

## Our Disadvantaged Ethos

At Sir John Hunt Community Sports College, we use research and evidence to ensure that personal learning has a direct impact on Teaching and Learning. Over 56% of the college are eligible for Pupil Premium. We do not accept that this comes hand in hand with low attainment and understand the need to meet the requirements of our learners rather than rely to intervention as a compensation for less than good teaching. As part of our “plan, do, learn and review” process we continuously track and monitor to check whether progress is being made and if the interventions are working – and then adjust when necessary.

The common barriers we have identified (via student survey and school research for 2016 cohort) are:

- lack of support at home (not one Disadvantaged student in cohort 2016 parents had experienced higher education)
- weaker language and communication skills (Baselines on entry see DST)
- more frequent difficulties in managing distractions and their own behaviour
- low aspirations
- attendance and punctuality issues

Disadvantaged students tend to present more complex family situations that prevent students from making sustained progress. Key objective of using Pupil Premium Funding is to narrow the gap between vulnerable groups and other students by;

- targeted interventions
- eliminating barriers to learning and progress

Below is a table showing the percentage of students who attract the Pupil Premium funding as well as the local and national averages:

Area	2016/17	2017/18
National	28.5%	28.1%
Plymouth	32.5%	33.1%
<b><u>SJH</u></b>	<b><u>56.28%</u></b>	<b><u>56.18%</u></b>

<b>Close the attainment and progress gap between students eligible for Pupil Premium and their peers and improve their wider outcomes (Unvalidated data from June 2017 indicates a -0.01 gap in the Progress 8 measure)</b>	<b>2016/17 Actuals</b>	<b>2017/18 Planned</b>	<b>Total</b>
1. Aspiration: Improve confidence, self-belief by setting personal goals and targets	£69,597	£56,000	£125,597
2. Motivation: Inspire intrinsic attitudes to encourage the very best	£162,027	£161,500	£323,527
3. Literacy and Numeracy: Accelerate progress by improving basic capabilities and confidence	£29,571	£30,000	£59,571
4. Leadership of Teaching and Learning: Create a greater awareness by all staff of our deployment of effective resources and highlight all support available	£141,685	£115,000	£256,685
<b>Total Expenditure:</b>	<b><u>£402,879</u></b>	<b><u>£362,500</u></b>	<b><u>£765,379</u></b>
<b>Total Income Received:</b>	<b><u>£315,395</u></b>	<b><u>320,000</u></b>	<b><u>£635,395</u></b>

### How the college will measure the impact of pupil premium

There is not a dedicated Disadvantaged senior lead at Sir John Hunt Community Sports College but a collegiate approach and relentless drive is instilled in all of our staff, with a clear vision for narrowing the gap. As a college, we reflect on what elements had the greatest impact in the previous academic year and make changes where necessary.

Impact will be measure through our tracking and monitoring of data meetings with all the curriculum leaders and pastoral leaders. We carry out calendared learning walks, work scrutiny and the monitoring of homework. As part of this Quality Assurance process, interventions are monitored.

We will carry out a Disadvantaged Review during 2017 to triangulate the impact, spend and outcomes from the interventions used to ensure the funding is maximised and meets the needs of the students that attract it.

<b>Whole college Target:</b> Close the attainment and progress gap between students eligible for Pupil Premium and their peers and improve their wider outcomes					<b>Overall Lead:</b> JBE
<b>How will we support?</b>	<b>Aspiration:</b> Improve confidence, self-belief by setting personal goals and targets in college and beyond				
<b>Strategy</b>	<b>Actual Cost 2016/17</b>	<b>Planned Cost 2017/18</b>	<b>Actions (inc CPD required)</b>	<b>Desired outcome/ success criteria</b>	<b>Review and evaluation (Evidence)</b>
Additional LSA support	£24,064	£12,000	LSAs to attend specific training for ASC and SLC	Develop confidence of ASC/SLC students within the classroom  Increase attendance at after school learning clubs	Praise/CfL data  SEND reviews as part of QA
Trips and Visits Subsidy	£1,458	£1,500	All staff to be aware that funding is available to support visits  Ensure staff are aware of reasons why disadvantaged students may be less likely to participate	Disadvantaged children can attend trips and visits.	Trips reviewed for no. disadvantaged students
Activities Week Subsidy	£1,518	£1,500		Enriching life experiences are not missed.	Student voice for impact of trips/visits
Holiday Revision Classes	£3,018	£3,000	Programme to be created Parents to be made aware	Attendance at sessions.  Increased confidence and attainment.	Interventions from SIMS Student Voice  Data

Enhanced CEIAG	£18,260	£18,000	<p>Coordinator aware of barriers disadvantaged students may face</p> <p>Ensure disadvantaged students receive support in finding work experience placements</p> <p>Ensure Sixth Form students have possible barriers to HE removed (NCOP)</p> <p>Create links with employers</p>	<p>Disadvantaged students receive additional support.</p> <p>CSW interviews are prioritised, with additional sessions for disadvantaged students when necessary.</p> <p>Encounters with employers are meaningful and varied.</p> <p>All students move on to positive destinations.</p>	<p>NEET figures</p> <p>Destinations</p> <p>QA as part of CIP</p>
Out of School hours Learning	£21,279	£20,000	<p>JAL to coordinate support and provision targeting to disadvantaged students to ensure they can access opportunities</p>	<p>Disadvantaged students receive additional support. Enriching life experiences are not missed.</p>	<p>attendance at OSHL opportunities</p>

