Icknield Community College

Review of Pupil Premium Grant Expenditure 2019-2020

From September to March, a number of interventions were put in place to support our Pupil Premium students, including another successful Year 7 transition, staff training time allocated to Pupil Premium and Year 11 Pupil Premium students targeted for mentoring. There were, however a number of barriers to the progression and fulfilment of a number of actions, with the main barrier being COVID-19. National Lockdown meant that a number of planned actions and interventions could no longer take place in the usual manner, such as the normal provision of targeted support, educational visits and work experience. However, Pupil Premium students continued to be prioritised in a number of different ways, albeit not always in line with the 2019-2020 plan. For example, when it became apparent that students would need to be able to access online learning as their primary source of education, Pupil Premium students were prioritised in the lending and purchasing of ICT provision. Students were always prioritised when tutors contact home for fortnightly phone calls and additional training was provided for Year 10 pupil premium students to enable them to access Online Tutorials for the last term.

Priority		Actions	Cost	Impact
1.	Ensure a highly effective transition programme for pupil premium students from Year 6 into Year 7	• MPC to meet with all primary partnership Headteachers prior to transfer to receive individualised pupil premium plans and gather any other intelligence about these students. Discuss this intelligence at an extraordinary SAM meeting • Provide support to these students during the transition programme to enable all PP students to attend MPC to monitor pupil premium students specifically through all monitoring activities	£150	• Attendance of Year 7 Pupil Premium students from Sept 2019 – March 2020 was 88% Vs 96% for non-PP students. • Student Voice in Year 8 shows students have settled in well
2.	Ensure that all staff are aware of who our pupil premium students are and that they are contributing to individualised plans for them	• Data manager to ensure that all pupil premium students are accurately identified on class lists and highlighted on class profiles • Time to be set aside in INSET September to reflect on the questions posed by Matt Pinkett and Mark Roberts in chapter 2 of 'Boys don't try' and then to ensure that all staff have time to identify specific areas for development and interventions for all pupil premium students they teach • SVP to have a weekly Pupil Premium entry in the staff bulletin to ensure that PP	£3000 teacher/mentor time	• Teachers' class profiles show detailed support and effective interventions are in place for all PP students. • Time was given through INSET and staff training time to allow staff to think through interventions in faculties and share best practice with individual students • There were regular bulletin items highlighting PP students' which staff have found helpful.

		students are constantly high profile • Tutors to prioritise supporting PP students in tutor time and to develop strong home-school links • Look into prioritising PP families for Parents Evenings to ensure that they can get suitable appointment times and are present.		• Staff were in fortnightly contact with PP students throughout National Lockdown, prioritising their calls.

3.	All staff trained to provide Quality First Teaching for all pupil premium students to improve their outcomes	• All staff training sessions to have focus on pupil premium students
		• Pupil Premium students to be considered in the implementation of the Language for Learning improvement plan to improve speaking, reading and writing skills.
		• Pupil Premium students to be considered in faculties when implementing different teaching approaches eg. Mastery Maths
		• Pupil Premium students to be considered when introducing new bought in resources eg. Hegarty Maths or ICT equipment.
		• Pupil Premium students to be considered when teachers plan their lessons. Teachers to consider the following:
		   o Interleaving to improve retention
		   o Challenge for MPA/HPA
		   o Opportunities for collaborative learning
		   o Groupings and seating arrangements
		   o Feedback
		• The LT to ensure recruitment and retention of the best staff by providing good professional development, coaching and leadership development as well as succession planning to keep the quality of teaching high.
			£6,500 staff training and teacher time	• Pupil Premium students were included in subject specific School Improvement Plans
				
				• Pupil Premium students were considered first when providing ICT resources including Laptops and WiFi to allow them to access learning from home during National Lockdown.
				
				• Pupil Premium students in Year 10 were invited to attend in-school training to ensure they were able to access online tutorials during National Lockdown

4.	Robust leadership and management structures are in place to monitor and review the quality of planning and provision for pupil premium students	• Exams Analysis process to ensure that any issues with pupil premium performance in 2018-19 is addressed in 2019-20 departmental School Improvement Plans • Data Manager to produce high quality and bespoke data packs for Heads of Department, Leadership Team and Governors • SAM (Student Action Meetings) meetings and RAP (Raising Achievement Panel) meetings are responsive to the individual needs of pupil premium students • Teaching and Learning Reviews throughout the year have a pupil premium focus • Staff actively encouraged to make appraisal objectives pupil premium related Ensure that pupil premium students are disproportionately represented in all student voice activities	£10,000 data manager time £1500 LT time	• Data packs produced for HOD and SAM/RAP meetings enabled close tracking of PP students so that interventions could be actioned in a timely manner. SVP kept an overview of these though the impact of this is more difficult to gauge. • Many staff appraisal objectives included PP related targets. • PP students were well represented in all student voice activities including longitudinal tracking groups ensuring that their voice was heard. • Teaching and Learning reviews indicate that PPs are being appropriately differentiated for in a variety of ways but primarily through differentiation, feedback methods and a personalised approach to planning.
The exam analysis process took place differently this year, taking into consideration the unique situation around the 2019-2020 GCSE grades. Pupil Premium students' grades were considered and discussed during this process to ensure any issues identified.				
5.	Effective alternative provision arrangements and qualifications are in place for relevant KS4 students	• Pupil Premium students to be considered when planning the curriculum each year and when putting together Guided Choices option blocks • Alternative or tailored provision to be put in place as needed to support students eg. Hospital School, Photography course, work experience. • School to provide support with transport to and from school and work experience	£1000 for resource and transport placements £2260 Careers Coordinator time and transport	• Only 1 student was NEET. • Results and destinations data shows that alternative provision had a positive impact for those students and the rest of the cohort.

