

Pupil Premium Strategy Statement: Conisborough College



1. Summary information					
School	Conisborough College				
Academic Year	2018/19	Total PP budget	£406,520	Date of most recent PP Review	October 2018
Total number of pupils	876	Number of pupils eligible for PP	422	Date for next internal review of this strategy	October 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Non PP</i>
% 4+ English & Maths	33	41
% 5+ English & Maths	17	17
Progress 8 score average (Summer 18)	-0.91	-0.57
Attainment 8 score average (Summer 18)	32.8	37.1

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Appropriateness of current KS4 curriculum in years 9 - 11
B.	Quality of teaching and learning
C.	Identified need to improve learner resilience and capacity for exam preparation and study skills across Years 10 and 11
D.	Insufficient cultural capital of identified disadvantaged students
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
E.	Parental support, notably attendance and punctuality expectations of WBRI students

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve exam success for all KS4 students especially disadvantaged learners in 2019. In the	Improved levels of attainment at KS4 (years 10 – 11)

	academic year 18- 19, a curriculum review in term 1 resulted in Years 9 – 11 dropping an option subject from 5 to 4 subjects. The school day was reorganised to six 50 minutes lessons. This gave more teaching time to the reduced number of options and enabled smaller teaching groups for targeted learners.	Improve attainment in core subjects (Maths, English and Science)
B.	Improved quality of teaching with the implementation of targeted intervention to address legacy learning gaps.	Improved Year 11 outcomes in 2019 Better teaching evidenced through monitoring. Greater consistency of effective classroom practice. Better quality of work seen in studnets' books.
C.	Improved rates of progress across KS3 and KS4 for high attaining disadvantaged pupils and boys.	Disadvantaed students identified as high attaining from KS2 will make as at least as much progress as 'other' pupils identified as high attaining, across Key Stage 3 (Yrs 7 – 9). Close the gap for diasavantaged HAPs (Baseline -0.56) against all HAPS in England.
D.	Increased range and frequency of access for students to participate in extended learning opportunities and experiences.	Increased participation of students in enhanced learning opportunities. Contribution to better outcomes.
E.	Increased attendance rates for disadvantaged students.	Reduce the number of persistent absentees (PA) among disadvantaged students. Overall attendance of disadvantaged students improves from 92% to 95% in line with 'all' pupils. Securing an improvement in the attendance for disadvantaged students through incentive strategies and targeted interventions and deployment of the local authority support.

5. Planned expenditure			
Academic year	2018/19		
The headings below enable schools to demonstrate how they use the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	Implementation & Review
A. Improve exam success in 2019			
<p>Appointment of Year 11 Manager</p> <p>Before and after school intervention sessions in all core subjects.</p> <p>Half term, holiday & Saturday intervention sessions.</p> <p>Whole day workshops on Revision skills and self-motivation, organised by prior attainment.</p> <p>'Walking Talking mocks' – run by Atlas consultants, taking place before March Mocks.</p> <p>3 x Two day residential weekend away targeted at HAPs/MAPS students focussing on 5-9 grades in English and Maths.</p> <p>Marking of Mock English papers by Atlas £5.50 per paper.</p> <p>Breakfast briefings for students</p> <p>Revision Guides for all students</p> <p>Ensure students are fed before exams including pencil case, bottle of water and bananas before exams</p> <p>Students to be given revision packs including revision flashcards and highlighters</p> <p>Prom incentive cards and rewards</p>	<p>School P8 is significantly under bench marks for both disadvantaged and non- disadvantaged students. By using the PP expenditure on whole-school intervention this will impact all students.</p>	KM	At each data collection point
B. Improved quality of teaching with the implementation of targeted intervention to address legacy learning gaps.			
<p>Commissioning external training, for example Atlas Consultants.</p> <p>Staff visiting other schools to observe best practice</p> <p>Attending good practice meetings</p> <p>Implementation of the '<i>Conisborough Charter</i>' which is intended to deliver consistent quality first teaching.</p>	<p>Exam results from 2018 and the inconsistent record of the quality of teaching over a period of time.</p> <p>Where there is acknowledged strong practice this has been shared, and spread across the school.</p>	KM / JBa / CBo	£2000
C. Improve HAPS Progress 8 score to -0.2			
<p>2 x Two day residential weekend away targeted at HAPs students focussing on 7-9 grades in English and Maths.</p> <p>Purchase of differentiated resources.</p> <p>Targeted revision session for HAPS.</p>	<p>Underachievement of target groups, specifically prior high attainers, boys and disadvantaged learners. These strategies have proved effective in other schools.</p>	KM	£30,000

Target key underachieving boys for Saturday sessions, registration and core PE interventions Target key underachieving boys for residential weekend away. Boys motivational support group			
---	--	--	--

D. Increased range and frequency of access for students to participate in extended learning opportunities and experiences.

