

# Crown Hills Community College Pupil Premium Evaluation 2017-2018, and Strategy Statement for 2018-2019

1. Summary information – Evaluation of class 2018					
<b>School</b>	Crown Hills Community College				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£327,980	<b>Date of most recent PP Review</b>	Oct 18
<b>Total number of pupils</b>	1,240	<b>Number of pupils eligible for PP</b>	348	<b>Date for next internal review of this strategy</b>	Oct 19

2. Results for disadvantaged students in Summer 2018 (GCSE)			
	Pupils eligible for PP at CHCC	Pupils not eligible for PP	PP NA 2018
<b>% achieving 4+ (standard pass) GCSE</b>	58.5%	60.4%	
<b>% achieving 5+ (Strong pass) GCSE</b>	39%	41.5%	
<b>% achieving 9-7 GCSE</b>	6.1%	11%	
<b>% achieving EBACC (strong Pass) GCSE</b>	8.5%	9.1%	
<b>Progress 8 score average (Ability)</b>	All – 0.11 (Gap 0.25) High – 0.04 (Gap -0.08) Mid – 0.13 (Gap -0.25) Low – 0.18 (Gap -0.56)	All – 0.36 High – 0.12 Mid – 0.38 Low – 0.74	
<b>Progress 8 score average (Gender)</b>	Girls 0.87 (Gap -0.02) Boys -0.532 (Gap -0.53)	Girls 0.89 Boys -0.002	
<b>Attainment 8 Score average</b>	All 43.42 (Gap -0.91) Girls 50.26 (Gap +2.80) Boys 37.22 (Gap -4.84)	All 44.33 Girls 47.46 Boys 42.06	
<b>Attendance Figures (&gt;96%)</b>	All – 15% Girls – 13% Boys- 16%	All – 26% Girls – 26% Boys – 28%	
<b>Progress 8 Attendance (&gt;96%)</b>	All – 0.79 Girls – 1.12 Boys – 0.60	All – 0.88 Girls – 1.39 Boys – 0.61	

## **Pupil Premium Subject Analysis**

### English Literature

- PP students (girls, boys, mid and high attainers) all did better than their peers. Low attainers were the only subgroup to not do as well.
- Didn't do as well at the top end i.e. 9-7 grades compared to all.

### EBAcc:

- Subjects where there are gaps for PP students are geography, history and MfL.

### Coursework based subjects:

- PP do well at and achieve higher than all pupils (Art, textiles, IT, all BTECs) in qualifications that have a large coursework element.
- This supports the finding from the pupil surveys that PP students aren't doing school work outside of school which is required for external assessments.
- In subjects where lots of the course is produced in school, they exceed their peers.

## **Subgroups**

### Girls / Boys:

- Different trends, usually girls did better when boys did not. Further enquiry needed as to why.

### Low Attainers:

- PP Low attainers do significantly worse than other ability groups across all subjects. This is where the largest gap lies.
- In Art, Citizenship, DT Food, Textiles, Geography, French and German, no PP low attainers achieved a grade 4 or above.

### High Attainers:

- PP High attainers exceed their peers in nearly every subject including the core subjects of English lang, lit, Maths and combined science.

### 3. Barriers to future attainment identified at CH (for pupils eligible for PP)

<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£329,183
<b>Total number of pupils</b>	1,346	<b>Number of pupils eligible for PP</b>	351
<b>Parental Engagement</b>	Some parents of DA students are hard to reach (ie attendance at parents evenings). Building strong relationships with these families can be more complex, as many languages spoken as a first language at home = poor communication with parents and parental support impeded		
<b>Independent Learning</b>	Some DA students struggle to time manage and to learn effectively and independently at home		
<b>Attendance</b>	Poor attendance (particularly PP Boys) and persistent unauthorised absences of some disadvantaged students		
<b>Enrichment/Building Cultural Capital</b>	DA students are unable to participate in extra-curricular activities to enhance confidence and cultural capital.		
<b>Commitment/Aspiration</b>	Students have extremely high aspirational goals and visions for the future, but are not fully able to understand how or what they need to do in order to achieve this, including working independently at home and gaining high attainment levels in subjects.		
<b>Health, social, emotional, physical</b>	High proportion of DA students are from extremely deprived backgrounds. They have not had regular eye screening, have poor eating and sleeping habits, and lack the energy and motivation needed in class.		
<b>Academic Achievement</b>	T&L – Meeting individual needs not always met in classrooms, gaps identified in attainment between PP and non-PP students		
<b>Behaviour</b>	High level of on-call rates with PP students compared to others		
<b>Finance</b>	A review the quality of PP spend and the impact of delivery is required as the budget has decreased due to falling numbers of PP students.		

