



## Ivanhoe College Pupil premium strategy statement

1. Summary information					
School	Ivanhoe College				
Academic Year	2016/17	Total PP budget	143,990	Date of most recent PP Review	June 2016
Total number of pupils	957	Number of pupils eligible for PP and PP+	Year 7: 70 Year 8: 69 Year 9: 80	Date for next internal review of this strategy	Jan 2017 – completed Next Review April 2017

2. Current attainment							
	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average) How do we get this data? % at C? Below is our Non-PP data.			
% achieving 5A* - C incl. EM (2015/16 only)	n/a			n/a			
% achieving expected progress in English / Maths (2015/16 only). At Ivanhoe, this is represented by % of students on Green pathway and above. Green Pathway equals GCSE 4 and above (2015/16). Next year Green Pathway has been revised to indicate GCSE 5 potential pathway.	Year 7: 83% English	Year 8: 82% English	Year 9: 92.5% English	Year 7: 97% English	Year 8: 91% English	Year 9: 98% English	National English 2015 71.3%
	Year 7: 54% Maths	Year 8: 75% Maths	Year 9: 85% Maths	Year 7: 86% Maths	Year 8: 86% Maths	Year 9: 93.5% Maths	National Maths 2015 67.7%
Progress 8 score average – Year 9	0.93			0.12			
Attainment 8 score average – Year 9 for Ivanhoe.	57			Ivanhoe Other: 64	National Other: 52		

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

<b>A.</b>	41 students recorded on entry as below expectations in Maths and English. 26% are Year 7 PP. Students who enter Ivanhoe with poor literacy skills will make less good progress. Students without the basic skills in Maths will struggle to access the KS3 Maths curriculum and so do less well at GCSE. These students to be taught by specialised SEN teachers in English and with TA and Learning Mentor support in both Maths and English.
<b>B.</b>	KS2 Attainment gaps persist which prevents sustained high achievement through KS4
<b>C.</b>	Behaviour issues for a small group of PP pupils is having detrimental effect on their academic progress
<b>D.</b>	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Attendance rates for pupils eligible for PP are below the 95% benchmark. Year 9 attendance for PP is 91.46 when compared with 95% for rest of cohort. A more detailed breakdown which focuses on prior attainment HML shows the following range: H:92.38/M:92.84/L:89.07 Year 8 PP attendance is 93.6% compared with 95.3% for the non-pp students. Year 7 PP attendance is 92.76%.compared with 96.6% This PP DATA is below the target for all children of 95%. This reduces their school hours and causes them to fall behind.
<b>E.</b>	Parental engagement with the school and attitude to education of PP students' parents leading to a lack of preparedness for learning e.g emotional resilience as well as planner/pencil case organisational skills.

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of progress in literacy for Year 7 pupils eligible for PP and for all pupils across the curriculum. Whole school literacy language embedded.	Students become sec ready by the end of the year. 100% meet expected targets and other pupils still make at least the expected progress. This will be evidenced using reading age assessments and English written assessments in November, March and June. Year 9 Reading buddies meet with weakest readers weekly and English learning mentor will target support in class. SEN and Primary Curriculum Specialists - VJ and ER - are timetabled to teach Year 7 lowest groups working with TA support to close gaps. Effective whole school literacy training led by English staff has had desired impact in key subject areas: Termly literacy targets for every child.
<b>B.</b>	Improved rates of progress across KS3 for high attaining pupils eligible for PP	Pupils eligible for PP identified as high attaining from KS2 scaled scores and TA Age Related Expectations make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 90% or above are on track to achieve Orange Pathway. Where they are not, departments are putting in place personalised interventions as outlined on Gingerbread monitoring sheets, monitored by heads of departments (HOD) and SLT links.

<b>C.</b>	Behavioural issues of Key PP students addressed. Key students in Year 7 moving into Year 8 next year will improve their behaviour and make better progress.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Smaller gap in their pathway achievement when compared with their peers.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Tutors will have been trained to monitor attendance more vigorously. Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 92 to 95% in line with 'other' pupils. Current Year 7 into Year 8 will make the biggest improvement. They have the farthest to go.
<b>E.</b>	Increased parental engagement seen in parents evening turnout, logging onto Moodle, pupils preparedness for learning.	Higher turnout at Parents Evening Great numbers of PP parents logging on to Moodle. RT will have tracked Moodle Logins to monitor impact. PP students as a result more engaged and gaps close in reading ages/assessments/TA and exams.

