

# Castle Donington College Pupil Premium Strategy Statement 2016-17

Section 1: Summary Information					
<b>School</b>	Castle Donington College				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£74, 740	<b>Date of most recent PP Review</b>	July 2016
<b>Total number of pupils</b>	443	<b>Number of pupils eligible for PP</b>	70	<b>Date for next internal review of this strategy</b>	July 2017

Current KS2 Attainment	All Pupils (114) (NOP)			Pupils eligible for PP (25)			Pupils not eligible for PP(89)		
	National average 2016	Castle Donington College Jan 2017	Castle Donington College April 2017	National average 2016	Castle Donington College Jan 2017	Castle Donington College April 2017	National average 2016	Castle Donington College Jan 2017	Castle Donington College April 2017
% at or above the expected national standard in reading, writing and maths	53%	40% (46)	47% (53)	39%	28% (7)	28% (7)	60%	44%(39)	52%(46)
% at or above the expected standard in reading	66%	73% (83)	69% (79)	53%	60% (15)	56%(14)	72%	76%(68)	73%(65)
% at or above the expected standard in writing	74%	71% (81)	72% (82)	64%	56%(14)	56%(14)	79%	75%(67)	76%(68)
% at or above the expected standard in maths	72%	43%(49)	57%(65)	58%	32% (8)	40% (10)	76%	46% (41)	62%(55)

National data from DfE release SFR 62/2016 KS2 England

Context
<p>Castle Donington College is a small Leicestershire High School (middle deemed secondary school) serving children from ages 10-14. Pupils join the College in Year 6 from 7 main feeder primary schools. On entry, Year 6 pupils follow a secondary phase curriculum with 5 lessons of English and Maths a week taught by subject specialists together with a board and balanced range of subjects Year 6 pupils attend 145 days before they take National Tests. From September 2017, Castle Donington College will experience Age Range Change with the commencement of GCSE courses for the first Year 10 cohort. From this date the College will be serve pupils aged 11-16 school.</p>

## Section 2 : Barriers to Future Attainment (for pupils eligible for PP)

In-School barriers	
<b>A</b>	Intervention has not always been targeted appropriately and has not always been effective
<b>B</b>	Some eligible Y6 pupils achieve less well than their peers in English and maths in KS2 National Tests.
<b>C</b>	Some eligible pupils require additional care, support and guidance to improve confidence and self-esteem which is seen to have a negative impact on progress
External Barriers	
<b>D.</b>	Attendance rates for eligible pupils are below that of their peers
<b>E.</b>	Parental engagement does not always support pupils effectively with progress

Desired Outcomes ( <i>desired outcomes and how they will be measured</i> )		Success Criteria
<b>A.</b>	Improved tracking and monitoring of individuals and groups. Underperforming pupils will be identified and subject to appropriate intervention. This will include a specific and particular focus on disadvantaged pupils	<ul style="list-style-type: none"> <li>Disadvantaged pupils will make progress in line with their peers/ school cohort.</li> <li>The gap between DA and non DA pupils will diminish.</li> </ul>
<b>B.</b>	Eligible pupils in Year 6 will achieve in line with peers and diminish in school gaps in English and maths in National tests (KS2)	<ul style="list-style-type: none"> <li>KS2 SATs results will show DA pupils meet or exceed their End of Year Milestones and End of Key Stage 2 Targets. These are based on good progress from KS1 and FFT estimates</li> <li>Remain above the Floor threshold for all groups</li> </ul>
<b>C.</b>	Eligible pupils will be supported through mentoring and or referrals to appropriate agencies to improve wellbeing, attendance and engagement with learning. They will be encouraged to access additional support to complete homework and close gaps in learning.	<ul style="list-style-type: none"> <li>Reduced incident as shown through behaviour referrals and pupil surveys. Pupils' improved wellbeing and attendance.</li> <li>Attendance at and participation in additional support sessions / extra-curricular activities increases for DA pupils</li> </ul>
<b>D.</b>	Increased attendance rates	<ul style="list-style-type: none"> <li>Attendance data shows the attendance of DA pupils is in line with national rates</li> <li>The in school gap between DA and non DA pupils is diminished</li> </ul>
<b>E.</b>	Increased parental engagement	<ul style="list-style-type: none"> <li>Improved attendance (fro 2015-16 information)at Parents' Evenings and other key events</li> <li>Improving feedback evidenced by Parental surveys</li> <li>Successful completion of TELA PP Challenge</li> </ul>

