

CLYST VALE COMMUNITY COLLEGE – PRIORITY LEARNERS REPORT

(Review of outcomes 2017-18, proposed spending 2018-19)

1. Introduction

Clyst Vale is committed to maximising the achievement and wider development of students who attract the Pupil Premium and to narrowing the gap between their outcomes and those of their peers . We refer to these young people as Priority Learners (PL). The funding stream for these students, still known as the Pupil Premium, 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 PL so that the achievement gap between PL and non-PL 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 middle ability PL
- to improve literacy skills of PL in KS3 particularly
- to support higher aspirations of particularly able PL
- to ensure that PL remain in education or training post16 and that those who are able to take L3 courses are supported to do so
- to ensure that PL take full advantage of opportunities for student leadership across the college
- to increase the number of PL participating in extra-curricular activities, especially residential activities

Mr A Green (Vice Principal - Curriculum) leads on Priority Learners.

2. Review of outcomes 2017-18

For 2017-18 CVCC was allocated:-

Pupil Premium	£182100
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Please note that our Looked After Children Funding is reported on separately.

Pupil Premium Expenditure for the academic year 2017-18

Cost Area	Description	Budget (rounded)	Overall intended outcomes are to reduce Gaps. Notes
PL Teaching and Support (* = contribution towards total general staffing cost)	PL Achievement Coach	8500	Tracking of all PL progress, one-to-one coaching with targeted underachieving PLs
	Lead teacher PL Literacy	3300	Improved Literacy outcomes for PLs
	Skills Room Interventions for PLs	14000	To enable vulnerable PL to return to a normal classroom situation as soon as possible
	Additional data production and monitoring	5500	Improved tracking of PL progress
	PL Counselling hours	7000	Individualised support for PLs with mental health concerns
	Additional attendance monitoring	5000	Enhanced parental engagement by Attendance Officer/JK, to increase attendance levels
	IT Support	3500	Opening IT suite early am for HL and printing, increases access for PL to IT, reconditioning laptops
	*Transition work PL students	5200	Transition co-ordinator mentoring Y7 PL – identifying and removing barriers to learning
	*Additional Eng. teaching group	11000	Extra support for PL in smaller teaching groups
	*Additional Ma. teaching group	11000	Extra support for PL in smaller teaching groups
	*Additional Sc. Teaching group	10000	Extra support for PL in smaller teaching groups
	*Co-tutors/teacher co-tutors/SAIF mentoring	18700	Co-tutor focus on removing learning barriers, SAIF process identifying students at risk of underachievement
	*Gateway – alternative provision	5400	Allows individuals to access alternative qualifications at a lower/vocational level
	*Heads of School	11400	Pastoral/academic monitoring and support for all aspects of PL students' progress
*ATHOS – pastoral/achievement support	24400	Pastoral/academic monitoring and support for all aspects of PL students' progress	
	*Additional TA support	21900	Increased level of TA support for PL in class, intended to improve individual progress
	Subtotal	165800	
PL Additional Interventions	Home Learning Club	1200	Provides an appropriate space, with access to IT, for HL/revision/catch-up – reduce % of PL who miss HL deaPLines
	Individual or small-group tuition	3000	Improve Maths and English outcomes for PL through specific work on unpicking feedback, and exam technique
	Targeted Maths	500	Improve Maths outcomes
	PL CPD	500	Skilling up teachers in classroom strategies for raising PL achievement, briefing PL lead – 7 trios focused on PL, presented their work in June twilight
	Teaching resources	3600	Range of subjects provided extra revision/support materials for PL
	Super-curricular PL activities	500	Engage PL with specific subjects through special events
	Additional CEIAG inputs	5300	Supporting PL with career choices to ensure goals are set, thus increasing motivation; checking suitably high aspirations in terms of progression
*EWO support	EWO input	1200	Ensuring improved attendance of small number of PLs with attendance issues

Other Interventions	Eg bespoke curriculum changes, uniform, trips, calculators, print credits etc	2000	To support PL to access the full range of curricular and extra-curricular opportunities at CVCC
	Sub-total	17800	
Total Expenditure (rounded)		183600 (inc. 1500 overspend)	

