

Linton Village College Pupil Premium Strategy / Self-Evaluation 2018-19

1. Summary Information					
School	Linton Village College				
Academic Year	2018-2019	Total PP budget	£83185	Date of most recent PP review	May 2015
Total number of pupils	859	Number of pupils eligible for PP	97	Date for next internal review of this strategy	September 2019

2. Attainment / progress		
2017 (validated data)	Year 11 Pupils eligible for PP (27 at LVC)	Pupil not eligible for PP (National average)
Progress 8 Score	0.1	0.11
Attainment 8 Score	4.2	5.0
2018 (unvalidated data)	Year 11 Pupils eligible for PP (13 at LVC)	Pupil not eligible for PP (National average)
Progress 8 Score	-0.79	0.13
Attainment 8 Score	3.4	5.0
2019 (Estimated data)	Year 10 Pupils eligible for PP (14 at LVC)	Pupil not eligible for PP (National average)
Progress 8 Score	Unable to calculate until national averages released.	Awaiting national averages.
Attainment 8 Score	5.5	Awaiting national averages.

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	KS2 data reveals that students in the PP cohort often start LVC with weaker literacy than their peers.
B.	KS2 data reveals that students in the PP cohort often start LVC with weaker numeracy than their peers.
C.	Student interviews and the most recent PP review suggest that poor organisation and home learning skills are prevalent in this group.
D.	Staff feedback and the most recent PP review indicates that student attitudes to learning, independence and motivation can be a barrier for PP students.
E.	Student interviews, parental requests for support and staff feedback tells us that lack of equipment and study resources can be barriers to learning for PP students.
Additional barriers	
F.	Low self-esteem / poor personal perception was evident as a common feature in PP students at the last PP review undertaken by the college.
G.	Parental engagement is varied for this cohort of students as demonstrated by attendance at parents' evenings.
H.	Student engagement in extra-curricular activities and trips is lower for PP students in comparison with their non-PP peers.

4. Intended outcomes		Success criteria (what can they do)
A,B,E	In-school gap closes between PP and non-PP: Attainment and Progress	<ul style="list-style-type: none"> • Year 7 to year 11 PP students make as good as or better progress than their non-PP peers as measured by the following criteria: <ul style="list-style-type: none"> i) Y7 and Y8 % of PP students making better than expected progress. ii) Y9 and Y10 % of PP students making 1 grade or more of progress during the year in comparison to their non-PP peers. iii) Year 11 Progress 8 for PP is as good as or better than that of non-PP students at LVC. • Year 7 to year 11 PP students make as good as or better attainment than their non-PP peers as measured by the following criteria: <ul style="list-style-type: none"> i) Y7 and Y8 % of PP students 'achieving' or better in comparison to non-PP. ii) Y9 and Y10 % of PP students achieving Grades 5 or above and 7 or above in core subjects; estimated attainment 8. iii) Y11 PP students' attainment 8; % E&M at grade 5 or higher; % Ebacc is equal to or better than non-PP.
D, F,G,H	In-school gap closes between PP and non-PP: attitudes and participation	<ul style="list-style-type: none"> • Attitudinal data from progress reports is, on average, as good as or better for PP than for non-PP. • Behaviour points for PP students are, on average, as good as or better than those achieved by non-PP. • The % of PP students participating in trips and visits is in line with non-PP. • The % of PP students participating in clubs and extra-curricular opportunities is in line with non-PP. • Attendance figures for PP are equal to or higher than non-PP.
C.	In-school gap closes between PP and non-PP: Organisation and study habits	<ul style="list-style-type: none"> • Organisation and home learning scores from progress reports is, on average, as good as or better for PP than for non-PP. • Parental attendance at parents' evening enrichment events is in line with non-PP.

