

Pupil Premium review and plan 2020-2021.

Funding: The disadvantaged student's financial allocation for the 2019/20 Academic Year was £261,904 and £256,058 for the academic year 2020/21.

The College will always seek to ensure that students from disadvantaged backgrounds thrive and perform at least in line with their non-disadvantaged peers on the full range of outcomes (academic, attendance, behaviour) and against national performance figures for non-disadvantaged students.

KS4 Outcomes 2019/20	English 5+	Maths 5+	E&M 5+	Provisional Progress 8
Disadvantaged students	71%	60%	54%	0.66
Non-disadvantaged students	80%	72%	69%	0.74

Attendance 2019/20	National 2019/20	LFCD 2019/20
Disadvantaged students attendance	92.2%	95.09%
Non-disadvantaged students attendance	95.6%	95.7%

We have reduced the attendance gap between non-disadvantaged and disadvantaged students from 1.34% to 0.61%.

Review of expenditure 2019/20 – the college funds a range of specific, discrete projects for disadvantaged students but also uses part of the allocation to fund whole College initiatives that more significantly benefit disadvantaged and vulnerable students.

Action	Funding allocation	New or continued activity	Intended Outcomes	Impact	Continued 2019/20
<p>Bespoke intensive 1-1 support for students at risk of losing their place at the College. (including access to pupil premium plus funding for students in care or adopted from care)</p> <p>Rationale: Staff work collaboratively with PP students to engage them academically and socially. Individual and small group support is key in engaging these at risk students. The Sutton Trust / EEF research indicates that these strategies add 5 months learning through 1 2 1 delivery and behavioural interventions.</p>	<p>Cost of specific HLTA £38000 and additional specialist staffing provision.</p>	Continued	<p>Students at specific risk of PX, school refusal receive a bespoke programme of support from identified LSA.</p>	<p>Disadvantaged students have received intensive support over the course of the year. This has enabled them to continue their studies at the College.</p>	Yes
<p>Alternative Provision. Funding for students at risk of PX or PX'd on part time/full time placements at Kingsmead or Derby Pride Academy.</p> <p>Rationale: Identified high risk individuals remain on the college roll and continue with their education, following appropriate pathways and programmes. The Sutton Trust / EEF research indicates that these strategies add 3 months learning through behavioural interventions.</p>	£114,184	Continued	<p>Students remain on College roll, achieve a range of appropriate qualifications and avoid permanent exclusion</p>	<p>Full time disadvantaged students remained on successful alternative provision</p>	Yes

<p>Uniform, music tuition, sports kit and essential equipment (including study guides in KS4 and textbooks in KS5) subsidies for those facing financial difficulties. Travel & visit subsidies.</p> <p>Rationale: We aim to provide a well-rounded and memorable educational experience for all learners. PP students are provided with resources and support through subsidies where appropriate. A high quality, aspirational and well-resourced learning environment is key for the success of these students. Cultural capital is further developed via educational visits and experiences outside of the classroom environment. This is paramount for students from poor socio-economic backgrounds. The Sutton Trust / EEF research indicates that these strategies add 2 months learning through sports and arts interventions.</p>	<p>Uniform grants £984 Curriculum support £6083 Visit subsidies £909 Transport £1908</p>	<p>Continued</p>	<p>College identifies and provides appropriate financial support for students Greater inclusion of disadvantaged students, leading to improved attendance and performance</p>	<p>Students directly benefitted from financial Support, enabling them to take a full part in College life.</p>	<p>Yes</p>
<p>Effective personal tutoring through allocation of significant daily contact time with selected personal tutors</p> <p>Rationale: Landau Forte College strives to provide the highest level of pastoral care, guidance and support. By personalising timetable and identifying key students and staff we can ensure vulnerable and PP students are allocated outstanding Personal Tutors to aid their educational and social development. The Sutton Trust / EEF research indicates that these strategies add 4 months learning through social and emotional interventions.</p>	<p>Pro rata cost of tutor time £200,553</p>	<p>Continued</p>	<p>Disadvantaged and vulnerable students and parents/carers thereof benefit most from intensive pastoral support from specially identified personal tutors.</p>	<p>Disadvantaged students able to access the highest quality pastoral care available within the college. These students are prioritised for PT allocation.</p>	<p>Yes</p>