### 4. Desired outcomes 2018-19 (Blue = signif above, Green = met, Yellow = just below, Red = below)

	<i>Desired outcomes to improve outcomes for DA pupils, and how they will be measured</i>	<i>Success criteria EOY 2019</i>
<b>Parental Engagement</b>	Increased number of parents attending parents evening and catch-up consultation meetings.	(Include figures here) – data from PC attendance, etc
<b>Independent Learning</b>	Provide opportunity for students to extend learning during out of school hours, by incorporating methods to support independent learning.	

<b>Attendance</b>	Improve attendance, unauthorised absences with PP students, in particular year 11 boys.	
<b>Enrichment/Building Cultural Capital</b>	Ensure all DA students participate in at least 1 new co-curricular session and attend at least 1 trip per year	
<b>Commitment/Aspiration</b>	Ensure all PP students receive careers guidance which assists/directs with future aspirations	
<b>Health, social, emotional, physical</b>	Issues regarding social, emotional, health and wellbeing are removed to allow all DA students to achieve successfully without barriers	
<b>Academic Achievement</b>	T&L in lessons allows all DA students to be prioritised, ensuring progress is made comparatively to others at CH and nationally. Intervention strategies in place, measured outcomes for success. Establish monitoring systems so that all DA intervention is tracked and therefore measured for impact (SIMS spreadsheet)	
<b>Behaviour</b>	Reduced level of on-call % rates with PP students	
<b>Finance</b>	A clear connection between the PP budget and the impact on students is made.	

**PRIORITY**

**In place now**

**Year 1**

**Year 2**

**Year 3**

Priority	Objective/Target	Area	Responsible	Monitor	Cost	Dead-line	Success Criteria. How will you know when the objective is complete/successful?	What difference has this made on DA pupils? How do you know this? Evidence of impact	
	<p><u>Community Links</u> Encourage parents to engage in school community, developing community relations. Build ties with local community including possible religious leaders</p>	Parental Engagement	Saher (IL)	SDU	£catering		Parents attend coffee/biscuit sessions and relationships are developed. Parents feel welcomed and more comfortable, Ties built with local communities – Mosques, Temples, library,		
	<p><u>Increased identification/support</u> Letters sent to parents, provided during PCs (download letter from GOV.UK) Comms usage (with Gujarati translated) Look at Setting up a YouTube Channel on the website which provides language translation/support (access to all, hard to reach parents)</p>		HOY SDU  SDU		£repro/admin		<p>More parents are aware of the criteria for FSM entitlement. All outgoing letters have script. Comms usage to communicate yearly. Letters sent out to parents to inform them of FSM sign up. FSM numbers increase. Youtube channel set up .  Letters sent to parents at Yr 9 PC Nov 18</p>	<p>FSM numbers 2017 2018 autumn = 2019 spring = 2019 summer = 2019 autumn = 2020 spring = 2020 summer =</p>	
	<p><u>Support parents with basic skills</u> Support parents to assist supporting their children - provide maths and literacy training (ESOL?)</p>				AWR			Parents have improved skills and are better equipped to support their children. Register of parents/carers who participate	
	<p><u>Increased attendance at Parents Consultation meetings</u> Letters sent home to PP parents 1<sup>st</sup> as a priority to give them a head start in booking appointments. School Comms uptake increased.</p>			SHA/ RIS  AWR	JFO SDU			<p>Increase in number of PP parent/carer numbers attending PCs  <u>Year 9 PC Intervention needs/attendance March 2018:</u> Non PP 167/225= 74.2%</p>	<p><u>Oct 2018 Tutor Consultation Attendance:</u> Year 7 Non PP 75% PP 62% -13% Year 8 Non PP 70% PP 57% -13% Year 9 Non PP 50% PP 35% -15%</p>

