

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Ivanhoe College				
Academic Year	2019/20	Total PP budget	£180,835	Date of most recent PP Review	June 2016
Total number of pupils	ALL (953)	Number of pupils eligible for PP	173	Date for next internal review of this strategy	January 2020

2. Current attainment				
	Pupils eligible for PP at Ivanhoe College			Pupils eligible for PP National
	Year 7	Year 8	Year 9	
% achieving expected attainment in English / Maths / Science in July 2019. At Ivanhoe, this is represented by % of students who are achieving the Ivanhoe GREEN pathway – indicative of a possible GCSE 5 outcome	English 61.8%	English 68.4%	English 66.2%	English Lang 70.5% Grade 9-4
	Maths 58.8%	Maths 76.3%	Maths 61.2%	Maths 71.5% Grade 9-4
	Science 64.7%	Science 82.8%	Science 68.7%	Science Double Award 55.5% Grade 9-4 Comparison to national is difficult due to the triple science/double science issue.
% achieving expected progress in English / Maths / Science in July 2018. At Ivanhoe, this is represented by % of students who are on or above the FFT20 estimated grade	English 82.3%	English 88.1%	English 92.6%	72% Compared with national figures
	Maths 93.7%	Maths 98.5%	Maths 82.9%	64% Compared with national figures
	Science 83.7%	Science 90.5%	Science 81.5%	68.3% Compared with national figures

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Behaviour issues sometimes caused by poor mental health for a small group of PP pupils is having detrimental effect on their academic progress because they are missing whole lessons or parts of lesson during the school day.	
B.	Low Literacy Levels. PP students arrive in Year 7 with weak literacy and learning skills; low levels of literacy therefore delay their progress.	
C.	High attaining pupils who are eligible for PP are making less progress than expected nationally in a few subject areas. This prevents sustained high achievement through KS4	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rates. Attendance rates for PP are below the target of 97%.	
E.	Parental engagement with the school	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Decreased number of behavioural incidents received by PP students	<ul style="list-style-type: none"> Reduce the number of PP students who are excluded and permanently excluded. Reduce the number of behaviour incidents received by PP students.
B.	PP students in Year 7 and 8 develop literacy, numeracy and learning skills.	<ul style="list-style-type: none"> Students eligible for PP make more progress by the end of the year than other pupils so that they reach their aspirational target in Core Subjects.
C.	Higher attaining students across the college have increased level of progress.	<ul style="list-style-type: none"> HA students are making as much progress as 'other students' identified as high achieving across Key Stage 3.
D.	Increased attendance rates for pupils eligible for PP	<ul style="list-style-type: none"> Continue to improve attendance rates for PP until it is in-line with all students nationally (94.6%). Reduce PA for PP students from 30.3% (2018-19)
E.	Improved engagement with the parents of disadvantaged students	<ul style="list-style-type: none"> Improved attendance at parents' evenings/school events by the families of disadvantaged students.

5. Planned expenditure

Academic year


2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Excellent Quality First Teaching incl. Excellent feedback for all incl. PP	Excellent Teaching and Learning for all	EEF toolkit and Sir John Dunford make clear that the most important factor in raising achievement for all students is the quality of Teaching and Learning. The Sutton trust states: 'For PP students the difference between a good teacher and a bad teacher is a whole year's learning.' EEF Guide to The Pupil Premium adds: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils	On-going CPD across the college and in departments Observation cycle including peer observations Learning Visits	SL/HoS	Jan 20
	Subject CPD to Develop Mastery style teaching	We want to offer high quality teaching to all pupils to drive up results and develop a mastery approach. EEF (Education Endowment Foundation which champions social mobility) toolkit records mastery learning as a having a +5 impact on progress.	On-going CPD across the college and in departments Departments review curriculum and developments.	SLT/HoS	Jan 20
	Recruit and retain subject specialists.	Research has shown that highly effective teachers have a deep understanding of the subjects they teach. They value both the subject and students engaging with the subject at a deep level.	CPD for non-specialists. Monitor subject CPD staff are attending.	SLT/HoS	Jan 20

	<p>Use of Mintclass to position PP students for best learning and sharing of strategies.</p>	<p>Through using seating plans you can easily arrange pupils to encourage group work and alongside this, peer-to-peer learning. Research proves that there are many benefits to peer teaching, including reinforcing pupil's own learning by instructing others, encouraging a more individualised form of learning and promoting student interaction. <i>@teachertoolkit</i></p>	<p>Monitoring the use of mintclass in lessons, this will be observed during learning visits and student pursuit. Intervention sheets for students not on track will allow us to see if positioning in the classroom as an impact on PP learning and engagement.</p>	<p>SLT/HoS</p>	<p>Jan 20</p>
	<p>Develop good student feedback.</p>	<p>We want to invest in longer-term change, which will help all pupils. Many different evidence sources (including John Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment (+ 8 months), and it is suitable as an approach that we can embed across the school. Particular focus on responding to marking from Examinations to build resilience in this group.</p>	<p>Ongoing CPD across the college and in departments regarding assessment changes and feedback.</p>	<p>SLT/HoS</p>	<p>Jan20</p>

