

# Castle Donington College Pupil Premium Strategy Statement 2017-18

1. Summary information			
School	Castle Donington College	Date of most recent PP External Review (by SIA)	July 2016
Academic Year	2017-18	Date of Governor Review of PP strategy	July 2017
Total number of pupils	432	Date for next internal review of this strategy	July 2018
Number of pupils eligible for PP	82	Review JS / TLA Committee	October 2017
Total PP budget	£85,960	Review JS / TLA Committee	February 2018

## Context

From September 2017, Castle Donington College became an 11-15 school, taking on the first cohort of Year 10 students as part of age range change. From September 2018 the College will serve pupils from Year 7 to Year 11. (11-16) Before this change of age range, Castle Donington College was a High School (middle deemed secondary) serving children from ages 10-14.

An external review of Pupil Premium funding was carried out in June 2016, following KS2 outcomes that identified gaps between disadvantaged pupils and non-disadvantaged pupils.

A new Principal and Vice Principal took up posts in September 2016. During 2016-17 the College has engaged successfully with Thomas Estley Teaching Alliance along with ten other schools to pursue an action research project funded by LEEP (Leicestershire Education Excellence Partnership) to improve outcomes for disadvantaged pupils in Leicestershire.

2017-18 will see a 3.1% increase in the number of pupils eligible for the Pupil premium. (2016-17 15.8%, 2017-18 19%)

	Funding 2016-17	Number 2016-17	Funding 2017-18	Est Number 2017-18	Est Funding 2018-19
KS2 (£1320 per pupil)	£33,000	25	£33,000	0	0
KS3 (£935 per pupil)	£41,140	56	£52 360	68	£63,580
KS4 (£935 per pupil)	-	0	0	15	£14 025
Services (£300)	£600	2	£600	2	£600
Total	£74,740	82	£85 960	85	£78 205

## 2. Barriers to future attainment (for pupils eligible for PP ) 2017-18

In-school barriers	
A.	Not all eligible pupils achieve in line with their non-disadvantaged peers in English
B.	Not all eligible pupils achieve in line with their non-disadvantaged peers in Maths
C.	More able disadvantaged students /those making better than expected progress, do not achieve in line with their non-disadvantaged peers
D.	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	
E.	Attendance rates for eligible pupils are below that of their peers particularly children in receipt of Free School Meals (FSM)
F.	Parental support for participation in curricular and extra-curricular activities, including reading at home and support with revision
G.	Engagement in learning (attitude to learning, behaviour, concentration) is less than that of non-disadvantaged pupils

Barrier	Desired Outcomes (and how they will be measured)	Success criteria
A and B	Eligible pupils will achieve in line with peers and diminish in school and national gaps in Maths and English	<ul style="list-style-type: none"> <li>Disadvantaged pupils will make progress in line with their peers/ school cohort from relative starting points.</li> <li>The gap between DA and non DA pupils will diminish</li> </ul>
C	Eligible pupils will be supported through mentoring and or referrals to appropriate agencies to improve wellbeing, attendance and engagement with learning. Eligible pupils will be encouraged to access additional support to complete homework and close any gaps in learning	<ul style="list-style-type: none"> <li>Reduced incidents as shown through behaviour referrals and pupil surveys.</li> <li>Pupils' improved wellbeing and attendance.</li> <li>Attendance at and participation in additional support sessions / extracurricular activities increases for DA pupils</li> </ul>
D	Increased attendance rates for disadvantaged pupils particularly SEN Pupils and those in receipt of FSM	<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>
E	Increased participation in curricular and extra-curricular activities Improved levels of reading and engagement with reading for pleasure	<ul style="list-style-type: none"> <li>Register of curricular and extra-curricular experiences and activities shows high levels of participation for DA pupils</li> <li>High percentage of borrowing figures from College Library for DA pupils</li> <li>DA pupils showing reading ages allowing access to curriculum</li> </ul>
F	Reduced incidents (white slips, pink slips, detentions, internal and external exclusions) for eligible pupils	<ul style="list-style-type: none"> <li>Behaviour data shows low incidents from disadvantaged pupils compared to non-disadvantaged peers</li> <li>High percentage of DA pupils take on responsibilities including ambassadorial responsibilities across the College</li> </ul>

