

# CLYST VALE COMMUNITY COLLEGE – DISADVANTAGED LEARNERS REPORT

(Review of outcomes 2015-16, proposed spending 2016-17)

## 1. Introduction

Clyst Vale is committed to maximising the achievement and wider development of disadvantaged students (DS) and narrowing the gap between their outcomes and those of their peers . Disadvantaged Students funding (previously known as Pupil Premium funding) is allocated to every school based on numbers of students known to be eligible for free school meals, students who have been registered for free school meals at any point in the last six years, students who have been looked after in care, children who have left local authority care due to adoption, special guardianship order, a child arrangements order or residence order and children of service personnel. This funding is to help schools close the attainment gap between children from low-income families and other disadvantaged families and their peers. Each school can decide how to allocate this additional funding to best ensure each student thrives and makes excellent progress in their learning.

We are striving to:

- accelerate the progress of DS so that the achievement gap between DS and non-DS is narrowed and that their progress and attainment comes into line with that of the rest of the cohort
- to accelerate progress particularly amongst our higher ability DS
- to improve the literacy and numeracy of DS in KS3 particularly
- to support higher aspirations of particularly able DS
- to ensure that DS remain in education or training post16 and that those who are able to take L3 courses are supported to do so
- to ensure that DS participate fully in the rewards system (through Vivo points)
- to ensure that DS take full advantage of opportunities for student leadership across the college
- to increase the number of DS participating in extra-curricular activities, especially residential activities

Mr A Green (Vice Principal - Curriculum) leads on Disadvantaged Students.

## 2. Review of outcomes 2015-16

For 2015-16 CVCC was allocated:-

Pupil Premium	£153813
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Please note that our Looked After Children Funding is reported on separately.

Pupil Premium expenditure for the academic year 2015-16

Cost Area	Description	Expenditure (rounded)	Notes
Teaching and support	Additional Eng. Teaching Group Additional Maths Teaching group Additional Read2Learn Group Additional Science Group Additional TA support Additional attendance monitoring IT Support	16000 14300 7000 15200 12600 5600 3600	Extra support for DS in smaller teaching groups Extra support for DS in smaller teaching groups Supporting weakest DS readers in Y7 – aim to increase literacy skills Extra support for DS in smaller teaching groups Increased level of TA support for DS in class, intended to improve their progress First day contact from ATHOS, to increase attendance levels Opening IT suite early am for Home Learning and printing, increases access for DS to IT
Co Tutoring 1:1 Literacy Additional Support	Supporting DS Additional KS3 Literacy Skills Room Interventions	23300 3500 13500	Prioritised co-tutor meeting after every data drop – discussing strategies for removing learning barriers Specific reading/writing interventions to improve literacy To enable vulnerable DS to return to a normal classroom situation as soon as possible
Mentoring	SAIF underachieving DS	4200	To support individual DS to improve progress in weaker subjects
Transition	Targeted work with DS	5000	Transition co-ordinator mentoring Y7 DS – identifying and removing barriers to learning
Gateway	Alternative Curriculum course(s)	10200	Allows individuals to access alternative qualifications at a lower/vocational level
Home Learning Club	Mon-Thursday	1400	Provides an appropriate space, with access to IT, for HL/revision/catch-up – reduce % of DS who miss HL deadlines
Targeted Maths	Lunchtime small group sessions	800	Improve Maths outcomes for DS
<b>Total Staffing</b>		<b>136200</b>	
DS CPD	Cover for trios DS focus, courses, PP network group	1500	Skilling up teachers in classroom strategies for raising DS achievement, briefing DS lead – 8 trios focused on DS
Teaching resources	Extra revision booklets etc	1000	Range of subjects provided extra revision/support materials for DS
Super-curricular DS activities	Departmental activities,	2000	Engage DS with specific subjects through special events
Other Interventions	Independent tutoring/support, Princes Trust, Additional Vivo points, extra FSMs, Individual Support (bespoke curriculum changes, uniform, trips, G&T, revision guides, calculators, print credits etc)	13100	To enable DS to access the full range of curricular and extra-curricular opportunities at CVCC
<b>Total additional interventions</b>		<b>17600</b>	(Actual expenditure 17212)
<b>Total Expenditure (rounded)</b>		<b>153800</b>	

**2015/16 Outcomes (based on Unvalidated RAISE data published Dec 2016)**

**Year 11 32 disadvantaged students**

**Prior attainment Gap**

Prior attainment KS2 APS	2014/15	2015/16
All	28.3	27.99
DS	26.85	26.57
Non DS	28.55	28.38
<b>Gap DS vs non DS</b>	<b>-1.7</b>	<b>-1.81</b>