5. Planned expenditure NB total spending on disadvantaged and services students will exceed funding received by the college via the PP grant

Academic year	2018-2019				
i. Quality of teaching for all					
Action	Intended outcomes	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional specialist staff in English	In-school gap closes between PP and non-PP: Attainment and Progress	High-quality specialist teaching with high expectations of all students is likely to have a large effect on the progress of the students (Hattie's effect size: teacher clarity; feedback; teacher efficacy).	Quality of teaching and learning monitored via departmental and whole school processes. Progress and attainment monitored termly for each year group.	SG and EM	September 2019 with termly interim reviews to monitor and adjust provision if necessary.
Additional specialist staff in Maths	In-school gap closes between PP and non-PP: Attainment and Progress	High-quality specialist teaching with high expectations of all students is likely to have a large effect on the progress of the students (Hattie's effect size: teacher clarity; feedback; teacher efficacy).	Quality of teaching and learning monitored via departmental and whole school processes. Progress and attainment monitored termly for each year group.	CM and WS	September 2019 with termly interim reviews to monitor and adjust provision if necessary.
Enquiry focus to appraisal and professional learning for teachers	In-school gap closes between PP and non-PP: <ul style="list-style-type: none"> attainment and progress; attitudes and participation; organisation and study habits. 	Investing in teacher agency has been shown to have significant impact in terms of local and system change (BERA). Staff having the autonomy to focus on research that is of interest to them (with PP in mind) is likely to lead to progress.	Quality assurance of staff appraisal objectives. Learning culture team to plan and deliver enquiry group materials collaboratively in order to ensure consistency of quality.	CM	September 2019
Total budgeted cost					£43525

2. Targeted support					
Action	Intended outcomes	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>Pastoral care and intervention from The Support Hub team- Heads of House to monitor and mentor PP students.</p> <p>Case worker allocation to PP students with high levels of need.</p>	<p>In-school gap closes between PP and non-PP:</p> <ul style="list-style-type: none"> attainment and progress; attitudes and participation. 	<p>In order for quality teaching and additional academic interventions to have an impact, students need to be present in school; healthy and happy.</p>	<p>Regular monitoring of attendance, behaviour interventions and referrals for high level support.</p> <p>PP students to be a standing discussion item at weekly pastoral referrals meeting.</p>	SG and SM	<p>September 2019 with weekly interim reviews to monitor and adjust provision if necessary.</p>
<p>Targeted literacy support for those entering the school with low confidence / skills.</p>	<p>In-school gap closes between PP and non-PP: attainment and progress.</p>	<p>Reading comprehension strategies are cited as adding '6 months' in terms of progress by the EEF toolkit.</p> <p>Developing students' confidence will impact across the curriculum.</p>	<p>Baseline testing at the beginning of the intervention and testing at the end to measure impact quantitatively.</p> <p>Student confidence questionnaires.</p>	SG, CM and RM	<p>At the end of each time-led intervention (usually 6-8 weeks) for each student.</p>
<p>Targeted numeracy support for those entering the school with low confidence / skills.</p>	<p>In-school gap closes between PP and non-PP: attainment and progress.</p>	<p>Maths outcomes have been lower than English for the last three years at LVC. Closing the gap between PP and non-PP students as soon as they enter the school will lead to outcomes equivalent to English in Y11.</p>	<p>Baseline testing at the beginning of the intervention and testing at the end to measure impact quantitatively.</p> <p>Student confidence questionnaires.</p>	WS, CM, TP	<p>At the end of each time-led intervention (usually 6-8 weeks) for each student.</p>
Total budgeted cost					£32640

3. Other approaches					
Action	Intended outcomes	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Learning resources provided to PP students e.g. revision guides, maths kits and cooking ingredients	In-school gap closes between PP and non-PP: attainment and progress.	Students with strong metacognition and self-regulation can gain 7 months of progress according to the EEF toolkit. Providing learning resources is removing barriers in order to allow students to be more independent and motivated (part of self-regulation).	Tracking attainment and progress of PP students on a termly basis. Mentoring and support implemented via departments to ensure that students know how to use the resources effectively.	SG and HF	September 2019
Weekly homework club led by PP provision lead.	In-school gap closes between PP and non-PP: <ul style="list-style-type: none"> attainment and progress; attitudes and participation; organisation and study habits. 	The EEF toolkit states that effective homework can add 5 months of learning progress.	Homework attitudinal data tracked at each progress report.	JC	September 2019
PP provision leader to generate Pupil Profiles for all PP students	In-school gap closes between PP and non-PP: <ul style="list-style-type: none"> attainment and progress; attitudes and participation; organisation and study habits. 	The EEF toolkit states that individualised instruction can add 3 months of learning progress. The profiles allow staff to personalise lessons accordingly. The learning conversations also allow early detection of attitudinal or resourcing issues.	Regular reminders to staff about the availability of the profiles and how they can be used to inform planning via teaching and learning briefings.	JC and SG	September 2019
Funding for enrichment opportunities	In-school gap closes between PP and non-PP: attitudes and participation.	Participation in clubs, trips and activities leads to improved wellbeing and self-image.	Review participation for PP in clubs and trips termly.	JH and AC	September 2019 with termly monitoring
Total budgeted cost					£8300

