

2017/8 Evaluation of Spending of the Pupil Premium Grant

Context:

All staff and students at John Colet School believe that through hard work, inspiration, mutual respect and enjoyment, we will achieve success together. We are committed to the principle that every student fulfils their potential.

The Government introduced the Pupil Premium into main school funding to address inequalities between children eligible for free school meals (FSM), those who have been eligible in the last 6 years (FSME6), Looked After Children (LAC), Previously Looked After Children or children of armed forces families and their peers (Service Children). It is our job to ensure that funding reaches the pupils who need it most.

John Colet has a below average number of pupils who are in receipt of the Pupil Premium. Although this changes each year, it is roughly around 10% for FSME6 (with around 3% being Current FSM) and 7% for Service Children.

Results:

We are aiming to close the gap between our most disadvantaged students and the rest of the cohort across all year groups. Our most recent GCSE results are outlined in the tables below:

(Measurements for English and Maths are now graded in 9-1)

	2017/8		
Measure	FSME	Non- FSME6	Internal Gap
Progress 8# (in school data)	-0.4	0.13	-0.53
Progress 8* (DFE unvalidated)	-0.68	0.00	-0.68

	2016/7					2015/16					2014/15					2013/14				
Measure	FSME6	Non-FSME6	GAP	National others	Gap compared to national	FSME6	Non-FSME6	GAP	National others	Gap compared to national	FSME6	Non-FSME6	GAP	National others	Gap compared to national	FSME6	Non-FSME6	GAP	National others	Gap compared to national
Progress 8	0.097	0.376	-0.279	+0.1	-0.098	0.07	0.35	-0.28	0.00	+0.07	-0.85	0.14	-0.99			-1.24	0.08	-1.34		

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Narrative

The gap in academic progress for our 2017/8 cohort showed an increase compared to the successes we had been making over the past 3 years. Early indications show that the rigour of the new GCSEs may have had a considerable impact on gaps nationally (<https://ffteducationdatalab.org.uk/2018/09/reformed-gcses-are-they-disadvantaging-the-disadvantaged/>) and our cohort results suffered in part due to these changes. Consequently, the spending of the PPG is evaluated in line with this evaluation with a continued focus on attendance, quality first teaching and individualised support and feedback for our most disadvantaged students.

Detailed evaluation of spending 2017/8

Area of spend	Contribution from Pupil Premium	Description of activity or intervention <i>*average impact where identified by Sutton Trust</i>	Intended Outcomes	How impact is measured	Evidence of intervention impact	Continue? Y/N
1:1/small group intervention	£26,305	Targeted intervention for KS4 and KS3 students in maths and English. *Sutton Trust: Small group tuition +4 months, one to one tuition +5 months, meta-cognition +8 months	To close the gap between FSME6 and non-FSME6 students.	Progress 8 achievement at end of 2018	Due to staffing issues 1:1 was limited in its provision and consistency was unable to be achieved to make any notable impact on the students compared to the rest of the cohort.	Amended to different academic interventions (learning mentor/use of HLTA)
Trips, equipment and uniform	£5,000	Provide targeted financial support for PP students.	Provide equal opportunities to access learning outside the classroom. Aimed at eliminating stress faced by families at costs faced during school	Number of families using funding for issues of hardship. No students unable to participate in activities or feeling	100% students received access to funding to help remove barriers to learning. Refined systems to ensure that staff know how to direct students to access equipment support.	Yes

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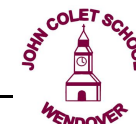
			years and giving all pupils an equal chance at participating in all activities and having all equipment/ uniform required.	disadvantaged due to financial reasons.		
Non-academic interventions (eg: use of SSOs and Service Children Support Network)	£20,000	All PP students to get mentoring from a range of staff bodies. *Sutton Trust: Behaviour Interventions +4month, Aspiration interventions +0 months, Social and Emotional aspects of learning +4 months	Regular pastoral care for eligible students will provide support with studies and personal issues as well as guidance on subject options and career pathways.	Student achievement, attendance and engagement	100% students received mentoring. 15 received mentoring from HOY/KSM/SLT - parental contact meetings at least twice a year. Regular targets set for students/families/school. Additional pre-option meetings for FSME6 student in Y8 Overall absence for FSME6 students is 8% higher compared to non.	Yes - revised to focus on identified High Ability FSME6 for mentoring. Increase number of Y8 option meetings
Other staff (including mentors and counsellor)	£12,325	To provide emotional, social, and academic support for PP students. *Sutton Trust: Behaviour Interventions +4month, Aspiration interventions +0 months, Social and Emotional aspects of learning +4 months	To close the gap between FSME6 and non-FSME6 students at Progress 8 in core subjects. To reduce absence from school.	Academic achievement data. Absence /persistent absence data.	27% of PP students accessed external mentoring and stated they found this beneficial. 23% of referrals from Pupil Premium students which is a 7% decrease on last year 2016/7. Overall absence for FSME6 students is 8% higher compared to non.	Yes

