



Pupil premium strategy statement:

Judgemeadow Community College, 2018-19



1. Summary information

School	Judgemeadow Community College				
Academic Year	2018-19	Total PP budget	£308,550	Date of most recent PP Review	Oct 2018
Total number of pupils	1387	Number of pupils eligible for PP	318 (22.9%)	Date for next internal review of this strategy	April 2019

2. High-level strategic objectives for disadvantaged students (“Pupil Premium First”)

The objective of the “Pupil Premium First” Strategy is to significantly diminish the attainment and attendance gaps between our disadvantaged students and those without disadvantage both in-school and nationally and to raise aspiration. There are three high-level strategic objectives:

- **Continue to improve the quality of teaching and learning across the college in order to raise attainment and accelerate the progress of our 318 disadvantaged students in order to ‘close the gap’ when compared with students in school and nationally who do not face disadvantage.**
- **Improve the attendance of disadvantaged students and reduce the current gap when compared to their non-disadvantaged peers.**
- **Raise the aspirations and expectations of our disadvantaged students (and their parents/carers where necessary), and ensure that any specific barriers to achievement are identified and overcome through targeted support.**

“Pupil Premium First”: Teaching staff will identify every disadvantaged student in each of their classes and will make interactions with these students a priority every lesson, to ensure their individual needs are being met and expectations are high. The focus will be primarily on quality first teaching with targeted intervention where appropriate.

Students eligible for the Pupil Premium will also benefit from additional support, including financial, to ensure that they are able to:

- a. purchase resources including revision guides and stationary which directly support positive study habits,
- b. access enrichment activities and experiences such as cultural visits, end of year reward trip, engagement with universities etc
- c. purchase the correct uniform / PE kit.
- d. access well-being support to help meet their social and emotional needs.

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.341 Shadow data (excluding 5 PP students on Alternative Provision): -0.093	0.12
Attainment 8 score average	38.86 Shadow data: 41.63	49.51
Basics standard pass (English & maths) 9 - 4	41.1% (68.9% non PP in school)	
Basics strong pass (English & maths) 9 - 5	27.4% (44.9% non PP in school)	
Ebacc entry	23.3% (33.5% non PP in school)	
Ebacc strong pass	12.3% (21% non PP in school)	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school</i>)		
A.	Quality First teaching and learning: Although improvement has been made over the last year, there is still too much inconsistency in the quality of teaching and learning across the curriculum. Disadvantaged students are not consistently engaged or challenged in all lessons and expectations of both pupils and teachers are not always high enough.	
B.	PP boys: there is a significant gender gap with PP boys underachieving compared to the PP girls in all year groups. Too many disadvantaged boys across the college show a lack of engagement, ambition, aspiration and a willingness to work hard which are required to secure strong outcomes. They can also make poor choices about their learning behaviours.	
C.	PP and SEN K: Those students who are PP and who also have the additional disadvantage of being SEN K have poor outcomes and may also display negative behaviours. This can then lead to sanctions and the students not enjoying school life which in turn can lead to increased absence.	
D.	Behaviour and attitude for learning: Disadvantaged students across the college receive a higher proportion of negative behaviour points relative to other students and fewer positive points. This can create a sense of negativity about their schooling which can then affect attainment.	
E.	Low literacy and numeracy: A proportion of disadvantaged year 7 students have low levels of numeracy and literacy on entry and have not made the expected progress at KS2. This prevents them from making rapid progress in KS3 (Y7&8) and prevents them from achieving higher outcomes at the end of KS4.	
External barriers (<i>issues which also require action outside school</i>)		
F.	Attendance: The attendance of disadvantaged students is less than that of other students in school. Although there has been an improved picture in PP attendance over the last year 92.47% compared to 91.93% in 2016-17, the gap is still too high between that of their non PP peers and this needs to be diminished further.	
G.	Finance: Disadvantaged students may not have equal access to enrichment opportunities, correct uniform, educational resources through lack of finance.	
H.	Cultural capital deficit and lack of aspiration: Our disadvantaged students do not necessarily realise their own potential, and therefore their aspiration is lacking. This is linked to a cultural capital deficit and thus a lack of educational ambition to succeed in their studies.	

