

## 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. Almost 57% 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 2017-2018 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
- lack of cultural capital and academic vocabulary gap

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	2017/18	2018/19
National	28.1%	27.6%
Plymouth	33.1%	34.5%
<b><u>SJH</u></b>	<b><u>56.2%</u></b>	<b><u>56.6%</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 for Cohort 18 indicates a gap of 0.00 in the Progress 8 measure)</b>	<b>2017/18 Actuals</b>	<b>2018/19 Planned</b>	<b>Total</b>
1. Aspiration: Improve confidence, self-belief by setting personal goals and targets	£51,322	£54,914	£106,236
2. Motivation: Inspire intrinsic attitudes to encourage the very best	£163,302	£165,000	£328,302
3. Literacy and Numeracy: Accelerate progress by improving basic capabilities and confidence	£30,340	£30,000	£60,340
4. Leadership of Teaching and Learning: Create a greater awareness by all staff of our deployment of effective resources and highlight all support available	£140,820	£123,000	£263,820
<b>Total Expenditure:</b>	<b><u>£385,784</u></b>	<b><u>£372,914</u></b>	<b><u>£758,698</u></b>
<b>Total Income Received:</b>	<b><u>£335,485</u></b>	<b><u>£357,393</u></b>	<b><u>£692,878</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 carried 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>					<b>Overall Lead: JBE</b>
Close the attainment and progress gap between students eligible for Pupil Premium and their peers and improve their wider outcomes ( <b>Unvalidated data for Cohort 18 indicates a gap of 0.00 in the Progress 8 measure</b> )					
<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 2017/18</b>	<b>Planned Cost 2018/19</b>	<b>Actions (inc CPD required)</b>	<b>Desired outcome/ success criteria</b>	<b>Review and evaluation (Evidence)</b>
Additional LSA support	£13,994	£14,414	SEND team restructured to enable a more structured team approach to supporting relevant students	Develop confidence of ASC/SLC students within the classroom Increase attendance at after school learning clubs	Praise/CfL data SEND interventions logged on SIMS SEND reviews as part of QA OSHL recorded on SIMS
Trips and Visits Subsidy	£1,458	£1,500	All staff to be aware that funding is available to support visits	Disadvantaged children can attend trips and visits	Trips reviewed for no. disadvantaged students
Activities Week Subsidy	£1,767	£2,000	Ensure staff are aware of reasons why disadvantaged students may be less likely to participate	Enriching life experiences are not missed	Student voice for impact of trips/visits
Holiday Revision Classes	£2,968	£3,000	Programme to be created Parents to be made aware, via website, phone calls and emails Specific student targeted to attend	Attendance at sessions  Increased confidence and attainment	Interventions from SIMS Student Voice Data

Enhanced CEIAG  Parent/student communication supported through use of careers platform  Careers Parents' Evening	£1998	£20,000	Coordinator aware of barriers disadvantaged students may face	Disadvantaged students receive additional support  CSW interviews are prioritised, with additional sessions for disadvantaged students when necessary	NEET figures  All year 11 students receive 1:1 CSW advice
			Yr. 10 work experience launch with SNE  Enhanced support in finding work experience placements	Ensure disadvantaged students receive support in finding work experience placements  Students have a positive experience of the work place	QA as part of CIP  Student voice
			Create links with employers	Encounters with employers are meaningful and varied	Recorded on SIMS Student Voice
			Careers Coordinator to create bespoke interventions for students, including work place visits, HE visits and meaningful encounters with employers.	Ensure Sixth Form students have possible barriers to HE removed (NCOP)  All students move on to positive destinations	Low NEET figures at transition points
Out of School hours Learning	£11,536	£14,000	JAL to coordinate support and provision targeting to disadvantaged students to ensure they can access opportunities	Disadvantaged students receive additional support. Enriching life experiences are not missed  Increased cultural capital	Attendance at OSHL opportunities

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<b>How will we support?</b>	<b>Motivation:</b>				
	Inspire intrinsic attitudes to encourage the very best				
<b>Strategy</b>	<b>Actual Cost 2017/18</b>	<b>Planned Cost 2018/19</b>	<b>Actions (inc CPD required)</b>	<b>Desired outcome/ success criteria</b>	<b>Review and evaluation (Evidence)</b>
Pastoral Team Support inc FLW	£110,968	£112,000	Create capacity to allow PT to identify and support vulnerable students 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
			Introduction of catch up plans	No lost learning Parents engaged to support	Daily and weekly attendance monitoring
			Create capacity to improve attendance for disadvantaged students	Aspirational target of 96%	Reviewed as focus groups
Counselling Service	£9,720	£10,000	CPD on a range of safeguarding issues to identify students to referrals (all staff)	Improved attendance and attitudes to learning	Review attendance
			Pastoral staff to prioritise referrals based on need		

				Reduction in external issues and associated impact on achievement	
Learning Mentors	£35,765	£36,000	RSL to review deployment of mentors termly, based upon data	Positive relationships with students to motivate them to academic success	Deployment reviewed termly
			Staff training on use of additional adults	Staff plan for additional adults to support learning	Mentoring reviewed through case studies
			LMs to be trained in new GCSE Specs	Extended day via the Learning Café – providing a focused area for study, something which not all students have access to	Interventions recorded on SIMS and impact gauged through RSL review
			Mentors work with targeted small groups for 10 weeks	Increased motivation, attendance and reduced barriers to learning	Data and 10 week plans
KS3/KS4 Interventions  KS3 Learning Mentor (was learning recovery)	£6,848	£7,000	KWI/KLE to update provision annually based on needs of cohort	Interventions accessed to bridge gap	Reviewed termly following data rounds

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<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 2017/18</b>	<b>Planned Cost 2018/19</b>	<b>Actions (inc CPD required)</b>	<b>Desired outcome/ success criteria</b>	<b>Review and evaluation (Evidence)</b>
Enhanced Core Subject support	£26,399	£26,000	Employ extra teachers in science maths and English to provide smaller classes for students	Reduction in class sizes to enable targeted interventions by a teacher	Reviewed as part of QA system
				Students making good progress and more confident with mathematics	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

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<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 2017/18</b>	<b>Planned Cost 2018/19</b>	<b>Actions (inc CPD required)</b>	<b>Desired outcome/ success criteria</b>	<b>Review and evaluation (Evidence)</b>
Reduced class sizes	£19,799	£20,000	Employ additional teachers in Science & other curriculum areas to look to reduce class sizes and provide enhanced support where necessary	Additional staff in key areas of the college to reduce class sizes to enable more direct contact between staff and students	QA system
				Targeted intervention by primary trained staff to improve progress in English	Interventions QA
				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	Data tracking
HLTA Support across core subjects	£40,894	£42,500	Additional Adults allocated across the Maths, English & Science departments to provide specific support to individuals and small groups	Targeted support for specific gaps in knowledge	Data tracking



			CL's allocate staff to meet the needs of individuals based on termly data		Deployment reviewed termly.
Support for Food technology	£2,500	£3,000	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)	Full participation and inclusion at food lessons
Alternative provision	£41,523	£42,500	Alternative provision (Step up) run for a small proportion of each cohort in year 9,10 and 11	Provide a range of vocational experiences to teach basic skills, as well as employability, social and team building skills	Data tracking
				Gain a qualification alongside their core (English, maths, physics, biology, chemistry and PE) which enables them to progress to sixth form or college	QA system