Please note:- DS from this cohort came in with lower prior attainment measured in KS2 APS, and had a **significantly bigger gap between them and non-DS, on entry to Y7.**

**Attainment 8 Score**

<b>A8</b>	CVCC 2015 SISRA Internal data	CVCC 2016 Unvalidated RAISE
All students	52.8	50.7
Disadvantaged students	42.0	42.6
<b>Gap DS to all</b>	<b>-10.8</b>	<b>-8.1</b>
Non Disadvantaged students	54.5	52.7
<b>Gap DS v non-DS</b>	<b>-12.5</b>	<b>-10.1</b>
<b>Gap Nat Other v CVCC DS</b>	<b>n/a</b>	<b>-9.97</b>

**Attainment - legacy measures**

% 5A*-C including English and Maths	CVCC 2015 RAISE	CVCC 2016 Internal data - SISRA
All students	72	62.3
Disadvantaged students	42	41.2
Non-disadvantaged students	77	68.0
<b>Gap</b>	<b>-35</b>	<b>-26.8</b>

### Progress 8 Score

<b>P8</b>	CVCC 2015 SISRA Internal data	CVCC 2016 Unvalidated RAISE
All students	0.12	-0.14
Disadvantaged students	-0.39	-0.56
<b>Gap DS to all</b>	<b>-0.51</b>	<b>-0.42</b>
Non Disadvantaged students	0.21	-0.03
<b>Gap DS v non-DS</b>	<b>-0.60</b>	<b>-0.53</b>

### Attainment – Basics English and Mathematics grade C or above

<b>Basics</b>	CVCC 2015 RAISE	CVCC 2016 Unvalidated RAISE
All students	73	66
Disadvantaged students	42	44
<b>Gap DS to all</b>	<b>-31</b>	<b>-22</b>
Non Disadvantaged students	79	72
<b>Gap DS v non-DS</b>	<b>-37</b>	<b>-28</b>

### Attainment – EBacc grade C or above

<b>EBacc</b>	CVCC 2015 RAISE	CVCC 2016 Unvalidated RAISE
All students	21.0	18
Disadvantaged students	4.2	13
<b>Gap DS to all</b>	<b>-16.8</b>	<b>-5</b>
Non Disadvantaged students	23.5	19
<b>Gap DS v non-DS</b>	<b>-19.3</b>	<b>-6</b>
<b>Gap Nat Other v CVCC DS</b>	<b>-24</b>	<b>-17</b>

NB –

1. Please note that this cohort have been measured under the new Government Performance measures. The main Progress indicator being Progress across 8 subjects and the main Attainment indicator being Attainment 8. This is reported for the first time this year, although internal data has been used to generate approximate figures for last year. We therefore have no reliable series of data to show trends over time.
2. Most references to the 'Gap' in this report refers to the difference between DS results and the non-DS students within the cohort, although the new measures cite the Attainment Gap as that between CVCC DS and national non-DS.

## **Commentary**

We are continually striving to reduce our Attainment and Progress gaps, and to ensure that our DS gain the qualifications and the grades that they deserve. We are confident that the proposals set out below in section 3 will achieve this.

We were pleased that the gaps in Attainment 8 and the %5A\*-C in English and Maths both narrowed. DS in 2016 scored a slightly higher A8 than internal data estimated in 2015, despite their lower point score on entry to Y7. We have thus narrowed our A8 gap from last year, from -12.5 to -10.1. Our %5A\*-C inc Eng and Maths legacy Attainment Gap has narrowed from -35.5 to -26.8 – a pleasing reduction, especially given that the prior attainment gap for this cohort was significantly higher.

Our challenge is to improve Progress: the P8 gap between DS and non-DS narrowed slightly, but not enough. We know that the overall Progress figures were reduced considerably by a small number of DS who gained few qualifications due to very particular issues, largely beyond the influence of the school (see the CEIAG section below). We are also working closely with our Maths team to raise progress amongst our high ability DS.

We are encouraged that Attainment in English and Maths (Basics) improved slightly for our DS, and that the gap narrowed considerably from 2015, although Progress is not as strong as we would clearly wish. We are focusing particularly on reducing these gaps in Maths and English.

DS in 2016 fared better across the EBacc suite of subjects than in 2015. This was a pleasing improvement, although we acknowledge that numbers of students completing the EBacc are still smaller than national. We are planning to rectify this for the new Y10 in 2017.