### Section 3: 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	When will you review implementation?
Progress and attainment data shows diminishing gaps in all year groups	<ul style="list-style-type: none"> <li>Implementation of Go4Schools data tracking (£2397)</li> <li>All teaching staff are aware of DA pupils in their teaching groups and learning needs and barriers to learning.</li> <li>Pupils identified using Go4Schools seating plans package (£483) with data to ensure in-class intervention is targeted</li> <li>Progress and attainment of DA pupils reviewed at each department health check</li> </ul>	2015-16 saw some success although inconsistencies across departments due to incoherent tracking system. Sutton Trust EEF report identifies quality teaching is key to raising progress and attainment	Through the College monitoring and evaluation cycle Barriers to learning are identified by class teachers, strategies shared and reviewed	NB/ML	Departmental meetings through ML Half termly through health checks
Pupils will understand their performance and how to improve	<ul style="list-style-type: none"> <li>Departments will review and refine assessment, marking and feedback to ensure detailed summative and formative feedback (written and verbal) is shared with pupils (no cost)</li> </ul>	Sutton Trust EEF Toolkit indicates high quality <i>Feedback</i> is an effective way to improve attainment and can add +8 months progress. Partial improvements shown in Summer term 2015-16 following staff training session	ML to review and refine departmental assessment, marking and feedback practices. Monitored through half termly health checks. Quality of feedback monitored through pupil	NB	
Pupils work , attainment and engagement will be recognised and rewarded	<ul style="list-style-type: none"> <li>College Reward system will be refined to ensure it is focused on frequent, strong positive, aspirational and optimistic messages (£1000)*</li> </ul>	Positive messages between home and school have impact on attitudes to learning and engagement. Particularly effective with DA pupils.	Positive behaviour monitored through Go4Schools Reduction in detentions for negative behaviour	HOY /DJ	Weekly RAB meetings and half termly health checks

DA complete classwork and homework to a good standard	<ul style="list-style-type: none"> <li>• Propriety places at lunchtime catch up and homework clubs</li> <li>• Special invitation to afterschool activities.</li> <li>• Transport provided to enable attendance (£2625)</li> <li>• Revision and support books and resources provided (£1500)*</li> </ul>	Transport was a barrier to attendance at afterschool activities Availability and access to resources a barrier to learning and progress Sutton Trust EFF Toolkit suggests <i>Small Group Tuition</i> +4 months progress	Attendance of DA pupils monitored at additional sessions. Improved homework and reduction in gaps in classwork monitored through work scrutinies	JS/NB/ AD	
<b>Total budgeted cost</b>					£8005.00

<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>
Progress and attainment data shows gaps diminishing in Year 6	HLTA to work with identified intervention groups in English introduce Mastery Tutor in Maths with specific focus on Year 6 pupils in preparation for KS2 National Tests (£28000)	Sutton Trust EFF Toolkit suggests <i>Mastery Learning</i> adds +5 months progress and <i>Small Group Tuition</i> +4 months progress Some impact in English from 1:1 tutors during 2015-16	Quality of provision monitored by ML (English and Maths) accountable through half termly health checks.	KE/SS	Ongoing monitoring through Half termly health checks.
Progress and attainment data shows gaps diminishing in Years 7-9	Teacher to work with identified intervention groups across the curriculum, as identified by need. (£14,200)	Sutton Trust EFF Toolkit suggests <i>Small Group Tuition</i> +4 months progress	Improved outcomes for identified pupils. Quality of provision monitored by SENCo	JS/AD	Ongoing monitoring through Half termly health checks.
Attendance for DA pupils improves. Particularly PA	EWO appointed to monitor attendance of identified pupils and engage with families. HOY to monitor and implement strategies to support individuals (£2000)	Correlation between underperformance and poor attendance in previous years and conversely success in progress and attainment for pupils who were able to improve their attendance	Weekly monitoring through attendance report and RAB meetings. Half termly HOY health check. Monitoring through EWO monthly report.	DJ/ HOY	Termly