I.	Alternative Provision: Those students who are currently disaffected from the mainstream curriculum are predominantly pupil premium. Their outcomes need to improve.	
4. Desired outcomes		Success criteria
A.	Successful introduction of "Pupil Premium First": Greater consistency in the quality of teaching across the curriculum with evidence of consistently high expectations and high challenge for all disadvantaged students.	360 reviews, learning walks, book trawls provide evidence of an increasing proportion of teaching that is considered to be consistently good or better where there is evidence of support being offered first, high challenge and high expectations of disadvantaged students. Evidence from 'student voice' shows a high satisfaction rating amongst disadvantaged students; student questionnaire.
B.	PP boys show greater desire and motivation to do well and work hard at school. The gender gap between PP boys' and girls' attainment is narrowed.	The P8 gender gap between PP girls and boys in year 11 is narrowed (to under 0.767 for last year's leavers / or 0.587 shadow data excluding those on Alternative Provision). The percentage of PP boys achieving a positive P8 score improves from 25% compared to 48.6% for girls. Further KS4 and 3 figures from data drops shows boys' progress is improving.
C.	Those disadvantaged students who are also SEN K are more engaged in school life / lessons and are on track to achieve their potential.	A greater percentage of students achieve a positive P8 score at GCSE compare to last year's leavers. At KS3 and 4 effective interventions are in place to support students and their progress which is evidenced by data.
D.	An improvement in behaviour and attitude for learning which will in turn have a positive impact on the academic progress of PP students.	The proportion of PP students currently receiving behaviour points and C3 detentions compared to non PP students is reduced. The proportion of merits and rewards for PP students is increased.
E.	The literacy and numeracy skills of our lowest attaining identified PP students on entry are caught up in line with their peers so that they are able to access the secondary curriculum and start to make more rapid progress. Long term desired outcome: disadvantaged students will meet at least national average in Basic measures at 4+ and 5+ by the end of Year 11.	Data from literacy and numeracy interventions show an improvement in scores.
F.	Improved attendance of disadvantaged students, further closing the gap relative to other students in the school	Attendance of disadvantaged students to improve on 2017-18 figure of 92.5%, closing the gap to other students so it is less than 3% (last year 3.46%).
G.	The school life and experiences of disadvantaged students are not hindered by financial barriers.	Analysis of pupil premium personal grant spreadsheet shows the positive effect to which students have used the money to fund educational resources, uniform, enrichment opportunities.
H.	Improved aspirations within the Pupil Premium cohort and experiences outside school are broadened. Students are more motivated to aim high and accelerate their progress so that they can attain well.	Outcomes of year 11 PP students to improve on A8 of 38.86 in 2018. Students aim high and post Judgemeanow destinations are appropriate. Maintain our very low NEET figure: 2 students 2018? Check with ASA . Data shows that disadvantaged students are proportionally represented in visits to universities, trips, visits, talks, and are given priority with careers advice, support and guidance. Successful participation in the Brilliant Club (KS3). % of PP students holding Leadership roles to increase.

I.	Those KS4 disadvantaged students already on alternative provision experience a successful placement suited to their needs which will help with their future employment prospects. There is alternative on site provision moving forwards for those students for whom a main stream curriculum is not appropriate.	There is an increase in the percentage of students who are educated elsewhere gaining accreditation in functional skills. A programme of on-site alternative provision is in place and is shown to have a positive impact on a small cohort of students.
----	---	--

1. Planned expenditure						
Academic year		2018-19				
Strategy 1: Continue to improve the quality of teaching and learning across the college in order to raise attainment and accelerate the progress of our 318 disadvantaged students in order to 'close the gap' when compared with students in school and nationally who do not face disadvantage.						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date	Cost
A, B,C	Introduce "Pupil Premium First" strategy: ensuring that PP students, in Y7 – 11, are prioritised, challenged and expectations raised.	<p>Shared good practice from other schools.</p> <p>The PP learning walk conducted in HT6 of 2018 showed that although there was an improvement in the experiences of PP students in lessons, with students saying they felt they were doing better than in the previous year, there are still inconsistencies across departments and curriculum areas.</p> <p>"Unerring focus on the quality of teaching" Sir John Dunford. (National PP Champion)</p>	<p>360 reviews, learning walks, book trawls provide evidence of an increasing proportion of teaching that is considered to be consistently good or better where there is evidence of support being offered first, high challenge and high expectations of disadvantaged students.</p> <p>Evidence from 'student voice' shows a high satisfaction rating amongst disadvantaged students; student questionnaire.</p> <p>Data analysis will show a closing of the attainment gap between disadvantaged and non- disadvantaged students.</p>	SBR	April 2019	£9,198
A,B,C	Introduction of Class Charts (seating plan and student information package linked to SIMS)	<p>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.</p> <p>EEF: Individualised instruction (+3 months)</p>	<p>Analysis of usage by staff – can be monitored on line.</p> <p>Shown during lesson observations.</p>	JRO	Ongoing	£9,026