## 5. Planned expenditure

**Academic year**

**2016/17**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review?</b>
A. Excellent Quality first Teaching incl. Excellent feedback for all incl. PP	Focus in depts. – led by Subject Leaders – which ensures consistency in pathway feedback.  Use of Mintclass to position PP students for best learning and sharing of strategies.  Use of PLCs and MLT focus groups – resilience/growthmindset	We want to offer high quality teaching to all pupils to drive up results. We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Particular focus on responding to marking from Examinations	Peer observations  Edrl evidence  Monitoring Cycles and Gingerbread Achievement Analysis.  Lesson observation  IN school gaps	SL/SLT links	April 17

B. Improved progress for high attaining pupils	Clearer identification of students and a “no excuses” policy in terms of expectations that they achieve Orange. Subject leaders to focus on HPA PP at cycle points.	Clearer refinement needed of our pathway system to distinguish between our many “orange” students. We want to combine this additional provision with some ‘aspiration’ interventions – track inclusion in STEM days for PP high attainers. Promote the House System Leadership to PP high attainers.	Whole school training and focus on Disadvantaged students with particular emphasis on the Highest Achievers.	AA MLT/SLT	June 17
<p><b>Total budgeted cost:</b></p> <p><i>£12,000 for CPD and training for quality first teaching.</i></p> <p><i>£2,000 part of Extra Tuition budget</i></p> <p><i>£5,000 exam masterclasses and Exam Folders</i></p> <p><a href="http://www.ivanhoe.co.uk/more/pupil-premium-action-plan">http://www.ivanhoe.co.uk/more/pupil-premium-action-plan</a> - see our detailed action plan for all PP spending this academic year</p>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
A. Improved Year 7 literacy progress and improved Maths skills of Non-Sec Ready	Small group provision including Reading Comprehension strategies – “Reading for meaning” workshops. ‘Fresh Start’ for struggling Y7 pupils. English learning mentors and Maths learning mentors Reading buddies using male TA.	Targeted literacy support to catch up was successful last year with majority of students having caught up by the end of the year. Reading Comprehension Strategies and Fresh Start are both proven to be effective in helping students to catch up. Group Tuition have already proven effective at Ivanhoe in raising standards. Reading Buddies worked effectively last year but needs refined this year.	Observation and monitoring of Learning Mentors in English and Maths. Observation and monitoring of Reading Buddies scheme and improvements seen in Reading Ages. Track intervention strategies through Provision map to ensure impact. Identification of new Year 6 students who are below age expectations and timetabled with appropriate staff and	KH/GS/ WS/CT SENDco	June 17

B. Improved progress for high attaining pupils	High aspiration and challenge in core subjects using small group tuition if necessary.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions like Loughborough University Days.	Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths within 3 x cycles and at data check points/reporting points in the year Core group will focus on this group at regular meetings to check progress.	Head of Maths/ English	June 17
<b>Total budgeted cost</b> <i>£25,000 for English and Maths learning Mentors</i> <i>£10,000 for Small group tuition In English and Maths</i> <a href="http://www.ivanhoe.co.uk/more/pupil-premium-action-plan">http://www.ivanhoe.co.uk/more/pupil-premium-action-plan</a> - see our detailed action plan for all PP spending this academic year					
<b>iii. Other approaches</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review ?
D. Increased attendance rates	Attendance Outreach Officer – MW - employed to monitor pupils and follow up quickly on trancies and falling attendance.  First day response provision.  Pop up rewards to motivate those close good attendance threshold  Staff training on Attendance Issues	NfER briefing for school leaders identifies addressing attendance as a key step. We can't improve attainment for children if they aren't actually attending school.	Regular meeting with Attendance Outreach Officer about existing absence issues. Check that Reception and Office staff use Same day calls. Ensure effective reduced timetable integration programme for those returning after long absence. <b>Personalised support and assertive mentor assigned to each PA pupil eligible for PP.</b> <b>Attendance and progress discussed at least fortnightly with Student Support Year Leader and mentor.</b> Letters about attendance and support worker to visit all PA at home to discuss attendance with parents / guardian and explore barriers	Michelle White – nearly appointed Attendance Outreach Officer  Greg Bellmore VP  Alison Allford AP	June 17
C. Improved behaviour of PP cohort across all year groups	Prevention of poor behaviour using Build and Ruler strategies. Intervene early for students currently in Year 7. Use music education to improve specific issues for individuals in this group of students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use Student Support to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. HPs and B4L to be a focus for all staff	Student Support Greg Bellmore	June 17