Increased confidence in reading and numeracy for Year 6 and Year 9 pupils	Weekly Y6/Y9 Paired Numeracy and Paired Reading activity to be streamlined and more focussed (£3000)	Sutton Trust EFF Toolkit suggests <i>Peer Tutoring</i> activities add +5 months progress. Successful in previous years with wider brief.	Specialist staff to lead Numeracy and pupils trained	JPM/SS KE	Through line management meetings – Core Subjects.
Support pupils to improve mental health	Appointment of Relate Counsellor to conduct individual specialised in school counselling. 1 day per week (£3400)	A growing number of pupils are experiencing poor mental health which is becoming a barrier to learning and progress	DJ/HOY to monitor referrals. Relate report published at end of year	DJ/HOY	Ongoing feedback and Summer Term 2017
<b>Total budgeted cost</b>					£50,660

<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>
Participation and engagement increases	Support available for additional resources from PP budget (£2000)*	Sutton Trust EFF Toolkit suggests <i>Arts and Sports Participation</i> and <i>Extended School Time</i> add +2 months progress. Some DA pupils require financial support to participate and engage with educational opportunities	HOY and JB to monitor	HOY	On going
All DA pupils are fully equipped and wearing full school uniform	Support available for items of school uniform and other equipment/ kit necessary to participate fully in day to day school life (£500)*	Some DA require financial support Sutton Trust EFF Report indicates +5 months progress can be added through <i>Social And Emotional Learning</i> which includes School-level approaches to ‘developing a positive school ethos which also aim to support greater engagement in learning’	HOY, Group Tutors and DJ to monitor	HOY/DJ	On going

Provide a healthy breakfast for identified pupils	Introduce a supervised Breakfast Club to provide a healthy start to the day and safe environment (£ 1500)*		Monitor attendance of pupils and performance/ behaviour over time	AD/LSAs	Summer term
Improve home school contact	Implementation of 'Show my Homework' online tool to allow parents to monitor and support with independent learning/homework tasks (£ 861.50)  Participation (including supply Cover and TELA partnership fees) in TELA Pupil premium Challenge to increase parental participation in College events (£ 2000)	Sutton Trust EFF Toolkit suggests <i>Homework</i> can add +5 months progress and <i>Parental Engagement</i> +3 months progress Parental feedback through surveys. Parental desire to support and monitor pupils' educational activities outside school. In response to invitation from TELA following PP review	NB to launch and roll out with all stakeholders following training session. NB to monitor through parental feedback	NB	ML to feedback through health checks and RAB Summer term
<b>Total budgeted cost</b>					£ 6861.5

\*estimated cost

Allocated Funding of Pupil premium 2016-17	£74,140.00
Projected Total for Projects 2016-17	£65,665.00
Remaining balance	£8475.00

**Section 4: Review of expenditure for previous academic year 2015-16 (£66,055)**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To improve pupils' confidence in maths and outcomes for year 6 Pupils in national tests	In house programme of Maths and English SATs preparation activities including 'breakfast week activities'	Some pupils benefited from addressing gaps in knowledge. Pupils felt more confident about their ability to access the SATs. Poor impact overall in KS2 SATs outcomes	Pupils were exhausted in run up to SATs week The programme, although well planned and executed was too intense. Reduce from a full week to one day. Breakfast week successful in engaging pupils to start the day with a health meal and the social aspect of community breakfast	£11,101
To improve pupils' confidence in maths and outcomes for year 6 Pupils in national tests	Externally purchased Intensive Revision Programme (PETX)	Greater impact in pupil's confidence , particularly in Maths but poor impact overall in KS2 SATs outcomes	Very expensive resource, loss of normal teaching time for identified pupils. Good confidence boost but timing of programme meant little impact in SATs week	£2,800