6. Review of expenditure				
Previous academic year		2017-2018		
ii. Quality of teaching for all				
Action	Intended outcomes	Estimated impact	Lessons learned	Cost
Additional specialist English teaching	<p>To provide more targeted, bespoke teaching to address underachievement in English.</p> <p>To enable greater flexibility in setting students and create capacity for English mentoring and intervention.</p> <p>To close the in-school attainment / progress gap between PP and non-PP students in English in all year groups.</p>	<p><u>Year 7</u> Data source: residual between current level vs expected progress (EP) (i.e. 0 is making EP, -1 is working 1 level below EP etc)</p> <ul style="list-style-type: none"> Y7 Autumn 2017 gap between PP and non-PP for English is +0.12 Y7 Summer 2018 gap between PP and non-PP for English is +0.25 <p>This is a very positive picture for Year 7 English with PP students making more progress than their non-PP peers.</p> <p><u>Year 8</u></p> <ul style="list-style-type: none"> Y8 Autumn 2017 gap between PP and non-PP for English is +0.24 Y8 Summer 2018 gap between PP and non-PP for English is +0.13 <p>In Y8 PP students are outperforming non-PP peers in terms of this measure.</p> <p><u>Year 9</u></p> <ul style="list-style-type: none"> Y9 Autumn 2017 gap between PP and non-PP for English is -0.48 Y9 Summer 2018 gap between PP and non-PP for English is -0.56 <p>In year 9 English PP students have not made progress at the same rate as their non-PP peers.</p> <p><u>Year 10</u></p> <ul style="list-style-type: none"> English Language: At the end of Y10 PP students are, on average, 0.5 GCSE grades away from FFT20 end of Y11 estimates, non-PP peers are 0.7 grades away. PP are closer to their estimates than non-PP. 	<ul style="list-style-type: none"> GCSE English data reveals that ultimately PP students perform well in comparison to FFT20 estimates. It seems that PP students make excellent progress in Y7 in relation to non-PP peers however the rate of progress slows in Y8 and then Y9. Year 8 and 9 English should be a focus next year in terms of data tracking and interventions by specialist staff to ensure that the gap continues to narrow after the first year at LVC. 	£23692.45

		<ul style="list-style-type: none"> • English Literature: At the end of Y10 PP students are, on average, 1.2 GCSE grades away from FFT20 end of Y11 estimates, non-PP peers are 0.9 grades away. • 73.3% of PP students are currently estimated to achieve Grade 5 or above in English. FFT20 estimated that this figure to be 46.7%. PP are currently estimated to achieve well above FFT20. • 26.7% of PP students are currently estimated to achieve Grade 7 or above in English. FFT20 estimated that this figure to be 6.7%. PP are currently estimated to achieve well above FFT20. <p><u>Year 11</u></p> <ul style="list-style-type: none"> • 6/13 PP students achieved a grade 4 or above in English (FFT20 estimate 6/13) • 5/13 PP students achieved grade 5 or above in English (FFT20 estimate 6/13) 		
Additional specialist maths teaching	<p>To provide more targeted, bespoke teaching to address underachievement in maths.</p> <p>To enable greater flexibility in setting students and create capacity for maths mentoring and intervention.</p> <p>To close the in-school attainment / progress gap between PP and non-PP students in maths in all year groups.</p>	<p><u>Year 7</u> Data source: residual between current level vs expected progress (EP) (i.e. 0 is making EP, -1 is working 1 level below EP etc)</p> <ul style="list-style-type: none"> • Y7 Autumn 2017 gap between PP and non-PP for English is +0.12 • Y7 Summer 2018 gap between PP and non-PP for English is -0.17 <p>In year 7 maths PP students have not made progress at the same rate as their non-PP peers.</p> <p><u>Year 8</u></p> <ul style="list-style-type: none"> • Y8 Autumn 2017 gap between PP and non-PP for English is -0.37 • Y8 Summer 2018 gap between PP and non-PP for English is -0.39 <p>In year 8 maths PP students have not made progress at the same rate as their non-PP peers.</p>	<ul style="list-style-type: none"> • In Year 7 and 8 the progress gap has not narrowed at the rate we would like to see due to rapid progress from the non-PP cohort. • In Year 9 and Y10 the PP cohort begins making progress at a similar rate to their non-PP peers. • Next year, the focus needs to be on Year 7 and Year 8 maths data tracking to ensure that the gap does not open initially and then remain fairly stable for the rest of the students' time at LVC. • Targeted numeracy intervention groups will be used next year in order to ensure progress in PP is greater than non-PP students. 	£18333.03