		placements to support attendance and engagement. • Introduction of the 'Be Ready' Courses to support some students to develop 'soft skills' to ensure that they are ready for post-16 education and employment.	£1000 IT time/LM time	
6.	Provide high quality Information Advice and Guidance (IAG) for all pupil premium students	• Students targeted and, where relevant, funded, for all IAG events (e.g. Further and Higher Education Fair, CareersFest) • Pupil premium students prioritised for support from Adviza (Careers) • All pupil premium students receive 1:1 advice and guidance as part of the Guided Choices programme and support from Grofar, Springpod and Fast Tomato Students funded and supported through the Work Experience programme and given additional work experience opportunities where appropriate.		• PP students were prioritised for Adviza support (either in person or via phone calls) • One Pupil Premium student was recorded as NEET • Results and destinations data shows that alternative provision had a positive impact for those students and the rest of the cohort.
7.	Improve the attendance of pupil premium students	• See separate Attendance Action Plan for detailed actions • SVP to report attendance of pupil premium students specifically to Governors	£6,800 Attendance Manager Time	Attendance data for PP students Sept – March 2019-20: 90% Attendance data whole school Sept-March 2019-2020: 96% Vs Attendance data for PP student 93% Sept -March 2018-19 Attendance data for whole school 96% Sept -March 2018-19
8.	Provide targeted academic support for pupil premium students in literacy and numeracy	• RAP and SAM meetings to identify students requiring additional support to bring them in line with their peers (reading age, spelling age and maths)	Teaching Assistant/ Teacher Time £9,500	SAM/RAP meetings enabled close tracking of PP students so that interventions could be actioned in a timely manner.

		• Class Teachers to implement actions as needed from these meetings and detail other support provided in lessons in Class Profiles. 1 to 1 or group support in English and Maths to be put in place as needed. The Reading Buddies programme will be used to support PP students based on need.		Class profiles targeted PP students, identifying areas of strength, developments and suitable interventions.
9.	Provide outstanding emotional well-being support for all pupil premium students	• Learning Mentors to support all pupil premium students on a regular basis • Student Welfare Officer to target support for pupil premium through weekly review at SAM (Student Action Meetings) • Support from Student Welfare Office through TAC, CAF and other parental meetings • Alternative therapies to be used to improve wellbeing when needed eg. Art Therapy, Animal Therapy or Judo	£13,500 Learning Mentor Time £15,000 Student Welfare Manager/ Counsellor time £3000 staff time £2200 Resources, transport and staff time	• All parental feedback from SEN/PP Review meetings is positive from last year with many comments on how well supported students feel and that interventions are put into place quickly when needed. • Students were contacted regularly throughout National Lockdown by tutors, who prioritised their calls
10.	Students receive appropriate financial assistance to remove barriers to learning	• SVP to write to all pupil premium students in advance of Educational Visits offered by the school to advertise concessionary rates (or, in some cases, full costs of trips paid for) • Financial assistance given for uniform where required • Additional resources provided for students (Revision Guides, etc) where required • Financial Assistance given for Music Lessons and instruments • Free School Meals paid for (5 meals a week @ £2.70 per students) Add a top-up to enable students to purchase	£3000 £600 £600 £1500 £20000	• PP students' attendance on educational visits was at least as good as their peers. • PP students are appropriately resourced for school, homework and revision • PP students assisted financially with curriculum trips and SFD trips from September to March. All students who requested support received it.

