfasts help ensure that more students have the nutrition and hydration needed for an effective day's learning	<p>a) Budget for Free School Breakfasts raised to £5000</p> <p>b) FSB advertised to all parents in the Autumn Term to encourage take up</p> <p>c) Termly monitoring of usage</p>	The claim that breakfast is the most important meal of the day has an abundance of sound science behind it. A brief compiled by the Food Research and Action Centre (FRAC) outlines the <b>correlation between breakfast and school performance</b> among children, based on numerous research findings. The findings include how eating, and not eating, breakfast affects academics, brain function, and overall wellness. Children who do not eat breakfast at home or at school were less able to learn.	Termly monitoring of usage.	ED	Each Term.
18.13 Home Learning Club opens three nights a week to provide valued TA and ICT support.	<p>a) TA and Librarian Support available on Monday, Wednesdays and Thursdays</p> <p>b) Register analysed termly</p>	Register of attendance shows which DAS access this club.	Termly twilight learning walk Register monitoring for DAS attendance Student Voice activity.	KM	Termly Report on effectiveness and the number of DAS benefitting

		Student Voice activities show its value.			
18.14 Late Buses allow DAS to access intervention classes, Nome learning Club and a vast array of sports clubs.	a) Late Buses provided three times a week from 5pm to serve rural catchment	With only approx. 30% of students from Southam.  Transport costs and work patterns are potentially a huge issue for	Spot survey once a term on users.	ED	Termly report on usage stats.
18.15 The promotion of high aspirations and AIG leading to no DAS NEET students and self-motivated students.	a) Y7 DAS fast tracked to early career interviews to stimulate ideas and motivation towards their studies b) Y10 & 11 DAS Students fast tracked to careers advice c) Former DAS students supported through the Sixth Form and onto a positive destination through the Bursary Scheme and positive discrimination d) Fast track DAS students to position/roles of responsibility (peer mentors, academic mentors, year council, social area prefect, house sports captain, etc.) e) The Character Education results of DV Students in the KS3 Excellence Award and the KS4 Employability Challenge analysed to ensure students are receiving the correct support to boost their skills which will bring success and allow them to develop their potential f) Y8 DAS students are supported to make guided option choices which will facilitate future progression routes and high levels of achievement	David Allison, managing director of GetMyFirstJob, "If you don't communicate about a profession effectively with young people, they will never want to do it...Why would a 16-year-old suddenly wake up, having never met an accountant, and want to be an accountant?"  DAS students typically lack confidence and career aspiration. Effective IAG can transform their motivation in school by giving their education and end purpose.	A sample observations of Careers Interviews.  Positive Destination Figures for DAS  Monitoring Y11 DAS retention rates into the Sixth Form  Character Education Support for targeted DAS	HS ED	Fortnightly Meetings between ED and Careers Advisor  Careers Action Plan with termly progress checks.  Termly DAS Report from A Hughes
18.16 Show My Homework allows DAS students to consistently	a) SMHW launched in September 2017 b) DAS students part of Autumn Term survey	+5 Months rating from the Learning and Teaching Toolkit	Termly usage reports provided by SMHW	TN ED	End of Autumn Term and End of first year.

produce good quality home learning through improved communication and organisation	c) SMHW training in Training Days and good practice shared in briefings.	93% improvement in student organisation following SMHW St James Catholic School  92% Parental Satisfaction Barlow RC High School	Student, Parent and Teacher Satisfaction Surveys		
18.17 Identification of a clear method of using the revised SISRA Analytics EAP Data Analysis System to effectively monitor progress in Y7 & Y8	a) SLT discussion on KS3 Achievement and progress tracking to agree common method of monitoring progress. b) Data effectively shared to target intervention and resources to tackle underperforming DAS students in Y7 & Y8 c) Progress Data tracked through KS3	KS3 The Wasted Years identified a lack of challenge, progress monitoring and effective early intervention.	System agreed by October 2017  Y7 and Y8 DAS data analysed after each data collection point  Target group identified and interventions specified	GY KE ED	Data tracked from data collection point to point to show progress and effectiveness of intervention for younger DAS
<b>Total budgeted cost</b>					<b>Opportunities Fund</b> <b>£15,000</b> <b>Free School Breakfasts</b> <b>£5,000</b> <b>After School Transport</b> <b>£15,000</b> <b>Careers Advisor</b> <b>£10,000</b> <b>Show My Homework</b> <b>£1,500</b>  <b>Sub Total - £46,500</b>
					<b>Grand Total –</b> <b>£174,000</b>

