

Introduction

At Crookhorn College we believe passionately that high quality educational and enrichment opportunities should be available to all students, irrespective of their background. We strive to be a truly inclusive college and place great emphasis on supporting all students to reach their true potential by making the very best use of all available resources, including the Pupil Premium. At the very heart of Crookhorn is an inclusive and aspirational ethos. We invest heavily in both in the quality of teaching as well as extra-curricular support in areas such as careers and further education guidance. As such we deploy our Pupil Premium funding carefully, and regularly monitor its impact and are constantly looking for new and innovative ways to achieve maximum impact.

The Pupil Premium Strategy at Crookhorn is focused on three priority areas:

- A comprehensive review of current provision on a regular and ongoing basis.
- Quality First Teaching
- Building Cultural Capital

These areas of focus have been identified through interrogation of both internal and external data, research findings from organisations such as the Education Endowment Foundation and a comprehensive understanding of our students and their backgrounds. During 2017-18 Crookhorn College is also part of the Improving Outcomes for Disadvantaged Learners project in partnership with Hampshire County Council and the Rosendale Research School.

This document outlines both our 2017 outcomes, and our current Pupil Premium Strategy alongside a breakdown of the 2017-18 Pupil Premium expenditure.

Section A: Headline Data & Strategy Overview

Number on roll	768
% Pupil Premium	32.3%
% current FSM	16.6%
% SEN	21.8%
% SEN and PP	9.9%
%SEN and current FSM	5.9%
% EAL	0.8%

Positional Statement – Autumn 2017

Data indicates that our gap has closed over the last 4 years in GCSE performance against KPI's. The improvements in SEN and the quality of the literacy interventions specifically have helped PP performance. The employment of the welfare assistant for attendance has also had an impact on improving the attendance of PP students.

In Years 7-9 there is a significant gap between the PP and non- PP students, indicating that we have to direct more attention in this direction.

Due to improvements with standardising data for mark books, teachers are more conscious of the PP students in their classes and are therefore quicker at intervening with these students in the classroom. The whole College policy of feedback and marking has made a significant difference to the performance of PP students, and it is felt by SLT to be one of the most successful parts of the teaching and learning pedagogy with regards to raising standards.

Section B: Review of Performance of Key Groups

Pupil Premium Overall

Cohort	Number of PP in cohort	Disadvantaged attainment (College)		Disadvantaged data nationally Basics		Disadvantaged attendance data (College)	Non-disadvantaged attendance data (College)	Disadvantaged exclusions data (College)		Disadvantaged exclusions data
		Basics 4+	Basics 5+	Basics 4+	Basics 5+			Number of disadvantaged exclusions/total	Number of Disadvantaged students excluded/total students excluded	
11 (2017 Leavers)	42	47.6%		65%		92.2%	94.8%			
		Basics 4+	Basics 5+	Basics 4+	Basics 5+					
12	47	51.1%	27.7%	62%		93.4%	95.8%	1/8 : 12.5%	1/5 : 20%	
13	38	21.1%	7.9%			93.3%	94.8%	2/9 : 22%	2/6 : 33%	
		Disadvantaged students on expected attainment level (College)		Non-disadvantaged students on expected attainment level (College)						
14	43	34.9%		50.5%		91.3%	94.6%	3/7 : 43%	2/4 : 50%	
15	46	39.1%		59.3%		92.1%	96%	7/12 : 58%	5/10 : 50%	
16	66	74.2%		73.9%		92.7%	96.2%	16/22 : 73%	9/13 : 69%	

The attainment and attendance gap widens after Year 7. Attainment of grade 5+ is an area of focus. The number of disadvantaged students receiving fixed term exclusions is disproportionately high in all years other than year 11. A focus therefore is the development of strategies to effectively deal with behaviour issues from the moment students arrive through investment in the pastoral team and pastoral interventions, as well as effective intervention for academic underperformance and attendance concerns.

Pupil Premium SEN

Cohort	Number of Disadvantaged-SEN out of total PP in cohort	Disadvantaged-SEN attainment (College)		Non-disadvantaged data nationally Basics		Disadvantaged-SEN attendance data (College)	Non-disadvantaged attendance data (College)	Disadvantaged-SEN exclusions data (College)		Disadvantaged exclusions data Number of Disadvantaged SEN students excluded/total students excluded
		Basics 4+	Basics 5+	Basics 4+	Basics 5+			Number of Disadvantaged SEN exclusions/total	Number of Disadvantaged SEN students excluded/total	
11 (2017 Leavers)	8	0%				92.1%	94%			
		Basics 4+	Basics 5+	Basics 4+	Basics 5+					
12	10	0%	0%	62%		92%	95.8%	1/8 : 12.5%	1/5 : 20%	
13	13	0%	0%			85.84%	94.8%	2/9 : 22%	1/6 : 17%	
		Disadvantaged SEN students on expected attainment level (College)		Non-disadvantaged students (Non PP SEN) on expected attainment level (College)						
14	13	30.8%		51.4%		90.2%	94.6%	5/7 : 71%	0/4 : 0%	
15	13	38.5%		54.1%		86.73%	96%	4/12 : 33%	3/10 : 33%	
16	25	68%		75%		93.25%	96.2%	8/22 : 36%	3/13 : 23%	

The data shows clearly that Disadvantaged SEN students require significant intervention both in terms of attainment and attendance. A focus going forward must be the further development of support for SEN students through continued investment in interventions as well as an increased focus on in class support strategies for teaching staff. Reduced class sizes in core subjects is also identified, especially for Maths where the performance of disadvantaged students is weaker than in English. Narrowing of the attendance gap after Year 9 suggests that the Options process provides students with a more appealing educational provision. This is being further developed with the Year 8 early options process.