		breakfast at breaktime and other food at lunch.		• Financial support was given for uniform, revision guides, ingredients for food Technology • Financial support with Music lessons was also provided • FSM were provided for all students who required them. • Pupil Premium students were considered first when providing ICT resources including lending or purchasing paptops allow them to access learning from home during National Lockdown. • Other additional financial support was provided for pupil premium students throughout lockdown, for examples supplementary food parcels and WiFi connection to homes.
11	LAC (Looked After Children) have discrete and bespoke plans	• Bespoke Plans put in place through PEP (Pupil Educational Plans) meetings for each of our 3 LAC children	£3600	• Assessment data and feedback from PEP meetings shows that these plans are effective
12	To ensure PP students have a good attitude to learning and take full ownership of their own learning in lessons	• Tutors to ensure that PP students in particular understand the new AtL criteria and complete their self-audit • Teachers to ensure that they speak to PP students in lessons to make sure that they know what they need to do to improve their AtL score in lessons. • Progress Managers to address deficit areas with the		• Longitudinal Tracking data (which includes PP students in every year group) shows that AtL criteria are understood and reflected on by students • PMs did various assemblies on AtL skills across the year and into lockdown

		year group eg. An assembly on active listening. PMs/HOFs to review AtL data after a collection and plan an appropriate response to tackle low AtL scores.		when assemblies were reintroduced virtually.

The collection of AtL data across the year was disrupted due to National Lockdown, therefore it isn't possible to show progress made by students across the year. Data that was collected in Terms 1 for Year 7 and Term 2 for Years 8, 9 and 10 show that PP students scored on average just below their non-PP counterparts. Average score for PP student was 2.44. Average score for non-PP student was 2.05.

| 13 | To ensure PP students have a good attitude to learning and take full ownership of their own learning beyond lessons | • As above for AtL beyond lessons
• Tutors/Teachers/Mentors to support PP students with the Master Revision Guide
• HOF to look at how to support KS3 with improving their 'beyond lessons' score other than their homework.
• Look into producing a KS3 version of the Master Revision Guide.
• A homework programme to be put in place when needed for PP students with low 'beyond lessons' scores
• Tutors/Teachers to encourage PP students to attend GCSE revision sessions and flag any barriers to the RAP meetings. | £1600 | • KS3 MRG has been started with a view for it being completed in 2020-2021.
• Many PP students in Year 11 were mentored and so had this encouragement regularly.
• Students regularly discussed in SAM and RAP meetings, with actions put in place to support students learning including attending revision sessions. |

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| 14 | Raise aspirations of pupil premium students (where relevant) | • Leadership Team or Senior Staff to mentor pupil premium students throughout Year 11
• Target Year 10 pupil premium students for a range of aspirational careers opportunities such as the University of Reading Scholars' Programme or Oxford University Programme, Apprenticeship experience days or visits and College taster days.
• Promote and/or fund students' participation in school leadership opportunities such | LT/Senior Leaders time £9,800

£1000 staff and travel costs

£330 award costs | • Student and parent feedback on LT mentoring was very positive in all cases.
• We continue to encourage PP students to take part in these opportunities and we have a number of PP students participating in leadership opportunities such as the School Council and Peer Supporter Programmes. This year |

		as DoE, Buddying, Peer Mentoring, Student Leadership Team, School Council or Sports Leaders. • Support and advise parents on ways to improve students' cultural capital outside of school in the newsletter, at information evenings and at parents evenings. • Promote and support students to be able to attend extra-curricular activities by ensuring students are aware of clubs and removing barriers to attendance such as paying for bus fares for students to stay after school	£500	we have also signed up to BeReady to provide accredited training for students to improve their soft skills which will hopefully help them in these types of opportunity in the future.
15	School reward systems to be tilted and extended to improve the motivation or PP students	• SVP to remind teachers of the above with regards to supporting PP students to improve their AtL grades as this will impact upon students opportunity to receive awards • SVP to remind teachers to consider PP students when nominating students for effort awards and when giving out kudos points. • SVP to run an incentive scheme for certain students where appropriate. •	£250	• PP students achievement of kudos points was slightly lower than that of their peers across the year. PP student averaging 33 kudos points Non-PP students averaging 40 Kudos points
16	Provide transport and other appropriate support to all Services Children	• IM to coordinate provision for services children (including attending meetings at the RAF Base, tracking students' performance, liaising with Progress Managers re: potential barriers to learning, etc) • IM to coordinate taxi provision back to the RAF base at 4.45 Tuesday-Thursday to enable services children to attend after school clubs	£1500 £3500	The RAF bus was used regularly on Tuesday, Wednesday and Thursdays. Yr 11 results Progress 8 based on fft 20 -all students gave an average of +0.2 vs RAF +0.59. Improvement from previous year. Yr 10. Progress 8 based on FFT20 term 3 data for Year 10 All students gave an average of -0.04 Vs RAF +0.15.

| | | | | Yr 9 Term 2 data. All students average +0.05 Vs RAF +0.30. RAF slightly improved difference to last year.

Yr 8 Term 3 data. All students average -0.22 Vs RAF -0.35. RAF lower than whole cohort. This is a slight decline from last year where scores were the same.

Yr7 3 data. All students average 0.21 Vs RAF 0.25. RAF performing, on average, the same as the whole year group. |
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