



PUPIL PREMIUM REPORT

2017-2018

North Somerset Enterprise and Technology College

June 2018

Background

The Pupil Premium (PP) seeks to address the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers. The PP is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The PP also provides funding for children who have been looked after continuously for more than six months and the children of armed service personnel.

The PP was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals. The level of the premium for 2017 has increased and is currently £935 per pupil for pupils who are either eligible for free school meals (FSM) or have been eligible in the past 6 years. For 'Looked After Children' (LAC) / 'Children Looked After' (CLA) the level of PP funding from 2017 is £1,900 and for services children is £300.

Schools are accountable for how they have used the additional funding to support pupils from lower income families, "since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." (DFE, 2017)

School Vision

The targeted and strategic use of PP will support us in our school mission, "your vision your future", allowing every individual the opportunity to excel academically and socially within a caring community. The school ethos is firmly grounded in core principles of respect, employability, compassion, and justice for all, where every pupil is valued as an individual. Every member of staff, (teachers, support staff, site team, technicians and administrators), are expected to have high expectations ensuring that all pupils respect one another, enjoy a safe, happy and stimulating environment and are supported in achieving their academic potential.

Purpose

As a school in receipt of PP funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the PP. Under The School Information (England) (Amendment) Regulations 2017, there is specified information which has to be published on a school's website, including 'the amount of the school's allocation from the Pupil Premium Grant (PPG) in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school to whom funding was allocated'. Through this report we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998 and General Data Protection Regulations 2018, so that individuals or groups of individuals, including children funded through the PP cannot be identified.

Principles

We know that outstanding teaching and learning is paramount to the progress of all pupils and particularly those from disadvantaged backgrounds. This means there are a range of appropriate targeted intervention and support strategies deployed in order to:

1. Support pupils in becoming aspirational, confident and successful learners.
2. Ensure that 'quality first teaching and learning' opportunities meet the needs of all of our pupils.
3. Improve levels of attainment and progress.
4. Enhance literacy, mathematical and communication skills.
5. Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils.
6. Make provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
7. Ensure PP funding is allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of PP interventions at one time.

Quality First Teaching

Outstanding teaching and learning is paramount to the progress of all students and particularly those from disadvantaged backgrounds. Any students falling outside of their range of expected academic achievement, in line with predicted performance indicators and grade boundaries, will be closely monitored by class teachers and Heads of Department. Targeted interventions will be put in place. These interventions will be overseen by all subject leaders in their areas, as well as the PP leadership team.

There is a consistent focus by all staff to narrow the gap between PP students and their peers. There are targeted intervention and support strategies for all disadvantaged students, including other key student groups, in order to:

- Improve attainment and progress and support students in becoming aspirational, confident and successful learners.
- Narrow attainment and progress gaps relative to both school and national averages.
- Enhance literacy, mathematical and communication skills.
- Develop students holistically, providing them with opportunities to actively participate in an employability programme suitable to their skills, attributes and intentions.
- Engage and promote learning through a comprehensive extra-curricular and enrichment programme.

Governing Body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is

implemented. Our governing body will keep our work in narrowing the gaps under review so that they can monitor the use of the PP. In monitoring and evaluating the work of the school in relation to the PP, the governing body will take into account a range of information, including quantitative data (progress and attainment) and qualitative data (anonymous case studies, views, surveys etc.) as evidence of impact. A link governor responsible for the 'challenge and support' of PP related activity within the school is appointed annually and makes termly visits in order to conduct the aforementioned monitoring and evaluation activities.

Cohort Profile 2017/18

Starting 2017/18 there were 47 pupils on roll at the school who were eligible for PP. The PP population represented 29.56% of the NSETC Key stage 4 population.

Year group	Male	Female	Total
10	17	7	24
11	13	10	23
Overall	30	17	47

Common barriers to educational success for disadvantaged students:

1) Academic support. This includes 1:1 targeted intervention and small group support delivered through our enrichment programme as well as through tailored timetables (in some instances a form of in-house alternative provision) to meet individual PP learners needs.

2) Welfare support/ Social and emotional guidance. We recognise that financial difficulties at home can impact significantly on a learner's ability to engage with their education and be successful.

Financial assistance is provided on a case-by-case basis to fund. PE kit, trips, food ingredients, transport and uniform.

