

Impington Village College Pupil Premium Planning and Evaluation: 2017-18

Pupil Premium used for:	Amount	New/ Continued?	Rationale/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? Review September 2018	What needs changing/improving? Review September 2018
Quality First Teaching/Staffing	£45,799.46	Continued	High quality teaching is known to have the greatest impact on PP outcomes. We need to continue our focus on the quality of teaching and increasing capacity, particularly in core areas. We have increased capacity by recruiting additional members of staff to reduce group sizes and allow for the creation of nurture groups where needed. This enables us to have eight core groups in Year 7 and Year 8 as well as foundation groups in Humanities. PP outcomes form a significant part of our appraisal and accountability measures; each staff member has a specific appraisal objective linked to PP outcomes and is required to go 'above and beyond' to support these students. The progress and engagement of PP students is documented in all lesson observations as well as forming part of CPD for the Impington Toolkit, which this year is focused on developing and promoting 'excellence in learning'.	Ongoing	To ensure PP students make positive progress beyond what is expected of all students nationally	Monitored through BlueSky and use of teaching and learning by VHE, through improvement in outcomes monitored by LPs in faculties and VHE.	Headline figures for PP students across the College (Year 7-11) will show that all students will have a positive Progress8 and meet the challenging targets set by the College in 2018. PP Progress will be at least +0.1 and PP Attainment 8 of grade C. PP outcomes to include basics measure target of 70% 9-4, 55% 9-5, 15% 9-7 in English and Maths (variable depending on prior attainment of cohorts).	The overall Progress8 score was disappointing at -0.09. This is still above the national average for all students but below our College target for the cohort of +0.1. Basic measures showed 53.2% achieved 4-9 in English and Maths, 34% achieved 5-9 and 10.6% achieved 7-9. Outcomes in English and Science for PP students were particularly positive. There were some great individual successes, with 33% (15 out of 45) of our PP students achieving a Progress8 score of above 0.5, and 29% (13 out of 45) above +1. Two students achieved a progress score above +2. Three of the 45 students were school refusers but as a College we continued to address the attendance issues and support the families. Also three students did not have a full Progress8 bucket due to their SEND. Detailed case studies demonstrate that progress was made on an individual level, even where this fell below our high expectations and where students did not secure a positive Progress8 score. Two of our PP students had EHCPs, one was Enhanced Resource - both of these students achieved at least seven GCSEs and secured post-16 courses. Other cohorts are also making positive progress, with the majority of all PP students on track to meet/exceed their highly challenging targets across all years (7- 10). This is further vindicated by evaluations of teaching and IMP assessment books which show that at least 97% of lessons met the Impington Experience framework.	We will continue to support our PP students on an individual basis and will retain our whole-College focus on supporting disadvantaged students. We need to continue our focus on supporting PP students in Maths particularly and the Lead Practitioner for Maths will continue with our mentoring programme for Year 11 PP students, to provide additional 1:1 support. A Rapid Improvement Plan is also in place for Maths to support the progress of PP students and ensure they make positive progress in 2019.
Period 6 Interventions, tutoring and TA Support: Core Subjects	£25,673.00	Continued	For our Year 11 students we are running an extended curriculum with students receiving additional hours in English and Maths, as well as PP students who require it receiving small group tuition to support their learning. We have built additional learning time into the timetable for our Year 11 students who are at risk of not meeting their aspirational targets in English, Maths and Science. Students will receive extra hours through a reduction in their options subjects (from 9 to 8 GCSEs), timetabled from September 2017. This is being delivered by subject specialists as part of our curriculum offer. Maths Mentors have also been introduced for Year 11 PP students to give support and guidance outside of the classroom setting, and in English we are running 'masterclasses' to stretch our most able Pupil Premium students. Specialist TA support will also be given to PP students with SEND who are completing additional Level 1/Level 2 qualifications as part of their Period 6 provision.	Ongoing	To ensure PP students make positive progress beyond what is expected of all students nationally	Heads of House and LPs in faculties, overseen by LBE/VHE. This will be monitored half termly using the data dashboard.	Headline figures for PP students across the College (Year 7-11) will show that all students are making positive progress. Ultimately all students will have a positive Progress8 and meet the challenging targets set by the College.		For 2018-19 we will continue to provide period 6 and tutoring for our PP students in year 11 and start in year 10, as this was valued by the students and their parents (and had a positive impact on outcomes in Maths, English and Science). We also reflected on the positive impact that 1:1 TA support during period 6 sessions had on our PP students with SEND; we therefore plan to establish this provision more formally.
