

## DISADVANTAGED PUPILS / CATCH-UP PREMIUM SPENDING PLAN 2018-19

**PP income = £233,368 + Catch-up £19,612 = Total DP funds of £252,980**

Area of Spend	Contribution from PP budget	Description of Intervention <i>* where identified by Sutton Trust/Hattie</i>
<b>LEADERSHIP</b>		
<b>Leadership</b>	£9,000	<ul style="list-style-type: none"> <li>A Deputy Head Teacher is taking overarching and strategic responsibility for DP achievement and progress.</li> </ul>
	<b>Impact</b> PP progress still rising to above national average – improvements are now a trend over 3 years	
	<b>Next Steps</b> Continue this role and responsibility, Provide tracking information of specific target PP students in specific subjects that SLT line manage. Ensure actions in place throughout the year and monitor.	
<b>Middle leadership development</b>	£3,000	<ul style="list-style-type: none"> <li>Teaching leaders programme for three middle leaders who have DP as one of their foci and responsibilities.</li> </ul>
	<b>Impact</b> IDSR ebacc P8 now in Q3, science and maths VA now in Q3 after 2 years of sig- Q4	
	<b>Next steps</b> If another cohort of ML take on this CPD, they need to have a PP focus	
<b>ACADEMIC INTERVENTION CAPABILITY</b>		
<b>TARGETS: Basics (English and mathematics) 4+: 67.3% / 5+: 44.2%      English 4+: 76.9%% / 5+: 59.6%      Mathematics 4+: 71.2% / 5+: 51.9%</b> <b>Double science 4+: 64.3 / 5+: 54.8%      Ave P8: ≥0</b>		
<b>English, maths &amp; science intervention teachers</b>	£65,000	<ul style="list-style-type: none"> <li>Small KS4 &amp; 5 DP intervention group work &amp; revision sessions <i>Sutton Trust: Feedback +8 months; Small-Group Tuition +4 months; After-School programmes +2 months</i></li> </ul>
<b>Individual tutoring for Yr11</b>	£15,000	<ul style="list-style-type: none"> <li>1:1 maths tutoring for underachieving students</li> </ul>
<b>English &amp; maths HLTAs</b>	£27,388 (PP funding) £19,612 (Catch-up funding)	<ul style="list-style-type: none"> <li>Provide in-class support and small group withdrawal to work on key skills.</li> <li>Lead after school catch-up sessions and homework clubs. <i>Sutton Trust: Homework 5 months; Small-Group Tuition +4 months</i></li> </ul>
	<b>Impact:</b> Basics (English and mathematics) 4+: 40.4% / 5+: 13.5%      English 4+: 63.5%% / 5+: 44.2%      Mathematics 4+: 42.3% / 5+: 15.4%      Double science 4+: 38.6 / 5+: 12.5%	
	See below for Yr7 & 8 Catch-up / Literact & numeracy intervention impact	
	<b>Next Steps:</b> Continue to have PP as high profile by all teachers, DLs to present to SLT termly on progress and actions. DH, responsible for PP to provide tracking information of specific target PP students in specific subjects that SLT line manage. Ensure actions in place throughout the year and monitor.	