B	Ensure boys' underperformance and raising their achievement is high profile with both staff and students. (Pupil Premium First Strategy – ensures PP boys are at the forefront of attention).	2018 Leavers: PP girls (+0.002) significantly outperformed PP boys (-0.756). There is a similar trend across all year groups.	Whole school CPD session delivered. Assembly for each year group dedicated to the issue delivered. Raising the attainment of boys set as a whole school Performance Management target so it is the focus of every teacher. Data analysis shows the gap beginning to close.	JRO	½ termly	£2,466
B	Targeted intervention for underperforming PP boys. TBC.	Targeted interventions needed.	TBC	VKH/ RHO/SMU NPQML/SL courses.	TBC	£6,150
A, B, C	The continuation of the quality whole school CPD strategy enables all teachers to improve their practice and improve outcomes for PP students. Eg: Whole school focus on teaching students how to learn, retain information and revise so that there is a consistent set of 5 strategies for effective learning being used across the college thereby building a common language used by all. PP students benefit as they often don't know how to learn.	Student voice. Feedback from PP 1:1 interviews last year highlighted this need particularly with the move away from coursework to end of yr 11 final examinations. A common thread from students was: "I don't know how to revise". EEF: Metacognition and self-regulation +8 months.	PP students in KS3 are able to talk about and demonstrate how to learn and revise (student voice) as they are exposed to a common language across the curriculum areas. This is reflected in their outcomes and the homework they have been set. Feedback from teachers. Improved outcomes for PP students at the end of KS4.	JRO	½ termly	£3,457
A	CPD – dedicated time built into department meetings for discussion re. the progress of KS4 underachieving pupils (particular focus on PP and boys). Targeted students identified by class teacher, strategies explored and interventions put in place.	Interventions are most effective if the right students are targeted. EEF: individualised instruction (+2 months) Feedback (+8 months) Parental involvement (+ 3 months)	Intervention recording sheets show the impact on students of strategies used. Analysis of student data shows an improvement in the progress of targeted students.	TCL HODs	½ termly	£21,282

A	<p>Effective implementation of new assessment and reporting system for KS3.</p> <p>CPD – dedicated time for departments to improve the clarity and consistency of subject assessments in KS3 which will enable more effective monitoring and identification of PP students underachieving.</p>	<p>KS3 data used in the last few years proved unreliable which made targeting students for intervention difficult.</p>	<p>KS3 10 progressive statements produced for yr 7 and yr 8 in each subject area against which progress is measured.</p> <p>Underachieving KS3 PP students are identified and targeted for intervention to help them catch up.</p>	TCL HOY/AHOY LSW	½ termly	£12,477
A	<p>Progress of PP students to become standing agenda item for department and line managers meetings. (Pupil Premium First Strategy)</p>	<p>To enable interventions to be put more quickly into place.</p>	<p>Minutes from department meetings HODs and SLT line managers meetings HOYs and SLT line managers meetings AHOYs and HOYs meetings. Record and impact of interventions.</p>	TCL /AGE/ SBR	Termly	£6,803
D, A	<p>Make effective the implementation of the new streamlined behaviour system – to improve the behaviour for learning of particularly PP students.</p>	<p>PP students have clear boundaries about what is acceptable inside and out of lessons and that there are consequences for the choices they make.</p> <p>EEF: Behaviour interventions (+4 months)</p>	<p>Analysis of the number of PP students attending C3 lunch time / after school detentions.</p> <p>Analysis of the number of referrals for poor behaviour gained by PP students.</p> <p>To move away from the trend of PP students being over proportionally represented in the lowest achieving students in each year group.</p> <p>Evidence of improved behaviour for learning in lessons – increased merits.</p>	AGE	Monthly	£5,876
D, A	<p>Teachers encouraged to reward PP students with positive behaviour points / rewards /shout outs in assemblies</p>	<p>To foster improved attitudes towards school life and to learning.</p>	<p>Increase in the number of merits given to PP students. PP merits starting to be represented in the top 15 students of each year group.</p>	AGE /SBR	Monthly	£7,161
All	<p>Ensure effective use of our school councillor to support the health, social and emotional well-being of students.</p>	<p>EEF: Social and emotional learning (+ 4 months) The sessions allow students to discuss issues that they believe are impacting on them as individuals. This allows the counsellor to work with the school nurse for referrals where required.</p>	<p>Analysis of the number of PP student seen.</p>	GCA / SBR	Termly	£7,500