### 3. Planned expenditure Academic Year 2017-18

i. Quality of teaching for all						
	Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
a	A whole school reward system that diminishes the gap between students' aspirations and the knowledge and skills that are required to achieve. To reinforce positive messages and a culture of pride in achieving and to establish positive role models raising students' self-esteem and confidence	Introduction of an effective rewards system and provision of opportunities for students to take on greater responsibility and ambassadorial roles particularly for KS4 students (£2500)	To ensure that low expectations are not a barrier to achievement by considering the potential of individuals as suggested in Ofsted's research ' <i>The Pupil Premium-How schools are spending the funding</i> ' Feedback from pupils who were informally targeted in 2016-17 to raise their aspirations. Evaluation of this work suggests a wider more structured approach is needed. Student survey identifies a small minority of students who feel they cannot learn 'free from disruption'	Monitor and evaluate feedback from pupils and parents through surveys. Increase in the number of pupils acting as positive role models. Engagement with ambassadorial and leadership activities Reduction in behaviour incidents. Improved feedback through Student Survey	BW/HoY	Termly
b	Eligible pupils will be encouraged to access additional support / catch-up to complete homework and close any gaps in learning	<ul style="list-style-type: none"> <li>• Priority places at lunchtime catch up and homework clubs</li> <li>• Extended provision of afterschool activities targeting specific groups</li> <li>• Transport provided to enable attendance (£4000)</li> <li>• Revision and support books and resources provided to support home/independent study (£1000)*</li> <li>• Provision of 'Catch up' session for KS4 students (£1500)</li> </ul>	After school and lunch time provision for homework support was well received in 2016-17. Registers show high engagement from DA group Strategies to promote participation in activities proved effective mainly due to provision of free transport Revision and independent study resources yielded positive outcomes. <i>EEF research</i> suggests positive impact of extending the school day (+2 months), arts participation (+2 months), sports participation (+2 months) and homework (+5 months)	Monitor and evaluate attendance at after school and lunchtime clubs Quality of homework and improved progress to milestones evidenced by assessment data and work scrutinies	NB/ML	Termly

c	Further embedding of the positive ethos with improved discipline across the whole school which supports greater engagement in learning	<ul style="list-style-type: none"> <li>staff training for teacher-led behavioural interventions in the classroom (£1000)</li> <li>additional support including targeted interventions for those diagnosed or at-risk of emotional or behavioural disorders (more effective use of support staff) (£20 000)</li> <li>Introduction of Behaviour System to record incidents allowing quicker response and intervention (£500)</li> </ul>	<p>EEF research suggests parental involvement programmes are often associated with improvements in school ethos or discipline as alternatives to direct behaviour interventions.</p> <p>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are suggested by EEF to be equally effective</p> <p>Reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning Research shows behavioural interventions have a positive impact on progress (+4 months progress)</p>	Monitor and evaluate incidents (white slips, pink slips, detentions, internal and external exclusions) for eligible pupils	BW / HoY	Termly
<b>Total budgeted cost</b>						<b>£30 500</b>

ii. Targeted support						
	Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
a	Progress and attainment data show diminishing gaps in English and Maths	Teacher to work with identified intervention groups across the curriculum, as identified by need. (£14,200) DJ	<p>EEF research suggests positive impact on progress of Small Group Tuition (+4 months), Mastery Learning (+5 months), One To One Tuition (+4 months)</p> <p>Evidence of success when trailed 2016-17, particularly in Maths (based on Mastery Learning model)</p>	Improved progress to milestones evidenced by assessment data and work scrutinies of targeted pupils. Monitored through Health checks and Line management meetings	JS with KE/SS	Termly

