

## GPUTC Pupil Premium Strategy Statement 2019-20

1. Summary Information					
<b>Academic Year</b>	2019-20	<b>EFA Funding</b>	£37,400	<b>Date of next PP review</b>	Summer 2020
<b>Total Number of students</b>	224	<b>Number of students eligible for PP</b>	Year 10: <b>20</b> (26.7% of the year group)		

2. Barriers to future attainment (for students eligible for PP)	
<b>In-school Barriers</b>	
<b>A</b>	<b>Literacy and Numeracy:</b> data shows that a significant minority of PP students arrive with literacy and numeracy levels lower than their chronological ages which impacts on their achievement in KS4.
<b>B</b>	<b>Behaviour:</b> PP students make up a higher proportion of behaviour incidents than is suggested by their numbers. A small minority of disadvantaged students make up a greater proportion of isolations and exclusions than non-PP students.
<b>External Barriers</b>	
<b>C</b>	<b>Independent learning,</b> study skills and effective preparation for exams: students in this group are not as well prepared for exams as other students.
<b>D</b>	<b>Attendance:</b> attendance for a significant minority of disadvantaged students is lower than that of their peers.
<b>E</b>	<b>Aspiration:</b> some students in this group lack aspirations for their futures with some not having a plan for their future education, employment or training putting them at risk of becoming NEET.
<b>F</b>	<b>Social Issues:</b> a significant number of disadvantaged students have had some contact with external support agencies and/ or face significant social, family or financial issues outside of school.
<b>Desired Outcomes</b>	
<b>A</b>	Improve literacy and numeracy levels for PP students so that students' overall performance improves.
<b>B</b>	Reduce the number of behaviour incidents amongst this group of students; reduce the number of isolations and exclusions.
<b>C</b>	Equip students with a range of independent learning skills, which allow them to engage in purposeful revision outside of the classroom.
<b>D</b>	Improve attendance for this group of students.
<b>E</b>	All students to have a plan for post-16 education, employment or training which is suitable for them.
<b>F</b>	Successful outcomes of any involvement with external agencies; financial support for those students who need it.

Review of Expenditure			
<b>Academic Year 2017-18</b>			
<b>All Desired Outcomes</b>			
<b>Action/ Approach</b>	<b>Rationale and Estimated Impact</b>	<b>Actions and Lead Staff</b>	<b>Cost</b>

<p>On-going training for teachers to ensure teaching in all lessons is good.</p> <ul style="list-style-type: none"> <li>- Skills gaps identified by Line Managers and staff directed to appropriate training provided through the Greater Peterborough Teaching School Alliance and other providers.</li> <li>- Invest in Pixl to improve all teachers' understanding of how to boost student achievement.</li> </ul>	<p>We intend to continue to invest some of this year's PP budget to ensure that teaching and learning continues to improve across the college. Staff will be asked to review their training specifically as it impacts PP students to raise the profile of this cohort. In addition, the impact of their training on the lessons they teach will be reviewed by leaders.</p>	<p>Director for Learning to co-ordinate training needs and oversee spend.</p>	<p>£7500</p>
<p>Work with the Greater Peterborough Teaching School alliance on subject/ area specific development.</p>	<p>This was a highly successful strategy last year so we intend to continue to maximise our use of this resource.</p>	<p>Director for Learning to coordinate and track the effectiveness of this action.</p>	<p>£0 (funded through a DfE grant) Is this still funded?</p>
<p>Learning Support Assistant employed to provide support for SEN learners who are disadvantaged and who also may experience negative behaviour (B) and social issues (F).</p> <p><b>EFF toolkit: metacognition and self-regulation +7 months</b>  <b>EFF toolkit: small group tuition +4 months</b></p>	<p>This action was successful last year in improving outcomes for targetted students so we intend to continue to fund this.</p>		<p>£19,000</p>
<p>Personalised timetabling: to cater for students with a range of complex needs, timetabling will continue to be personalised to encourage good outcomes.</p>		<p>Director for Support to coordinate and track the effectiveness of this action.</p>	<p>£0</p>
<b>Desired Outcome A: Literacy and Numeracy</b>			
<b>Action/ Approach</b>	<b>Rationale and Estimated Impact</b>	<b>Actions and Lead Staff</b>	<b>Cost</b>

