

## Pupil premium strategy statement (secondary)

1. Summary information					
College	Impington Village College				
Academic Year	2018/2019	Total PP budget	£156,145	Date of most recent PP Review	October 2018
Total number of pupils	1072	Number of pupils eligible for PP	167	Date for next internal review of this strategy	September 2019

2. Current attainment		
2018 Outcomes	Pupils eligible for PP (your college)	Pupils not eligible for PP (national average)
% achieving EM 5+	32%	50
Progress 8 score average	-0.14	+0.13
Attainment 8 score average	40.12	49.96

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in college, such as poor literacy skills</i> )	
A.	Literacy and numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which could prevent them from making accelerated progress.
B.	PP students have a lack of study skills and therefore are reluctant to engage in the process.
C.	PP students feel they have low levels of resilience and therefore are reluctant to engage through fear of failure.
<b>Additional barriers</b> ( <i>including issues which also require action outside college, such as low attendance rates</i> )	
D.	PP students feel they are unable to work at home effectively and therefore lose continuity of learning between home and College.
E.	PP attendance to College is low due to lack of engagement from parents, therefore causes significant decline in progress
4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )	
A.	High levels of progress evident for all students eligible for PP.
	Success criteria Pupils eligible for PP in all years make

		accelerated progress. This will be evidenced through the College tracking system. Where they are not, swift interventions are implemented on a half termly (KS4)/termly (KS3) basis, monitored by Heads of Houses (KS4), Deputy Heads of Houses (KS3), Lead Practitioners and Director of Student Progress.
<b>B.</b>	Ensure GCSE outcomes for disadvantaged students are at least as good as outcomes for non-disadvantaged students nationally.	National progress measures will confirm the P8 score for disadvantaged students at IVC is at least above 0.
<b>C.</b>	Ensure attendance rates for pupils eligible for PP are at least as good as all students nationally.	Attendance for disadvantaged students at IVC will be improving, to be in line with national data on attendance for all children.
<b>D.</b>	Destination data indicates students are well prepared for the Post-16 stage of their education and ultimately for life after education.	100% of all students choose to continue with full time education, apprenticeship or employment and remain on their chosen course/employment path. No PP students will end up NEET.

## 5. Planned expenditure

- **Academic year**      **2018/2019**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole college strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The CPD programme includes a focus on high expectations for all PP students. CPD toolkit sessions using Learning Scientist techniques to embed good practice in all lessons.	Disadvantaged students will make accelerated progress.	Teaching staff select a CPD session that meets their needs rather than adopting a one-size-fits-all policy – personalisation of CPD, ensuring CPD is targeted and bespoke. Quality first teaching is widely known to have the biggest impact on the progress of PP students.	Robust quality assurance will show that all teaching will meet the Impington Experience, evidenced through lesson observations and climate walks. Book scrutiny will show that students receive regular, high quality feedback, which is known to have a significant impact on PP students.	VHE/EMO	Ongoing
New Approaches to Learning lessons and conference days for KS4 students to have a greater impact on PP students' ability to learning and revision.	Disadvantaged students will make accelerated progress.	Evidence from EEF (and John Hattie's work on effect sizes) suggests meta-cognition and self-regulation strategies with have a high impact.	Student progress will continue to improve to be in line with the national expectation for non-disadvantaged students.	VHE/EMO	Ongoing

All teaching staff have PP student progress as an appraisal objective for their performance management.	Disadvantaged students will make accelerated progress.	All staff members work continuously to help to reduce the gap by having this as a focus on their performance management and as a focus for their development.		RKE/VHE	Reviewed as part of appraisal cycle.
Feedback and Assessment Books are embedded within College to ensure that all PP students' books are marked first and receive excellent feedback so they are able to engage with how to improve their learning.	Disadvantaged students will make accelerated progress.	Evidence from EEF suggests effective feedback to have a very high impact.	Book scrutiny, climate walks and student voice will show that students receive regular, high quality feedback.	SLT/ Lead Practitioners	Ongoing
<b>Total budgeted cost</b>					£46,000

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</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>
Appointment of a Director of Student Progress focusing on PP student provisions, progress, attendance and behaviour.	Disadvantaged students will make accelerated progress, have improved levels of attendance and behaviour.	Director of Student Progress acts as overall PP Co-ordinator and leads all elements of our PP provision, as well as acting as budget holder. This post also oversees the House system, ensuring that the Heads of Houses and Deputy Heads of Houses have a relentless focus on PP students' attendance, behaviour and progress.	Headline figures for PP students across the College (Years 7-11) will show that all students have achieved positive progress and met the challenging targets set by the College. There is a robust monitoring system and clear plans in place for all elements of our PP provision.	CMA	Termly and fortnightly via line management meetings.
Small Group Tuition English, Maths and Science additional tutoring provided where appropriate.	Disadvantaged students will make accelerated progress.	Evidence from EEF suggests tutoring can have a significant impact and allows for small group work and targeted intervention.	Lesson monitoring, Lead Practitioners liaising with external tutors to ensure the College curriculum is supported effectively. Review of progress data. Improved engagement from students.	CMA	Half termly

