



Pupil premium strategy statement: secondary schools, EARL MORTIMER COLLEGE

1. Summary information					
School	Earl Mortimer College				
Academic Year	2016/17	Total PP budget	£169,140	Date of most recent PP Review	n/a
Total number of students	505 536 inc 6 th Form	Number of students eligible for PP	174	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	Students eligible for PP	Students not eligible for PP
% achieving 5A* - C incl. EM (2015/16 only) m/f	33.33% (12.5%/50%)	
% achieving expected progress in English / Maths (2015/16 only)	36% (12.5%/50%)	69%
Progress 8 score average (from 2016/17)	-0.26	
Attainment 8 score average (from 2016/17)	43.65	52.56

3. Barriers to future attainment (for students eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Literacy skills entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in throughout KS3, and beyond.
B.	Numeracy skills entering Year 7 are lower for students eligible for PP who are making less progress than other students across Key Stage 3. This prevents achievement throughout KS3, and beyond.
C.	Progress at KS4 is slower than expected, due to poor literacy and numeracy skills. This is predicted to affect achievement at the end of KS4.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance rates for students eligible for PP are 92.9% (below the target for all children of 95%). This reduces their school hours and can cause them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy (English) for Year 7,8 and 9 students eligible for PP.	Students eligible for PP in Years 7, 8, 9 make more progress by the end of the year than 'other' students so that at least 50% exceed progress targets and 100% meet expected targets. Other students still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments in October, March and June.
B.	High levels of progress in Numeracy (Maths) for year 7,8 and 9 students eligible for PP.	Students eligible for PP in Years 7,8,9 make more progress by the end of the year than 'other' students so that at least 50% exceed progress targets and 100% meet expected targets. Other students still make at least the expected progress. This will be evidenced using assessments in October, March and June.
C.	Improved rates of progress at the end of KS4 across the curriculum, and specifically in English and Maths.	Students eligible for PP in years 10 and 11 make increased rates of progress by the end of the key stage, so that the difference between their achievement and that of their non-PP peers is diminished. Fewer behaviour incidents recorded for these students on the College system (without changing recording practices or standards).
D.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among students eligible for PP improves from 92.9% to 95% in line with 'other' students.

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

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 implementation?
A. Improved Year 7,8,9 literacy progress	<p>CPD on 5 key principles of literacy for all staff</p> <p>Appointment of Literacy co-ordinator</p> <p>Use of Accelerated Reading Scheme and also Rapid Readerz for those less able</p> <p>CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.</p> <p>Appoint new Literacy PP mentor for specific intervention and support sessions</p>	<p>We want to offer high quality teaching to all these students to drive up results. CPD was selected, to support 5 key principles of literacy, which offered a combination of pedagogical knowledge and subject knowledge, and involved specialist contributors and peer support. These elements are stated to be effective in the Teacher Development Trust research review on professional development.</p> <p>Components of language identified as an area of weakness from moderation</p> <p>Schools in the English network have successfully trialled this approach.</p> <p>Accelerated Reader was shown to have a positive impact in an independent evaluation.</p>	<p>Peer observation of lessons after the CPD session, to embed learning (no assessment).</p> <p>Literacy specific review in early Spring term with planned consolidation in future CPD sessions.</p> <p>Regular scrutiny of the data created by Accelerated Reader and Rapid Readers</p> <p>FL to oversee resources and scheme development with KS3 lead for English, literacy coordinator and SENCO.</p>	<p>SLT</p> <p>Literacy co-ordinator</p> <p>Faculty leader for English</p>	<p>Jan 17</p> <p>October, March and June 17</p>
					£47,427