All	The continuation of the breakfast club with increased variety. Prices are heavily subsidised to ensure breakfast is accessible to all.	To ensure PP students don't start the day hungry. Social and emotional needs catered for.	Analysis of students numbers taking up this opportunity.	NLE Catering Team	Ongoing	£13,300
C.	Co-ordination with Support for Learning Team to ensure there is a focus on PP/SEN K students and that appropriate support and intervention is put in place.	Over the last few years outcomes for PP/SEN K students have not been good at GCSE.	Analysis of interventions put in place and the impact this has made on targeted pupils. Data analysis shows an upward trend in targeted pupils progress /outcomes.	HCH /VBA/ SHO/ SBR	½ termly	£8,591
C	To ensure the effective running and staffing of "The Hub" at break and lunchtime where students are able to enjoy a safe, calm environment.	To support the emotional and social needs of our PP/SEN K learners.	Attendance of the facility by targeted students. Soft evidence of improved friendships between students and social skills in engagement in activities on offer.	VBA	Ongoing	£13,082
C	Sports Inclusion Club every Monday creating many opportunities. Link with LCFC	To enable targeted PP / SEN students to engage in a range of sporting and life experiences to positively impact on their progress in class and build their cultural capital.	Analysis of PP/SEN student attendance at the club. Positive student voice	JR	Termly	£809
E	To ensure the progress of those Yr 7 PP students with the lowest attainment on entry through the literacy and numeracy interventions outlined in the "Catch Up " strategy.	"Low attainment in KS1 and 2 is a strong risk factor for disadvantaged pupils' later attainment". (Supporting the attainment of disadvantaged students – briefing for school leaders Nov 2015)	Improved scores for: 10 PP students below the expected standard in both literacy & numeracy (of which 7/10 are also SEN K). 14 students below in literacy 14 students below in maths.	SBR / VBA / SHO	Termly	Financed by the Catch Up funding. £10,268 additional of grant
E.	Continued literacy support for those PP students targeted for catch up intervention in yr 7 as they progress through year 8 and 9.	To ensure those students continue to make good progress and don't slip behind. Strategy has a proven track record.	Analysis of student progress.	VBA / CWI/ SGO	Termly	£13,522
A	Year 8 Study Club- Targeted PP students are invited to attend an after school Study Club supported by a team of student Lead Learners.	Peer Tutoring (EEF) – high impact / low cost +5 months Homework (secondary) +5 months	Positive student voice Student attendance figures Profile of merits and referrals Teacher feedback	LSW	Termly	£926

I.	Ensure those KS4 PP students currently disaffected from the mainstream curriculum are given the opportunity to succeed in their external alternative provision.	In the last few year students on external alternative provision have achieved poor outcomes.	There is an increase in the percentage of students who are educated off-site gaining accreditation in functional skills.	DHE	Ongoing	£68,626
I	To develop an on-site alternative provision base (ACE –Alternative Curriculum Education)	To prevent further disaffection /exclusion. To provide a practical, positive and enjoyable learning experience for these students. To ensure QA of the teaching - functional skills. More cost effective.	A programme of on-site alternative provision is in place and is shown to have a positive impact on a small cohort of students.	DHE	Ongoing	£26,448

Strategy 2: Improve the attendance of disadvantaged students and reduce the current gap when compared to their non-disadvantaged peers.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date	Cost
F	Extend “Pupil Premium First” principles to apply to attendance and PA, ensuring that absence systems are applied consistently and are targeted towards our most disadvantaged students in all year groups.	“We can’t improve attainment for children if they aren’t actually attending school”.(NFER briefing for school leaders)	Overall attendance of disadvantaged students continues to improve closing the gap to other students so it is less than 3% (last year 3.46%). The proportion of disadvantaged students who are PA is broadly in-line with the national average.	AGE	Weekly	£1,860
F	Provide well targeted attendance support / incentives for those PP students identified as having low attendance or who are on a negative Trend.	To encourage students to improve their attendance. Strategy had impact last year	Analysis of impact on attendance figures of those targeted students.	AGE, SBR, HOYs,	Ongoing	£12,017
F	The importance of good attendance remains high profile with PP students, teachers and parents.		Posters in classrooms, shout outs, discussion in 1:1 interviews with PP students, attendance meetings between SLT and parents of PP low attenders at parent evenings, form tutor attendance interview records.	AGE	Ongoing	£3,687

