

Impington Village College Pupil Premium Planning and Evaluation: 2014-15

Pupil Premium used for:	Amount	New/ Continued?	Brief Summary	Timescale	Specific Intended Outcomes	How will it be monitored? When/by whom?	How will success be evidenced?	Actual Impact: What did it actually achieve? What needs changing/improving?
Quality First Teaching/Staffing	£45,346.00	Continued	Focus on improving quality of teaching across the school, especially AfL and the use of feedback; provision of additional staff members to	Ongoing	To close the gap in achievement between PP and non PP students across all year groups, especially in core subjects	Monitored through Bluesky and use of teaching and learning by MM and CET, through improvement in outcomes monitored by VH	Teaching will be rated as good/better in line with College objectives, headline figures for PP students will show closing of the gap	KS4 outcomes did not match the ambitious target we set. The A*-C attainment gap was 40+% (we are still awaiting some English remarks). This was because several students missed C grades in either English or Maths. This also affected our LOP data- with 57% making 3LOP in English and 37% 3LOP in Maths. There were some individual successes but also some students who very narrowly missed out (see individual case studies). We have also identified that students did better in English than maths partly because of their 'I can't do maths' mind-set, from past experience of being in a low aspiration 'bottom set', and despite intervention and a positive approach from September, it took a long time to begin to shift this mind-set, which further impacted results. This is something we need to address going forward. Our SEF shows that quality of teaching has improved but this has not yet had a significant enough impact on the outcomes of disadvantaged students. In the Spring term, 8.8% of climate walks indicated the Impington Experience was not being successfully delivered, 24.5% indicated that an aspect of the Impington Experience was not being successfully delivered and 66.7% indicated successful delivery of the Impington Experience. In the Summer term, we saw significant improvements with no climate walks indicating the Impington Experience was not being successfully delivered, only 8.2% indicated that an aspect of the Impington Experience was not being successfully delivered and 91.8% indicated successful delivery of the Impington Experience. We now need to focus on ensuring that this rapidly translates into better outcomes for our students. A key part of this is ensuring that we are rigorously monitoring provision for PP students through Climate Walks, Lesson Observations and Performance Management (which will focus on both progress and quality of teaching), so that staff are held accountable for the outcomes of disadvantaged students.
P6 Interventions, tutoring and TA Support: Core Subjects	£22,673.00	New	Additional teaching time for vital few, including 1:1 and small group tuition, and larger P6 lessons and booster session	From September 2015	To close the gap in achievement between PP and non PP students, especially in year 11	Monitored by Sammy Abbott- responsible for Y11 PP as Head of Y11 and as part of NPQSL project	Headline figures for PP students will show closing of the gap across all years	As stated above, our outcomes at KS4 against the key measures did not hit the challenging target we had set and so close evaluation of the intervention strategies is needed, and we are reviewing individual faculties' approaches as a formal part of the Exam Review meetings. However, earlier forecast data shows that these students have made progress outside of the key headline measures. For example, students have shifted from Es to Ds, but did not make their C grade. Our evaluation of this shows that because so many students missed out by small margins, our interventions were effective but they were not timely enough- many started following the mock exams and 1:1 tuition following Easter, which was too slow to enable students to meet their C grades. We have learnt from this by introducing focused intervention with Y10 during the Summer term, the Booster programmes across the new Y7-10, and continuing our focused intervention on ensuring those students who are behind are able to achieve their targets. The data in Year 10 is much more positive as a result- 87% of PP students making expected progress in English, 70% making expected progress in Maths. This is further evidence that our early intervention is working with these students.