	<p>Use pop up to rewards to recognise improvements in behaviour. Ensure PP involvement in all enrichment day trips</p>	<p>Research into music therapy has shown that it can help with specific issues such as attendance, focus in lessons, growth mind-set, self-confidence, and improving behaviour.</p> <p>Recent work on this at Ivanhoe has shown that Rock Band has increased engagement and participation of key students leading to improved outcomes.</p>	<p>Form tutors to focus on positive rewards leading to raised achievement points. For music tuition, accurately select students who would benefit most from this music therapy. AA to liaise with CC and track impact at "Data Checkpoints"</p>	<p>Craig Cubitt</p>	
<p><b>Total budgeted cost:</b>  <i>£6,000 for Attendance Welfare Officer and enhanced parent contact.</i>  <i>£7,000 support of music therapy and instruments.</i>  <i>£10,500 support funding for Enrichment days and school trips.</i>  <i>£2,000 Design Contribution.</i>  <i>£5,000 support for Rewards</i>  <a href="http://www.ivanhoe.co.uk/more/pupil-premium-action-plan">http://www.ivanhoe.co.uk/more/pupil-premium-action-plan</a> - see our detailed action plan for all PP spending this academic year</p>					

6. Review of expenditure				
Previous Academic Year		2014/15		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment across the curriculum	Use of music therapy Growth Mindset and Resilience Training Equity not equality. Introduction of Mint Class Tool in all classrooms Introduction of Gingerbread Men class teacher tracking system.	<i>Mixed:</i> training has informed approach to building aspiration in school. PP students make better progress than other students but we still retain our attainment gaps. Gaps on entry are closing in English but widening slightly across Maths. Attainment gaps remain in all subject areas. Progress 8 data shows that PP students made or exceeded expected progress.	We will continue implementing the approaches and monitoring pupil response. PLCs will continue the work on Mindset and Resilience Training. Mint class as a classroom tool has been very successful so far and obvious identification of vulnerable students but needs developing Gingerbread monitoring system was in its infancy this year but will need to be developed across next academic year.	<i>£12,000 for CPD and training for quality first teaching. £2,000 part of Extra Tuition budget £5,000 exam masterclasses</i>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved literacy results	Group tuition delivered by qualified teacher  English learning Mentor targeting support in lessons  Reading buddies	High: observed increased progress amongst participating children compared to peers, as measured using reading scores and English Assessments at the start and end of the intervention. Success criteria: met.	Early intervention was key and the making sure that poorer attending PPs still managed to access interventions. We need to address the reluctance of some students to being singled out. JO to take over Reading Buddies. A male TA will appeal to predominately boy weak readers.	<i>£25,000 for English and Maths learning Mentors £10,000 for Small group tuition In English and Maths</i>
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Increased parental engagement	Online booking system. Calling system to prompt PP parents. All reports and letters sent home as well as published.	Increased attendance at parents evening. Success Criteria met. Up between 10/20% on previous year depending on Year Group.	We still have over 25% of PP parents who don't attend. We will continue this approach because we have moved from 45% attendance to 65% in Year 9	<i>Low. £2,000 of extra admin time along with stationary and printing costs.</i>
Close the gaps in terms of behaviour in order to raise achievement.	Ruler strategy and Build teaching approach school wide to prevent escalating behaviours.  Music Therapy	Success Criteria met. Behaviour steps 2, 3 and 4 have reduced on average for PP students and the gap between PP students and their peers has also reduced.  Music tuition and engagement in extra-curricular – concerts. The development of the PP Rock Band which practices every Friday has had a huge impact on the confidence of the students which has transferred to success and confidence in the classroom.	We still need closer monitoring of key pupils who go on a downwards spiral and miss lots of lessons.  We will continue and develop this strategy in order to increase student engagement. Closer scrutiny needed to ascertain the link between improved behaviour and Music Therapy.	<i>High. £6,000 for Attendance Welfare Officer and enhanced parent contact. £20,000 contribution to Student Support Budget.</i>

## 7. Additional detail

<http://www.ivanhoe.co.uk/more/pupil-premium-action-plan> - see our detailed action plan for all PP spending this academic year.