National College for Teaching & Leadership

Pupil Premium Strategy Statement
Countesthorpe Leysland Community College

1. Summary information					
School	Countesthorpe Leysland Community College				
Academic Year	2017-18	**Total PP budget**	£209 300	**Date of most recent PP Review**	
Total number of pupils	1261	**Number of pupils eligible for PP**	244	**Date for next internal review of this strategy**	2017/18

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
Progress 8 score average 2017	-1.03	-0.35 (Nat' fig)
Attainment 8 score average 2017	31.01	43.52 (Nat' fig)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Levels of literacy are much lower for disadvantaged students on entry to the College than compared to non-disadvantaged students.
B.	Disengagement with learning of a number of disadvantaged students is having a negative impact on their progress and the progress of their peers
External barriers *(issues which also require action outside school, such as low attendance rates)*	
C.	There is a lack of understanding amongst many students and their parents about how to achieve their aspirations, particularly disadvantaged students.
D.	Attendance – although there is a three year trend improvement there is still a gap between attendance rates of PP compared to non PP students
E.	Low level of parental engagement

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Improved reading skills of disadvantaged students, and engagement in reading leading to >80% of disadvantaged students had Reading Ages commensurate with their chronological age.	To be seen in the outcomes of disadvantaged students, to improve on P8 of -1.03 in 2017. Results from reading tests show that at least 75% of students who have been part of the reading intervention scheme have a reading age commensurate with their chronological age. Levels of written work will improve across all year groups in terms of accuracy and detail.
B.	Improve the engagement with learning of disadvantaged students, further closing the gap relative to other students in school.	Number of FTE will be below the national average for disadvantaged students. Disadvantaged students will have the same or lower proportion of behaviour points in comparison to non-disadvantaged students. A greater number of disadvantaged students will engage with support and intervention sessions than last academic year. Student voice will show an overwhelming positive response to interventions and attitudes to learning.
C.	Disadvantaged students to be more motivated to aim high and achieve their aspirations. This will help to accelerate their progress made from their relative starting point to ensure that they attain well.	To be seen in the outcomes of Disadvantaged students, to improve by at least 0.5 of a grade on 2017 P8 scores. Aspirations to particularly in year 11, so as destinations are appropriate and students aim high. Proportions of Disadvantaged students moving on to Levels 2 and 3 courses post-16 are in line with prior attainment of the cohort
D.	Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among students eligible for PP improves to no less than 2% of 'other' pupils.
E.	Improved engagement of parents of disadvantaged students with the College. This will vary from individual-to-individual dependent upon the parent and their previous engagement with the College.	The parents of disadvantaged students will have greater engagement with the College. For many this will be attending events in the College including Parents' Evenings, for others this may be engaging in positive conversations over the telephone regarding their child's education. By the end of the academic year there will be evidence of conversations with parents all disadvantaged students.

5. Planned expenditure					
Academic year	**2017-18**				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A. Improved reading skills of disadvantaged students, and engagement in reading.	Individualised Reading Programme with HLTA/PP Literacy Co-ordinator	Literacy is key to understanding and making progress. A disproportionate number of PP students arrive with literacy skills below their chronological age.	1-1 reading sessions2/3 times per week with HLTA , regular review of progress made creating a roll-on roll-off programme	DTH	Half Termly
A. Improved reading skills of disadvantaged students, and engagement in reading	Homework Club and Reprographics (inc. printing facilities for students to print coursework/homework)	With the need to differentiate for PP students on a daily basis, using assessment to inform teaching, staff have unlimited printing resources so as to not limit PP students' progress. Also, students have ample printing credit so as they can maximise their progress also. Homework, secondary (+5 months)	PP/NPP progress gaps across subjects are minimised, and continue to close.	DTH/ TAs/HoDs	Tuesday and Thursday
A. Improved quality of written work of disadvantaged students, but particularly WTB boys.	Participation in the local Teaching School Alliance writing project.	Nationally and locally WTB boys are underachieving; particularly those who are disadvantaged. This is an opportunity to share good practice to move this matter forward.	Key member of staff identified to lead the project who is not SLT nor English specialist. Time for member of staff to share strategies with a key group/	DTH/DFI	Half Termly
B. Improved engagement of disadvantaged students, further closing the gap relative to other students in school.	Classroom teachers Cover Supervisors	Disadvantaged students benefit from consistent teachers, therefore when teachers are unavoidably absent from lessons, familiar cover supervisors ensure progress gaps do not open. No specific reference	Analysis of interventions show them to be effective in raising achievement.	SLT/HoDs	Data Meetings
B. Improved engagement of disadvantaged students, further closing the gap relative to other students in school.	PiXL Strategies: DTT PLC Smith Proforma	High quality targeted feedback is proven by the EEF to enable students to make rapid progress (+8months)	Learning walks, work scrutiny and student voice	SLT/HoDs	Half Termly

