



Ivanhoe College Pupil premium strategy statement

1. Summary information					
School	Ivanhoe College				
Academic Year	2017/18	Total PP budget	173,910	Date of most recent PP Review	June 2016
Total number of pupils	ALL (972) PP (194)	Number of pupils eligible for PP and PP+	Year 7: 64 Year 8: 68 Year 9: 66	Date for next internal review of this strategy	Nov 2017 – with PP governor and SLT

2. Current attainment				
	<i>Pupils eligible for PP at Ivanhoe</i>			<i>Pupils not eligible for PP (national average)</i>
<p>% achieving expected progress in English / Maths by July 2017. At Ivanhoe, this is represented by % of students who are achieving the Ivanhoe Green pathway – indicative of a possible GCSE 5 outcome.</p> <p>*Comparison is made to pupils nationally who are not eligible for PP.</p>	Year 7: 66% English	Year 8: 79% English	Year 9: 87% English	*Need this data from ASP – Not available yet.
	Year 7: 70% Maths	Year 8: 76% Maths	Year 9: 70% Maths	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	27 PP students recorded on entry as not secondary ready in Reading and 27 PP in Maths – Students who enter Ivanhoe with poor literacy skills typically make less good progress across a range of subjects Students without the basic skills in Maths will struggle to access the KS3 Maths curriculum and typically do less well at GCSE.
B.	A significant proportion of PP students across all years at Ivanhoe do less well in examinations and under pressure assessments. Last year's exam results data shows a significant drop off in end of year exams. See Pupil Premium Evaluation Document 2017.
C.	Behaviour issues for a small group of PP pupils is having detrimental effect on their academic progress because they are missing whole lessons or parts of lesson during the school day.
D.	High attaining pupils who are eligible for PP are making less progress than expected nationally in a few subject areas. This prevents sustained high achievement through KS4
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are below the 95% benchmark and stood at 92% at the end of last term. FSM children had attendance of just 90% when averaged across the year. This reduces their school hours and typically they don't achieve expected progress in line with National.
E.	Parental engagement with the school – at parents' evenings - is 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>
A.	High levels of progress in literacy for Year 7 pupils eligible for PP and for all pupils across the curriculum. Those judged not to be Secondary Ready in both Reading and Maths have made accelerated progress. Supported and measured by librarian, Fast Track teachers and English teachers.	Students are attaining pathways in line with their peers. 100% meet expected targets (Ivanhoe Pathway) Additional evidence will be provided by using ART reading age assessments progress and STAR reading tests from Accelerated Reader. Year 9 Reading buddies will meet with Year 7 PP weakest readers weekly and English learning mentor will target support in class. SEN and Primary Curriculum Specialists - VJ and ES – will be timetabled to teach Year 7 weakest groups working with TA support to close gaps for PP and all. Curriculum time devoted to Fast Track Literacy and communication for the very weakest Year 7 PP readers will show improvements in reading confidence evidence in their English Reading Assessments. Small group tutors in English and Maths will embed skills improvements evidenced in pathway progress.
B.	Excellent Quality first Teaching incl. Excellent feedback for all incl. PP	Teaching and Learning monitoring evidence including Learning Walks and Formal Observations will show PP priority and "Equity not equality" approach is leading to improved outcomes for PP students. Teacher Achievement Analysis in each monitoring cycle will lead to early identification of underperformance of PP students.
C.	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 nationally identified across Key Stage 3, so that 90% or above are on track to achieve Ivanhoe Expected Pathway. Where they are not, departments are putting in place

Improved progress for high attaining pupils	Clearer identification of students and a “no excuses” policy in terms of expectations that they achieve their expected pathway. Skills show and looking forward to careers as central through ACE pupil premium strategy group and links with Ashfield Cares. Subject leaders to focus on HPA PP at cycle points with “HAPPY” Track on EDRL.	EEF toolkit has limited evidence on Aspiration Interventions but we believe that high expectations of future outcomes and life chances instilled in the students helps to focus attitudes to learning. Track inclusion in STEM days for PP high attainers. Promote the House System Leadership to PP high attainers.	Dept focus led through SLT links Scrutiny at monitoring cycle analysis points. Whole school training and focus on Disadvantaged students with particular emphasis on the PP Highest Achievers.	AA/EC/CH MLT/SLT	
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Total budgeted cost:

£30,000

*£15,000 for CPD and training for quality first teaching proportional for PP cohort.
£7,000 exam masterclasses and Exam Folders
£8,000 PLC time contribution for pair observation and monitoring.*