## Interventions 2015-16

### English

Approximately 75% of our Year 11 DS were in our targeted smaller teaching groups supporting them to achieve expected or higher progress. We also held weekly controlled assessment clinics, English learning drop-in and increased in-class support, of which more than half of our DS regularly attended. We are aware, as noted above, that our English progress gap is too large.

January 2016 25 Y10 DS attended a special DS Jekyll and Hyde theatre workshop which enhanced their understanding of a required text.

April 2016 30 Y8/9 DS boys attended a special DS Sports Journalism workshop designed to re-connect students with writing

### Maths

Approximately 75% of Year 11 DS were in our targeted smaller teaching groups and small group HLTA tuition was provided at lunchtime for all DS. We also held weekly Maths learning drop-in and increased in-class support. Grades improved from end of Y10, but are still not nearly as high for DS in Maths as we would wish. There will be a particular emphasis on Progress for high ability DS in Maths.

One-to-one or small group Y12 Maths tuition was provided for 15 Y11 DS, who were below target grade in October 2015 – of these, 11 increased their grade, and 6 hit their target grade.

Intensive extra lunchtime sessions run by HLTA for 10 weeks, provided for 14 underachieving Y10 DS – each week focused on a common topic to make errors in

45 Casio Scientific calculators were provided to DS students across all age groups, free of charge, to ensure equal access to the curriculum, together with revision guides for all Y10/11 Maths DS.

Extra resource booklets were provided for all DS in Y8 Maths sets

### General Support

21 Y11 DS regularly attended the Lunchtime and/or After College Home Learning study sessions, which provides TA/Cover Supervisor support for all Home Learning and Revision issues, together with full IT and printing access.

16 vulnerable DS were given support through our Skills Room intervention team at some point during the year, enabling them to either return to mainstream lessons, or supporting them to complete courses outside of the classroom. This figure represents 40% of the Skills Room clients across the year, thus supporting a far greater proportion of DS, than other students.

10 Y11 DS were given the opportunity of completing an extra GCSE-equivalent qualification – 8 went on to gain their ECDL. This was a significantly higher percentage than non-DS.

All 32 students were provided with revision guides where appropriate.

2 DS were given laptops to support their learning – one of whom succeeded in achieving 9 GCSE grades of C and above, and showed considerable progress throughout Y11.

All 32 DS were supported through the Y10/11 SAIF (Student Achievement and Intervention Forum). Of these, 9 were on high SAIF codes, indicating significant underachievement at the end of Y10. Of these, 3 students dropped to a lower code whilst in Y11, 3 were held steady through the SAIF process, and only 3 went up to more serious intervention levels. We have reviewed our SAIF processes for this year and are confident that there is a greater emphasis on our Groups, particularly DS, and that individualised interventions are tracked more tightly.

Other interventions included:-

- Paying for Music lessons for 2 students, resulting in increased confidence at Music GCSE for one Y10, plus enabling the other Y11 to remain engaged with school
- Numerous items of uniform and PE kit have been bought for DS, increasing confidence and a feeling of belonging to the school
- A wide range of individual subsidies for school trips, whether they be directly related to the curriculum, or indirectly
- A visiting Buddhist speaker was brought in for our Y11 DS to support their understanding within GCSE RE
- Ingredients and materials were provided for KS3 and KS4 food and textiles DS
- Y9 drama workshop which targeted DS

## Careers Education, Information Advice and Guidance

All disadvantaged students were given an extra individual careers and guidance interview in Year11. All students had a successfully planned progression route. 2 NEETs within the whole cohort, thus 30 out of our 32 DS are in education, employment or training. One of these NEET students had severe mental health issues and was in a residential care placement over 100 miles from our school, but remained on roll. The other was a registered traveller who managed to attend 52% of her lessons, had an alternative curriculum, and is now employed we hear, through the family business, but without any formal training.

### **3. Proposed Spending 2016-17**

2016-17 DS numbers:-

	FSM	Ever 6	Services	LAC	Adopt/care	Student Total
Year 7	18	16	0	0	0	34
Year 8	21	11	0	3	1	36
Year 9	31	21	1	1	0	54
Year 10	19	7	3	1	0	30
Year 11	22	10	2	0	2	36
Totals	111	65	6	5	3	190

Disadvantaged Students = 190 ie 24.9% of student population Y7-11

### **Funding for 2016 to 2017**

In the 2016 to 2017 financial year, schools will receive the following funding for each disadvantaged secondary child:-

- £ 935 if registered as eligible for free school meals at any point in the last 6 years
- £1,900 for each looked-after pupil who; has been looked after for 1 day or more, was adopted from care on or after 30 December 2005, or left care under a special guardianship order or a residence order
- £300 for each child of a family in the Services

It is expected that Clyst Vale will receive £166800 in the 2016 to 2017 academic year plus £5700 for Looked After Children (reported separately). This reflects numbers of Disadvantaged Students present in the school for April 2015 to March 2016.

