



Pupil Premium Review Action Plan 2016/17

Ivanhoe College Pupil Premium Action Plan 2016/17

Headteacher:	Anne-Marie Blewitt	Signature:	
Chair of Governors:	Sharon Creber	Signature:	
PPR:	David Deacon, Peter Connor	Signature:	
Date of review:	4th July 2016		

Pupil Premium Profiles 2016/17

Number of eligible pupils:	191
Amount per pupil:	£992.41 on average
Total pupil premium budget:	£189,550

Follow-up Visits

Agreed follow-up visit date:	July 2017
Recommended next review date	Dec 2017

Executive summary

Ivanhoe College has used the EEF toolkit and other tested methods to improve the outcomes of Pupil Premium Students.

Pupil Premium Parental involvement has improved considerably over the past 3 years.

Student outcomes for Pupil Premium students at Ivanhoe continue to be above the national average.

The progress of Pupil Premium students shown through teacher assessments is higher than their peers.

Ivanhoe College has an "Equity not Equality" policy in regard to disadvantaged students. This is a code of conduct which outlines our belief that it is fairness not sameness which underpins our approach to disadvantaged students.

Core Strategies for 2016:

The core strategies that will now be implemented and how these will contribute to closing gaps

- *To expand supported group tuition in both English and Maths alongside quality first teaching.*
- *Raise the in-school attainment of both disadvantaged pupils and their peers by providing homework support and improved homework setting.*
- *To increase attendance of Pupil Premium Students by 3% through involvement of Attendance Welfare Officer, Tutors and Student Support*
- *To audit and then increase the participation of PP students in extra curricular opportunities.*
- *To map the provision of all PP students*
- *To improve Parental Engagement for the most vulnerable students – Target to increase from 64% in 15/16 to 70% + at Parents' Evenings in 2016/17*
- *To improve exam skills of PP evidenced in Year 9 Summative Assessments*

Strategy	Outcomes and success criteria	Owner	Milestones	Completed	Review date	Total cost
The move from National Curriculum levels to 'pathways' is in its infancy and requires fine-tuning to ensure all data collected and analysed is valid and reliable across all subjects.	Reduced achievement gap in each subject compared with national figures for other pupils.	AA	Target pathways for disadvantaged group monitored and reviewed for all year groups.	October 2016	Each monitoring cycle (3 times) during 2016-17	£10,000 contribution to AP salary for PP.
	Target (pathway) setting process ensures expected, or better, progress KS2-3 and appropriate level of challenge for disadvantaged students.		Regular monitoring of progress by core subject leaders to ensure that disadvantaged group is making expected, or better, progress.	Each monitoring cycle (3 times) during 2016-17		
There was an awareness that some pupils might work well in class when completing tasks and assessments but that this level of performance might not always be replicated in formal examination conditions. Supporting students in their preparation for examinations and teaching and refining techniques for managing stress could be used for all students.	Improved attainment in end of year examinations. Increasing overall attainment and reducing the differences between pupil premium eligible students and other students.	Subject leaders	Continue to develop programme of strategies including: <ul style="list-style-type: none"> Quality first teaching Planned curriculum and lesson content re exam preparation throughout each year Support for learning specific subject content and being able to recall knowledge under pressure Group tuition for identified students Parental engagement and information/support for parents 	Monitored by AA/AB each monitoring cycle Monitored through subject link meetings and WAWN meetings	Each monitoring cycle (3 times) during 2016-17	£12,000 for CPD and training for quality first teaching. £2,000 part of Extra Tuition budget £5,000 exam masterclasses
The school is considering offering pupils a quiet working space to use to complete homework and/or revise.	Improved quality of homework and student attitudes to independent learning.	AA/PS to lead	Homework club established after school. Support and student/parent engagement re attendance.	From January 2017 Attendance monitored each term.	Half Termly	£2,500 - £3,000