ii. 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?
Improved Year 7 literacy progress and improved Maths skills of Non-Sec Ready	Comprehension strategies – “Reading for meaning” workshops. ‘Fresh Start’ for struggling Y7 PP readers and Accelerated Reader programme for Fast Track students alongside Spellzone English learning mentors and Maths learning mentors targeting support in key groups. Reading buddies using male TA. Students to be taught in reduced class size groups specialised SEN teachers in English and with TA and Learning Mentor support in both Maths and English. These students have priority access to small group tuition with English and Maths tutors. Fast track programme will be used to accelerate progress using our curriculum freedom and cutting down MFL lessons.	Targeted literacy support using Fresh start and small group/121 tuition was successful last year with majority of students having caught up by the end of the year. EEF toolkit measures small group tuition as +4 months of improvement. Reading Comprehension Strategies and Fresh Start are both proven to be effective in helping students to catch up. EEF toolkit records the impact as +5 months Reading Buddies is classed as Peer tutoring in EEF toolkit and research has shown a +5 improvement. It also worked effectively last year so is now an embedded practice. Reducing class size as evidence on EEF toolkit has a +3 impact on the most disadvantaged.	Observation and monitoring of Learning Mentors in English and Math and small group tuition tutors. Use of our Librarian’s skills and capacity to support and monitor Reading Scores and Spellzone and Literacy targets Observation and monitoring of Reading Buddies scheme to track 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 support programmes	AA/KH/GS/W S/CT SENDco Subject leaders in English and Maths.	End of Cycle 1 – November 2017

Improved numbers of Year 7 PP completing and learning from Homework tasks	Homework club for Years 7 and 8 PP.	Evidence from last year, showed a significant uptake by PP students. This year we have expanded provision, employing 3 TAs to offer targeted support. EEF toolkit from Sutton Trust Research shows that Secondary homework can lead up +5 impact.	Training for TA and appropriate staffing. Reminders and invites MyEd.	AA	End of Cycle 1 – November 2017
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?
Improved progress for high attaining pupils	High aspiration and challenge in core subjects using small group tuition. Robust target setting monitored at all levels: classroom, at dept level and at SLT. Create a target group of HPA PP students and explore purposeful links with businesses (Ashfield Cares) to develop their aspiration for future careers - including visits and mentoring.	EEF toolkit has limited evidence on Aspiration Interventions but we believe that high expectations of future outcomes and life chances instilled in the students helps to focus attitudes to learning. Small group interventions with highly qualified staff were very effective last year. We want to combine this additional provision with 'aspiration' Loughborough University Days/Skills show.	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.	Subject Leaders SLT link leaders AA and ACE Pupil Premium strategy Group	End of Cycle 1 – November 2017
Total budgeted cost <i>£25,000 for English and Maths learning Mentors</i> <i>£10,000 for Small group tuition In English and Maths</i> <i>£5,000 for Accelerated Reader and Librarian extra hours</i> <i>£10, 000 for Homework Club resources and 3 extra support staff hours.</i> <i>£3,000 for Ashfield Project</i>					£53,000
iii. Other approaches					
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 ?
Increased attendance rates	Enhanced Attendance Monitoring by AG and engagement with parents of PP poor attenders.	NfER (National Foundation for Educational Research) briefing for school leaders identifies addressing attendance as a key step. We can't	Use of MyEd to contact parents regularly to inform them that their child is attending fewer school days than their classmates.	AG/MW Greg Bellmore VP	End of Cycle 1 – November 2017

	<p>Outreach Officer – MW - employed to monitor pupils whose attendance is below 80% and follow up quickly on trancies and falling attendance.</p> <p>First day response provision.</p> <p>Pop up rewards to motivate those close to good attendance threshold</p> <p>SLT house links to meet regularly with those close to the benchmark expectation of 95% and reward improvements.</p> <p>Staff training on Attendance Issues</p>	<p>improve attainment for children if they aren't actually attending school.</p> <p>In March 2016 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4 which outlined the attainment drop caused by poor attenders.</p> <p>The report notes that “the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of the KS”</p> <p>Our own Ivanhoe Data sets show that PP students with poor attendance struggle to stay on their pathway especially in exams because of lessons missed.</p>	<p>Interviews and support sessions for Parents</p> <p>Regular meeting with Attendance Outreach Officer about existing absence issues.</p> <p>Check that Reception and Office staff use Same day calls.</p> <p>Ensure effective reduced timetable integration programme for those returning after long absence. Personalised support and assertive mentor assigned to each PA pupil eligible for PP – Form Tutor in most cases.</p> <p>Attendance and progress discussed at least fortnightly with Student Support Year Leader and GB.</p> <p>Letters about attendance and an invite in to school to discuss attendance with parents / guardian and explore barriers</p>	<p>Alison Allford AP</p>	
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?
<p>Improved behaviour of PP cohort across all year groups</p>	<p>Prevention of poor behaviour using Build and Ruler strategies.</p> <p>Intervene early for students currently in Year 7.</p> <p>Use music education to improve specific issues for individuals in this group of students.</p> <p>Use pop up to rewards to recognise improvements in behaviour.</p> <p>Ensure PP involvement in all enrichment day trips Engage students in Parkour club and other sports based extra curricular.</p> <p>Use alternative provision through CS for the most vulnerable in this group.</p> <p>Provide Ed Psych sessions and Open Door counselling services for the PP students in this group</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils as much as + 3 months attainment improvement.</p> <p>Research into Music Participation has shown that it can help with specific issues such as attendance, focus in lessons, growth mind-set, self-confidence, and improving behaviour. EEF toolkit rates Arts Participation as +2 impact on PP attainment across a range of subjects.</p> <p>Both outdoor learning and sports participation strategies are shown as between + 2 to 4 months impact on attainment for targeted students. Our own data sets showed reduction in behaviour points for our targeted boys over the course of the Parkour club.</p> <p>Recent work on this at Ivanhoe has shown that Rock Band has increased engagement and</p>	<p>Ensure identification of pupils is fair, transparent and properly recorded.</p> <p>Use Student Support to engage with parents before intervention begins.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Parental interviews at 25 B4L points.</p> <p>Consistent use of HPs and B4L to be a focus for all staff</p> <p>Form tutors to focus on positive rewards leading to raised +ve HPs.</p>	<p>All staff</p> <p>Student Support</p> <p>Greg Bellmore AA/EC</p> <p>Craig Cubitt/ Adam Perkins</p>	<p>End of Cycle 1 – November 2017</p>