Assistant Principal: Pupil Premium	£6,341.00	New	AP to co-ordinate and oversee all monitoring and interventions and act as budget holder	Ongoing	To raise the profile of PP students across the school; to close the gap in achievement between PP and non PP students in all year groups; to ensure we are closely monitoring progress of PP students	Fortnightly 1:1 meetings with RC, headline figures, reports to governors Learning Committee	Headline figures for PP students will show closing of the gap across all years, there will be clear plans in place for improvement in all year groups	New tracking system at KS3 enables us to monitor progress and target students in the lower school, to reduce gap and need for intervention by Y11. Staff are clearly aware of the gaps and TLR holders have clear plans in place to reduce the gap across subjects. As previously stated the Year 11 outcomes did not meet the target set, and it is clear that for the 2015/16 academic year there needs to be further, more rigorous planning and monitoring of data to ensure that the gap is closing rapidly. We are confident that we have a clear and precise understanding of where the gaps are, and that for September 2015 a robust plan is in place to tackle them. We are also introducing new tracking systems, and support networks for students with the move to the full House system and vertical tutoring, with clear expectations of all staff outlined and monitored.
Teaching Assistants and Intervention Teacher to deliver and support Interventions	£37,450.00	Continued	Appointment of an Intervention Teacher through need identified at RAP meeting	From Feb 2015	To close the gap in achievement between PP and non PP students across all year groups, especially in core subjects	Through termly meetings of RAP and analysis from Intervention Teacher	Headline figures for PP students will show closing of the gap across all years, evidence of individual progress through interventions	Following the Numeracy Intervention programme run by the Intervention Teacher, of the 17 students involved, all students were secure in at least 12 of the 20 competencies assessed and the average number of competencies that students were secure in by the end of the programme was 17.2 out of 20. This is a huge achievement for students who were all previously identified as either partially or totally insecure in all of these 20 areas at the start of the programme. The data for the Literacy intervention programme was also positive: 7 of the 10 students made between 1 and 2 sublevels of progress during the 8 week programme. The Literacy data for the KS3 Booster Days which were run by Subject Specialist Teachers were highly successful; over a two-day programme, students' levels increased on average by over half a level/grade. As a College we now need to ensure that these improvements translate into data in the classroom, so that students can secure positive outcomes. We also learned that the Booster days run by our English faculty had a greater impact than the Intervention Teacher, and so we would not opt to continue the intervention programmes for 2015/16 and instead to train our own staff, in-house, to run the Literacy and Numeracy programmes.
Foundation Learning Programme	£9,087.00	Continued	Funding for foundation literacy and numeracy for the weakest students	Ongoing	To ensure that all PP students have the basic literacy and numeracy skills they need to be successful in school	Foundation Skills Programme and Booster sessions for Y10 and Y11 students during Core PE time to ensure they reach C grade in Maths/English	Headline figures for PP students will show closing of the gap, students will have clear destinations planned for them	In Year 11, although we did not reach our target for English and Maths, several students benefited from the booster sessions, moving their grades from Es and Fs up to Ds. Some of these students (see individual breakdowns) were just a couple of marks off a C grade. This shows us that the interventions did work, but as with the P6 and other intervention sessions, we needed to implement this much sooner, further down the College, to ensure that the gaps are eradicated. We have now introduced a formal booster programme as part of the Options process, focusing particularly on students who come in at Level 4c and below, as it is these students we have identified as being at greatest risk of underachieving, using historic data. In addition to English and Maths support, 19 of our PP students passed the ECDL course, with 7 of these achieving a Distinction*, the equivalent of an A* at GCSE. This has provided them with an additional qualification that can be used to help them access higher level College courses. For one student in particular who missed their GCSE grade, we ran the ECDL course again during the holiday so that this student has now accessed the Sixth Form course they had wanted to pursue.
Outside Agency Support	£995.00	Continued	Additional support for most vulnerable students, including music therapy and counselling	Ongoing	To ensure all PP students remain in full time education, and have the emotional and social support they need to be successful in school	Monitored on a termly basis by Head of Personalised Learning and VH	Permanent exclusions will remain at zero, students will have planned destinations	There have been no permanent exclusions this year, despite a challenging year 11 cohort. Fixed term exclusions were also reduced by over half. Case studies will show further information, but as an example, one LAC student has received external mentoring and counselling to ensure he remains in school. This student achieved 7 GCSEs, and we are now working with his key worker to ensure that he enrolls onto the music technology course at CRC that he wanted to attend. We still remain in contact with the key worker and CRC to ensure they are aware of the student's needs and the fact that he will need support with transition.