<p>English and Maths Booster/ Foundation Learning Programmes implemented for students who start in Year 7 with low literacy and numeracy levels.</p>	<p>Disadvantaged students will make accelerated progress, with a particular focus on Maths and English.</p>	<p>Historic data shows that students who fail to reach the expected standard at KS2 are most likely to underachieve. These students have timetabled Booster lessons in Maths and English delivered as part of the curriculum in Years 7-11 to support them in hitting the challenging targets that we set.</p>	<p>The Booster Programme and Foundation Learning programme curricula are regularly reviewed alongside progress data to ensure they are meeting the needs of the individual students. Wide use is made of educational research, for example, recent work on vocabulary underpins the current English Booster Programme at KS3. This ensures students have access to high quality provision.</p>	<p>CMA/LCP/Lead Practitioners</p>	<p>Termly</p>
<p>Creation of the Sports Academy and Junior Performance School pathways to support student progress and engagement.</p>	<p>Students will be fully engaged in College life and improve their behaviour and attendance, they will access a curriculum that plays to their strengths and will achieve positive progress.</p>	<p>Students have been individually identified as benefitting from additional time in Sport/Performing Arts. They have shown real strength in these areas and can access positive role models in the sixth form. They are also more likely to remain with us Post-16, reducing their risk of becoming NEET.</p>	<p>Students are taught by highly experienced members of staff, they can access specialist provision in both vocational areas and are engaged in clubs and activities. Their progress is carefully monitored by the Director of Student Progress, and they access additional interventions as required. They also have a dedicated Pastoral Support worker.</p>	<p>CMA/OGO/PMU</p>	<p>Half termly</p>

<p>A personalised learning programme ensures targeted PP students have personalised timetables to keep them engaged. This can include a half/whole day release to a specific Work Experience placement enabling them to build links and to establish a pathway in to Post-16. Students also have the Personalised Learning Environment (PLE) to undertake additional qualifications, supervised study and access targeted support.</p>	<p>Disadvantaged students will make accelerated progress and will remain in College, avoiding exclusion and/or becoming NEET.</p>	<p>Some PP students can become disengaged in lessons with a full curriculum, which can result in College refusal. This successful intervention has encouraged more students to remain in College with positive outcomes and has resulting in apprenticeships Post-16.</p>	<p>Teacher feedback, levels of engagement, headline figures and attendance records for PP students across the College (Years 7-11) will show that all students have achieved positive progress and met 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.</p>	<p>SCA/CED/CMA</p>	<p>Ongoing throughout the year</p>
<p>PP students with SEND are offered Period 0 mentoring and Period 6 interventions.</p>	<p>Disadvantaged students with SEND will make accelerated progress.</p>	<p>Targeted PP students with SEND benefit from doing their homework/ targeted subject intervention/ supported to establish revision techniques in college under adult supervision. The resources and environment are more conducive to achieving high quality outcomes.</p>	<p>Regular monitoring of the period 6 attendance and headline figures for PP students with SEND across the College (Years 7-11) will show positive progress.</p>	<p>JGR</p>	<p>Half yearly</p>

<p>Mentoring for PP students by Year 12 students. Targeted students are partnered with Year 12 students as a buddy. They spend a tutor time together once a week/fortnight to give students a good role model.</p>	<p>Disadvantaged students will make accelerated progress, have high levels of attendance and good behaviour.</p>	<p>After the successful introduction of these programmes last year, PP students (especially in younger years) were more engaged in lessons and felt they had people they could turn to which increased their attendance at College and helped them establish positive routines ready for KS4.</p>	<p>Year 12 students are trained on how to be mentors and monitoring of the programme will continue throughout the year.</p>	<p>BWI</p>	<p>Half yearly</p>
<p>Reading leaders – Year 10 students work with PP students during tutor time to build up their confidence, encouraging them to read independently and to improve their literacy skills.</p>	<p>Disadvantaged students will make accelerated progress, have high levels of attendance and good behaviour.</p>	<p>After the successful introduction of these programmes last year, PP students (especially in younger years) were more engaged in lessons and felt they had people they could turn to which increased their attendance at College and helped them establish positive routines ready for KS4.</p>	<p>Year 10 students are trained on how to be effective reading leaders. Monitoring of the programme will be completed by the Lead Practitioner: Literacy.</p>	<p>NGO</p>	<p>Termly</p>
<p>The House teams support students by having an overview of their performance; encouraging high levels of attendance; liaising with teachers; supporting student organisation; and encouraging liaison with home.</p>	<p>Disadvantaged students will make accelerated progress, have high levels of attendance and good behaviour.</p>	<p>Allows for each PP student to be known and supported: pastorally and academically. Acts as a surrogate parent to provide wide ranging support and liaison between home, student and teachers.</p>	<p>Fortnightly meetings with Director of Student Progress highlighting concerns and required actions with focus on PP students.</p>	<p>CMA</p>	<p>Half termly reviews</p>