						PP Gap 49/68=72.05% -2.15% (target group for PP yr 9 PC identified and calls home made Nov 18)	Year 10 Non PP 56% PP 60% +4% Year 11 Non PP 49% PP 39% -10% TOTAL Non PP 60% PP 51% -9%
	<u>Increased independent learning skills</u> Students (and parents) gain a better understanding as to how to be organised and ready for learning both in and out of school. Guidance with use of APPs Quizlet etc Positively Mad – revision strategies. - investigate	Independent Learning	SDO		£repro	Top Tips booklets and advice provided (revision, organisational). Translated. Memory Recall Revision strategies to support student learning in tutor groups - information cascaded to parents.	<u>Student Survey data September 2018:</u> 104/306 (34.8%) of PP students surveyed, said they did not use their planner to organise their time effectively. (13.8% of PP students said they didn't have a quiet place at home to revise or do homework.) 10% of PP students do not have access to a computer at home.
	<u>Additional Homework Support</u> Homework clubs/assistance to be provided for students, opportunity for students to learn outside of school hours – library study time 1.5hrs per day		HOFs		£1,339.71	Homework clubs and library used effectively for IL by PP students	
	<u>Year 6/7 Induction – literacy support</u> 1 week in Primaries. Involvement with local libraries. (Over 40 feeder Primary schools which reduces the ability to liaise effectively for transitional purposes on individual PP cases)		SDU KPR		(£232.16) + additional costs SDU – repro, library visits	Transition year 6-7 Homework scheme set up, based on reading. Students read – reduce the literacy dip.	
	<u>Financial Independence and instilling value</u> Provide each student with a sum of money with which they can buy school resources and equipment to support them with their learning. Parents must support their child with understanding the use of/and monitoring of the financial support, by having to give permission for money to be given. (No		SDU/ DBA		£60 per student per year KS3/£100 KS4 + admin costs to manage budget 2 hrs per week	Students learn to manage budget. Parental involvement Barriers removed in terms of equipment and resource needs. PP entitlement investment – change perception as to PP in school, possibly increase interest in PP	Gathered info from HOFs to find out actual costs for students Oct 18.

	clothing, no food). Investigate how much per student per year																																																			
	<u>HW Learning Platforms</u> Investigate Learning Platforms for Homework - review access/appropriate for students (SAM Learning, SENECA) to support low prior attainers with IL		SDU	JWR			Research complete and Learning Platform selected if necessary, in particular to support Low prior attainers PP																																													
	<u>Student revision Timetable</u> Ensure a bespoke revision tt is organised for all year 11 students. Branch out to all year groups – life-planners – tutor group. Ensure PP are supported in this process (MIN)		DDO/ AWR HOY	SDU			All year 11 students have a bespoke revision tt. Student voice, register of students with tt																																													
	<u>Attendance coaching</u> PP students with behaviour/attendance issues are coached – rewarded with early morning boxing/Karate sessions (to include breakfast)	Attendance	Inclusion Team				Small cohort of PP students with behavioural and attendance issues are identified and supported via teambuilding, mentoring, coaching (teachers or boxing coach?) and sports early morning intervention. (boxing/martial arts) Students improved behaviour and attendance/attitude to learning.																																													
	<u>Attendance and Welfare Officers</u>			FAD	£25,459.00			(See above for attendance/attainment figures for year 11 Summer 2018)  <u>2018 Attendance Figures ½ Term 1 Report</u> <table border="1"> <thead> <tr> <th>year</th> <th>cohort</th> <th>overall %</th> <th>PP</th> <th>Non PP</th> </tr> <tr> <th></th> <th></th> <th>Difference PP to non</th> <th>Difference PP to</th> <th></th> </tr> <tr> <th>overall</th> <th>Girls</th> <th>Boys</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>7</td> <td>296</td> <td>97.2</td> <td>96.5</td> <td>97.4</td> </tr> <tr> <td></td> <td></td> <td>-0.96</td> <td>-0.73</td> <td>97.3</td> </tr> <tr> <td>8</td> <td>296</td> <td>95.7</td> <td>94</td> <td>96.3</td> </tr> <tr> <td></td> <td></td> <td>-2.34</td> <td>-1.75</td> <td>95.3</td> </tr> <tr> <td>9</td> <td>293</td> <td>96.3</td> <td>94.5</td> <td>96.8</td> </tr> <tr> <td></td> <td></td> <td>-2.34</td> <td>-1.83</td> <td>96</td> </tr> </tbody> </table>	year	cohort	overall %	PP	Non PP			Difference PP to non	Difference PP to		overall	Girls	Boys			7	296	97.2	96.5	97.4			-0.96	-0.73	97.3	8	296	95.7	94	96.3			-2.34	-1.75	95.3	9	293	96.3	94.5	96.8			-2.34	-1.83
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	Apathetic HPA PP students placed on a Stretch and Challenge Report to improve effort/commitment (attainment)					placed on a stretch and challenge report, resulting in improved attainment.	
	<u>My Commitment – extracurricular activities</u> School Commitment grading is assessed so that it includes a comment on extracurricular activity uptake. Life skills/citizenship programme		AWR SHA	FAD		Information regarding clubs, including Summer Food provision clubs is sent to parents. More students participate in extra curricula clubs. Commitment level grading to include participation. Commitment ranking boards on display. Tracking/data spreadsheet to identify improvements/areas for developments	
	<u>Careers</u> Careers Days including Russell Group Partnership. Careers guidance tracking for PP over 5 years– Careers Advice/Connexions/Work Experience (incl salaries) Bespoke careers advice – NCOP PP CEIAG Univ of leics.		JFO SQU		£10,963.08	Professional careers guidance provided for all PP students, helping to ensure all succeed with their goals. (Include info in planner – JFO/SQU)	
	<u>Vision screening</u> All students have a vision test screening. Specsavers screening training to small team, then cascaded down to HOYs, tutor groups.		SDU HOY 1 <sup>st</sup> aider		Free service. £time allocated to training staff	Students have been vision tested and glasses prescribed accordingly. Students have clear vision and can see the whiteboard/read effectively	
	<u>Sleep awareness</u> PP students (and volunteering staff) who seem to be tired/late to school are given training on sleep deprivation via Loughborough Uni, SEAL agent. Sleep trackers and monitoring system developed via H&W team. TeenSleep programme investigated	Health, Social, Emotional, Physical	FBR SDU DKE			Small cohort identified. Attendance and sleep deprivation addressed via sleep tracker trialling and awareness lectures. Improved awareness and attainment levels noticed.  Teensleep investigated and incorporated if necessary	