<p>Additional staffing in English and Mathematics to provide extra teaching groups (30 hours)– This allowed for additional support for vulnerable students where it had been identified that they were underachieving.</p> <p>Rationale: Quality first teaching strategies ensure our students make excellent academic progress. Identified underachieving PP students are targeted with further high quality teaching and academic support. The Sutton Trust / EEF research indicates that these strategies add 3 months learning through class size interventions. Burgess & Thompson (Making the grade 2019) identify a 1% drop in PP students achieving a standard pass in E&M since 2016.</p>	<p>Pro rata cost of additional Maths & English staff £25212</p>	<p>Continued</p>	<p>Students with weaker Maths and English make good progress</p> <p>Disadvantaged attainment gap closed and achievement gap narrowed</p>	<p>Increased percentage of LPA students across Year 7-11 meeting target grades.</p>	<p>Yes</p>
<p>Counselling and support – The College employs a FT student support and Child Protection officer alongside an in-house counsellor available for students to have individual appointments as appropriate.</p> <p>Rationale: Safeguarding and pastoral teams within the college can quickly and efficiently identify and refer students to counselling and support where required. Students can then be effectively supported with a range of issues which may be impacting their health and wellbeing. The Sutton Trust / EEF research indicates that these strategies add 4 months learning through social and emotional interventions.</p>	<p>Pro-rata cost of Student support manager and College counsellor £36526</p>	<p>Continued</p>	<p>Students receive outstanding support across full range of issues that impact on wellbeing and outcomes.</p>	<p>Student support and safeguarding continually cited as outstanding by external advisors. High level of support enables students to continue to achieve.</p>	<p>Yes</p>

<p>Increased staffing of inclusion area to provide whole day cover for students withdrawn from learning sessions. Greater intervention with disadvantaged students</p> <p>Rationale: Staff work collaboratively with PP students to engage them behaviourally, academically and socially. Individual and small group support is key in engaging these at risk students. The Sutton Trust / EEF research indicates that these strategies add 3 months learning through behavioural interventions.</p>	<p>Prorata cost of staffing £11500</p>	<p>continued</p>	<p>Number of behaviour referrals drops overall. Proportion of disadvantage students being referred drops.</p>	<p>Proportion of disadvantaged students referred remained consistent.</p>	<p>Yes</p>
<p>Careers advisor employed to give advice to students from Years 9- 13.</p> <p>Rationale: Students provided with career guidance both as groups and individually, to reduce the risk of any student becoming a NEET. PP students are prioritised by identification from the RSL and PP champion. National PP NEET figures continue to be higher than those for NPP students.</p>	<p>Pro rata cost of careers Advisor £7351</p>	<p>Continued</p>	<p>Students identified as disadvantaged, vulnerable or at risk of NEET receive focused careers support from qualified in- house advisor leading to improved chances of obtaining appropriate pathway at 16.</p>	<p>NEET figure 0% National 6% Derby City 8.4%</p>	<p>Yes</p>
<p>Accelerated reader programme to develop literacy skills across KS3.</p> <p>Rationale: Poor literacy is a key barrier to progress for our PP students. Research shows there is a significant literacy and vocabulary gap for PP students on entry to secondary education. We encourage students to engage with further literacy strategies to increase reading, comprehension and vocabulary, The Sutton Trust / EEF research indicates that these strategies add 6 months learning through reading comprehension interventions.</p>	<p>Pro rata cost of software and licence £855</p>	<p>continued</p>	<p>Improve literacy levels and frequency of reading</p>	<p>Disadvantaged students continue to make progress in line with their peers.</p>	<p>Yes</p>