<b>TACKLING THE 'BARRIERS TO LEARNING' [ACADEMIC: Low reading &amp; literacy skills on entry, independent study skills are weak both within school and outside of school hours, resilience &amp; fixed mind-set, the negative attainment gap (although there is a trend of improvement)]</b> <b>TARGETS: Basics (English and mathematics) 4+: 67.3% / 5+: 44.2%      English 4+: 76.9% / 5+: 59.6%      Mathematics 4+: 71.2% / 5+: 51.9%</b> <b>Double science 4+: 64.3 / 5+: 54.8%      Ave P8: ≥0</b>		
<b>PP Academic Mentors</b>  £35,500	<b>NEW ROLE FROM MARCH 2017</b> <ul style="list-style-type: none"> <li>Academic mentor: non-teacher</li> <li>Tackling JoG's PP students' barriers to learning</li> <li>Build relations with disaffected responsible adults</li> </ul> <i>Sutton Trust: Meta-Cognition and Self-Regulation +8 months</i>	
	<b>Impact:</b> Group 1: 14/17, 2+ subjects directly tutored increased grades from Yr11 TP1, 1/17, 1 subject directly tutored increased grade. Group 2: 7/13, 2+ subjects directly tutored increased grades from Yr11 TP1 Group 3: 3/10 2+ subjects directly tutored increased grades from Yr11 TP1 Positive student voice from the majority involved	
	<b>Next Steps</b> Refine initial selection process and tighten appraisal of the mentoring programme for students that are not engaging.	
<b>Talk for writing [CPD]</b>  £3,000	<ul style="list-style-type: none"> <li>Literacy and extended writing is a key issue for our DPs especially boys</li> <li>Ability to recall, plan and produce extended pieces of writing</li> </ul>	
	<b>Impact:</b> Increased growth mindset from students who feel they can tackle long answer questions. P8 -0.29 for PP, better than national average	
	<b>Next Steps:</b> Drive TfW through JoG essentials, DDI's and CPD next year.	
<b>TACKLING THE 'BARRIERS TO LEARNING' [PASTORAL: Continue to close the attendance gap Multi-deprivation, parental support &amp; engagement, cultural attitudinal differences towards education, students emotional resilience and mental health needs &amp; high anxiety]</b> <b>TARGETS: Attendance: 96%      Persistent absence: ≤ 16%</b>		
<b>Student Development Team</b>  <b>SCHOOL BASED PP Attendance Officer</b>  £52,850	<ul style="list-style-type: none"> <li>Enhanced level of pastoral support to support the pastoral needs of a complex group of Core students.</li> </ul> <i>Sutton Trust: Behaviour Interventions +4 months; Social and Emotional Learning +4 months</i> <ul style="list-style-type: none"> <li>Increased a member within this team through the year group restructure</li> </ul>	
	<ul style="list-style-type: none"> <li>To analyse and address the issue of persistent absenteeism among DPs.</li> <li>Oversee truancy calls.</li> <li>To build relationship with parents to support student attendance and raise the attendance rate to 95%+.</li> <li>To co-ordinate and chair SAMs [Student Attendance Meetings]</li> <li>To support students with anxiety issues</li> <li>Sleep programme (whole school) PP students targeted for small group workshop in the afternoon</li> </ul>	
	<b>Impact:</b> PP Attendance: 93.97%, sig+ than 17/18 national average of 90.8%, There has been an increase 2 years in a row. Persistent absence (whole cohort) 10.39% sig+ than national average at 13%. There has been a decrease 2 years in a row.	
<b>Next Steps:</b> Fencing and gate work complete, use of class charts for 'Live' information to parents when students late to school, SLT run Return To School meetings with target students weekly, continue with daily attendance checks in tutor time by the pastoral team followed by phone calls home, continue increasing the number of SAM meetings		
<b>Student Counsellor service</b>  £8,000	<ul style="list-style-type: none"> <li>Facility enables students to access on-site counselling.</li> </ul> <i>Sutton Trust: Social and Emotional Learning +4 months</i>	
<b>Rewards</b>  £2,000	<ul style="list-style-type: none"> <li>Incentives for high or improved attendance, AtL, progress</li> </ul>	

CURRICULUM SUPPORT		
<b>TARGETS: Basics (English and mathematics) 4+: 67.3% / 5+: 44.2%</b> <b>English 4+: 76.9%% / 5+: 59.6%</b> <b>Mathematics 4+: 71.2% / 5+: 51.9%</b> <b>Double science 4+: 64.3 / 5+: 54.8%</b> <b>Ave P8: ≥0</b>		
<b>Literacy &amp; numeracy strategies - Accelerated Reader</b>  <b>Hegarty maths</b>	£3,430	<ul style="list-style-type: none"> <li>The Accelerated Reader scheme will ensure:</li> <li>Everyone in Year 7 and 8 is reading;</li> <li>Students are having more exposure to the library;</li> <li>Students are reading at a suitable level for their ability.</li> </ul>
	£1,200	<ul style="list-style-type: none"> <li>Hegarty maths will ensure:</li> <li>All years are engaging in on-line maths tutorials at least once a week during tutor times and through homework (3x20mins/week)</li> <li>Student progress shall be tracked by the maths department</li> <li>Student rate of progress shall increase</li> </ul>
	<b>Impact:</b> <b>Yr7</b> <ul style="list-style-type: none"> <li>70% (68% in January) currently reading on or above chronological age.</li> <li>25% made 24 + months progress.</li> <li>The average rise in reading age for PP students is +6.5 months</li> <li>The average for PP students accessing the Literacy catch up is +16 months</li> </ul> <b>Yr8</b> <ul style="list-style-type: none"> <li>67% are currently reading on or above chronological age.</li> <li>39% made 12+ months progress</li> <li>27% made 24 + months progress.</li> </ul>	
	<b>Next Steps:</b> <b>Yr 7</b> <ul style="list-style-type: none"> <li>8 students eligible for Pupil Premium are reading below chronological age. Continue to provide intervention.</li> <li>Careful monitoring of those who dipped in the January testing but are still technically at chronological age</li> <li>Formalised lesson structure to Accelerated Reading lessons, including specific teaching of vocabulary and independent comprehension activities.</li> <li>Greater focus on expectation of staff to listen to students read during library lessons.</li> <li>Continue to use Hegarty in tutor time. Introduce reading in tutor time (silent reading and tutor-led reading).</li> </ul>	
<b>KS4 Raising Achievement Budget</b>	£2,000	<ul style="list-style-type: none"> <li>Pay school staff to deliver weekend and holiday revision sessions to DPs.</li> <li>Provide revision resources and guides to DPs</li> </ul> <i>Sutton Trust: After-School Programmes +2 months</i>
	<b>Impact:</b> PP P8 -0.29, better than national and 3 year trend of improvement	
	<b>Next Steps:</b> Continue to run this programme	