2017/18 Outcomes (based on Unvalidated ASP data published Dec 2018)

Year 11 33 Disadvantaged Learners over the year, ASP data based on only 28 of them

Prior attainment KS2 APS	2015/16	Y11 2016/17 (based on new KS2 scores)	Y11 2017/18
All	27.99	5.00	4.92
PL	26.57	4.85	4.73
Non PLs	28.38	5.05	4.96
Gap PL vs non PL	-1.81	-0.20	-0.23

A8	CVCC 2016 (RAISE)	CVCC 2017 (ASP)	CVCC 2018 (Provisional ASP)
All students	50.8	49.1	48.3
PLs	42.6	34.9	37.8
Non PLs	52.7	53.7	50.8
Gap PL v non-PL	-10.1	-18.8	-13.0
Nat non PL	52.7	49.8	50.0
GAP PL v Nat non PL	-10.1	-14.9	-12.2

P8	CVCC 2016	CVCC 2017	CVCC 2108
	(RAISE)	(ASP)	(Provisional ASP)
All students	-0.15	-0.15	-0.03
PLs	-0.58	-0.93	-0.49
Non PLs	-0.03	+0.12	+0.07
Gap PL v non-PL	-0.53	-1.05	-0.56
Nat. Non PL	+0.12	+0.11	+0.13
GAP PL v Nat non PL	-0.70	-1.04	-0.62

Attainment – Basics English and Mathematics grade 5 or above

Basics 9-5	CVCC 2016	CVCC 2017	CVCC 2018
		(ASP)	(Provisional ASP)
All students		47	44
PLs		15	23
Non PLs		58	48
Gap PL v non-PL		-43	-25
Nat Non PL		49	50
GAP PL v Nat non PL		-34	-27

Attainment – Basics English and Mathematics grade C/4 or above

Basics 9-4	CVCC 2016	CVCC 2017	CVCC 2018
	(A*-C)	Internal data (SISRA)	(Internal Data SISRA)
All students	66	70	66.7
PLs	44	41	51.5
Non PLs	72	80	70.7
Gap PL v non-PL	-28	-39	-19.2
Nat non PL	70	71	71
GAP PL v Nat non PL	-26	-30	-19.5

Enter EBacc 9-4	CVCC 2016	CVCC 2017	CVCC 2018
		(ASP)	(Provisional ASP)
All students	25	27	23
PLs	16	6	13
Non PLs	27	34	25
Gap PL v non-PL	-11	-28	-12
Nat non PLs	45	43	43
GAP PL v Nat non PLs	-19	-37	-30

Achieve EBacc 9-5	CVCC 2016	CVCC 2017	CVCC 2018
		(ASP)	(Provisional ASP)
All students		19	10.3
PLs		3	6.1
Non PLs		24	11.4
Gap PL v non-PL		-21	-5.3
Nat non PLs		25	25
GAP CVCC v Nat non PLs		-22	-18.9

NB –

1. Please note that the main progress indicator is P8 (Progress across 8 subjects) and the main attainment indicator is A8 (Attainment 8).
2. Most references to the 'Gap' in this report refers to the difference between PL results and the non-PL students within the school cohort, although the new measures cite the Gaps as those between CVCC PL and national non-PL.

Commentary

We are continually striving to reduce our Attainment and Progress gaps, and to ensure that our PLs gain the qualifications and the grades that they deserve. We are confident that the proposals set out below in section 3 will achieve this and we are now seeing signs from the summer 2018 results that our actions to support PLs are now beginning to pay off.

We were pleased that most of the gaps narrowed between 2017 and 2018, especially a substantial improvement in P8 for PL. This improved from -1.0 to -0.49, to be in line with national progress of students receiving Pupil Premium. This was a significant reduction, especially given that the prior attainment gap for the 2018 cohort was greater. Our higher ability PL this year achieved a P8 of +0.01, a pleasing improvement on 2017. However, we are concerned that these headline PL figures of A8 and P8 are lower than we would wish. Our particular challenge is to improve Progress - we know that the overall Progress figures were reduced again by a small number of PL who gained very few qualifications due to very particular attendance and health issues, almost totally beyond the influence of the school.

