



**COUNTESTHORPE LEYSLAND
COMMUNITY COLLEGE**

**Review of strategy for improving the attainment
of Pupil Premium students**

2015 to 2016

Review of strategy for improving the attainment of Pupil Premium students 2015-2016

AIMS FOR YEAR 2015-2016

For the 2015-2016 a more focussed approach was developed - based primarily on maximising attainment in English, Maths and Science.

To this end a three pronged strategy was devised working not only on short term aims (eg improving Year 11 summer grades) but also medium to long term (eg finding ways to improve both student and parental engagement).

Building on current practice, a new working environment (The Hub) was created and extra staff employed.

The Inclusion Centre then proceeded to develop practice on three fronts (***Parental Engagement, Raising Aspiration and Teaching and Learning***) –as determined by good practice in educational literature.

Below is a summary of expenditure.

Expenditure

Item	Cost(s)
Student Support	
Uniform	£15
Breakfast Club	£261
Minibus collection	£3731
Resources for Learning	
ICT	£353
Books , revision guides etc	£13948
Extension /Enhancement activities	£1641
Teaching and individual support staff – both teachers and TAs	£85625
Staff INSET	£312
Admin cost for planning and co-ordination	£726
Total	£106612

What happened next ?

In September 2015 discussions with interested parties took place and actions that were felt would advance each of the strands of the strategy were planned. These included:

***Parental Engagement**

Home visits
Drop in surgeries
Breakfast Club
Uniform support

Parent Support meetings
Parent advice sessions
Transport Support
Multi- agency liaison and referrals

***Raising Aspiration**

DEFENCELAB

6th Form mentoring

DMU visits

Reduced timetable

Study Buddy

CREST

Duke of Edinburgh Award

Social and emotional communication workshops

***Teaching and Learning**

In class support

Booster sessions

Learning Resources

Easter and Half Term Revision

Withdrawal to the Hub

Homework Club

Saturday School

Measuring the effect

The measures below were used to identify progress up to the end of the Summer Term 2016.

IC databases, departmental databases and SISRA were used to provide:

*Trajectory of each student in each core area

*Comparison of PP v non PP in each subject

*Criteria developed that allowed impact to be shown

The measures to judge progress included:

*Attendance figures

*Behaviour incidents

*Motivation scores

*Tests, exams and assessments

*Feedback from staff

*Boxall Profiles

*SIP scores

*Parent Voice

*Student Voice

The starting point

Although the starting point for measuring progress was agreed to be Y10 mock exams, data from Projected Grades, CWAG and other tests/exams was used to build up a more rounded picture for each student.

In each core subject the exams used in Year 11 were marked more rigorously in order to get a closer fit between Projected grades and CWAG.

Measure	Impact
Attendance rates	9/68 (13%) made improvements
Behaviour incidents	17/68 (25%) showed improvements

English	17 made 1 extra LOP (25%) 6 made 2 extra LOP (9%) 1 made 3 extra LOP (1%) 6 improved by 0.5 GCSE grade (9%)
Maths	23 made 1 extra LOP (34%) 1 made 2 extra LOP (1%) 6 improved by 0.5 GCSE grade (9%) 1 improved by 1 GCSE grade (1%) 2 improved by 2 GCSE grades (3%)
Additional Science	9 made 1 extra LOP (13%) 3 made 2 extra LOP (4%) 1 made 3 extra LOP (1%) 2 made 4 extra LOP (3%) 2 improved by 0.5 GCSE grade (3%) 3 improved by 1 GCSE grade (4%) 2 improved by 2 GCSE grade (3%)

Progress for the PP students who received the most support

29 Year 11 PP students had intensive provision. This included regular lessons in the Hub, one to one tutorials, in class support and reduced timetables. The impact of the work done was significant across a range of criteria:

Criteria	Outcomes
Attendance	8/29 (28%) showed measurable improvement
Behaviour	13/29 (45%) showed decrease in behaviour incidents
Motivation	10/29 (35%) improved in one or more core subjects
English	16/29 (55%) improved in LOP or GCSE grade
Maths	13/29 (45%) improved in LOP or GCSE grade
Additional Science	14/29 (48%) improved in LOP or GCSE grade

Other measures of progress

*More individuals from this group reached the end of Year 11 successfully than in previous years they would have faced possible exclusion or drifted into truancy.