<p>House period 6 is an after-College intervention for students who are under-performing. Head of House/ deputy Head of House lead the intervention and prioritises the attendance of PP students. Review of progress data used to identify students, in liaison with subject lead practitioners and teachers.</p>	<p>Disadvantaged students will make accelerated progress.</p>	<p>Targeted PP students benefit from doing their homework/ targeted subject intervention in College under adult supervision. The resources and environment are more conducive to achieving high quality outcomes.</p>	<p>Regular monitoring of the period 6 attendance and student progress data.</p>	<p>House teams/CMA</p>	<p>Termly</p>
<p>Heads of House and Deputy Heads of House provide half termly mentoring for PP students, during our tutor programme.</p>	<p>Disadvantaged students will make accelerated progress, have high levels of attendance and good behaviour.</p>	<p>Heads of House will make sure that all PP students are happy at College and receive everything they need to be successful by conducting half termly meetings. Communication with parents post-meeting to maintain positive relationships. Where necessary, parental meetings will be conducted.</p>	<p>Each Head of House and tutor has a list of PP students they need to support. The tutor sees the students most mornings and can ensure they are having a good day.</p>	<p>House teams/CMA</p>	<p>Termly</p>

<p>Career interviews are conducted with all KS4 students with PP students prioritised; KS4 PP students are supported with College visits, taster days and mock interviews; Vulnerable PP students are given specific support.</p>	<p>PP students will be less likely to end up NEET.</p>	<p>Students are more likely to make an informed decision about their post-16 choices and career paths.</p>	<p>SOL prioritises PP students for career interviews. Any concerns are then directed to the Heads of Houses and Director of Student Progress to follow up individually.</p>	<p>CMA</p>	<p>End of Autumn Term</p>
<p>Significant pastoral support is given to issues such as attendance, behaviour and coping with revision, alongside supporting with day to day needs such as provision of resources and uniform.</p>	<p>PP students will have fair access to College resources, to ensure that they are able to fully access College life.</p>	<p>Pastoral support is offered to ensure that students are happy, performing well and become well-rounded individuals. Resources such as revision guides, as well as other key resources are provided to ensure PP students have the same opportunities as those students around them.</p>	<p>All PP students will have mentor meetings with their tutor throughout the year, as well as ongoing support from their head of house. The tutor sees the student every morning and can ensure they have a good start to every day. The revision guides that students receive will be provided by the College to ensure students have fair access to resources.</p>	<p>CMA/House teams</p>	<p>Continuously</p>
<b>Total budgeted cost</b>					<p>£98322.86</p>

<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</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>
PP students are invited to attend breakfast club from 8am in the morning, where toast/ cereal bars/ juice and hot drinks.	Students are provided with a safe comfortable space to ensure they have a good start to the day. This is particularly important for our most vulnerable students.	This has been a very successful programme that has been run over the years. PP student attendance has increased with the PP students who would normally come to College without having any food in the morning and then get easily distracted.	Students will have access to breakfast each morning, the club will be widely publicised and also promoted to individual students and their families where we feel it is needed.	CMA	Ongoing
Hardship fund	To ensure all PP students have access to the resources and equipment they need; to provide enrichment opportunities to enhance students' learning experiences.	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.	Students will have access to equipment and resources; students will be able to access enrichment opportunities in line with other pupils at IVC. They will also be able to rent Chromebook to ensure they can access MOODLE and the Internet for doing homework at home.	CMA	Ongoing

Rewards	To support student progress and attendance; to ensure PP students are recognised for their effort and commitment to learning.	Alongside the new rewards system - epraise, 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.	Student engagement with the intervention programme will be consistent and attendance to interventions will be in line with that of non-PP students.	CMA	Ongoing
Educational opportunities	To ensure all PP students are guided and supported to make positive progress and achieve.	After the successful introduction of the Tassomai Learning Programme for PP students in Year 10 and Year 11 to support and enhance progress within Science, this will continue this year. Students will also be provided with workbooks and copies of relevant revision guides and textbooks.	Data will be used to measure impact of the Tassomai Learning Programme in particular will be measured through Science data.	JWA/CMA	Ongoing
<b>Total budgeted cost</b>					<b>£11,822.14</b>