B. Improved engagement of disadvantaged students, further closing the gap relative to other students in school	Classroom Teachers Learning Mentors Behaviour Support Co-ordinator	There is a negative behaviour gap between PP/NonPP students, with PP students as a cohort having more behaviour incidents per year than NonPP. This gap is closing with the behaviour of PP students improving over the past two years, but needs to continue to close further to move towards impeccable behaviour. Behaviour interventions (+3 months) Meta-cognition and self-regulation (+8 months)	Behaviour incidents of PP students to improve relative to last year, with gap with NonPP students to continue to close; motivation grades of PP students to improve in each year group relative to last year.	DTH/KRU	Half termly
C..Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well	PiXL Classroom (where appropriate) Seating Plans	PP students are in need of targeted support in class if they are underachieving, and this strategy allows these students to have more immediate first wave intervention. Individualised instruction (+3 months)	Use of data in classrooms will be QA'ed by HoDs and SLT; seating plans will be a requirement of lesson observations to observe differentiation for PP students.	CAI/DTH	Half Termly
C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Consistency of Teacher Feedback	Uniformity of presentation of written feedback, in terms of green pens, highlighters etc. encourages PP students to engage with feedback more. Feedback (+8 months)	PP/NPP progress gaps across subjects are minimised, and continue to close.	CAI/SLT/HoDs	Calendared Learning Walks, Work Scrutiny and Lesson Observations
C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well	Assessment and tracking	Data analysis is timely and in depth, so as staff can be held to account, interventions can put in place and evaluated to ensure they are effective. No specific reference	Analysis of interventions show them to be effective in raising achievement.	TGA/DTH	Calendared Data Inputs
C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well	Use of SISRA Analytics	All classroom staff across the college have access to SISRA, so as data is used effectively to close achievement gaps. No specific reference	Analysis of interventions show them to be effective in raising achievement	CAI/TGA/DTH/HoDs	Calendared Data Meetings

C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well	CPD Programme	First-wave teaching and learning and classroom practices need to be of a good quality, and therefore differentiated CPD for staff supports this. No specific reference	Staff to feedback CPD outcomes to their colleagues, including through Thursday morning Teaching and Learning briefings. PP/NPP progress gaps across subjects are minimised, and continue to close.	BBI	Calendared meetings for Departments, Houses and Whole Staff
				Total budgeted cost	£114 070

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved reading skills of disadvantaged students, and engagement in reading.	English Literature set texts bought for all PP students in Years 10 and 11	This allows the students access to the content of the course, to allow them to study the texts both in lessons and outside of school. No specific reference	Outcomes of English Literature public exams in the summer. Contribute to Basics attainment gap closing, relative to last year's outcome	ALA	Data Meetings GCSE Results
A. Improved reading skills of disadvantaged students, and engagement in reading.	Reading Incentive	PP students typically read less, and therefore this strategy allows them material to negate them falling further behind their NPP peers. Reading comprehension strategies (+5 months)	Gaps in motivation grades between PP/NPP students in KS3 to close as the year progresses.	DTH	Termly
B. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.	SLBP/Work Experience	Identified PP students get work experience or an alternative provision. This has worked successfully in the past, and hence an increase in use of this intervention this year. Behaviour interventions (+3 months)	Attendance and behaviour of these students figures of the students attending these interventions, as well as progress across the curriculum.	KRU/Heads of House	Termly
C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Brilliant Club subscription	The Brilliant Club will help the more able students to broaden their horizons and engage with University type learning and therefore improve their knowledge of University education. Aspirational interventions (limited evidence of impact)	Progress of the more able students who partake in the Brilliant Club project to be monitored across their subjects, to evaluate impact of project; ambition with regards future pathways of these students.	BBI	Easter 2018

C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Revision packs	Providing high quality resources for the PP students, e.g. in English and Maths, to revise with gives them the best possible opportunity to succeed in their public exams. Homework, secondary (+5 months)	Basics attainment gap to close, relative to last year's outcome.	HoDs	Termly Data Meetings
C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Academic Mentoring	To combat the barrier to learning that PP students face of lacking academic organisation; providing guidance for students to prepare them for their public exams. Mentoring (+1 month)	Outcomes of students who have had academic mentoring to be monitored as the year progresses, to evaluate the makeup of the group, and also outcomes of public exams in the summer.	DTH/AHO	Calendared Data Points
C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Funding to purchase necessary ingredients for Disadvantaged students to partake in curriculum Cooking lesson	PP students in past years have often not brought in the money for ingredients for cooking lessons, and therefore have not been able to learn in lessons. No specific reference	PP students to participate fully in Food lessons and learn well.	DTH/CHA/ KRA	Termly
D. Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Hardship Fund	At the discretion of Heads of Year, the Hardship Fund is available to provide emergency items (e.g. uniform) to those PP students whose family circumstances mean they are in need of support. No specific reference	Attendance gaps, progress gaps, Attitude to Learning gaps, participation gaps all to continue to close; QA of uniform etc. to show no noticeable difference between PP/NPP students	DTH/Heads of House	Termly
			Total budgeted cost		£57 035