We are also working closely with our Subject Leaders and teachers to identify where PLs are making less progress within their subject areas, and addressing it. We are focusing particularly on reducing these gaps in Maths and English.

Interventions 2017-18

English

Approximately 75% of our Year 11 PL were in our targeted smaller teaching groups supporting them to achieve expected or higher progress. We also provided the following extra support, all targeted at PL:- weekly English drop-ins, increased in-class support, a PL book scrutiny used to identify learning issues, PL boys had letters home regarding underachievement and PLs were invited in for extra Easter revision sessions, of which more than half of our PL attended. In addition, 25 Y11 PLs attended a special PL Jekyll and Hyde theatre workshop which enhanced their understanding of a required text.

However, we are still aware, as noted above, that our English progress gap is too large, and are working closely with our English team to close it.

Maths

We have collapsed our sets in Y9 and Y11 for 2018/19 in order to create targeted PL teaching groups in these years. This has so far been successful, particularly in terms of enhancing confidence. 2017/18 we provided the following extra support, all targeted at PL:- Y12 Maths students used in class to support PLs, booster sessions for PL girls aiming at 7s and above, 15 minute support sessions run by Head of Maths for middle ability students, 10 minute/day exam revision programme with PLs targeted. Our PL Achievement Coach regularly liaises with home regarding PL progress. We also held weekly Maths learning drop-in and increased in-class support. There will be a particular emphasis on Progress for PLs this year.

Casio Scientific calculators were provided to PL students across all age groups, free of charge, to ensure equal access to the curriculum, together with revision guides for all Y10/11 Maths PL. Extra work books are being provided to all KS4 PLs free of charge this year.

General Support

All underachieving PL in Y10/11 are put on our Achievement Coach support programme which has a core offer of six sessions which identify and attempt to address students' barriers to learning. This resulted in significantly higher grades for a majority of the 14 Y11 students involved.

Approx 65% of Y10/11PL 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 PL 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 nearly half of the Skills Room clients across the year, thus supporting a far greater proportion of PL, than other students.

All PLs were provided with revision guides where appropriate. 3 PL requested and were given laptops to support their learning.

All PLs were supported through the Y10/11 SAIF (Student Achievement and Intervention Forum). We have reviewed our SAIF processes for this year and are confident that there is a greater emphasis on our Groups, particularly PL, and that individualised interventions are tracked more tightly. This process also occurs at a subject level, with Subject Leaders reporting to their Link senior Leader about PL progress, after every data drop.

Other interventions included:-

- paying for Music lessons for one PL student, allowing him to gain greater confidence at Music GCSE
- numerous items of uniform and PE kit have been bought for PL, 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 PL to support their understanding within GCSE RE
- ingredients and materials were provided for KS3 and KS4 food and textiles PL
- Y9 drama workshop which targeted PL
- free print credits for all PL

Careers Education, Information Advice and Guidance

All PL were given at least one extra individual careers and guidance interview in Year11. All students had a successfully planned progression route. 100% PL from the 2017/18 cohort are in education, employment or training, thus 0% NEETs.

Proposed Spending 2018-19

2018-19 PL numbers:-

	FSM	Ever 6	Services	LAC	Adopt/care	Student Total
Year 7	13	26	2	0	1	29
Year 8	10	20	3	1	1	25
Year 9	17	35	3	0	0	39
Year 10	15	26	1	3	1	31
Year 11	24	46	4	2	0	52
Year 12	2	0	0	1	0	3
Year 13	2	0	1	1	0	3
Totals	83	153	14	8	3	182

Disadvantaged Learners = 182 ie 21.3% of student population Y7-13 (22.5% of student population Y7-11)

Funding for 2018 to 2019

In the 2018 to 2019 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 £169000 in the 2018 to 2019 academic. (Looked After Children funding is reported on separately). This reflects numbers of students attracting the Pupil Premium present in the school for April 2017 to March 2018.