The school has this year extended its offer for enhanced learning. For example: <ol style="list-style-type: none"> 1. The introduction of the Duke of Edinburgh Award Scheme into the school 2. Residential study weekends for targeted groups 3. Field trips to support and deepen learning in particular subjects 4. Theatre visits to the West End of London 5. Performances in school and participation opportunities 6. Performance opportunities in the local community at Borough wide events 7. Broadened and introduced new and more varied instrumental tuition into the school 8. Increased the extra –curricular offer I the Arts and Sport 9. Involvement in local horticulture projects 	Student and staff voice response spoke strongly about the desire for more opportunities for learners in the school, the concept of our ‘Bucket List’ for our students has evolved. This is our articulation of the experiences we want all our students to have ideally before they leave the school at the end of Year 11.	KM and WJC	£6000
--	---	------------	-------

E. Increased attendance rates for disadvantaged students.

Deployed processes with the local authority working with targeted families, making full use of the support and resources from the LA on offer. Attendance officers working with families in the school. Rewards introduced for maintaining improved levels of attendance and punctuality to school. With changes to the school day, registration has been moved to reduce the amount of time students were ‘permitted ‘to be late.’ This has seen an improvement in punctuality to school this was supported by same day sanctions for anyone late to school in the morning.	Poor levels of attendance and punctuality to school The impact on learning of poor attendance and punctuality to school. Shortened registration and assembly time means that it is imperative for all students to be inside the school gates at 8.40 and in assembly on time as well as to their registration. This has put a focus on morning routines and the link with being ready for learning.	JCv	£7500
---	---	-----	-------

6. Review of expenditure

Previous Academic Year	2017/18
-------------------------------	----------------

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved percentage of	An extra maths teacher above the timetabled need to	Maths students to gain 70% 4-9	Results Non PP 53.6 % 4+	£44,480

good or better lessons in maths.	provide for additional capacity and team teaching where necessary for specific groups	Aug 18	PP 47.95 % 4+ Whole cohort 50.97 % 4+	
Improved home learning	Purchasing of online homework platform. 100% staff have been trained on the use of Show My Homework which enabled staff to set and monitor homework more effectively; tracking of homework set by HoYs and CLs to be a set agenda item in curriculum and pastoral meetings	All staff have been trained on 'Show my Homework' and all students now have access to the programme.	Homework still needs to be tracked more effectively at the CL level	£3,425
Increased quality of CPD aimed at improving outcomes	The costs of PIXL membership and training for teaching staff. CLs to feedback to Middle Leaders meeting after PiXL training.	Science results for Double award to reach 65% 4-9 Maths 70% 4-9 English 70% 4-9 Geog 65% 4-9 Spanish 70% 4-9	Results were below expected. Staff were able to complete Pixl training in all subject areas. RSL meetings focussed on key students. However with inaccurate data this was not effective Results Science results for Double award to reach 21% 4+ Maths 50.64% 4+ English 54.19% 4+ Geography 20.37% 4+ Spanish 25.68% 4+	£10,000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
School to hit 'basics' and 60% at Grade 4+ in English and Maths	RSL meetings to target key students/subjects and interventions needed for staff and students Calendared meetings with set agenda items. Incentives for students were put in place to encourage improved performance by target group or sustained performance by all students. 'Passport to the Prom' costs	No - Progress 8 score -0.68	Previously the school reported this strategy to be effective, however in the context of the results from 2018, this process has been changed and reviewed. Governors are now involved in these meetings. The school calendar has been changed and SLT roles and responsibilities have been amended in order to give rigour to this process.	£0
Year group attendance to increase to 95% by	Rewards to be put in place for sub-group showing attendance concerns with subsequent improvement.	Whole Cohort 96.44% Disadvantaged: 96.26	The school has changed the strategy to punctuality and attendance to school.	£2500

Nov 2017 and remain above 95% for the remainder of the year.	Attendance to be checked and monitored on weekly basis, reports taken to weekly attendance meeting and HOY 11 line management meeting		All year groups are invested in, especially Year 7. Parents support is acknowledged in the Attendance process in 2018 – 19. 20 day attendance challenges have been introduced with targeted groups of students who are at 90 – 94% attendance.	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Breakfast club	Ensure students are ready to learn and that well-being needs are met. This is in the context of the profile of the school.			£3000