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Alternative curriculum provision	£7,000	To ensure that all PP students are able to access an appropriate curriculum for their needs.	To ensure all PP students complete full time education. To increase the option choice at Post 16 for PP students.	Number of permanent exclusions.	There was one permanent exclusions of a PP student in 2017/8. The student was successfully integrated at another school. 5 students accessed alternative curriculum for a period of time to ensure that they continue to engage with education.	Yes. Budget increased to deal with demand
Additional curriculum activities (including The Scholars Programme)	£10,000	Support the social, emotional and well being of PP students through targeted projects/activities. *Sutton Trust: Sports and Arts participation +4 months, After School Programmes +2 months Most able PP students identified for participation in the intensive academic programme. *Sutton Trust: meta-cognition +8 months; small group tuition +4 months; Homework (secondary) +5 months; Feedback +8 months.	All PP students have equal opportunities to participate in clubs/activities that link to learning. Increase in aspirations for PP students. Pupils increase knowledge of university application process. Pupils develop skills of independent learning.	Evaluated bids from departments. Impact reports from the Brilliant Club. Post 16 choices.	9 separate bids received from departments. Scholars Programme: 91% PP completion rate. 100% pass rate at 2:2 level or above. Y8: Largest impact on students was in terms of test anxiety - an improvement of 10% shown from pre/post testing 91% of students who took part stated that they are confident in knowing how to apply to a Russell Group University after taking part in the Programme (increase by 33%). Y10: 70% of students who took part stated that they are confident in knowing how to apply to a Russell Group University after taking part in the Programme (increase by 12%). Largest impact on students was with meta-cognition - JCS students made	Yes

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					<p>double to national average progress in this area.</p> <p>FSME6 Y11 students who took part in the Year 10 (2015-6) Programme 100% had positive Subject Index Scores and all continued to further education:</p> <p>P8 grades: Pupil 1 = +0.18 Pupil 2 = +0.87 Pupil 3 = +0.09</p>	
Minibus funding	£1000	<p>Free transport provided 3 times a week for PP students to enable them to stay behind for after school activities.</p> <p>*Sutton Trust: Sports and Arts participation +4 months, After School Programmes +2 months</p>	<p>To close the achievement gap in core subjects.</p> <p>To increase the % of PP students taking part in extra-curricular clubs.</p>	<p>Achievement data.</p> <p>Minibus participation rates.</p>	<p>An average of 37% of minibus trips were for FSME6 students. This has increased from 2016-7 (17%).</p>	<p>Yes - reduced service due to lack of permanent drivers.</p>
AFA and transition	£10,000	<p>Investment in AFA Programme</p> <p>Year 6-2-7 transition programme</p> <p>*Sutton Trust: Social and emotional learning +4 months; Parental involvement +3 months; Mentoring +1 month; Feedback</p>	<p>To increase parental participation with school to increase the achievement and attainment of FSME6 pupils with particular focus on pupils that are FSME6; Upper Ability and</p>	<p>Pupil attendance</p> <p>Parental contact with school</p>	<p>AFA trialled with xx students and staff. Positive feedback from parents and pupils. Difficult for staff to manage time and make further impact. However, parental contact increased considerably with all students/families have contact with mentor at least twice during the year.</p> <p>11 PP students took part in the transition programme specifically</p>	<p>Yes - with modification to focus on most able FSME6 students as per research (https://www.suttontrust.com/new)</p>

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		+8 months;	SEND. To ensure smooth transition for Year 6 into 7 to develop the right skills for learning	Pupil ATL Pupil Self evaluation	tailored to their areas of needs as identified from their primary feeder schools. SIMS slips show that these areas the majority of these students have not been sanctioned for these reasons.	sarchive/a-teachers-guide-to-supporting-students-with-high-potential/)
Total	£91630					Yes

Glossary of terms

PP - Pupil Premium (includes FSME6, Current FSM, Service Children)

FSME6 - Free School Meals Ever 6 (students eligible for the Pupil Premium Grant in the past 6 years (includes current FSME6 students)

Current FSM - Students currently in receipt of Free School Meals

LOP - Levels of Progress (calculated from KS2 starting point to KS4 end point - 3+LOP is the national expected level of progress)

Progress 8 (P8) - Measurement of Progress used to calculate the achievement of pupils based on their KS2 starting point (scores above '0' show students have achieved more than expected progress)

SSOs - Student Support Officers

HOY - Head of Year



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KSM - Key Stage Manager

SLT - Senior Leadership Team