*Completed coursework in subjects other than English, Maths and Science thus protecting their overall pass rates.

*Avoided situations of conflict which previously may have led to missing lessons or further escalation.

Saturday School

25 different Year 11 PP students attended one or more sessions

A sample of 8 (approx. 30%) completed a Student Voice questionnaire

FEEDBACK:

*On scale 1- 5 (1=strongly agree)

(i) 7/8 answered 1 (88%) enjoyed the sessions

(ii) 8/8 (100%) found sessions helpful

(iii) 8/8 (100%) would come more often

*Most useful subjects: Science (Phys, Chem or Bio) = 8/8 Maths = 3/8

*Wanted more sessions on: English, Maths, Physics

*Best thing was: atmosphere, refreshments, staff help, good teaching

*Did not like: early starts

*Improvements that could be made: programme for the year, more subjects, not have subject overlap, more English sessions

The Hub and Inclusion Centre

**Every student surveyed (18 in total) expressed thanks or gratitude regarding the impact of the Hub or IC*

***Most commonly mentioned benefits:**

Felt welcomed

Enabled completion of coursework

Helped with revision techniques

Improved my Maths more than in lessons

Improved knowledge in most subjects

Provided support when I needed it

Better grades

Higher attendance

More motivated

More positive about school

Staff help me in the Hub and outside of lessons

Helped by being in a smaller group

Quiet – can concentrate

Increased confidence

Students were able to leave work and return to it later on, with choice offered on the order in which work was completed and the staff gained the trust and confidence of students. For students who had 'anti school' attitudes, the ethos of the Hub and Inclusion centre was more sympathetic to their needs, thus acting as a place of sanctuary and an anchor in the school.

Inclusion centre mentoring

All Year 11 Hub students were provided with one to one mentoring sessions, in addition to 15 Year 10 students. The outcomes for this group included measurable improvements in attendance, behaviour and well being

6th Form Mentoring

In September 2015 a group of 6th Form students were recruited to act as 'academic mentors'. The aim was to provide another type of academic guidance for Year 11 students who had proved resistant to staff input.

- Each of 15 Y11 mentees were mentored by a 6th Former
- The aim was to provide support with coursework, classwork and homework as well as signposting any emotional or social issues to staff

Outcomes

*22 feedback reports were received (from 7 mentees and 15 mentors)

*All reports replied that mentoring was helpful, with 17 out of the 22 saying that they wished to see continuation of the scheme.

Parental Engagement

This is an on-going issue for the College. At this age children begin to rebel and seek more independence. This can make relationships both between school and child, and home and child difficult. Given this, most of the intensive work done with families was often around parent-child relationships which had soured or the family sought external help with which we were able to assist.

- 8 PP families engaged in in-depth work
- Each case presented complex issues of emotional ill health, disengagement or family dysfunction
- In each case the IC was able to assist in referring to specialist services or developing practice in College more sympathetic to the needs of the student - to be developed further through introduction of PARENTING WORKSHOPS

Progress in English, Maths and Science

SUBJECT	Improvement in Motivation scores	
English	18/68	26%
Maths	19/68	28%
Add Science	25/55	51%

Improved motivation was reflected in behaviours such as attendance at revision sessions or Saturday School, willingness to redo coursework, attempt more past papers.

REVIEW OF GCSE EXAM DATA – Sept 2016

The headlines from terminal exams:

SUBJECT	% making 3 LOP		% making 4 LOP	
	PP	Non PP	PP	Non PP
ENGLISH	52.2	81.1	18.8	38.4
MATHS	54.9	78.4	16.9	36.4
ADD SCIENCE	29.1	55.3	7.3	19.4

Analysis

ENGLISH

*Out of 15 groups – PP student made better progress than non PP in 4 of these groups

*These groups were mainly set 1 and 2

MATHS

*Out of 17 groups – PP students made the same or better progress in 7 of these groups

*These were mainly sets 1,2 and 3

ADDITIONAL SCIENCE

*Out of 14 groups – PP students made same or better progress in 5 groups

*These were sets 1, 2 and 4