<p>B. Improved levels of progress in Numeracy (Maths) for year 7,8 and 9 students eligible for PP.</p>	<p>CPD on consistent terminology and methodology for Numeracy for all staff</p> <p>Appointment of Numeracy co-ordinator</p> <p>Appoint 2 x new Numeracy PP mentors for specific intervention and support sessions</p>	<p>We want to offer high quality consistent teaching of numeracy for all our students to drive up results. CPD was selected, which offered a combination of pedagogical knowledge and subject knowledge. These elements are stated to be effective in the Teacher Development Trust research review on professional development.</p> <p>The use of consistent terminology and methodology in numeracy across the curriculum – particularly for Science and Humanities - should enable students to make links and see how the skills of numeracy run throughout their learning.</p> <p>PP students who experience difficulties with numeracy will receive close support, designed to focus on problematic areas of numeracy, in small groups or individual tuition.</p>	<p>Numeracy coordinator to observe lessons after the CPD session, to embed learning (no assessment).</p> <p>Numeracy specific review in early Summer term with planned consolidation in future CPD sessions.</p> <p>FL to oversee mentors' work, and ensure PP students targeted and making progress.</p>	<p>KS3 and KS4 coordinators in Maths</p> <p>Numeracy coordinator</p>	<p>£68,245</p>
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<p>C.Improved rates of progress at the end of KS4 across the curriculum, and specifically in English and Maths. Reduced number of behavioural issues of Year 10 and year 11 within the target group.</p>	<p>Target students who are under-achieving against their end of KS4 targets, in English and Maths.</p> <p>Target key students for mentoring and support</p> <p>Ensure this group of students receive regular Careers guidance</p> <p>Make clear and consistent links with parents regarding attendance</p> <p>Reward good attendance with College reward policy</p>	<p>PP students who are demonstrating gaps in their learning, or who experience difficulties with literacy and numeracy will receive close support, designed to focus on problematic areas of literacy / numeracy, in small groups or individual tuition.</p> <p>The low level disruptive behaviour of a group of yr10 and 11 students is having a detrimental effect on their own and other students' learning.</p> <p>Students will be able to focus better on their learning if they see the end point and the purpose of their work</p> <p>With better parental support, students will be encouraged to behave well.</p> <p>Rewarding what this group does well, as well as dealing with what they do poorly, should increase self-esteem and commitment.</p>	<p>FL to oversee mentors' work, and ensure PP students targeted and making progress.</p> <p>Identify the opportunities for PP students experiencing behavioural difficulties to receive alternative provision, off-site.</p> <p>Behaviour records in SIMS will show a decrease in behaviour incidents.</p> <p>Greater attendance of PP parents at parents' evenings</p> <p>Reward records show greater number of credits awarded to PP student target group.</p>	<p>Faculty Leaders En/Ma</p> <p>PP coordinator,</p> <p>Pastoral leaders</p> <p>SENCo</p> <p>Careers Advisor</p>	<p>£24,600</p>
<p>D. Increased attendance rates for students eligible for PP.</p>	<p>Identify and monitor PP students at risk of PA or already in PA</p> <p>Develop an action plan for these groups of students, engaging parents where possible, rewarding good attendance wherever possible.</p>	<p>We know that students who do not attend college regularly struggle to meet the demands of their learning and underachieve</p> <p>By engaging parents, students will be encouraged to attend college regularly.</p>	<p>Monitor attendance of targeted PA PP students on regular basis</p>	<p>Pastoral Leaders</p> <p>SLT responsible for attendance</p> <p>Liaison worker</p>	<p>£17,500</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£157,772</p> <p>Plus £11,700 Additional approaches</p> <p>£169,472</p>

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	When will you review implementation?
A. Improved Year 7,8 and 9 literacy progress	Small group provision of 'Rapid Readerz' for struggling Y7 and Y8 students.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Data tracking of these students to show impact of the programme.</p> <p>Teaching Assistant CPD for TAs delivering AR and RR</p> <p>Pupil Premium Co-ordinator to liaise with parents of targeted children.</p>	<p>Pupil Premium Coordinator,</p> <p>Literacy coordinator</p> <p>Faculty leader for English</p> <p>KS3 lead for English</p>	<p>December 2016</p> <p>February 2017</p> <p>April 2017</p> <p>June 2017</p>
Improved numeracy progress in Years 7,8,9	Small group support both in and out of Maths lessons	When students fail to grasp and apply a mathematical concept, it can hinder later progress. By focussing on ensuring that students have understood each concept, the building blocks of Mathematical learning can progress	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Monitor and evaluate the work of the Maths mentors to ensure progress is being made.</p> <p>Data tracking of these students to show impact of the programme.</p> <p>Pupil Premium Co-ordinator to liaise with parents of targeted children.</p>	<p>PP coordinator</p> <p>Numeracy coordinator</p> <p>KS3 Maths lead</p>	<p>December 2016</p> <p>February 2017</p> <p>April 2017</p> <p>June 2017</p>