High Attaining Pupil Premium Students

Cohort	Number of High attaining PP	High attaining disadvantaged attainment (College)		Non-disadvantaged data nationally Basics		High attaining disadvantaged attendance data (College)	Non-disadvantaged attendance data (College)	High attaining PP- exclusions data (College)	PP exclusions data Number of High attaining PP students excluded/ total students excluded
		Basics 4+	Basics 5+	Basics 4+	Basics 5+				
11 (2017 Leavers)	7	100%				95.5%	93.8%		
		Basics 4+	Basics 5+	Basics 4+	Basics 5+				
12	12	100%	66.7%			93.2%	95.8%	0/8 : 0%	0/5 : 0%
13	11	63.6%	18.2%			95.3%	94.8%	0/9 : 0%	0/6 : 0%
		PP students on expected attainment level (College)		Non-disadvantaged high attainment students on expected attainment level (College)					
14	12	58.3%		55.6%		94.2%	94.6%	3/7 : 43%	2/4 : 50%
15	13	38.5%		52.9%		92.6%	96%	2/12 : 17%	1/10 : 10%
16	15	66.7%		75.3%		94.8%	96.2%	2/22 : 9%	2/13 : 15%

Data shows that the attainment and attendance gap for higher attaining disadvantaged students is significantly lower than for SEN / Lower attaining disadvantaged students, and in Year 9 attainment and attendance of disadvantaged higher attaining students outperforms non-disadvantaged students. To improve aspiration for the higher (5+) grades at Year 10 and 11 we are investing in provision of an extended college day to encourage a culture of private study on-site. We are also developing links with the Widening Participation and Southern Universities Network initiatives which are key to raising the aspirations of these students.

Section C – Summary of Planned Actions 2017-18

Raising Aspirations		
Focus of Personal Learning and Development Manager on raising aspirations of PP students	Targeted students to attend Chichester University FLARE and Enterprising Women's Conferences Involvement with Southern Universities Network (SUN) outreach programme for identified students. Development of Alumni programme with associated visits from former students.	£17,308
Total Cost:		£17,308

Teacher CPD		
Coaching Programme	Reduced teaching timetable for SLT and key staff to enable fortnightly coaching of all teaching staff for 2017-18.	£17,220
Staff CPD Library	Purchase texts for staff CPD library on behaviour, meta cognition and strategies to grow staff expertise.	£250
Quality First Teaching	Weekly opportunities for collaborative planning, planning of assessments and the planning of teaching to the assessment. Feedback and marking. Creating Mastery curriculums.	
Quality First Learning	MADE Programme for Years 9-11 to develop study skills including revision, independent learning and recall techniques. Weekly mentoring of key Year 11 students by SLT, Heads of House and key support staff.	£5,200
Total Cost:		£22,670

Engagement and Support		
Provision of Free School Meals to all eligible students.	All eligible students to receive a meal from the college canteen every college day.	£51,125
Girl-Talk Boy-Talk Programme	Extended to include all Year 9 students to enhance the wider PSHE SRE programme with a focus on developing safe, healthy relationships.	£1,125
Attendance Officer	Support attendance across the college. To report weekly on attendance of PP students. Manage and implement interventions to tackle poor attendance including individual student support, parent contracts and referrals to the Attendance Legal Panel.	£13,579

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Increased Learning Support Assistant Provision	Appointment of two Learning Support Assistants to provide in class and small group withdrawal interventions.	£22,594
Behaviour Support Manager	Behaviour support manager appointed to run inclusion provision with a focus on developing behaviour interventions such as mediation and restorative justice in order to modify behaviour.	£22,574
ELSA /Behaviour Intervention	Full time member of staff to deliver ELSA and behaviour intervention strategies focused on improving behaviour and attendance as well as self-esteem and confidence.	£13,900
External Agency Support	External agency support to include support from Y-Services for provision of an Anger Management Group, and also external counselling provision.	£1,600
Off-site Provision for EV students	Offsite provision utilising Hampshire County Council run Education Centre (Woodlands) for specialist educational provision for emotionally vulnerable students.	£14,000
Nurture Group	Nurture Groups to be run in Years 7 & 8 for students identified as likely to benefit from short term, focused intervention to address barriers to learning arising from social, emotional or behavioural difficulties.	£5,066
Homework Club	Provision of supervised homework club in library and ICT room for 45 minutes at the end of every school day in order to promote independent study and ensure all students have access to the resources needed to complete on-line homework.	£3,217
Breakfast Club	Before school Learning Support Assistant led group to provide both a calm start to the day and also additional learning support with activities such as homework and revision.	£1,500
Overstaffing in Maths	To enable teacher-led intervention and facilitate smaller class sizes to increase numeracy confidence due to ongoing concerns about low levels of numeracy on entry / progress in Maths amongst disadvantaged students.	£29,000
Total Cost:		£179,280

Pupil Premium Strategy Review & Evaluation		
Termly review of Pupil Premium Data	Detailed reporting to full SLT of progress, attainment, attendance and behaviour data for PP students and comparison with Non-PP on a termly basis. Progress, Attendance and Behaviour data for PP students to be reported to Governors Student Development Committee on a termly basis.	
Annual Review of Pupil Premium Strategy	Full review of interventions to be completed on annual basis focusing on cost-benefit analysis. Review of strategy to take place in light of annual review.	
Total Cost:		£2,500

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	Overall Cost:	£221,758
	Pupil Premium Received 2016/17 Academic Year	£210,800

DATE OF REVIEW: September 2018