**Pupil Premium Proposed Expenditure for the academic year 2016-17**

<b>Cost Area</b>	<b>Description</b>	<b>Budget (rounded)</b>	<b>Overall intended outcomes are to reduce Gaps. Notes</b>
Teaching and support	Additional Eng. Teaching Group Additional Maths Teaching group Additional Read2Learn Group Additional Science Group Additional TA support Additional attendance monitoring IT Support	20000 16600 3700 18300 13000 4000 3600	Extra support for DS in smaller teaching groups Extra support for DS in smaller teaching groups Supporting weakest DS readers in Y7 – aim to increase literacy skills Extra support for DS in smaller teaching groups Increased level of TA support for DS in class, intended to improve individual progress First day contact from ATHOS, to increase attendance levels Opening IT suite early am for HL and printing, increases access for DS to IT
Co Tutoring 1:1 Literacy Additional Support	Supporting DS Additional KS3 Literacy Skills Room Interventions	21300 5000 14000	Prioritised co-tutor meeting after every data drop – discussing strategies for removing learning barriers Specific reading/writing interventions to improve literacy To enable vulnerable DS to return to a normal classroom situation as soon as possible
Mentoring	SAIF underachieving DS	5000	To support individual DS to improve progress in weaker subjects
Transition	Targeted work with DS	5000	Transition co-ordinator mentoring Y7 DS – identifying and removing barriers to learning
Gateway	Alternative Curriculum course(s)	10100	Allows individuals to access alternative qualifications at a lower/vocational level
Home Learning Club	Mon-Thursday	1400	Provides an appropriate space, with access to IT, for HL/revision/catch-up – reduce % of DS who miss HL deadlines
<b>Total Staffing</b>		<b>141000</b>	
Individual or small-group tuition	Maths and English tutors to deliver catch-up programmes in Spring term	3000	Improve Maths and English outcomes for DS through specific work on unpicking feedback, and exam technique
Targeted Maths DS CPD	Lunchtime small group sessions Cover for trios DS focus, courses, PP network group	800 2500	Improve Maths outcomes Skilling up teachers in classroom strategies for raising DS achievement, briefing DS lead – 8 trios focused on DS, presented their work in June twilight
Teaching resources Super-curricular DS activities	Extra revision booklets etc Departmental activities,	2000 4000	Range of subjects provided extra revision/support materials for DS Engage DS with specific subjects through special events
Additional CEIAG inputs	Extra careers interviews	2000	Supporting DS with career choices to ensure goals are set, thus increasing motivation; checking suitably high aspirations in terms of progression
Other Interventions	Eg Princes Trust, Additional Vivo points, extra FSMs, Individual Support (bespoke curriculum changes, uniform, trips, G&T, revision guides, calculators, print credits etc)	11500	To support DS to access the full range of curricular and extra-curricular opportunities at CVCC
<b>Total additional interventions</b>		<b>25800</b>	



<b>Total Expenditure (rounded)</b>		<b>166800</b>	
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**Key additional plans for this year to narrow gaps are as follows:-**

- programme of Maths and English Y11 catch-up delivered by extra Ma/Eng tuition
- focus with Subject Leaders, but Maths team in particular, regarding high ability DS
- improved Tracking and Monitoring at an individual student level, by key staff for each year group, starting with Y7, 10, 11, with an additional focus on More Able DS
- individual/small group interviews with all Y10/11 DS (AG), and all Y7 DS (BA) – possible extension to other years
- individual level implementation of planned strategies to address barriers to learning, with an additional focus on More Able DS
- individual discussions with Subject Leaders through Link meetings, plus regular sharing of ideas across all Subject leaders
- specific DS focus in every SAIF meeting
- implementing classroom-based strategies through Sutton Trust/EEF toolkit
- online support packages for DS
- improving access to revision/after-college HL sessions
- an extension of the ECDL programme – aim for all DS who are underachieving to gain the qualification
- increased opportunities for more able DS to engage in super-curriculum activities
- increasing DS recruitment to Ten Tors and DoE