Alternative Provision: e.g. G8house	£31,250.00	Continued	Alternative provision for those most at risk of being excluded	Ongoing	To ensure all PP students remain in full time education, and have the emotional and social support they need to be successful in school	By VH and Head of Personalised Learning	Permanent exclusions will remain at zero, students will have planned destinations	There have been no permanent exclusions this year, despite a challenging year 11 cohort. Fixed term exclusions were also reduced by over half. G8house has supported students who have had significant medical and mental health problems, as well as students who have suffered bereavement. We have invested in 1:1 tuition through the PLE and G8house to ensure that students attend full time and leave with qualifications and a clear destination. For example, all students entered for the additional Sociology GCSE achieved at least a G grade pass, giving them an additional qualification. Individual students have also increased attendance and engagement, for example- one Y11 LAC student, subject to CP planning and with a criminal record had an attendance of 50%, where it was 19% last year. This was despite being moved into temporary hostel accommodation. She left us with 6 GCSEs and we are working with her key worker to ensure she has enrolled onto the course she wanted to study at CRC. Another student who was at significant risk of being permanently excluded, remained in education and achieved 7 GCSEs. We also secured him an apprenticeship, which he attended for one day per week during Y11 at IVC.

College Courses/Work Experience expenses	£785.00	Continued	Alternative provision for those most at risk of being excluded/becoming NEET	Ongoing	To ensure all PP students remain in full time education, and have the emotional and social support they need to be successful in school	By KJ and Head of Personalised Learning	Permanent exclusions will remain at zero, students will have planned destinations	There have been no permanent exclusions this year, despite a challenging year 11 cohort. Fixed term exclusions were also reduced by over half. See case studies for further information, but as an example- one student who has been on a College course has improved their behaviour and engagement in school, and as a result of the course has now been offered an apprenticeship from September 2015. This student would previously have been likely to end up NEET. We also had another student on an apprenticeship from last September for 1 day per week, in addition to his personalised timetable (as above) who we funded transport for.
Hardship Fund	£2,000.00	Continued	Pot of funding for resources and equipment/transport and enrichment opportunities for all PP students who are in need	Ongoing	To ensure all PP students have access to the resources and equipment they need; to provide enrichment opportunities to enhance students' learning experiences	VH will be budget holder	Students will have access to equipment and resources; students will be able to attend trips/access enrichment opportunities, including music tuition, in line with other pupils at IVC. They will also be able to rent tablets to ensure they can access Moodle and the Internet for doing homework at home.	
Attendance Budget	£2,088.00	New	To provide taxis and other resources for students struggling to get to school; to reward improved attendance; to engage parents in supporting us to improve attendance	From Jan 2015	To improve both overall attendance figure and reduce the persistent absence figure for PP students	By VH and KJ	Persistent absence figure will be reduced to national average, Overall attendance figure for PP will be at least 91%	At Easter 2015 : Persistent Absence figure was 11.91, which was very slightly above the 2014 average of 11.5; this represents a significant reduction in Persistent Absentees. The overall PP attendance figure was 91.1%, which represents a 0.8% improvement on last year, but is still below the national average. At July 2015 for our Y7-10 students: our PP attendance was at 91.63% and our Persistent Absence figure was 7.9%, which is a huge reduction from the previous year- 17.3%. Our work based on improving attendance started from January 2015, and therefore we are anticipating a more significant improvement next year. Rewarding attendance has had a positive impact and we are going to continue doing this, working with families to remove barriers to regular attendance. We also had some huge individual successes, especially with Y11 students, who we used PP funding to pay for taxis for (see individual case studies). However, where persistent absentees have not improved their attendance, we know that tougher action needs to be taken. We are moving away from the use of EWO and managing attendance in-house, including issuing fixed penalty notices, as we know that this is still a huge barrier to learning for our PP students that must be challenged. We are also introducing measures such as Breakfast Club, help with transportation and Attendance Workshops to help remove the barriers to regular attendance.
TOTAL SPENDING:	£158,015.00							