<p>Show my homework software</p> <p>Rationale: Many of our PP students have poor organisational skills, which when paired with a lack of parental engagement can be problematic. SMHW allows all students, parents and tutors to communicate efficiently and aid the organisation required for effective learning. The Sutton Trust / EEF research indicates that these strategies add 5 months learning through homework interventions alongside gains in conjunction with parental engagement and digital learning strategies.</p>	<p>Pro rata cost of software £1132</p>	<p>continued</p>	<p>Improved organisation of learning. Increased level of independent study</p>	<p>Homework is now set on regular basis in accordance with extended study policy. Increase in student outcomes. Increase in parental engagement with the curriculum.</p>	<p>Yes</p>
<p>6th Form Numeracy and Literacy mentoring – Funding to support training and supervision of the 1- 1 mentoring for students with weak reading or numeracy skills.</p> <p>Rationale: PP students who struggle with literacy and/or numeracy can be effectively supported by trained 6th form mentors to aid their understanding and academic progress. These PP students also benefit from working alongside positive role models and develop effective relationships with other students. The Sutton Trust / EEF research indicates that these strategies add 5 months learning through peer tutoring interventions.</p>	<p>Supervision costs £855</p>	<p>Continued</p>	<p>Students with weak numeracy and/or literacy benefit from a fortnightly session with a Post-16 mentor. Students' confidence and application in numeracy and literacy improves as a result.</p>	<p>In 2018/19, 18 disadvantaged students benefitted from Literacy and Numeracy support</p>	<p>Yes</p>
<p>Attendance support strategies.</p> <p>Rationale: National data shows a large discrepancy between the attendance of PP vs NPP students and the associated academic outcomes for these students. Our attendance and pastoral teams work in close partnership to ensure our PP attendance remains at the forefront of our attendance strategy.</p>	<p>£3220 Travel cost Staffing cost Exec / HOY</p>	<p>Continued</p>	<p>Over 70 home visits made to disadvantaged students homes to liaise with and support parents. Intention to decrease the number of attendance concerns for each student.</p>	<p>Increased contact with parents / carers of most vulnerable students to support attendance</p>	<p>Yes</p>

<p>Whole College Literacy / Vocabulary training – Tiered vocabulary – Mind the gap vocabulary.</p> <p>Rationale: Poor literacy is a key barrier to progress for our PP students. Research shows there is a significant literacy and vocabulary gap for PP students on entry to secondary education. We encourage students to engage with further literacy strategies to increase reading, comprehension and vocabulary. The Sutton Trust / EEF research indicates that these strategies add 5 months learning through oral language interventions.</p>	<p>£750 Training costs</p>	<p>New</p>	<p>To raise awareness of and delivery of specialist vocabulary within teams across the curriculum.</p>	<p>Increased awareness and delivery of vocabulary within learning sessions.</p>	<p>Yes</p>
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****COVID-19. Enforced closure. March – August 2020****

Suspension of planned strategies March – August 2020:

Action	Intended Outcomes
Targeted small group intervention.	Curriculum and intervention amendments made for underachieving students. Increased small group and 1 2 1 tuition using extended sessions.
Male PP pastoral and revision support	PP champion support for underachieving male students. Focus on individual subject areas, revision strategies, organisation and aspirations.
Mathematics strive for 5 programme	Mathematics intervention programme with the Director of Learning for Mathematics. Aim to increase attainment for key students from grade 4 to 5.
English strive for 5 programme	English intervention programme with the Director of Learning for English. Aim to increase attainment for key students from grade 4 to 5.
Specialist Humanities intervention	Humanities support for underachieving students. Increased small group and 1 2 1 tuition using extended sessions alongside Curriculum Leader for Humanities and RSL. Focus on extended writing and analysis.
Ambition Nottingham, Sutton Scholars	Continued work alongside the University of Nottingham to raise aspirations of PP students.
Reward visits	To reward continued excellent effort and application for PP students.