			<i>Focus on core subject learning/homework and support from identified specialist staff.</i>			
<i>An audit of uptake for pupil premium students attending <u>all</u> interventions, clubs, sports practices and fixtures would provide evidence for participation and allow the school to focus encouragement for pupils who do not take advantage of the opportunities on offer.</i>	<i>Transparent accountability for funding (in line with recommendations). Increased participation for disadvantaged pupils.</i>	AA	<i>Database to collate all pupils' spending.</i>	<i>On going</i>		<i>£7,000 support of music therapy and instruments. £10,500 support funding for Enrichment days and school trips. £2,000 Design Contribution. £5,000 support for Rewards</i>
			<i>Audit of extra-curricular activities and level of participation from disadvantaged group.</i>			
<i>An itemised audit of provision, spending, proposed outcomes and measured impact (through data and/or case studies) kept in a central and accessible place will ensure it is available to all stakeholders with responsibility for pupil premium provision and spending.</i>	<i>As above.</i>	AA/VJ	<i>Audit of subject interventions and attendance/impact on disadvantaged students.</i>			
			<i>Student voice/case studies to monitor uptake, attitudes and impact.</i>			
			<i>Website updated with impact of provision.</i>	<i>On going</i>		<i>£2,000 of extra admin time £6,000 for Attendance Welfare Officer and enhanced parent contact.</i>
			<i>Collate information centrally re:</i>			
			<ul style="list-style-type: none"> • <i>Use of Pupil Premium funding</i> • <i>Impact measured through achievement data</i> • <i>Impact measured through other data, incl attendance, behaviour, participation</i> • <i>Case studies</i> 			

<p><i>Excellent practice that is identified by Senior Leaders should be replicated in all curriculum areas to have a similar impact on pupil premium students.</i></p>	<p><i>Subject leaders and department teams consistently applying school policies relevant to maximising achievement of disadvantaged students.</i></p> <p><i>Additional staff and tuition sessions are planned and targeted effectively to maximise achievement of disadvantaged students.</i></p>	<p><i>AA/SL</i></p>	<p><i>CPD for all teachers and in subject teams to ensure that identified best practice is used consistently across all subjects.</i></p> <p><i>Regular, clear line management and evaluation of impact of additional support and tuition.</i></p>	<p><i>Autumn 2016</i></p> <p><i>Through appraisal and monitoring cycles.</i></p>	<p><i>Weekly SLT /Subject leader monitoring cycle meetings.</i></p>	<p><i>£25,000 for English and Maths learning Mentors £10,000 for Small group tuition In English and Maths</i></p>
<p><i>Use of TAs and LSAs to build confidence and resilience in learners using Growth Mindset and Chimp Management strategies.</i></p>	<p><i>To improve outcomes for those students who are PP and SEND</i></p> <p><i>Reduced achievement gap in each subject compared with national figures for other pupils.</i></p> <p><i>Target (pathway) setting process ensures expected, or better, progress KS2-3 and appropriate level of challenge for disadvantaged students.</i></p>	<p><i>AA/SL</i></p>	<p><i>Support for the salaries of LSAs to implement intervention strategies in lessons and small groups including lunchtime clubs</i></p> <p><i>All TAs trained in Growth Mindset</i></p> <p><i>All students introduced concepts of Chimp Management</i></p> <p><i>Regular, clear line management and evaluation of impact of additional support and tuition.</i></p>	<p><i>Autumn 2016</i></p> <p><i>Through appraisal and monitoring cycles.</i></p>	<p><i>Weekly SLT /Subject leader monitoring cycle meetings.</i></p>	<p><i>£25,000</i></p>
<p><i>To focus on improving Behaviour for Learning for PP students.</i></p>	<p><i>Improved attitudes to learning and better outcomes.</i></p>	<p><i>GB/AA/Student support team</i></p>	<p><i>Improvements of behaviour of key groups seen through Edrl monitoring cycles in each subject area.</i></p> <p><i>Regular monitoring of progress by core subject leaders to ensure that disadvantaged group is</i></p>	<p><i>Autumn 2016</i></p> <p><i>Through appraisal and monitoring cycles.</i></p>	<p><i>Each monitoring cycle (3 times) during 2016-17</i></p>	<p><i>£20,000.</i></p>

			<i>making expected, or better, progress.</i>			
Total pupil premium expenditure:	<i>£160,000</i>					<i>£142,000 Contingency of £18,000 for mid year developments</i>

Agreed follow-up visit date:	<i>Dec 2017</i>
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