<b>Whole college Target:</b> Close the attainment and progress gap between students eligible for Pupil Premium and their peers and improve their wider outcomes.					<b>Overall Lead:</b> JBE
<b>How will we support?</b>	<b>Motivation:</b> Inspire intrinsic attitudes to encourage the very best				
<b>Strategy</b>	<b>Actual Cost 2016/17</b>	<b>Planned Cost 2017/18</b>	<b>Actions (inc CPD required)</b>	<b>Desired outcome/ success criteria</b>	<b>Review and evaluation (Evidence)</b>
Pastoral Team Support	£90,313	£90,000	Create capacity to allow PT to identify and support vulnerable to overcome barriers to learning	Reduce the PA gap between disadvantaged and non-disadvantaged within school, as well as closing the national gap.	Reviewed as part of College's QA process  Daily and weekly attendance monitoring
Family Liaison Worker	£14,588	£14,500	Create capacity to improve attendance for disadvantaged students	Aspirational target of 96%	Reviewed as focus groups
Counselling Service	£10,314	£10,500	CPD on a range of safeguarding issues to identify students to referrals (all staff)  Pastoral staff to prioritise referrals based on need	Improved attendance and attitudes to learning.  Reduction in external issues and associated impact on achievement.	

<p>Learning Mentors</p>	<p>£40,024</p>	<p>£40,000</p>	<p>RSL to review deployment of mentors termly, based upon data.</p> <p>Staff training on use of additional adults</p> <p>LMs to be trained in new GCSE Specs</p> <p>One mentor has attended MAT training and become a MAT link</p>	<p>Positive relationships with students to motivate them to academic success.</p> <p>Extended day via the Learning Café – providing a focused area for study, something which not all students have access to.</p>	<p>Deployment reviewed termly.</p> <p>Mentoring reviewed through case studies.</p> <p>Interventions recorded on SIMS and impact gauged through RSL review.</p>
<p>KS3/KS4 Interventions</p>	<p>£6,788</p>	<p>£6,500</p>	<p>KWI/KLE to update provision annually based on needs of cohort</p> <p>PiXL meetings to be attended</p>	<p>Interventions accessed to bridge gap.</p> <p>All students have the opportunity to be the best they can be academically.</p>	<p>Reviewed termly following data rounds.</p> <p>Reviewed as part of College’s QA process</p>

<b>Whole college Target:</b> Close the attainment and progress gap between students eligible for Pupil Premium and their peers and improve their wider outcomes					<b>Overall Lead: JBE</b>
<b>How will we support?</b>	<b>Literacy and Numeracy:</b> Accelerate progress by improving basic capabilities and confidence				
<b>Strategy</b>	<b>Actual Cost 2016/17</b>	<b>Planned Cost 2017/18</b>	<b>Actions (inc CPD required)</b>	<b>Desired outcome/ success criteria</b>	<b>Review and evaluation (Evidence)</b>
Enhanced Maths and English support	£25,630	£26,000	Employ extra teachers in both maths and English to provide smaller classes for students	Reduction in class sizes to enable targeted interventions by a teacher  Students making good progress and more confident with mathematics	Reviewed as part of QA system  Data is tracked and interventions are put in place
Intervention packages	£3,941	£4,000	The college purchases Accelerated Reader and Accelerated Maths to provide additional support to students in these core areas of the curriculum	Students making good progress and more confident with mathematics and English	Data tracking

<b>Whole college Target:</b> Close the attainment and progress gap between students eligible for Pupil Premium and their peers and improve their wider outcomes (Unvalidated data from June 2017 indicates a -0.01 gap in the Progress 8 measure)					<b>Overall Lead:</b> JBE
<b>How will we support?</b>	<b>Leadership of Teaching and Learning:</b> Create a greater awareness by all staff of our deployment of effective resources and highlight all support available				
<b>Strategy</b>	<b>Actual Cost 2016/17</b>	<b>Planned Cost 2017/18</b>	<b>Actions (inc CPD required)</b>	<b>Desired outcome/ success criteria</b>	<b>Review and evaluation (Evidence)</b>
Reduced class sizes	£28,834		Employ additional teachers in Science & other curriculum areas to look to reduce class sizes and provide enhanced support where necessary	<p>Additional staff in key areas of the college to reduce class sizes to enable more direct contact between staff and students.</p> <p>Targeted intervention by primary trained staff to improve progress in English.</p> <p>Reducing the class sizes enables disadvantaged students to have increased contact time with teachers. Sutton trust concludes that this is a positive support strategy to improve student progress</p>	<p>QA system</p> <p>Data tracking</p> <p>Interventions QA</p>



HLTA Support across core subjects	£27,813	£28,000	<p>Additional Adults allocated across the Maths, English &amp; Science departments to provide specific support to individuals and small groups.</p> <p>CL's allocate staff to meet the needs of individuals based on termly data</p>		<p>Data tracking</p> <p>Deployment reviewed termly.</p>
Support for Food technology	£2,000	£3,500	Use funding to cover the cost of all the ingredients for KS3 students	All KS3 students provided with ingredients for food technology lessons. PP contribution to costs (56% of total costs).	
Alternative provision	£46,952	£47,500	Alternative provision (Step up) run for a small proportion of each cohort in year 9,10 and 11.	<p>Provide a range of vocational experiences to teach basic skills, as well as employability, social and team building skills.</p> <p>Gain a qualification alongside their core (English, maths, physics, biology, chemistry and PE) which enables them to progress to sixth form or college.</p>	<p>Data tracking</p> <p>QA system</p>
Learning Recovery	£36,086	£36,000	A programme which offers a tailored package for each student, to ensure they fulfil their full potential whilst at Sir John Hunt.	<p>Gives the students the tools and understanding to deal with difficulties they may be having.</p> <p>Deals with positive behaviour, understanding emotions and help them to make progress.</p>	<p>QA system</p> <p>Data tracking</p> <p>Assessed and monitored pre and post entry.</p>