September 2017

	<p>Dedicated mental Health worker time to diagnose underlying mental health issues – help parents to link with CAMHS (Child and Adult Mental Health Services).</p>	<p>participation of key students leading to improved outcomes.</p> <p>Tom Bennett's recent report to the DFE outlines several behaviour strategies in the best schools which led to improved outcomes. The report stresses the need for schools to use their budgets effectively for alternative provision when necessary and to use provision to support the mental health of their pupils.</p>	<p>For music tuition, accurately select students who would benefit most from this music participation. AA to liaise with CC and track impact at "Data Checkpoints"</p>		
<p>Total budgeted cost: <i>£11,000 for Attendance Welfare Officer and enhanced parent contact from AG</i> <i>£7,000 support of music therapy and instruments to encourage extra-curricular participation.</i> <i>£2,000 experimental Parkour club for targeted poor behaving PP boys in Year 8 and 9</i> <i>£5,000 support funding for Enrichment days and school trips.</i> <i>£5,000 support for Attendance Rewards/HP rewards such as amazon vouchers, prizes, prom tickets, improved attendance prizes, hoodies</i> <i>£10,000 support for Alternative Provision budget</i> <i>£25,000 to support Ed psych/Counselling and Mental health worker costs.</i></p>					<p>£60,000</p> <p>Total PP planned spend: £143,000</p> <p>Contingency of £25,000 to respond to changes over the year.</p>

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether we will continue with this approach)	Cost
Excellent Quality first Teaching incl. Excellent feedback for all incl. PP	Equity not equality. Introduction of Mint Class Tool in all classrooms Introduction of Gingerbread Men class teacher tracking system.	High: training has informed our approach to building aspiration in school and it's become embedded. PP students make better progress than other students in the majority of subject areas but are below national by -2% in Maths. Progress across a range of subjects has shown that PP students at Ivanhoe make progress in line or above with National Other based on Teacher Assessments. See Pupil Premium Evaluation Document.	We will continue implementing the approaches and monitoring pupil outcomes. Staff Development 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 in terms of updating information on the system for all staff. Gingerbread monitoring system was in its infancy this year but will need to be developed across next academic year. Exam booster masterclasses in English led by KC were very successful shown in final achievement data – PP students in Year 9 managed to sustain their pathway achievement in the Year 9 exams. We aim to replicate this strategy in at least Maths and French.	<i>£12,000 for CPD and training for quality first teaching. £5,000 exam masterclasses and Exam Folders</i>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether we will continue with this approach)	Cost
Improved literacy results	Small Group tuition delivered by Outstanding English teacher English learning Mentor targeting support in lessons Reading buddies Specialist teachers for Year 7 English classes and reduced class size with TA support.	High: We observed increased progress amongst participating children compared to National data, as measured using reading scores and English Assessments at the start and end of the intervention. Success criteria: met.	Early intervention was key and making sure that poorer attending PPs still managed to access interventions. We need to address the reluctance of some students to being singled out. Use of a male TA appealed to predominately boy weak readers. And we'll continue this.	<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?.	Lessons learned (and whether we 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 parent consultations. We will continue this approach because we have moved from 55% attendance to 65% in Year 9 but more work to do. We are now using the My ED APP to engage with parents and will develop this strategy with PP students more this year. Using MY ED we can track how many PP parents engage with their child's reports online in order to improve out systems and recognise which parents we need to target	<i>Low. £2,000 of extra admin time along with stationery and printing costs.</i>
Diminish the difference in terms of behaviour in order to raise achievement.	Ruler strategy and Build teaching approach school wide to prevent escalating behaviours. Music involvement/Parkour club	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. Parkour club had a significant impact on behaviour points for these students and resulted in improved attendance which we had not anticipated.	We still need closer monitoring of key pupils who go on a downward behaviour spiral and miss lots of lessons. A new strategy of 24 behaviour points leading to parental interview for 2017/18 will meet this need. We have now separated PP behaviour on EDRL so that subject leaders can track PP behaviour in individual subject areas and diagnose quickly if there is a problem. 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 and the school wide impact of Parkour/Sports participation in improved attitudes.	<i>High. £6,000 for Attendance Welfare Officer and enhanced parent contact. £20,000 contribution to Student Support Budget.</i>