		<p><u>Year 9</u></p> <ul style="list-style-type: none"> • Y9 Autumn 2017 gap between PP and non-PP for English is -0.01 • Y9 Summer 2018 gap between PP and non-PP for English is -0.01 <p>In year 9 maths PP students have made the same rates of progress as non-PP peers.</p> <p><u>Year 10</u></p> <ul style="list-style-type: none"> • Maths: At the end of Y10 PP students are, on average, 0.3 GCSE grades away from FFT20 end of Y11 estimates, non-PP peers are 0.7 grades away. PP are closer to their estimates than non-PP. • 53.3% of PP students are currently estimated to achieve Grade 5 or above in English. FFT20 estimated that this figure to be 33.3%. PP are currently estimated to achieve well above FFT20. • 26.7% of PP students are currently estimated to achieve Grade 7 or above in English. FFT20 estimated that this figure to be 13.3%. PP are currently estimated to achieve well above FFT20. <p><u>Year 11</u></p> <ul style="list-style-type: none"> • 6/13 PP students achieved a grade 4 or above in English (FFT20 estimate 7/13) • 1/13 PP students achieved grade 5 or above in English (FFT20 estimate 5/13) 		
Total budgeted cost				£42025.48

2. Targeted support				
Action	Intended outcomes	Estimated impact	Lessons learned	Cost
Senior teacher progress tracking and targeted 1-2-1 mentoring	Improved attitude and attainment in targeted PP students.	<ul style="list-style-type: none"> Data digests created in 2017-18 for students in all year groups with a focus on PP students and changes in their attainment and attitude. Data digests used by all staff in order to target: tutor mentoring; senior teacher mentoring; Y11 intervention groups and parental correspondence, and praise and reward. 38% of PP students in Year 11 had additional transitions support from LVC staff. 7 students from LVC were given support from the Senior Transitions Advisor, 4/7 were PP. 	<ul style="list-style-type: none"> Staff have reported that data digests have been very useful however measuring the impact and consistency of use was a challenge. Next year, Curriculum Leaders meetings will be used to engage with digests in the first instance, with middle leaders then assuring that teams are intervening when necessary and feeding back to SLT via line management. At this point NEET data has not been released in order to measure the impact of transitions support but this must be assessed when available. 	£2754.00
Specialist Pastoral care and intervention	Improved attendance for targeted PP students. Attendance of targeted students in line with or better than non-PP peers.	<ul style="list-style-type: none"> In 2017-18 PP students made up 10.8% of the student population. The Henry Morris Centre (HMC) provided high level support to 9.6% of the student population. 24.4% of this support was given to PP students. 22% of all PP students in the school received high level support from the HMC. A high proportion of support was given to PP students compared to non-PP relative to the numbers of students in these groups. Gap between whole school overall % attendance and PP: 2014/15= 2.18%; 2015/16=1.99%; 2016/17=1.83%; 2017/18= 1.88% This demonstrates that the attendance gap between PP and non-PP is closing over time. Three very high need students who were at risk of permanent exclusion finished their full-time education at LVC. One individual came back to LVC following a managed move and finished their education. They had 1:1 tutoring in English and Maths partly funded via the PP. 	<ul style="list-style-type: none"> Every student at LVC benefits from Form Tutor mentoring; measuring the impact of mentoring is extremely challenging. A 'Pastoral Handbook' has been produced for 2018-2019 to ensure that staff are clear about how referrals should work. Training took place in in September 2018 with all staff around 'quality mentoring' and 'behaviour at LVC'. The proportion of support being given to PP students from the new 'Support Hub' must be monitored half termly. 	£33,020.00