Lead Practitioner: Disadvantaged and SEND (in all core subjects- proportion of salary)	£12,174.00	Continued	Following the appointment of Lead Practitioners for English and Science during 2016-17 to oversee the progress of disadvantaged students we continue to raise the profile of and secure excellent progress for these students, particularly with the introduction of the new GCSE specifications for Science (with English and Maths moving to the 'new style' GCSE last year). The focus is also to continue developing staff practice with an emphasis on research and sharing best practice, as our Lead Practitioners deliver both faculty and whole College CPD.	Ongoing	To raise the profile of PP students in core subjects and ensure students are making positive progress; to closely monitor the progress of PP students.	Overseen by VHE; monitored via outcomes/teaching and learning data.	Headline figures for PP students across the College (Year 7-11) show that students are making positive progress. Ultimately all students will have a positive Progress8 and meet the challenging targets set by the College.		Lead Practitioners will continue to oversee the provision for PP students with SEND and professional learning for teaching staff.
Head of House with oversight of Pupil Premium	£5,226.00	New	A Head of House acts as overall PP Co-ordinator and monitors/oversees all elements of our PP provision, as well as acting as budget holder. There are clear plans in place across all subject areas and year groups to ensure positive progress for all students. The Raising Achievement Panel enables consistent monitoring of PP students and collaboration between the Heads of House and Deputy Heads of House, Lead Practitioners, Lead Teachers for KS3 and KS4 SEND and Head of Personalised Learning and Attendance. Through the Vertical Tutoring system we have imposed clear expectations on staff to ensure that the progress, attendance and behaviour is closely monitored, which is reinforced by consistent tracking and intervention through the House system. The Head of House is overseen by the Vice Principal.	Ongoing	To raise the profile of PP students across the College and ensure students are making positive progress; to closely monitor the progress of PP students.	Fortnightly 1:1 meetings with VHE, headline figures, reports to governors.	Headline figures for PP students across the College (Year 7-11) will show that all students are making positive progress. Ultimately all students will have a positive Progress8 and meet the challenging targets set by the College. There will be a robust monitoring system and clear plans in place for all elements of our PP provision.	Although the overall PP Progress8 score was negative, PP students from two of the four houses made positive Progress8. Monitoring was completed by all Heads of House and PP case studies show the impact of interventions that were put in place for all PP students in all the houses. Students who were supported by the Assistant Principal: Inclusion were put in place to continue to support these students to attend College and to obtain GCSEs.	For 2018-19 Heads of House will continue to monitor PP students within their house and raise their profile throughout the college. To improve there will be formal half termly Academic Tutorial for every PP student in Year 9 - 10 with their respective HoH. This will be documented and communicated with parents to continue to increase the relationship between home and college.
Deputy Heads of House	£15,440.00	New	Following the successful introduction of Heads of Houses in September 2014 and their focus on Vertical Tutoring and progress we have introduced for September 2017 a Deputy Head of House role. The focus of this role will be the progress of disadvantaged students in Year 7 and 8 and the Deputies will work closely with the Heads of Houses and Lead Teachers of Key Stage 3 to ensure that these students are making expected or accelerated progress set to a minimum of FFT5. This includes the PP KS3 Period 6 Progress Sessions in which targeted students follow a programme of work set out by them by their Deputy Head of House focused on identified core subject areas as well as Progress Meetings with parents/carers.	Ongoing	To raise the profile of PP students in KS3 (Years 7 and 8) and ensure students are making positive progress; to develop parental engagement; to closely monitor the progress of PP students in KS3 from their arrival in Year 7 and transition into Year 9.	Fortnightly 1:1 meetings with Heads of House, regular meetings with LBE.	Headlines figures for PP students in KS3 (Year 7-8) will show that students are making positive progress. Parental engagement will be consistent and positive.	A review of the role of Deputy Head of House has showed that this has been very successful in engaging PP students and parents in KS3. Each half term the Deputy Head of House met with students in year 7 and 8 to conduct Academic Tutorials and students who were behind in subjects or whose homework did not provide a good space to complete homework/revision were invited to a period 6/ lunchtime session. Students were very positive about these conversations and the support offered by the college. Parents were also very positive about the communication and support that was being offered to their children.	This will continue for 2018-2019 following the success in 2017-18.