Priority Learners Proposed Expenditure for the academic year 2018-19

Cost Area	Description	Budget (rounded)	Overall intended outcomes are to reduce Gaps. Notes
PL Teaching, Support and Interventions	PL Achievement Coach	5600	Tracking of all PL progress, one-to-one coaching with targeted underachieving PLs, parental engagement
	Additional Ma. teaching groups	14000	Extra support through 2 dedicated PL teaching groups in Y9 and Y11
	Lead teacher PL Literacy	3000	Improved Literacy outcomes for PLs
	Additional attendance monitoring	5000	Enhanced parental engagement by Attendance Officer/JK, to increase attendance levels
	Additional IT Support	3500	Opening IT suite early am for HL and printing, increases access for PL to IT, reconditioning laptops
	Maths and English tutors to deliver catch-up programmes in Spring term	3000	Improve Maths and English outcomes for PL through specific work on unpicking feedback, and exam technique
	Additional CEIAG inputs	1400	Supporting PL with career choices to ensure goals are set, thus increasing motivation; checking suitably high aspirations in terms of progression
	Additional data production and monitoring	5500	Improved tracking of PL progress
	Additional co-tutor/mentoring costs	5000	Co-tutor focus on removing learning barriers, SAIF process identifying students at risk of underachievement
	Additional EWO input for PLs	1200	Ensuring improved attendance of small number of PLs with attendance issues
	PL Counselling hours	7000	Individualised support for PLs with mental health concerns
	Skills Room Interventions for PLs	14000	Enhanced capacity to enable vulnerable PL to return to a normal classroom situation as soon as possible
	Extended HL club	3400	Provides an appropriate space, with access to IT, for HL/revision/catch-up – reduce % of PL who miss HL deadlines
	AfA membership	3000	Whole-college programme of support for closing the gap
	CPD - cover for trios PL focus, courses, PP network group etc	1000	Skilling up teachers in classroom strategies for raising PL achievement, briefing PL lead
	Extra revision guides, resources	3000	Range of subjects provided extra revision/support materials for PL
Departmental activities	400	Engage PL with specific subjects through special events	
Eg bespoke curriculum changes, uniform, trips, calculators, print credits etc	2000	To support PL to access the full range of curricular and extra-curricular opportunities at CVCC	
	Sub-total	81000	
PL Teaching and Support General - contribution towards total cost	Transition work PL students	5200	Transition co-ordinator mentoring Y7 PL – identifying and removing barriers to learning
	Additional Eng. teaching group	8000	Extra support for PL in smaller teaching groups
	Additional Sc. Teaching group	7000	Extra support for PL in smaller teaching groups
	Y10/11 Gateway Course	5200	Alternative curriculum provision which allows individuals to access alternative qualifications at a

	Heads of School TLRs ATHOS – pastoral/achievement support Additional TA support	11300 29400 21900	lower/vocational level Pastoral/academic monitoring and support for all aspects of PL students’ progress Pastoral/academic monitoring and support for all aspects of PL students’ progress Increased level of TA support for PL in class, intended to improve individual progress
	Sub-total	88000	
Total Expenditure (rounded)		169000	

Key additional plans for this year to continue to narrow gaps are as follows:-

- create dedicated PL Maths teaching groups in Y9 and Y11 to further focus high quality teaching
- extend coaching support through PL Achievement Coach, focus on barriers to learning, parental engagement and attendance – working with Y10s and Y11s, with a particular focus on Y11s due to the size of the PL cohort
- establish T&L staff group to advise on classroom strategies for PL
- identify Y11 target group for mentoring support January onwards
- review PL lead teacher Literacy role
- English and Maths catch-up tuition – aiming to start after Christmas
- review SAIF implications for PLs, rebalance SAIF towards PLs, as a priority
- review early intervention processes to guard against PL non-attenders
- support Maths, including careful analysis of tiering decisions, direct interventions from SL
- continued focus through SLs on EEF/Sutton Trust high-impact strategies, and provision of above and beyond in the classroom
- heightened focus on academic expectations on Y7/8
- tightened identification of under-performance after each data drop, and associated Link Agendas
- further engagement with Next Steps SW programme to raise aspiration
- enhanced Careers provision
- online learning package – GCSEpod launched individually with all PLs through Achievement Coach, tutor or key worker
- continue with PL offer – reconditioned laptops, free print credits, help with music lessons, ingredients, free revision guides etc