****COVID-19. Enforced closure. March – August 2020****

Additional strategies implemented during the enforced closure:

Action	Intended Outcomes	Impact
Weekly contact phone calls	To ensure all students and families maintained contact with the college and key staff throughout the closure. To ensure our vulnerable students were provided with support and guidance where required.	Students and families remained at the forefront of our thinking during the closure, vulnerable families were identified and supported with their needs which were identified via these calls,
Home visits	To maintain contact in person with our most vulnerable students and provide support to individuals and families where required.	As above, personalised social distanced visits allowed key staff to meet families and deliver equipment where required.
Food parcels	To alleviate stress and financial pressures for our most at risk families during a difficult time.	Families who received food parcels were incredibly grateful for the support of the college during their most difficult times.
Laptops, printing, stationery and equipment. Revision / Reading materials	To ensure all disadvantaged learners had access to online learning platforms and required resources for learning throughout the closure and were not further disadvantaged by working remotely.	All key individuals were provided with digital access, equipment and materials required to engage successful from their home, ensuring they did not fall further behind during the closure.
Virtual LSA support	Mental health and wellbeing support provided to identified students who showed increased anxiety and stress throughout the closure.	Vulnerable and identified key students, including SEN and at risk individuals were provided with increased levels of support and mentoring throughout the closure.

Intentions for the 2020/21 Academic Year: Many of the initiatives listed above that are making an impact will be continued into 2020/21.

The College has identified additional priorities for 2020/21 **Date of next review: September 2021**

Area	Issue	Success Criteria	Intentions for 2019/20
Performance	<p>There needs to be a greater scrutiny on performance of disadvantaged students across all year groups and subject areas.</p> <p>P8 for disadvantaged students to increase in line with non-disadvantaged students within the college.</p>	<p>Areas focus more on isolating performance gaps between disadvantaged and non- disadvantaged.</p> <p>Decrease in performance gaps against non-disadvantaged students.</p>	<p>Review of all PP students current performance and effort by individual subject, Identification of coasting students or students who are outperforming initial targets, Increasing individual target grades (new flight paths), followed by reviews against targets at each assessment point.</p> <p>Revise performance targets to monitor progress of disadvantaged students against the performance of non-disadvantaged students within the college. (disadvantaged students already significantly outperform non-disadvantaged students nationally)</p> <p>Professional development sessions for all teaching staff and Learning Support Assistants to facilitate clarity of understanding of the barriers faced by disadvantaged students.</p> <p>Targeted small group intervention for Year 11 Disadvantaged students who were underperforming during Year 10.</p>
Ambition	<p>Increase the aspirations of disadvantaged students.</p>	<p>Narrowing of performance gaps for disadvantaged students, in all Year groups.</p> <p>Increased percentage of disadvantaged students accessing memorable experiences outside of the curriculum.</p>	<p>Year 10 disadvantaged students to be supported in securing ambitious and career choice relevant work experience placements.</p> <p>Year 10 HPA disadvantaged students selected to participate in The Brilliant Club in conjunction with Sheffield University.</p> <p>Disadvantaged students in Years 8-10 to participate in raising aspirations workshops delivered by the University of Nottingham.</p> <p>Year 7 disadvantaged students to access Derby University raising aspiration workshops and University experience days. Development of the Sutton Scholars, Ambition Nottingham programme across year 7 and 8.</p> <p>Year 7-10 students to access residential holiday experiences alongside the curriculum.</p>
Attendance	<p>Increase Year group & overall college disadvantaged attendance. Particular focus on Year 10 & 11 students due to historical data gap.</p>	<p>College PP attendance gap narrowed</p> <p>Year 10&11 gaps narrowed rapidly.</p>	<p>Revised policy and monitoring procedures for caseload management of attendance concerns.</p> <p>Development of relationships with key families across all year groups to support attendance strategy. Increased usage of attendance contracts and monitoring of key students. Specific case management of at risk Year 10 and 11 students in conjunctions with respective Head of Year.</p>
Exclusions	<p>The number of PP students being excluded remains higher than the college disadvantaged proportion.</p>	<p>Reduce the number of exclusions for disadvantaged students</p>	<p>Increase in-house alternative provision to enable longer programmes of study in mainstream.</p> <p>Increase monitoring and intervention to continue to improve behaviours. Develop strategies to combat discipline issues in the classroom. Increased rewards for positive behaviours.</p>