We feel it is crucial for our students to be socially and emotionally resilient to achieve to their full potential. Strong tutoring is key and all tutors deliver 1:1 IAG sessions 3 times a year minimum to ensure that both the academic and pastoral needs of each student are met. They also update pupil portraits to identify priorities for each student.

3) Enrichment support. At NSETC we offer a wide range of enrichment activities within our extended day to broaden learners academic and social experiences. Our belief is that no student should be prevented from engaging in these opportunities due to their financial background and as a result, PP funding supports access and participation in such activities.

4) Attendance support. At NSETC our dedicated attendance support officer makes morning attendance calls and disadvantaged pupils are prioritised. Home visits to PP students' homes are completed as part of attendance audits. Our head of key stage 4 along with the attendance support officer conduct parent attendance workshops.

How much Pupil Premium funding did NSETC receive in 2017/18?

NSETC	2017 – 2018
Total number of students on roll in KS4	160
Number of students eligible for Pupil Premium	46 @ £935 (not including 1x service children)
Number of looked after students eligible for the Pupil Premium (KS4)	0 @£935 (£935 per student released to NSETC of a total £1900 per student as managed by Virtual School)
Number of service children students eligible for the Pupil Premium	1 @ £300
Percentage of students who are Pupil Premium	29.4%
Total	£43, 310

How was pupil premium funding spent in 2017-2018?

Provision	Cost	Context and Impact
Uniform provided for PP students.	£200	Student and Parent voice re-enforced the need to support learners with uniform. IMPACT: feedback highlights they felt more confident when coming into school in their new business dress. This is particularly relevant to NSETC due to the strong focus on business ethos.
Alternative Provision	£5120 £12,675	Two PP learners attend an Early College Transfer (ECT) programme. £80 per week per learner. IMPACT: in-school AP developed in term 5 with 4x PP learners regularly engaged in alternative activity run by the purposefully appointed Behaviour and Inclusion Manager. 6x PP learners avoided PEX and maintained engagement in their studies at NSETC.
Trips and visits Including: Bristol Zoo @ £135 Xmas rewards trip @ 172 Outposts trip @ £540 Associated staff overtime (TOIL)	£1147	Students and parent voice found that this was a valued provision, particularly in a small cohort where students may feel excluded if not able to participate in trips. IMPACT: students - 100% said they would aspire to enrol in further education / apprenticeships. Attendance figures for PP learners increased. All PP learners have a clear progression pathway.
Additional English and maths support sessions and extra support in OCR Sports Studies for PP learners	£9,756	Maths support sessions including extra intervention sessions were built into period 6 and after school for PP learners. IMPACT: PP learners predicated outcomes for Maths/Eng./Sport increased.
Behaviour for Learning specialist support	£3150	Series of sessions for PP students enabled them to better self-regulate their behaviour. Students

		reported that the sessions were helpful and other PP students reported that they were able to better concentrate in class once the behaviour of their peers had improved. £150 per day – 21 days terms 1-4. IMPACT: reduction in FTE for PP learners.
Easter school	£4,800	Easter school to support year 11 PP pupils. 8 days covering core subjects. Bridge gaps in target grades and revision skills. IMPACT: progress scores increased.
Reward success	£600	Reward ongoing successes for both year groups. Praise post cards, celebration events planned for each term in line with whole school rewards. IMPACT: learners displayed higher levels of motivation towards their studies.
Leadership team mentoring	£3,000	Mentoring pp students, pupil feedback and action. 20 Yr11 learners 3 sessions at £50 per/hr. IMPACT: learner engagement in extra-curricular study increased.
Enrichment opportunities	£600	Enterprise, show case opportunities. Activities and materials support. IMPACT: learner access to wider enrichment activities increased.
Vocational college visits and Work experience	£800	College link, work placement vetting for identified yr10 PP students. IMPACT: WEX opportunities maximised for PP learners.
Food subsidy technology ingredients	£300	Catering GCSE students. Nominal amount added for purchase of ingredients for PP learners. IMPACT: access to enriched learning experiences increased.
Peer mentoring program	£500	Resources and refreshments for KS5 mentor training and core support for Yr11 PP learners KS4. IMPACT: learner engagement in extra-curricular study increased.
Transport	£450	Transport to/from school inc. bus passes/rail cards /ad hoc taxi fees. IMPACT: attendance improved.
Welfare support	£2,340	Additional welfare support implemented sporadically throughout year for PP students. Approx. 2hrs per week. Equates to 78hrs at £30 per hour. IMPACT: improved attendance for learners involved.
Leadership monitoring and management	£1950	1xhr per week (minimum) SLT reporting/ discussion /presentation to governors/preparation. IMPACT: Improved learner attendance/ outcomes.
Total	£47,388	