	<u>Increase Breakfast club uptake, esp PP students</u> Breakfast Club – staffing costs Free Breakfast - Aspens Additional Staff lunchtime duties (to support vulnerable students) Promote Breakfast Club. Investigate/menu/Coco pops, advertise via flyers and plasmas... with possibility of an academic focus at breakfast times.			£2,010.96 £10,084.50 £5,365.98  Costs of flyers		Free breakfast and supervision available for all students Monitoring of who accesses Breakfast Club, and how many PP use this service is completed. Figures show improvement to uptake.	Figs for student PP b/fast uptake totals: Term 1 All    PP    non PP    Gap  Term 2 All    PP    non PP    Gap  Term 3 All    PP    non PP    Gap
	<u>Healthy eating</u> Healthy Eating during Exams – food/fruit Health and Wellbeing Staff TLR x 1	FBR		£294.00 £1,500		Students are provided with healthy food/drinks during exam times, H&WB staff support	
	<u>Emotional support</u> Learning mentors Nurture Group – salaries, allotment project, nurture resources. Counsellor Inclusion Support team (Behaviour Mgt/keeping students on track)	BSU AAP LFO		£39,715.00 £16,689.73  £14,859.00 £27,251.96		Students are supported emotionally and provided with the care they need at all times.	
	<u>Uniform provision</u> Uniform donation at the end of year 11 to be set up, in order to create available kit for all. All students able to meet expectations of uniform. Access to hardship fund for uniform, bought items for certain students ie shoes and underwear	Student council KCL				Uniform provision set up to allow all students to feel part of the community. Self-esteem maintained.	
	<u>Looked After Children</u> Support for LAC students – TAs, nurture, mentoring	TTO BSU LGL		£26,566.40		LAC students care provided as a priority at all times	
	<u>Low prior attainer intervention</u> Close gaps between PP Low attainers and other LAP group in all subjects	Academic Achievement	HOFs AWR			Target group LAP PP students, to aim for grades 4 or above – tracking in faculties completed so that this group is identified as part of the MIN focus group/booster group	data to be included here
	<u>HOF intervention</u>						

