

REPORT ON USE OF PUPIL PREMIUM GRANT TO SUPPORT DISADVANTAGED STUDENTS

Evaluation 2018/19

Action Plan 2019/20

1. Action Plan 2018/19					
Total PPG allocation	280,000	Students on roll at January 2019 census	1904	Number of students eligible for PP	338
Allocated to:	Amount:	Expected Impact:	Monitoring:		
Leadership Capacity Contribution towards Senior Leadership: Inclusion	45,000	<ul style="list-style-type: none"> Overall management and monitoring of DS deployment across Riddlesdown Collegiate. 	<ul style="list-style-type: none"> Multi Academy Trust opportunities to collaboratively work between senior leadership teams. 		
Teaching & Learning English & Academic development lessons (including contribution towards Director of Literacy). CPA Workshops. Instrumental Music Tuition Maths & Numeracy Lessons (0.2fte)	84,000	<ul style="list-style-type: none"> To reduce the performance gap between DS students and non-DS students. To provide opportunities for students who would not normally have access to additional curriculum opportunities/ music lessons. To provide intervention support for Maths and Numeracy to support closing the gaps/ secure the knowledge needed to make positive progress. Focussed and specialist support from Director of Literacy to HLTA Literacy to ensure support is targeted towards supporting progress. 	<ul style="list-style-type: none"> Multi Academy Trust opportunities to collaboratively work between senior leadership teams. Fortnightly line management and support between HLTA Literacy and Director of Literacy. 		
Pastoral / Support Staff Learning Mentor (3 fte) SEMH Coordinator (0.5fte) LSAs (2fte) Attendance monitoring.	133,000	<ul style="list-style-type: none"> High level of classroom support is implemented to support DS students who also have an EHCP and require additional support through statutory intervention. LSAs in class are deployed to support all students as well as those with EHCP's, allowing for promoting independence, supporting with scaffolding and modelling learning for all 	<ul style="list-style-type: none"> SEMH Coordinator delivers sessions to DS students on a need's basis. Member of staff is also a qualified Mental Health First Aider and coordinates referrals and access to the School Counsellor. DS who have EHCPs have their needs reviewed annually through the statutory process. 		

Resources Summer School to support vulnerable transition/ DS students Year 11 Revision Materials. Subsidies for trips and residentials Lexia license Support with funding practical based subjects (DT/ FT)	13,000	<ul style="list-style-type: none"> • Successful transition for identified vulnerable students. • Purchased revision guides for DS students (core subjects). • DS students provided with the opportunity to attend all curricular trips. • Materials and resources to support practical subjects. 	<ul style="list-style-type: none"> • Feedback from parents. • Monitoring attendance of students who attended the sessions. • Revision guides distributed by Learning Mentors and encourage use of these guides to support revision. • Liaison with subjects regarding support needed for DS students. • No longer purchasing Lexia as a support programme
Other Contribution to capitation	5000	<ul style="list-style-type: none"> • Ongoing contribution to capitation 	<ul style="list-style-type: none"> • Ongoing contribution to capitation
Total	280000		

2. Outcomes 2019				
Key Stage 4	Year 11 Roll	320		
	Year 11 DSs	51		
			Students eligible for PP (Riddlesdown Collegiate)	
			Students not eligible for PP (national)	
P8			-0.22	0
A8			41.89	44.5
E&M5+			42%	39.8
EBACC5+			11%	15.7

3. Attendance 2018/19			
Year Group	No of PP students	Attendance of PP students	Attendance of all students
7	58	95.0%	96.7%
8	67	93.9%	95.4%
9	71	94.6%	95.7%
10	69	91.0%	94.6%
11	60	92.1%	95.9%

4. Review of expenditure & impact			
Action	Intended outcome	Estimated impact: Did you meet the expected impact? (Include impact on students not eligible for PP, if	Lessons learned (and whether you will continue with this approach)
i. Leadership Capacity			
Contribution towards Senior Leadership: Inclusion	Overall management and monitoring of DS deployment across Riddlesdown Collegiate.	DS students' progress measure -0.22	<p>Visits needed to other provisions to gather examples and evidence of how DS funding is being deployed.</p> <p>Greater emphasis on the role of Directors of Learning in ensuring the curriculum content and delivery supports a need to further raise standards in DS provision.</p>