b	Increased attendance rates for disadvantaged pupils particularly SEN Pupils and those in receipt of FSM	Development of Welfare officer to ensure that target pupils are monitored closely and intervention with families and outside agencies is effective and timely. (£4300 ) SH	Attendance rates for eligible pupils are below that of their peers particularly children in receipt of Free School Meals (FSM) Ofsted's research 'The Pupil Premium-How schools are spending the funding' shows the success schools have had with similar	Attendance closely monitored trough half termly RAB meeting with HOY	BW/ SH	Termly
c	Improved levels of Literacy and Numeracy for Year 7 pupils  Improved levels of reading and engagement with reading for pleasure	Weekly, structured, cross-age tutoring activities of Peer Reading and Peer Maths for identified students. Learners work in pairs or small groups to provide each other with explicit teaching support. (£1500) resources and staff time (SS)	EEF research suggests positive impact on progress of Peer tutoring (+5 months) includes a range of approaches in which, an older learner takes the tutoring role and is paired with a younger tutee	Improved progress to milestones evidenced by assessment data. Improved reading ages of identified pupils Improved basic numeracy skills of identified pupils evidenced through assessment and work scrutiny	JS with KE/SS	Half termly health checks and fortnightly Line management meetings.  Annual reading age testing  Assessment weeks
d	High attaining pupils make good or better progress to aspirational milestones	Introduction of meta-cognition and self-regulation approaches to help learners think about their own learning more explicitly. Training staff to teach pupils specific strategies to set goals and monitor and evaluate their own academic development. Giving pupils a repertoire of strategies to choose from during learning activities. Staff development (£500) Resources	More able disadvantaged students /those making better than expected progress, do not achieve in line with their non-disadvantaged peers EEF suggests that meta-cognition and self-regulation approaches have consistently high levels of impact (+8 months). The evidence indicates that teaching these strategies can be particularly effective for older pupils.	Dedicate staff development time to a pilot scheme specifically for Y10 pupils and roll out if successful.		Half Termly
<b>Total budgeted cost</b>						<b>£21 000</b>

iii. Other approaches (including links to personal, social and emotional wellbeing)						
	Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
a	Provide a healthy breakfast for identified pupils	Introduce a supervised Breakfast Club to provide a healthy start to the day and safe environment (£5000)*Staffing costs Establish Hardship fund to support families in need (£2000)	To raise attendances, improve punctuality and concentration levels for targeted individuals	Monitor attendance and food consumption. Use behaviour data to evidence improvement	CH/AD	Termly
b	Eligible pupils will be supported through mentoring and or referrals to appropriate agencies to improve wellbeing, attendance and engagement with learning.	Establishing Nurture Group for Y7 and through Springboard enhancement create improved alternative provision for SEMH and vulnerable pupils (£20 000)	Provision for new KS4 cohort needed	Part of the College QA cycle. Through weekly Line management meetings and Half termly health checks and student and parent feedback	AD/NB	Weekly
c	Earlier identification of underperformance	Further embedding of Go4Schools as a tracking tool and focused training (£1500)	Following the successful introduction of G4S in 2016 further embedding is needed. To ensure greater consistency across and within departments more training is needed. Ofsted's <i>'The Pupil Premium-How schools are spending the funding'</i> suggest successful use of funding is evident <i>when schools' thoroughly analyse which pupils were underachieving, particularly in English and mathematics, and why</i>	Through frequent line management meetings and health checks. Through half termly data capture to monitor the progress and attainment of individual pupil and through triangulation of work scrutiny, assessment information and observations of classroom practise	NB	Line management meetings and health checks. Assessment Weeks Termly T,L and A Governors committee meetings
<b>Total budgeted cost</b>						<b>£26 500</b>
<b>Total Estimated Spend 2017-18</b>						<b>£79 500</b>

#### 4. Review of expenditure Previous Academic Year 2016-17 (£74 740)

##### 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.	Lessons learned (and whether you will continue with this approach)	Cost
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>	Middle Leaders (ML) in particular made effective use of Go4Schools to ensure they are able to track and monitor performance throughout the year. Through this transition period, several ML have established a 'live mark book' ensuring all students' progress and attainment data is recorded and up to date. Health checks and line management meetings have been more productive as data for all groups including DA pupils is current. Seating plans have ensured that DA pupils are easily identified and all pupils performance is available at a glance	Go4Schools database will continue to be used across the school. The focus for 2017-18 is greater consistency of use across departments. This may involve support and further training. Departments will be looking at weighting assignments to provide accurate and timely assessment information.	£3000
Pupils will understand their performance and how to improve	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)	All departments reviewed and updated their assessment policy to reflect current practice. The whole school assessment policy has been updated to ensure that feedback is more effective and has a greater impact in supporting students' progress	ML requested time to visit colleagues in other schools and to work collaboratively developing feedback practises that work. Evaluation of new policies must ow follow and regular departmental review is necessary.	Training / time £ 500
Pupils work , attainment and engagement will be recognised and rewarded	College Reward system will be refined to ensure it is focused on frequent, strong positive, aspirational and optimistic messages (£1000)*	A more systematic approach to rewards was attempted but evaluation has identified further work is still to be done. This will be particularly pertinent to the new Year 10 cohort. Tracking of reward points through G4S can now identify which groups of students ,	Further embedding and reinforcement of aspirational messages for all students is required, with a particular focus on Year 10 cohort and more able students in all years. An need for opportunities to show greater responsibility for older students has been	£500