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improved engagement of disadvantaged students, further closing the gap relative to other students in school	Year 6 transition	PP students start behind their peers already in terms of achievement, and often are in danger of taking longer to settle into the academic routine of the college. No specific reference	Progress of Year 7 is monitored through tutors and motivation grades	HoH	
B. Improved engagement of disadvantaged students, further closing the gap relative to other students in school	Rewards	Incentivise PP students in both KS3 and KS4 to learn well in lessons, be punctual and model positive behaviour for learning. Behaviour interventions (+3 months	No gaps in tracking of Merits given; motivation grades of PP students in KS3 to show improvements.	DTH/KRU	Half Termly

D. Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Attendance Improvement Officer	Attendance gaps exist in all year groups, between PP/NPP students. These closed overall last year, but the positive causation between attendance and achievement mean that the work of the Attendance Improvement Officer is crucial in closing these gaps. Parental involvement (+3 months)	Attendance gaps between PP/NPP to close in each year group, relative to the same year group the previous year. Gaps to remain lower than national. Attendance of PP cohorts to improve, relative to the same year group the previous year.	KRU	Half Termly
E. Improved engagement with parents of PP students with the College.	Parents' Evenings – telephone calls to book appointments with subject teachers or to arrange meetings with PP team instead of all subject teachers to discuss progress.	Encouraging parents to come into school to hear feedback from subject teachers. Parental involvement (+3 months)	Increased attendance at parents' evenings for PP students; closing of the Parents' Evening attendance gap. Improved engagement of parents with the College depending on individual circumstances.	DTH/HoH/ PP team	After each Parents' Evening
				Total budgeted cost	£57 035

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**

Improved behaviour of PP students relative to other students	Key individuals appointed with Mentors External Provision	• Analysis of FTE shows a rose from 16.47% of the pupil group in 2015-16 to 18.77% in 2016-17. • However the percentage of pupils with more than one fixed term exclusions declined from 8.16% to 3.84% for the same period. It should be noted however that this data is not fully accurate as it compares the KS4 data from the former CCC with that of the KS3 and KS4 data of the newly formed CLCC • The behaviour system was new to the school and therefore the data is unreliable. However feedback from both staff and students was that they felt behaviour had not improved. • Whilst the performance of all these students was below target, they all sat their examinations and achieved a grade	• The Behaviour for Learning Policy was not fit for purpose and has been re-written. • A new Behaviour Support Unit has now been created with a view to reducing FTE • This proved successful in terms of reducing behaviour incidents in school and reduced the number of FTEs for these students. Greater work is needed on 'protecting' their English and Maths	£59 551.30
Quality First Teaching to improve the outcomes of PP students	Lesson Observations/Learning Walks/Work Scrutiny Resources Data Meetings with CAI/TGA	• Lesson observations and Learning Walks showed that the quality of teaching and learning across the College were at least good. Where concerns were observed they were addressed quickly • The quality of marking and feedback showed greater variability across the College. The GCSE results show a correlation between the student performance and the quality of feedback • Use of SISRA has increased • Meetings showed HoDs becoming increasingly aware of necessary interventions with staff and students as the year progressed.	• This has shown to work however greater emphasis will be put on: a) the visible truants and b) the outcomes of students when observing classes. • This strategy has been shown to work and will continue • This strategy has been shown to work and will continue	

ii. Targeted support

Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**

Improved attendance of PP students Raise the standard of literacy across Years 7-9	Attendance Officer Hardship Fund Reduced Options in Years 10 and 11 Funding of Trips and Ingredients Primary Literacy Co-ordinator/Paired Reading sessions/ Individual Reading/Lexia/ ASDAN	• PP attendance for last year was 87.99% • Uniform was provided for a small number of students enabling them to attend and look exactly like their peers • Outcomes for students who dropped an option showed their average point score was 25.77 against 30.27 for all PP students • Students on the ASDAN course have shown improved self-esteem • 45% of Year 7 students in the scheme now have a reading age commensurate with their chronological age • Year 9 – 60% of students in the scheme now have a reading age commensurate with their chronological age and the number of behaviour points reduced	• Strategies related to literacy have been the most successful and will continue next academic year on a larger scale. • ASDAN will continue to run • Attendance Improvement Officer will work solely for CLCC next year and will be able to spend more time working with our 'hard to reach' families	£74 827.20
iii. Other approaches				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Raising the aspiration of PP Students Increased attendance at Parents' Evenings and Information Events	Brilliant Club subscription DMU visit Careers advice Minibus costs Music Lessons Elevate subscription Telephone	• Feedback from the Brilliant Club and DMU visits showed 100% of students would recommend participation and hope to continue on to university. • Students who have music lessons have continued to opt for GCSE music and participate in wider curricular activities • Attendance at Parents' Evening for PP students has risen for PP students from 62% to 66% on average	These strategies have worked and will continue to be employed. To aide students at Intervention Team members will attend Parents' Evening either with parents or in their place to further help the student	£7 121.50

7. Additional detail

CLCC will undertake a full Pupil Premium Review this academic year. The outcome of this review may result in changes to this document