	<u>Alternative academic provision</u>			£6,537.50			
	<u>T&amp;L – Meeting Individual Needs</u> PP students are the first in everyone’s mind. MINs strategies set up in school. Communicated to all staff via TT. MINT class set up to allow data to inform teaching more easily. PP on the HOF agenda item to ensure PP students are at the forefront of teachers minds. HOFs to be able to articulate strengths and areas for improvement for PP in SEFs	TTO SDU  JWR SDU  SLT				Teachers are aware of their PP students in lessons, have identified strategies to support them, and issues are shared and/or dealt with in Faculty meetings. MIN QA HOF agenda communicated, articulated, included in SEFs Teachers are aware of PP students and how to support emotionally and academically. PP students individual needs are met	Teacher training sessions completed Sept 18.
	<u>Teaching strategy</u> Investigate the use of modelling/visualisers as a meta-cognition strategy that supports more effective T&L in classrooms,					Visualizers investigated and trial usage incorporated as a strategy to support DA students – attainment levels and SV evaluated for impact	
	<u>Careers options choices</u> Investigate further opportunities for BTEC coursework curriculum for PP students (as seem to do better in coursework led subjects).	SQU				Alternative course pathways investigated and students placed on bespoke curriculum that suits needs	
	<u>Extra tuition</u> One to one tuition English and maths ESOL Tutor Holiday examination revision classes, one to one targeted intervention in core subjects and faculties  Achievement Faculty Support Literacy/Numeracy (am sessions) staffing costs Reading Intervention/Staffing and books/resources	AWR		£11,052.82 £8,819.00 £6,060.00  £33,420.50 £14,905.50 £13,383.08		Students attend intervention classes. Establish monitoring systems so that all DA intervention is tracked and therefore measured for impact (SIMS spreadsheet).  Investigate impact of Numeracy/Literacy am sessions on DA students in form groups, as well as reading intervention.	

	<u>On-call data intervention</u> Work with inclusion team and T&L team to reduce barriers to learning in and out of classrooms in order to reduce the amount of sanctions and on-calls with PP students comparatively to others	Behaviour	Behav our AAP				Inclusion teams have intervention strategies in place to support PP students. Tracking in place to record progress. CHICKS – holiday organised.	
	<u>PP expenditure review</u> Review the quality of PP spend and the impact of delivery.	Finance	SDU AWR	FAD			A clear connection between the PP budget and the impact on students is made. SIMS interventions in place to record impact in all areas	
	<u>Equipment and Resources:</u> Achievement booklets Revision guides Pupil related travel Repro Rewards – goals credits/merits etc.				£603.31 £4,000.00 £1,392 £10,000.00		Further investigation as to the actual costings of DA needs per subject. Possibility of students having financial control over what they buy per year. Collect data – how many rewards are provided to DA students comparably to others in the school? Student voice – thoughts on rewards. SIMS interventions in place to record impact in all areas	

<b>TRACKING Results for current cohort of year 11 disadvantaged students Autumn 2018</b>		
	Pupils eligible for PP at CHCC	Pupils not eligible for PP
% achieving 4+ (standard pass) GCSE		
% achieving 5+ (Strong pass) GCSE		
% achieving 9-7 GCSE		
% achieving EBACC (strong Pass) GCSE		
Progress 8 score average (Ability)	All High Mid Low	
Progress 8 score average (Gender)	Girls Boys	
Attainment 8 Score average	All Girls Boys	
Attendance Figures (>96%)	All Girls Boys	
Progress 8 Attendance (>96%)	All Girls Boys	
<b>TRACKING Results for current cohort of year 11 disadvantaged students Spring 2019</b>		
	Pupils eligible for PP at CHCC	Pupils not eligible for PP
% achieving 4+ (standard pass) GCSE		
% achieving 5+ (Strong pass) GCSE		
% achieving 9-7 GCSE		
% achieving EBACC (strong Pass) GCSE		
Progress 8 score average (Ability)	All High Mid	

	Low	
<b>Progress 8 score average (Gender)</b>	Girls Boys	
<b>Attainment 8 Score average</b>	All Girls Boys	
<b>Attendance Figures (&gt;96%)</b>	All Girls Boys	
<b>Progress 8 Attendance (&gt;96%)</b>	All Girls Boys	
<b>% achieving 4+ (standard pass) GCSE</b>		

**TRACKING Results for current cohort of year 11 disadvantaged students Summer 2019**

	Pupils eligible for PP at CHCC	Pupils not eligible for PP
<b>% achieving 4+ (standard pass) GCSE</b>		
<b>% achieving 5+ (Strong pass) GCSE</b>		
<b>% achieving 9-7 GCSE</b>		
<b>% achieving EBACC (strong Pass) GCSE</b>		
<b>Progress 8 score average (Ability)</b>	All High Mid Low	
<b>Progress 8 score average (Gender)</b>	Girls Boys	
<b>Attainment 8 Score average</b>	All Girls Boys	
<b>Attendance Figures (&gt;96%)</b>	All Girls Boys	
<b>Progress 8 Attendance (&gt;96%)</b>	All Girls Boys	
<b>% achieving 4+ (standard pass) GCSE</b>		