		including disadvantaged students, are receiving recognition for high achievement and responding to aspirational messages	identified	
DA complete classwork and homework to a good standard	<ul style="list-style-type: none"> <li>• Priority 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>	<p>After school and lunch time provision for Homework support was well received. Registers show high engagement form DA group</p> <p>Strategies to promote participation in activities proved effective mainly due to provision of free transport</p> <p>Resources , particularly for Y6 SATs preparation yielded positive outcomes</p>	<p>Continue with this strategy</p> <p>Possible increase in cost of transport 2016-7, expand Mandarin club to wider audience. Establish D of E group in Year 10.</p> <p>Cost of revision guides and study support materials will increase 2017-18 due to increase demands for Y10 pupils</p>	£ 4500

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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	<p>Outcomes for KS2 Reading have improved by 15% since 2016 for all pupils and for those eligible for the Pupil Premium, by 16%.</p> <p>In KS2 Maths all pupils improved by 14% and those eligible for the pupil premium by 15% on 2016 results. The gap between PP and Non PP diminished from 18% to 10%</p> <p>(See outcomes data in Section 5)</p>	No further Year 6 / KS2 cohorts at the College. However strategies that can be used for KS3/4 students will be implemented 2017-18	£28 000
Progress and attainment data show gaps are diminishing in Years 7-9	Teacher to work with identified intervention groups across the curriculum, as identified by need.	By the end of KS3 progress gaps shown by APS have diminished in English and Maths to 0.25 and 0.84 respectively	This strategy worked well when students were identified and intervention took place quickly. Students were released for short spells to correct misconceptions. Effective in Maths which is where extra support focussed. Also successful in French for Lower ability pupils.	£14 200

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)	Attendance for the majority of students increased in all year groups. Whole school attendance improved by 0.6% from 2016. Disadvantaged students' attendance improved in all years and overall with the exception of Y9. The gap between DA and non DA reduced from -3.0 in 2016 to -1.4 in 2017. (see Attendance data in Section 5)	EWO practice has been effective and many strategies introduced have been incorporated into regular College procedures resulting in reduced time needed 2017-18	£2000
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)	Outcomes for KS2 Reading have improved by 15% since 2016 for all pupils and for those eligible for the Pupil Premium, by 16%. In KS2 Maths all pupils improved by 14% and those eligible for the pupil premium by 15% on 2016 results. The gap between PP and Non PP diminished from 18% to 10% (See outcomes data in Section 5)	No further Year 6 / KS2 cohorts at the College. However this strategy will be implemented with alternative year group in 2017-18	£3000
Support pupils to improve mental health	Appointment of Relate Counsellor to conduct individual specialised in school counselling. 1 day per week (£3400)	The Annual Report from Relate stated that of the children attending counselling session 58%, felt that counselling had made their problems ' <i>much better</i> '; 42% felt their problems had become ' <i>a bit better</i> ' and no young people felt their problems had worsened. (See Relate Report July 2017)	Renewal of contract for 2017-18, 1 day per week. A number of pupils on the waiting list were not seen. Looking to increase number of days if possible in line with changing demands from KS4 students	£3400

### iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Participation and engagement increases	Support available for additional resources from PP budget (£2000)*	Participation rates varied depending on time of year and activities on offer. Year 9 interested in Mandarin and extra Maths so looking to extend provision for KS4 students in future. Impact on behaviour and quality of teacher pupil relationships. Reduction in behaviour incidents overall.	Students from villages find it difficult to stay after school if transport not provided. Looking to extend provision particularly for KS4 students	£2000