ii. Teaching & Learning			
<p>English & Academic development lessons (including contribution towards Director of Literacy).</p> <p>CPA Workshops.</p> <p>Instrumental Music Tuition</p> <p>Literacy & Numeracy Lessons (0.2fte)</p>	<p>To reduce the performance gap between DS students and non-DS students.</p> <p>To provide opportunities for students who would not normally have access to additional curriculum opportunities/ music lessons.</p> <p>To provide intervention support for Maths and Numeracy to support closing the gaps/ secure the knowledge needed to make positive progress.</p> <p>Focussed and specialist support from Director of Literacy to HLTA Literacy to ensure support is targeted towards supporting progress.</p> <p>Support of Academic Development and the Princess Trust.</p>	<p>Gap between DS and Non-DS still evident despite interventions.</p>	<p>Identified the need for greater collaboration with local schools in sharing good practice.</p> <p>Identified the role of PiXL in supporting sharing resources and subsequent opportunities for CPD to embed approaches into curriculum intent.</p> <p>Deployment of HLTA Literacy to target students with EHCP in supporting access to the curriculum.</p>
iii. Pastoral / Support Staff			
<p>Learning Mentor (3 fte)</p> <p>SEMH Coordinator (0.5fte)</p> <p>LSAs (2fte)</p> <p>Attendance monitoring.</p>	<p>High level of classroom support is implemented to support DS students who also have an EHCP and require additional support through statutory intervention. LSAs in class are deployed to support all students as well as those with EHCP's, allowing for promoting independence, supporting with scaffolding and modelling learning for all students in class.</p>	<p>Attendance for DS students is lower in each year group than non-DS student.</p>	<p>Further outreach strategies need to be delivered by the Colleges and Learning Mentors alongside the EWO to address issues of non-attendance.</p> <p>In run up to examinations, the SEMH Coordinator needs to be available to support with triaging students with anxiety which may impact on attendance and examination performance.</p>

iv. Resources			
<p>Summer School to support vulnerable transition/ DS students.</p> <p>Year 11 Revision Materials.</p> <p>Subsidies for trips and residentials</p> <p>Lexia license Support with funding practical based</p>	<p>Successful transition for identified vulnerable students.</p> <p>Purchased revision guides for DS students (core subjects).</p> <p>DS students provided with the opportunity to attend all curricular trips.</p> <p>Support for practical subjects.</p>	<p>30 students from Year 6, who transitioned to Riddlesdown Collegiate in September 2019 were identified to take part in the summer school program. Students and parents got a chance to experience what support is on offer at Riddlesdown Collegiate, took part in team building exercises, met school staff and sampled a taster lesson.</p>	<p>This provision acted as a catalyst to support vulnerable students with a positive transition experience.</p> <p>Additional communication with parents/carers whilst their child is in Year 6 would support the effectiveness of this opportunity.</p> <p>Lexia license no longer being renewed</p>
v. Other			
<p>Contribution to capitation</p>	<p>Ongoing contribution to capitation.</p>	<p>Ongoing commitment to reducing barriers faced by DS students, ensuring they have the same access to curriculum opportunities as non-DS student.</p>	<p>Ongoing commitment to reducing barriers faced by DS students, ensuring they have the same access to curriculum opportunities as non-DS student.</p>

5. Summary
<p>The progress of DS students last year was not as strong as in previous years despite application of similar strategies. Further emphasis this year to be placed on sharing good practice and embedding approaches into curriculum delivery.</p>

Action Plan 2019/20 Riddlesdown Collegiate

1. Summary Information					
Total PPG allocation	£271,617	Pupils on roll at October 2019 census		Number of pupils eligible for PP	
Allocated to:	Amount:	Expected Impact:	Monitoring:		
<p>Leadership Capacity</p> <p>Contribution towards Senior Leadership: Inclusion</p>	£45000	<p>Overall management and monitoring of DS deployment across Riddlesdown Collegiate.</p> <p>Improvement in standards achieved by DS students.</p> <p>Progress gap between DS and Non-DS to be reduced.</p> <p>SLT and Directors of Learning to engage with PiXL opportunities in relation to their respective curriculum area.</p> <p>Access to shared resources and professional networking.</p>	<p>Ongoing Multi Academy Trust opportunities to collaboratively work between senior leadership teams.</p> <p>Ongoing curriculum reviews of DS provision and curriculum intent, alongside Directors of Learning and Deputy Principal- Curriculum. Reviews take place following the Collegiate reporting cycle.</p> <p>Ongoing book scrutiny, learning walks, lesson observations and student reviews.</p> <p>Further developments to improving the effectiveness of mentoring opportunities for DS students; ensuring opportunities are both effective in raising standards and represent effective use of resources.</p>		