Evaluation of actions/impact for pupil premium pupils 2017/18 – Yr11 cohort

2017 – 2018 KS4 results*	
Number of PP students on track to exceed predicted grades	8
Number of PP students on track to meet predicted grades	2
Number of PP students currently falling below predicted grades	13
Attendance – direction of travel for PP learners T1 – T6 (see following table)	↑
The PP cohort for the current year 11 consists of 23 students	

*Notes - P8 score of 0.2+ 'exceed predicted grades', 0.0 for 'meet predicted grades' and a minus score for 'below predicted grades'.

Attendance - direction of travel for PP learners T1 – T6						
Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
11	91%	95%	92%	98%	97%	tbc

Evaluation of actions/impact for pupil premium pupils 2017/18 – Yr10 cohort

2017 – 2018 KS4 progress*	
Number of PP students on track to exceed predicted grades	6
Number of PP students on track to meet predicted grades	4
Number of PP students currently falling below predicted grades	10
Attendance – direction of travel for PP learners T1 – T6 (see following table)	→
The PP cohort for the current year 10 consists of 20 students	

*Notes - P8 score of 0.2+ 'exceed predicted grades', 0.0 for 'meet predicted grades' and a minus score for 'below predicted grades'. One Y10 student is at -0.009 so included in the 'meet predicted grades' group.

Attendance - direction of travel for PP learners T1 – T6						
Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	87%	89%	90%	89%	89%	tbc

Planning for 2018-2019

In order to maximise the impact of PP funding moving forwards an internal and external audit was undertaken. We have identified intervention/activities within the 2017/18 spend that would continue. As we are a small and developing school with budgetary constraints, it is important that we get the best value for money for our PP learners. We have been working with The Sutton Trust using their extensive national research on PP learners to map the best possible program for our learners over the two-year key stage. We have used the EEF- teaching and learning toolkit to map activities and interventions. The following link provides further information.

<http://educationendowmentfoundation.org.uk/toolkit/>

Following a comprehensive review of PP spending a new plan has been developed for 2018 – 2019.

Planned provision for students includes; memory boosting interventions, behaviour interventions, provision of laptops and textbooks, gifted and talented provision and uniform subsidy.

There were 20 PP students in the Year 10 cohort 2017/18. These learners will continue on to year 11 in 2018/19.

Students' needs are analysed and synthesised through the development of pen portraits. Pen portraits for the new 2018/19 Yr10 intake will be developed through terms 1 and 2 of the new academic year.

Suggested provision for students includes:

- Stretch and challenge
- Behaviour support
- Speech and language intervention
- Academic support
- Uniform subsidy
- Provision of textbooks
- Mentoring
- Financial support to access enrichment
- Exam preparation
- Breakfast and trip subsidy/intervention

Interventions will begin in term two and reviewed at end of term three.

CAT testing and teacher assessment has been completed in term one and will be compared with term two assessment window results in order to measure progress.

High achieving pupil premium students

At NSETC, we recognise that some of our PP students are also some of our highest attaining students. Therefore, we always strive to ensure they are challenged and encouraged to excel during their time at NSETC. This is facilitated in many ways, from exceptional IAG (Individual Advice and Guidance) sessions with our dedicated careers advisor, to aspirational visits to universities and other post-16 institutions.

Year group 2018/19	Number of High Prior Attaining (HPA) PP students
Year 10	tbc (Sept. 2018)
Year 11	7*
Total	tbc (Sept. 2018)

*5 are currently working above target and 2 are below.

The report reflects the commitment to closing the gap amongst our disadvantaged and other students. As we believe in our motto 'your vision your future', we will strive to ensure learners make better than expected progress.

Cohort Profile 2018/19

Starting 2018/19 there were (tbc) pupils on roll at the school who were eligible for PP The PP population represented (tbc)% of the NSETC Key stage 4 population.

Year group	Male	Female	Total
10	tbc	tbc	tbc
11	16	7	20
Overall	tbc	tbc	tbc