<p>Improve home school contact</p>	<p>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)</p>	<p>Successful implementation of Show My homework. Homework submission data shows stark improvement since launch. Parental feedback shows improvement. Successful completion of TELA project and increased parental participation at College events. Particularly Year 9 options evening where high turnout of parents and 100% of families eligible for Pupil Premium attended</p>	<p>Some teething problems with Show My homework in terms of log on information and familiarisation period. Some families still without facility so paper based activities running alongside. Some students finding additional rigour and pressure of homework a cause of anxiety – shown in student survey. Need to investigate how we teach strategies for coping with and developing independent learning habits and skills through PSHEE curriculum and tutor time</p>	<p>£3000</p>
<p>Provide a healthy breakfast for identified pupils</p>	<p>Introduce a supervised Breakfast Club to provide a healthy start to the day and safe environment (£ 1500)*</p>	<p>Attendance for the majority of students increased in all year groups and whole school attendance improved by 0.6% from 2016. Disadvantaged students' attendance improved in all years and overall with the exception of Y9. The gap between DA and non DA reduced from -3.0 in 2016 to -1.4 in 2017. (see Attendance data in Section 5) This is a consequence of students enjoying coming to school and feeling cared for partly fulfilled by a good start to the day at Breakfast club</p>	<p>Provision ensured some of the most vulnerable students have a safe and secure place to go before school and a meal. Unexpected benefit was the social interaction the club provided and the supportive nature</p>	<p>£1500</p>
<p>All DA pupils are fully equipped and wearing full school uniform</p>	<p>Support available for items of school uniform and other equipment/ kit necessary to participate fully in day to day school life (£500)*</p>	<p>No student hindered by lack of uniform or equipment through the year</p>	<p>Continue to provide uniform, equipment etc but establishing more structured approach through establishing 'hardship fund'</p>	<p>£500</p>

Section 5: Outcomes 2016-17

KS2 Attainment June 2017

	All Pupils (115) (NOP)						Pupils eligible for PP (26)					Pupils not eligible for PP(89)				
	National average 2016	College Results 2016	2017 Target (FFT 50/ KS1)	College FINAL TA 2017	National (SATs) 2017	College SATs Results 2017	National average 2016	College Results 2016	2017 Target (FFT 50/ KS1)	College FINAL TA 2017	College SATs Results 2017	National average 2016	College Results 2016	2017 Target (FFT 50/ KS1)	College FINAL TA 2017	College SATs Results 2017
% at or above the expected national standard in reading, writing and maths	53%	40%	55%	61% (70)	61%	55% (63)	39%	22%	49%	46% (12)	38% (10)	60%	45%	57%	65% (58)	60% (53)
% at or above the expected standard in reading	66%	49%	68%	83% (96)	71%	69% (79)	53%	35%	62%	69% (18)	61% (16)	72%	53%	70%	88% (78)	71% (63)
% at or above the expected standard in writing	74%	72%	77%	83% (95)	76%	-	64%	57%	71%	69% (18)	-	79%	77%	79%	86% (77)	-
% at or above the expected standard in maths	70%	52%	72%	63% (73)	75%	66% (76)	58%	35%	68%	54% (14)	50% (13)	76%	58%	73%	66% (59)	71% (63)

Improvement on 2016-17 College results

End of KS3 Teacher Assessment Outcomes June 2017

Jun-17	APS DA	APS NDA	Gap
Computing	25.57	26.97	-1.4
Design	28.85	28.73	+0.12
English Language	30.00	30.25	-0.25
English Literature	30.29	30.73	-0.44
Geography	29.42	30.75	-1.33
History	29.42	30	-0.58
Maths	29.57	30.41	-0.84
MFL	28.61	28.53	+0.08
Music	26.28	26.93	-0.65
PE	31	29.87	+1.13
Science	24.57	27.25	-2.68

Jun-17 DA High Prior Attainers	APS HA DA (2)	APS HA NDA (17)	Gap
Computing	34.0	30.9	+3.1
Design	28.0	30.7	-2.7
English Language	37.0	34.4	+2.6
English Literature	36.0	34.1	+1.9
Geography	39.0	35.3	+3.7
History	37.0	34.2	-2.8
Maths	42.0	38.0	+4.0
MFL	36.0	32.8	+3.2
PE	31.0	29.8	+1.2
Music	26.0	28.4	-2.4
Science	33.0	30.7	+3.7

#### Attendance June 2017

	All Pupils		Pupils eligible for PP		Pupils not eligible for PP		DA/NDA Gap	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2016	2017
Year 6	95.9	97.3	92.9%	96.5	97.4	97.5	-4.5%	-0.9%
Year 7	96.2	95.7	94.4%	95.4	96.7	95.8	-2.3%	-0.4%
Year 8	95.7	96.1	90.2%	94.0	96.7	96.6	-6.5%	-2.6%
Year 9	94.4	95.9	95.4%	94.3	94.4	96.2	-1.0%	-1.9%
Overall	95.6	96.2%	93.3%	95.0	96.3	96.5	-3.0%	-1.5%