<p>C.Improved rates of progress at the end of KS4 across the curriculum, and specifically in English and Maths. Reduced number of behavioural issues of Year 10 and year 11 within the target group.</p>	<p>Small group support both in and out of En/Maths lessons.</p> <p>Quality First teaching in all subject areas to meet differentiated needs of PP students</p> <p>Development of target 10 students in each year group</p> <p>Assign personal mentor for each targeted student</p> <p>Use of alternative educational provision where appropriate</p>	<p>This group of students need to be treated as individuals, with their personal barriers to learning being identified and addressed.</p>	<p>Monitor student progress at each data collection point.</p> <p>Regular mentor meetings will be held to ensure communication so that issues and problems can be dealt with promptly.</p> <p>Pastoral leaders will be in closer communication with the target group parents</p>	<p>Faculty leaders, all and En/Ma</p> <p>Pastoral leaders of year 10 and year 11</p>	
Total targeted support budgeted cost (included above)					<p>Literacy £29,607 Numeracy £50,425 Behaviour £17,200</p>
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 implementation?
<p>D. Increased attendance rates</p>	<p>Liaison officer employed to monitor students and follow up quickly on truanancies. First day response provision.</p>	<p>We can't improve attainment for students if they aren't actually attending college. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of Liaison support worker about existing absence issues. PP coordinator, liaison support worker, pastoral leaders etc. will collaborate to ensure new provision and standard college processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with PP Coordinator and mentor. Letters about attendance to parents / guardians. Support worker to visit all PA at home to discuss attendance with parents / guardian and explore barriers</p>	<p>Pastoral Leaders</p>	<p>October 2016 December 2016 February 2017 April 2017 June 2017</p>

C. Problem behaviour in Year 10 and year 11 addressed	Identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.	Ensure identification of students is fair, transparent and properly recorded. Pastoral leader team will engage with parents before intervention begins, including alternative education opportunities (L2L placements). Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors. Targeted students to work with a mentor (from associate staff or teaching staff) for regular support	Pastoral leaders for year 10 and year 11 PP coordinator Year 10 and year 11 mentors	October 2016 December 2016 February 2017 April 2017 June 2017
Total budgeted cost (inc above)					Attendance £17,200 Behaviour £17,500

6. Review of expenditure 2015-16

<p>Previous Academic Year</p> <p>Total of all Pupil Premium income</p> <p style="text-align: center;">£173,443</p>	<p>Our targets this year for the deployment of Pupil Premium Funding is as follows</p> <ul style="list-style-type: none"> • Improve the number of Pupil Premium students achieving 5A*-C inc EM. • Ensure that Pupil Premium students attend College at the rate of 95%. • Provide additional resources to support Pupil Premium students in their independent learning and revision. • Provide intervention support and teaching in English and Maths. <p>Subsidise enrichment and educational opportunities for Pupil Premium students</p>
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> • Improve the number of Pupil Premium students achieving 5A*-C inc EM. 	<ul style="list-style-type: none"> • Fund Literacy and Numeracy intervention for Pupil Premium students in a targeted, needs driven manner. • Use Learning Mentors in English and Maths to aid Literacy and Numeracy development, transferable skills across the curriculum • Use data systems on half-termly basis to monitor impact of intervention strategies, and change where needed. • 	<p>33.33% (12.5% of male PP/50% of female PP) students gained 5A*-C inc EM, as opposed to national average of 27%.</p> <p>Additional revision sessions were available for all students, albeit funded from PP. This contributed to the College's best ever results of 55% 5A*-C inc EM.</p>	<p>More specific interventions are required across the curriculum rather than just in English and Maths. Had we done this last year, our 5A*C figure would have been higher, as English and maths had been achieved at grade C, but the PP students in question had not achieved another 3 grade Cs elsewhere. This strategy has also been recommended at the Worcestershire PP conference (Oct 16).</p> <p>We need to target our HA PP students more precisely and challenge them to meet their target grades.</p> <p>More KS3 intervention needs to be directed at under-achieving PP students, not just in KS4.</p>	<p>Reading Champions x 2</p> <p>Maths teacher mentoring time</p> <p>PP coordinator time</p> <p>Revision books and materials for PP students</p> <p>Revision sessions and in lieu arrangements</p> <p>Cost</p> <p>£53,600</p>