Lead Practitioner: Literacy	£4,087.00	New	This new appointment for September 2017 sees an increased focus on literacy for disadvantaged students and oversight of the Booster Programme; oversight of trained Reading Leaders in Year 10 who support and guide Year 7 and 8 students during weekly 1:1 sessions which will be embedded within the Vertical Tutoring system.	From Sept 2017	To raise the profile of PP students and embed a focus on literacy ensuring students are making positive progress in relation to literacy.	Overseen by VHE; monitored via outcomes/teaching and learning data.	Headline figures for PP students across the College (Year 7-11) show that students are making positive progress. Ultimately all students will have a positive Progress8 and meet the challenging targets set by the College.	The overall Progress8 score for English was +0.059 with 51% (23 out of 45) of our PP students achieving a Progress8 score of above 0.5, and 31% (14 out of 45) above +1. PP students in the Booster Programme, overseen by the LP for Literacy, also performed well.	This will continue for 2018-2019 following the success in 2017-18.
Booster Programme	£46,537.00	Continued	Having identified that students achieving a Level 4c or below (or with a standardised score of less than 100) are most at risk of underachieving, we introduced a two-tiered Booster Programme with timetabled lessons delivered as part of the curriculum in Year 7-10. These students receive additional hours of English and Maths teaching to support them in hitting the challenging targets that we set. This is now a rolling programme, with the combined hours for English and Maths as follows: Year 7- 3hrs per/fortnight, Year 8- 3 hrs p/f, Year 9- 6hrs p/f, Year 10- 4hrs p/f. This will continue on a rolling programme, so that a student who has started with us from September 2015 will have accessed nearly 700 hours of specialist teaching as part of the timetabled booster programme, by the time they leave us in Year 11.	Ongoing	To ensure PP students across all year groups are making positive progress, with a particular focus on core subjects; to ensure that all PP students have the basic literacy and numeracy skills required to be successful in College.	Heads of House and LPs, overseen by LBE/VHE. This will be monitored half termly using the data dashboard.	Headline figures for PP students across the College (Year 7-11) will show that students are making positive progress. Ultimately all students will have a positive progress8 and meet the challenging targets set by the College.	A review of the Booster Programme showed that PP students were really benefiting from their booster sessions and growing in confidence, especially in English. Year 11 students, who were part of the Booster Programme achieve an average score of +0.401 in English (83% making positive progress), and -0.157 in Maths (58% making positive progress), which shows greater progress than those students not in the Booster programme. Students in years 7 and 8 have made excellent progress; all PP students who were part of the Booster Programme achieved on/nearly at their target flightpath. In Maths, all students were on/nearly at, with two of our PP Booster students achieving above their expected flight path. Students in years 9 and 10 are making similarly positive progress.	A thorough review of the Booster programme will continue this year with a particular focus on Maths to ensure that it is maximising progress for all students involved.
Digital Technology (Student Engagement)	£1,750.00	Continued	We continue to provide Home Study Packs for all our PP students. This intervention is designed to ensure that students feel a part of IVC, and that they have the equipment they need to succeed and to try to eradicate the cultural differences between our PP and non PP students, which House Managers and students themselves have identified. We have also purchased dongles, more tablets and made laptops available for hire, so that students can access MOODLE and the Internet at home.	Ongoing	To ensure all PP students have access to the resources and equipment they need, including technology, in order to make positive progress and achieve.	Overseen by LBE/VHE.	PP students have access to the resources and equipment they need, including technology.		
Alternative Provision and Outside Agency Support	£995.00	Continued	This funding is used to provide outside agency support for our most vulnerable students, including the use of mentors, music therapy and expenses associated with counselling and other external services.	Ongoing	To ensure all PP students remain in full time education, and have the emotional and social support they need to be successful in College; to maintain our record of no permanent exclusions.	Monitored by Head of Personalised Learning and Attendance, reporting to KJA and VHE.	Permanent exclusions will remain at zero, students will have planned destinations and will be supported into September 2018 to reach these to continue to reduce the risk of students becoming NEET.	We have maintained our commitment to zero permanent exclusions, although this year there were 14 students who received fixed term exclusions, with 23 exclusions in total. Case studies demonstrate the significant challenges faced by these students; each is placed on a clear Individual Behaviour Plan to the Assistant Principal for Behaviour and fully reintegrated into the College. 43 Year 11 PP students went on to education/training from IVC, including those who were high risk. One	We will continue to offer all of these elements as part of our Personalised Learning provision in 2018-19 as a need is identified to ensure that students receive appropriate care. We continue to work with our Year 11 leavers until they settle into their Post-16 providers, to ensure they remain in

College Courses/Work Experience expenses	£785.00	Continued	Again this year we will use College Courses and fund any expenses relating to Work Experience to ensure students remain in College and are able to work towards a planned destination. Year 11 PP students will be offered bespoke careers interviews and information will be shared with parents and PP students will be offered support to access College Open Days and interviews as well as with travel arrangements if required. We continue to prioritise PP students for careers education/guidance to avoid students 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 College.	Led by Head of Personalised Learning and Attendance, overseen by LBE/VHE	Permanent exclusions will remain at zero, students will have planned destinations and will be supported into September 2018 to reach these to continue to reduce the risk of students becoming NEET.	student is currently classed as NEET and are being supported by a Senior Transition Officer and the other students is a medical NEET. Case studies demonstrate the significant work done with these students to prepare them for their Post-16 destinations.	education.