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To improve outcomes for year 6 Pupils in national tests	Externally appointment of six 1:1 and small group tutors in English and Maths	KS2 results (pupils above and meeting expected standard 2016)	Very expensive for low impact. Difficult to monitor and inconsistent approach. Greater emphasis given to SPaG over development of reading skills.	£39,545
Raising aspirations of pupils including disadvantaged	Loughborough University visit Y9 Skills Show trip	Pupils feedback from both events overwhelmingly positive Increased interest in Higher Education from DA pupils. Increased numbers engaging with Age Range Change- i.e. staying at CDC	Expensive to cover additional cost of transport, but worthwhile in raising aspiration, self-esteem and supporting CIEAG among Year 9 pupils. Continue to offer	£500

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve attendance of poor attenders including disadvantaged pupils	Appointment of dedicated EWO	<b>See figures in table below</b>	Some impact on hard to reach families and big impact on particular individuals. Reduce from 2 days a month to 1-1.5 days for 2016-17. Improve feedback and communication processes. To work with SH	£3,859
Social, emotional and mental health issues will not be a barrier to pupil progress	Appointment of Relate Counsellor to conduct individual specialised in school counselling. 1 day per week	Contact DJ for summary of the Relate Report	We noticed a growing need for support with pupils experiencing SEMH difficulties i.e. children who demonstrate difficulties with <b>emotional</b> regulation and/or <b>social</b> interaction and/or are experiencing <b>mental health</b> problems. The Relate Report 2015-16 identified a number of successes amongst the pupils referred. Increase use in 2016-17	£1070
Improve engagement of disadvantaged pupil and raise aspiration	Access to resources to enable access to curricular and extra-curricular activities	Increased engagement, significant number of 'Progress and Attainment Awards' for sporting, musical and creative activities to PP pupils. Increased number of pupils participating in music tuition and achieving nationally recognised qualifications, participating in the community orchestra, school bands performing at community concerts	Successful. To continue 2016-17. Each case to be assessed based on individual circumstance. SBM to be fully involved.	£7,235



## Section 5: Outcomes 2015-16

1. KS2 Attainment 2016 results	All Pupils		Pupils eligible for PP (23)		Pupils not eligible for PP (73)	
	National average 2016	Castle Donington College	National average 2016	Castle Donington College (NOP)	National average 2016	Castle Donington College
% at or above the expected national standard in reading, writing and maths	53%	40%	60%	22%	60%	45%
% at or above the expected standard in reading	66%	49%	72%	35%	72%	53%
% at or above the expected standard in writing	74%	72%	79%	57%	79%	77%
% at or above the expected standard in SPaG	72%	52%	78%	35%	78%	58%
% at or above the expected standard in maths	70%	54%	76%	30%	76%	62%

% Attendance 2014/5 and 2015/6 (arrow shows up or down on previous year)

2014/15

	All	Disadvantaged Pupils	Non Disadvantaged Pupils
Year 6	96.5	95.3	96.7
Year 7	96.1	93.6	96.6
Year 8	94.5	94.2	94.6
Year 9	95.0	94.0	95.2
Overall	95.8	94.4	95.8

2015/16

	All	Disadvantaged Pupils	Non Disadvantaged Pupils
	95.9 ↓	92.7 ↓	97.1 ↑
	96.2 ↑	94.5 ↑	96.5
	95.7 ↑	89.6 ↓	96.7 ↑
	94.4 ↓	95.4 ↑	94.2 ↓
	95.6	93.2	96.1

Written September 2017

Updated January 2017 JS

Updated April 2017 JS