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Ensure that Pupil Premium students attend College at the rate of 95%.</p>	<ul style="list-style-type: none"> PA PP students and those at risk of becoming PA were grouped together into target lists for 2 different members of SLT to boost attendance rates Liaison Officer worked with key students to improve attendance 	<p>Pupil Premium attendance rose to 92.9% by the end of the academic year.</p> <p>The strategies used to boost PP attendance were also used to raise attendance levels of non-PP students, leading to whole school attendance rate of 94.2% (a four year upward trend).</p>	<p>We should monitor attendance very closely throughout the year, and deal with absences from first day of absence.</p> <p>Make clearer communication with parents/carers</p> <p>Develop Alternative education provision for those students struggling to attend every day (alternative schooling, altered timetables)</p>	<p>Liaison officer</p> <p>SLT time to monitor attendance and interview students/families</p> <p>Pastoral leader time for meetings with families and students</p> <p>Cost</p> <p>£21,880</p>

<ul style="list-style-type: none"> Provide intervention support and teaching in English and Maths. 	<ul style="list-style-type: none"> Fund Literacy and Numeracy intervention for Pupil Premium students in a targeted, needs driven manner. Introduce Accelerated Reader programme to close the gap in reading ages Appoint Reading Champions to keep library open until 4.30pm each day for homework, independent study etc Provide Maths teachers (2) with mentoring time to address gaps in Maths understanding Establish peer support through Literacy Heroes 	<p>Accelerated Reader program in place, and analysis shows that the majority of students in Y7 to 9 have benefited from this initiative.</p> <p><u>Overall summary:</u></p> <ul style="list-style-type: none"> Total number of books read: 3,921 Total number of words read: 110,267,765 91% of students improved their reading age (262 out of 289). 70% of students improved their reading age by more than one year (203 out of 289). 67% of students below their actual age in September 2015 (195 out of 289). 56% of students below their actual age in July (162 out of 289). <p>Library usage rose throughout the year, with additional opportunities to develop cultural capital with involvement in Carnegie competition and visits from established writers (Jasper Fforde).</p> <p>Literacy Heroes operate between y10 readers and struggling y8 readers. Now embedded and established part of our practice. Peer mentoring has been shown to be highly effective – as outlined in Sutton Trust EEF report.</p> <p>Intervention sessions were introduced into tutor time sessions and after school slots, in addition to the in-class provision for PP learners.</p>	<p>Maintain high profile of reading in College to boost literacy levels, and sustain successful strategies such as Literacy heroes and Accelerated Reader.</p> <p>Utilise EEF/Sutton Trust research to use 1:1 mentor sessions as 1:3 sessions to benefit more students more often.</p> <p>Maintain the role of Learning Mentor in English Literacy to continue accepted good practice seen this year.</p>	<p>Reading Champions</p> <p>Literacy hero training and time to monitor</p> <p>Accelerated Reader and texts</p> <p>PP coordinator time</p> <p>Cost</p> <p>£81,803</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> Provide additional resources to support Pupil Premium students in their independent learning and revision, developing meta-cognition. 	<p>Develop meta-cognitive skills through S4L, Study Sensei sessions and whole college delivery.</p> <p>Provide Breakfast club for those PP students coming into college for early morning study and revision.</p>	<p>High levels of attendance at extra-curricular revision sessions including those run in holiday periods</p> <p>Uptake of revision guides was high amongst PP students.</p> <p>Student voice survey after Study Sensei sessions for y10 and for y11 was very positive, and students were able to utilise revision and learning advice given.</p>	<p>Study Sensei sessions must be followed by tutor time reinforcement so that successful strategies are maintained rather than forgotten.</p> <p>Independent learning and metacognition needs to be better embedded lower down in the college at KS3 rather than left to KS4.</p>	<p>Revision guides</p> <p>Breakfast club</p> <p>Study Sensei sessions for y10 and y11</p> <p>Cost</p> <p>£17,123</p>
<ul style="list-style-type: none"> 			<p>Total 2015-16</p>	<p>£174,406</p>

7. Additional detail

In this section you can annex or refer to **additional** information.

As part of our Pupil Premium provision, we use PP funds to pay up to 50% of the cost of College trips and visits, thereby enabling all students to access extra-curricular provision for learning.

We use PP funds to pay 50% costs of music tuition for PP students

Exam revision materials, resources and books are funded for PP students across the curriculum at KS4.

During exam season, PP funds exam breakfasts for PP students, so that they are fed and hydrated ready for the exams.

In cases of particular hardship, we use PP funds to buy uniform and other College equipment, such as PE items. **£11,700**