Strategy 3: Raise the aspirations and expectations of our disadvantaged students (and their parents/carers where necessary), and ensure that any specific barriers to achievement are identified and overcome through 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	Review date	Cost
H, A,B,C	1:1 interviews with targeted yr 10/11 PP students to discuss individual barriers to learning/progress, attendance, behaviour log, attitude to learning from reviews, as well as their strengths, interests and aspirations. Pen portraits created and shared with staff to enable a better understanding of the students.	Strategy piloted last year and was shown to have good impact. Not only are students made aware of their academic and pastoral profile but they have the opportunity to “offload” and to have their opinions listened to. Students are more self-motivated to improve and raise their own expectations.	Improvement evidenced in a raise in progress and attendance figures at each data half termly drop as well as an improvement in their profile of merits and referrals.	SBR /LOS/ Learning behaviour mentor	½ termly	£2,000
H, A,B,C	1:1 interviews as above to be conducted with targeted KS3 PP students. Introduction of PP fortnightly focus. All staff are emailed 3 students from different year groups to highlight their profiles.	A positive impact can be made earlier in their school life. Review from last year’s PP strategy – intervention needs to start in KS3 so that there is sustained and meaningful progress over time.	Analysis of student data of those involved and by student voice. Feedback from staff regarding PP fortnightly focus.	LSW / Learning behaviour mentor	½ termly	£1,600
G.	To introduce a Pupil Premium Personal grant of £60 per student.	Good practice shared from other local schools. The school life and experiences of disadvantaged students are not hindered by financial barriers.	Analysis of pupil premium personal grant spreadsheet shows the positive effect to which students have used the money to fund educational resources, uniform, enrichment opportunities.	NLE / SBR	Termly	£25,400
H.	All PP students in KS4 are prioritised first for quality careers guidance and receive invitations to attend specific career events/ workshops relating to their higher education preferences.	PP students receive guidance aimed at raising aspirations	Analysis of attendance at events by PP students	HCH/ ASA/ NCB	Ongoing	£2,588
H	All yr 11 PP students alongside other vulnerable groups are prioritised first for their UCAS Progress interviews and for support with writing their application and personal statement. Targeted	PP students aim high and successfully apply to appropriate destinations after Judgemeadow.	Progress of applications made through tracking on UCAS Progress Learner page.	HCH/ ASA/ NCB	Jan 2019	£4,125

	students are also prioritised for 6 th form college interview practice.					
H	Selected PP students from all years are invited to attend a wide range events, visits and workshops organised by the widening participation programmes of 3 local universities.	Feedback from students who participated last year was extremely positive and contributed to many of them becoming far more aspirational about their futures.	Student voice feedback Evaluations from visits, workshops etc. Evidence of a positive impact on behaviour from some students.	LOS / LSW	After each visit	£3,000
H	All year 7 students invited to a half day visit to Leicester University as well as a full day of fun team building activities at Conkers (within the first 2 weeks of starting Judgemeanow). PP personal grant allowed inclusion of all PP students who wanted to participate.	To raise aspirations right from the start of their secondary education and to give students the time and opportunity to bond with their new class mates / form tutor thus helping to foster good social and emotional well-being.	Positive student voice feedback as well as from teachers.	HCH + 15 teachers	Sept 2018	£4,702
H	Participation in "the Brilliant Club". (12 KS3 students – PP students 60% or more)	To raise the aspirations of high ability PP students by working with PHD graduates.	Successful completion of the project by 12 students.	LSW	June/July 2019	£1,920
H	To positively discriminate PP students when applying for student leadership roles and opportunities.	To encourage positive and responsible behaviours.	The percentage of PP students holding a leadership role continues to increase.	ECU	½ termly	£4,291
H	Raising aspirations evening organised for all yr 11 students and their parents but individual invitations given to PP students. Session led by the widening participation co-ordinator at DMU.	To raise the aspirations of some of our PP parents by informing them about what is involved if their son/daughter applies to university and how students are financed.	Percentage of PP parental attendance at the evening. Feedback from parents and students.	LOS	Nov 2018	£500
H	Teachers are encouraged to proportionally represent PP students on all trips, visits and life and enrichment experiences (students can use their PP Personal grant to fund their place).	To allow PP students to engage in a range of experiences to positively impact on their progress and build their cultural capital.	Analysis of PP engagement and participation in enrichment and extra-curricular activities.	SBR	Termly	£1,633
Total budgeted cost						£316,291