<p>Teaching & Learning</p> <p>Literacy & Numeracy Lessons (0.2fte)</p> <p>DS contribution to support the renewal of the PiXL License to allow access for teaching and support staff to work collaboratively in raising standards.</p> <p>CPD time to be identified and allocated to sharing good practice and raising standards for DS.</p>	<p>£82,000</p>	<p>Identified DS students who are underperforming or need support with closing the gaps in knowledge.</p> <p>SLT and Directors of Learning to engage with PiXL opportunities in relation to their respective curriculum area. Access to shared resources and professional networking.</p> <p>CPD sessions made available throughout the Collegiate calendar to disseminate good practice, raise the profile of this key group of students.</p> <p>Standards in quality first teaching to further improve across all curriculum areas.</p>	<p>Director of Literacy works directly with the SENCO and HLTA Literacy in identifying vulnerable students who would benefit from additional literacy intervention. Director of Literacy line manages the HLTA Literacy to ensure effective support and provision is made available. Director of Maths works with the HLTA Numeracy in supporting vulnerable students with Maths difficulties.</p> <p>Ongoing membership and attendance at PiXL opportunities to further improve teaching, resources, curriculum planning and outcomes for DS.</p> <p>Staff attendance at CPD, ensure DS priorities are clearly outlined on the agenda. Ensure all subjects have opportunities to engage and disseminate effective strategies.</p>
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<p>Pastoral / Support Staff</p> <p>Learning Mentor (3 fte)</p> <p>SEMH Coordinator (0.5fte)</p> <p>LSAs (2fte)</p> <p>Attendance monitoring.</p>	<p>£132000</p>	<p>DS students to show greater levels of positive attitude to learning and independent study, as reported in the Collegiate reporting cycle.</p> <p>SEMH Coordinator a qualified Mental Health First Aider and supports the triaging of referrals to the School Counsellor. Disseminating relevant information regarding mental health support within the community.</p> <p>High level of classroom support is implemented to support DS students who also have an EHCP and require additional support through statutory intervention. LSAs in class are deployed to support all students as well as those with EHCP's, allowing for promoting independence, supporting with scaffolding and modelling learning for all students in class.</p> <p>Education Welfare Officer visits Riddlesdown Collegiate for 3 days a fortnight, working with Deputy Heads of College and families to track, support and intervene with students to further improve attendance.</p>	<p>HLTA's to take a learning mentoring role and work with DS students. Mentoring takes place on a referral basis, with targeted students. Sessions help the student to identify barriers to learning and provide an opportunity to explore ways to overcome these barriers. The role of the learning mentor acts as an advocate for students and supporting aspiration and achievement.</p> <p>Multi Academy Trust/ local schools training opportunities to support early identification of learning barriers and approaches to reduce these.</p> <p>Introduction and refinement of performance management targets directly link to subject specialisms, resulting in staff becoming more effective in one specific curriculum area. Opportunities to disseminate skills and knowledge through this approach to other members of support staff.</p> <p>Progress of disadvantaged students are a significant driver for the MacKay College Quality Improvement Plan (QIP).</p> <p>Further Increase communication and engagement with parents. EWO to continue to work with a number of families who fall below the expected attendance percent.</p>
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<p>Resources</p> <p>Summer School to support vulnerable transition/ DS students.</p> <p>Year 11 Revision Materials.</p> <p>Subsidies for trips and residentials</p> <p>Support with funding practical based subjects (DT/ FT)</p> <p>Instrumental/ Music tuition</p>	<p>£10000</p>	<p>Purchase revision guides for DS students to ensure they have access to the revision materials.</p> <p>Identify vulnerable students in Year 6 who would benefit from additional transition support. Invitation for up to 30 students to take part in summer school.</p> <p>Hardship fund ringfenced to support DS students who require financial support with accessing curriculum trips and practical subjects that may require resources to be purchased.</p>	<p>Ongoing identification of vulnerable/ DS students who would benefit from additional intervention and transition to support their start at Riddlesdown Collegiate.</p> <p>Ongoing commitment to reducing barriers faced by DS students, ensuring they have the same access to curriculum opportunities as non-DS student.</p> <p>Early identification from the CPA College to support DS students interested in pursuing the Arts.</p>
<p>Other</p> <p>Contribution to capitation</p>	<p>£2617</p>	<p>Funds made available on a case by case basis to support DS students' access both curricular and extra-curricular music tuition opportunities.</p>	<p>Ongoing commitment to reducing barriers faced by DS students, ensuring they have the same access to curriculum opportunities as non-DS student.</p>
<p>Total</p>	<p>£271,617</p>		