PERSONALISED SUPPORT		
<b>TARGETS: Basics (English and mathematics) 4+: 67.3% / 5+: 44.2%</b> <b>English 4+: 76.9%% / 5+: 59.6%</b> <b>Mathematics 4+: 71.2% / 5+: 51.9%</b> <b>Double science 4+: 64.3 / 5+: 54.8%</b> <b>Ave P8: ≥0</b>		
Individual Requests	£3,000	<ul style="list-style-type: none"> <li>Budget to support individual DPs requests e.g. part-funded for music lessons, trips, resources, materials etc <i>Sutton Trust Feedback: Sports/Arts/Outdoor Participation +2 months</i></li> </ul>
	<b>Impact:</b> PP P8 -0.29, better than national and 3 year trend of improvement	
	<b>Next Steps:</b> Continue with case by case funding decisions.	
SERVICE PREMIUM		
<b>Income = £3,175</b> <b>TARGETS: Basics (English and mathematics) 4+: 67.3% / 5+: 44.2%</b> <b>English 4+: 76.9%% / 5+: 59.6%</b> <b>Mathematics 4+: 71.2% / 5+: 51.9%</b> <b>Double science 4+: 64.3 / 5+: 54.8%</b> <b>Ave P8: ≥0</b>		
Area of Spend	Total Budgeted Cost	Description of Intervention <i>* where identified by Sutton Trust/Hattie</i>
Personalised Support	£3,175	<ul style="list-style-type: none"> <li>An Deputy Head Teacher has responsibility for working with service children and the budget will be used on an individual basis with these students.</li> </ul>
	<b>Impact:</b> Student has successfully attained the grades required to continue into P16 at The John of Gaunt	
	<b>Next Steps:</b> Continue to support students when appropriate.	
CATCH-UP PREMIUM		
<b>TARGETS: 100% meeting national expectations</b>		
Contribution from Catch-up budget	Description of Intervention <i>* where identified by Sutton Trust/Hattie</i>	
ACADEMIC INTERVENTION CAPABILITY		
£19,612	<ul style="list-style-type: none"> <li>HLTAs provide small group withdrawal to work on key skills and provide "Catch-Up" for Year 7 students who enter at below Expected Level in English and/or Maths.</li> <li>Continue to work with Year 8 students. <i>Sutton Trust: Homework 5 months; Small-Group Tuition +4 months</i></li> </ul>	
<b>Impact:</b> Yr7		
<ul style="list-style-type: none"> <li>27% of Pupil Premium, Literacy Catch up students moved from below to on or above chronological age between September and January.</li> </ul>		

- A further 36% PP, Literacy catch up students moved from below to on or above chronological age between January and May.

**Yr 8**

- 29% of Pupil Premium, Literacy Catch up students moved from below to on or above chronological age between September and January.
- A further 6% moved from below to on or above between January and June.

**Next Steps**

**Yr7**

- 8 students eligible for Pupil Premium are reading below chronological age. Continue to provide intervention.
- Careful monitoring of those who dipped in the January testing but are still technically at chronological age

**Yr 8**

- Continue to monitor the progress of these students as they progress through KS4

### TACKLING OUR STUDENTS' ACADEMIC 'BARRIERS TO LEARNING'

[Low reading & literacy skills on entry / Attitude to learning towards Independent study, both in school and outside of school hours/ Resilience when facing learning challenges]

Outcomes						Improvements
Benchmark PP	2019	National 2019	2018	2017	2016	<b>P8: ≥0</b> <b>A8: above national</b> <b>Ebacc entry in-line with non-PP national levels</b> <b>Ebacc ave point score: 4+</b>
P8	-0.29	-0.45	-0.49	-0.49	-0.86	
A8	38.3	36.5	34.6	35.8	34.3	
Grade 5+ E/M	27%	24%	17%	20%		
Entering Ebacc	24%	27%	12%			
Ebacc ave point score	3.25	3.07	2.78			
DP parental engagement and attendance to school events and meetings improves throughout the year for all year groups						
2015-16	2016-17	2017-18	2018-19	*Incident outside of school meant that the road to JoG was closed therefore parents could not sign in due to the dynamic situation of the evening		
		Year 7 – 78%	Year 7 – 76%			
		Year 7 – 78%	Year 8 – 75%			
	Year 7 – 52%	Year 8 – 72%	Year 9 – 61%			
Year 7 – 57%	Year 8 – 72%	Year 9 – 75%	Year 10 – 77%			
Year 8- 43%	Year 9 – 60%	Year 10 – 68%	Year 11 – 63%			
Year 9- 37%	Year 10 – *	Year 11 – 74%	Year 12 & 13 - 77%			
Year 10- 50%	Year 11 – 65%	Year 12 & 13 - 70%				
Year 11 – 55%	Year 12 & 13 - 66%					
Year 12 – 71%						
Year 13 – 69%						