Educational opportunities	£3,200.00	New	This portion of the budget will be used to fund the Tassomai Learning Programme for PP students in Year 10 and Year 11 to support and enhance progress within Science. It will also cover Resilience and Mindset training and fund Learning Performance workshops focusing on developing effective study and revision skills for Year 10 and 11 students.	Ongoing	To ensure all PP students are guided and supported to make positive progress and achieve.	This will be monitored half termly using the data dashboard, led by Lead Practitioners and CGE and overseen by LBE/VHE.	Data will be used to measure impact, the impact of the Tassomai Learning Programme in particular will be measured through Science data.	Tassomai Learning was very beneficial for PP students. Four PP students achieved positive Progress8 scores above +1 in Triple Science and the overall point score for PP students in Combined Science was 4.53 with 22 students achieving 2 x Science Elements (strong pass) and 29 achieving 2 x Science Element (standard pass).	This will continue for 2018-2019
Hardship Fund	£3,000.00	Continued	We will be continuing to maintain our hardship fund as a pot of resources for equipment, transport and any enrichment opportunities for PP students. We also pay for some individual students to receive music tuition to help them prepare for GCSE music. Where trips are related to the curriculum, we will fund student places if a need is identified.	Ongoing	To ensure all PP students have access to the resources and equipment they need; to provide enrichment opportunities to enhance students' learning experiences.	Overseen by LBE/VHE as budget holders	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	£17,573.00	Continued	In addition to continuation of the established Attendance Strategy which saw a significant improvement in PP attendance we will continue to provide taxis for vulnerable Year 11 students, as this significantly improved our Year 11 attendance last year (see case studies) and ensured 100% attendance at every exam and booster/revision session. This element of the budget also covers our popular daily PP Breakfast Club and a portion of our Attendance Administrator's salary, who has been employed to provide additional capacity for tracking attendance and also support for parents.	Ongoing	To improve both the overall attendance figure and reduce the persistent absence figure for PP students to at least match the national average.	Led by Head of Personalised Learning and Attendance, overseen by LBE/VHE	The overall persistent absence rate will remain below the national average, the overall attendance figure for PP will be at least 94% with PA at 17.5%.	PP attendance was at 92.62%, which is below the target we set for 2017-18. A number of case studies show a positive impact on attendance, even where students remained classed as 'persistent absentees'. Overall persistent absence for PP was 20.02%, which was slightly above the target that we set ourselves, but was below the national average.	As part of the House system and overall attendance strategy, We will continue our work around improving attendance as we move into 2018-19, with a particular focus on persistent absence. We have also employed a full-time attendance administrator, partly funded by Pupil Premium, to allow us to adopt a forensic approach to the monitoring of attendance and provide additional support for parents.
Rewards	£1,500.00	New	Alongside the new rewards system - e-praise, PP students will be offered a reward for consistent engagement with the intervention programme, improvements in attendance and outstanding effort and achievement within lessons. The aim of this intervention is to try and keep our PP students in College for as much of the day as possible, and to ensure they can fully participate in College life, again tackling the mind-set issues we have identified.	Ongoing	To support student progress and attendance; to ensure PP students are recognised for their effort and commitment to learning.	Monitored and overseen by LBE/VHE	Student engagement with the intervention programme will be consistent and attendance to interventions will be in line with that of non PP students.	PP students were more engaged in attending the intervention programme and individual case studies showed an improvement in the attendance for some students in year 11. They were also put into teams with SLT members and HoH to compete in English and Maths competitions. Students enjoyed this group work and competition aspect and case studies show that several made positive progress.	Review of rewards will continue for 2018-2019
TOTAL SPENDING:	£182,239.46								