Guided reading programme – 'Reading Rescue'	Co-ordinated support and intervention for struggling readers to improve: <ul style="list-style-type: none"> literacy skills; confidence; access to the wider curriculum. 	<ul style="list-style-type: none"> All Y7 PP students were assessed to determine their suitability for joining the Reading rescue scheme in 2017-2018. 7/24 students joined the scheme which ran throughout the autumn term. 2 of the least able PP students in Y10 also joined the scheme. 2/7 Y7 students made more than expected progress in Year 7 English. 4/7 students made expected progress in Year 7 English. Both Year 10 students are estimated to achieve their FFT20 estimates for English Language and literature or higher. 	<ul style="list-style-type: none"> Based on English 'current levels' this intervention was very successful and will be repeated next year. Baseline data from CAT tests and / or reading age assessments should be used next year in order to further evidence impact. 	£1,318.00
Homework club	Supervision and support to aid with: <ul style="list-style-type: none"> independent learning; organisation; student attitudes. 	<ul style="list-style-type: none"> x4 Y7, x5 Y8 and x1 Y10 PP students attended after school homework club on a weekly basis. Attitudinal data from students reports shows that 3/4 Y7 students maintained an average score between 'Outstanding' and 'Good' throughout the year. 4/5 Y8 students maintained an average score of 'Good' throughout the year. Staff lead reports a clear improvement in some of the students in terms of their independence and taking responsibility. Of course this is very challenging to quantify. 	<ul style="list-style-type: none"> More regular monitoring of the attitudinal data on the attendees' progress reports would improve the monitoring of impact for this intervention next year. Regular reviews of PP students' 'home learning' scores on progress reports in order to ensure new students can join the club if any dip is seen. 	£1,318.00
Total budgeted cost				£38410
3. Other approaches				
Action	Intended outcomes	Estimated impact	Lessons learned	Cost
Learning resources	Provision of key equipment to support with learning including revision materials, stationary, cooking ingredients to allow PP students to make excellent progress.	<ul style="list-style-type: none"> 100% of PP students in Year 10 and 11 received materials to support learning and revision. Subjects for which revision guides were provided: English, PE, RS, geography, history, computing and food. English, RS and food were some of the highest performing departments in the school in terms of GCSE results for PP and non-PP students. 	<ul style="list-style-type: none"> Whilst all PP students received revision resources, next year there needs to be more subjects involved in this intervention. Targeted resources such as equipment should be in place with younger year groups where necessary in 2018-2019. 	£3050.00

Enrichment opportunities	Subsidy provided to enable students to benefit from enriching and character-building experiences including a range of trips and visits.	<ul style="list-style-type: none"> • 100% of PP students in Year 9 were able to go on a residential trip during enrichment week. • x1 Y8 student accessed the Arts Award with PP funding. • x2 Year 9 and x1 Year 10 students benefited from PP funding to support music lessons. • X2 Year 10 and x2 Year 11 students attended trips with the Arts faculty. 	<ul style="list-style-type: none"> • More detailed tracking of PP students accessing clubs and activities will allow more students to benefit from this intervention next year. 	£2500
Pupil Premium Provision Leader intervention	<p>This role enables in-class support to be targeted to individual students in a range of subjects to promote progress.</p> <p>Creation of PP 'learner-profiles' in order to allow early intervention and impact.</p>	<ul style="list-style-type: none"> • 100% of PP students have met with the PP Provision Leader (JC) to co-create a Learner Profile. These are available to teachers via GoSchools. • The meetings allowed identification of students for HW club intervention which has positive impact described above. • Meetings also allowed identification of students who needed additional learning resources which have now been provided. 	<ul style="list-style-type: none"> • Meetings should be used to open up positive communication between school and parents next year, parents to receive a copy of the profile and add their thoughts. 	£2,000.00
Total budgeted cost				£7550