Extra small-group Literacy and Numeracy sessions for those Year 10 & 11 students who were very far behind their peers.  <b>EFF toolkit: small group tuition +4 months</b>	This was a highly effective strategy last year which we intend to continue to fund.	Director for Support to coordinate and track the effectiveness of this action.	(as part of Learning Support Assistant wages)
Handwriting sessions for targetted students.  <b>EFF toolkit: one to one tuition +5 months</b>	This was an effective strategy last year which we intend to continue to fund.	Director for Support to coordinate and track the effectiveness of this action.	(as part of Learning Support Assistant wages)
Roll out of the Literacy Strategy.	This aims to improve literacy outcomes for all students via a dedicated strategy, time in the week for all students to engage with it and a lead teacher responsible for its implementation.	Literacy Strategy lead and Director of Learning.	£500 for resources
TLR payment for a member of staff to lead the Literacy Strategy.	Time and effort need to be dedicated to rolling out this strategy to ensure its effectiveness.	Director of Learning.	£ 2,000
<b>Desired Outcome B: Behaviour</b>			
<b>Rationale and Estimated Impact</b>	<b>Rationale and Estimated Impact</b>	<b>Actions and Lead Staff</b>	<b>Cost</b>
Daily or weekly contact with home (as appropriate) to provide coordinated support for students and families.  <b>EEF Toolkit: Parental engagement +3 months</b>	This was an effective strategy last year which we intend to continue to fund.	Student Managers to coordinate and track the effectiveness of this action.	As part of Student Manager's wages, not funded by the PP budget.
Provision of a Key Worker to meet with students weekly or more frequently as needed.	This was an effective strategy last year which we intend to continue to fund.	Director for Support to coordinate and track the effectiveness of this action.	As part of Learning Support Assistant wages) and part funded from other budgets
<b>Desired Outcome C: Independence within and outside of the Classroom</b>			
<b>Action/ Approach</b>	<b>Rationale and Estimated Impact</b>	<b>Actions and Lead Staff</b>	<b>Cost</b>

Provision of Revision guides and stationery to facilitate revision at home.	This was an effective strategy last year which we intend to continue to fund.	Director for Support to coordinate and track the effectiveness of this action.	£800
Lunchtime and Before-school revision sessions, with targeted invitations to PP students.	This was an effective strategy last year which we intend to continue to fund.	Director for Support to coordinate and track the effectiveness of this action.	£500
Easter and half-term revision with targeted invitations to PP students. This provision includes outdoor learning experiences including high-ropes and sailing.  <b>EEF Toolkit: Outdoor adventure learning +4 months</b>	This was an effective strategy last year which we intend to continue to fund.	Director for Support to coordinate and track the effectiveness of this action.	£350 for staff overtime.
Transport to and from Easter and half-term revision sessions.	This was an effective strategy last year which we intend to continue to fund.	Director for Support to coordinate and track the effectiveness of this action.	£110
Purchase of a number of Chromebooks which can be borrowed by PP students to facilitate revision at home including access to Hegarty Maths and My GCSE Science.	PP students often struggle to access the packages the college buys into because they don't have access to technology at home.	Director for Support to coordinate and track the effectiveness of this action.	£750
<b>Desired Outcome D: Attendance</b>			
<b>Action/ Approach</b>	<b>Rationale and Estimated Impact</b>	<b>Actions and Lead Staff</b>	<b>Cost</b>
Regular contact between the student manager and home.  <b>EEF Toolkit: Parental engagement +3 months</b>	This was an effective strategy last year which we intend to continue to fund.	Director for Student Support to coordinate and track the effectiveness of this action.	As part of Student Manager's wages, not funded by the PP budget.
Adopted Peterborough's attendance policies and signed up to Service Level Agreement.	This was an effective strategy last year which we intend to continue to fund.	Director for Student Support to coordinate and track the	£1800

		effectiveness of this action.	
<b>Desired Outcome E: Aspiration</b>			
<b>Action/ Approach</b>	<b>Rationale and Estimated Impact</b>	<b>Actions and Lead Staff</b>	<b>Cost</b>
Funding of travel to and from Work Experience placements.	This was an effective strategy last year which we intend to continue to fund.	Director for Student Support to coordinate and track the effectiveness of this action.	£240
<b>Desired Outcome F: Social Issues</b>			
<b>Action/ Approach</b>	<b>Rationale and Estimated Impact</b>	<b>Actions and Lead Staff</b>	<b>Cost</b>
Transport, uniform and equipment bursary.	We would like to invest in this to assist families of students who are struggling to afford essential school services and supplies.	Director for Support to coordinate and track the effectiveness of this action.	£2000
Daily or weekly contact with home (as appropriate) to provide coordinated support for students and families. <b>EEF Toolkit: Parental engagement +3 months</b>	This was an effective strategy last year which we intend to continue to fund.	Director for Support to coordinate and track the effectiveness of this action.	As part of Student Manager's wages, not funded by the PP budget.

**Predicted Spend: £35, 550**