	Identify barriers to learning	Removing some of the barriers to learning will improve the behaviour of these students and their engagement/learning in lessons.	<p>Student profiles constructed for key disadvantaged students so staff are aware of these barriers and support accordingly.</p>  <p>Student voice and feedback</p>	EB	Jan 20
	Monitor progress of PP students and identify interventions.	We need to close the gap of PP and Non-PP students. This was evident in the results of 2018-19.	Monitoring students that are not on track and interventions put in place in the classroom.	EB/HoP	Jan 20
	Subject leaders to focus data analysis and interventions of key groups to improve attainment/progress		<p>Monitor department Interventions for PP students.</p> <p>Monitor eDRL analysis of subject areas.</p>	EB/HoS	Jan 20
Improved progress for high attaining pupils	High aspiration and challenge in core subjects.	<p>The National Curriculum states that <i>'teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard.'</i></p> <p>Sutton Trust - Disadvantaged pupils who do perform strongly in primary school, they are much more likely to fall behind at secondary school, compared to other high attaining</p>	CPD Curriculum Design – SLT Links and MLT Meetings.	HoS/SLT	Jan 20

	Target setting monitored at all levels.	students, across a range of measures. While high attainers overall make about an average level of progress between key stage 2 and key stage 4 (a Progress 8 score of .02, where the national average is zero), those from disadvantaged backgrounds fall substantially behind, with a negative Progress 8 score of -0.32.	Monitor Year 8 and 9 Teacher set pathways for all subjects. Use of FFT 20 for Year 7. it must be monitored so they are inspirational but realistic.	EB/AA/DB	Jan 20
	Inspirational career links to develop aspirations.		Monitor/ Analyse STEAM show entries.	EB	Jan 20

Total budgeted cost £50,000

ii. Targeted support

Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Improved Year 7 literacy progress and improved Maths skills of Non-Sec Ready	Fast Track Group and use of accelerated reader.	EEF website highlights that using strategies which support reading and comprehension lead to +5 months impact. 'Nothing is more important in education than ensuring that every child can read well. Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career. Those who cannot will find themselves at a constant disadvantage	ZW to monitor the number of quizzes completed by students and changes to reading ages. Learning walks.	VJ/ZW	Jan 20
	Reading Buddies		Monitor reading ages of students.	EB	Jan 20
	CPD – Numeracy		Develop an action plan for next steps to ensure the CPD impacts on the progress of Non-Sec ready students.	VJ/EB	Jan 20

	English and Maths Learning mentors targeting support in key groups.		Monitoring progress of key groups.	HoS	Jan 20
Improve numbers of Year 7 PP completing and learning from Homework tasks	Homework Club	Secondary homework has a gain of +5 months. We need to develop homework in line with the changes to the mastery curriculum. This will include the use of Knowledge Organisers.	Communication with parents each week to remind them that homework club is running. Monitor students attending and their scholarship indicators.	EB	Jan 20
	Monitoring of scholarship indicators of PP students.	Scholarship indicators such as behaviour points, late to lessons, homework not complete and achievement points will allow us to support students in the classroom/home.	Monitoring of students not completing homework and supporting them by inviting them to homework club.	EB	Jan 20
Close the gap of underachieving students using group tuition and interventions	Small Group Tuition	Ofsted The Pupil Premium: How schools are using the funding successfully to maximise achievement. EEF website highlights that using strategies which support reading and comprehension lead to +5 months impact. Ono-to-one tuition leads to +5 months impact/Small group tuition +4 months	Monitor the progress of the students selected to take part in small group tuition in English and Maths.	EB/HoS	Jan 20
	Monitoring of the teaching and learning within those groups.		Through the monitoring cycles heads of subjects are to monitor through leaning visits/observations.	HoS	Jan 20

Ensure PP students have high quality careers education	<p>Year 9 PP students will be attending the Skills Show in Nov 2019.</p> <p>Careers event in Year 8 – Linked to Lifeskills lessons on careers.</p> <p>Careers events planned to raise aspirations for example careers in medicine.</p>	Clear evidence from the Gatsby Benchmarks that strategies it contains ensures that students are much less likely to be NEET at the end of school.	<p>Impact statements from students from both events.</p> <p>Analysis of options picked for the upper school.</p>	EC/EB	Jan 20
Total budgeted cost					£50,000

iii. Other approaches

Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Increased attendance rates	Enhanced Attendance Monitoring by FP and engagement with parents of PP poor attenders.	The support ensures that they are able to get to school The NFER briefing on raising performance of PP student's states: 'more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.'	SLT Links and form tutors to monitor attendance and discuss with FP any concerns regarding a student's attendance.	EC/EB/FP	Jan 20
	First day response provision.		Reception/Form tutors to pass concerns onto FP. Communicate concerns with staff.	EC/FP	Jan 20
	SLT links/Tutors to track those PPs close to Persistent absenteeism threshold.		1:1 checking by form tutors and supporting students. SLT links to support with any concerns.	SLT/FP	Jan 20
	Staff training on Attendance Issues		Ensure a clear role for form tutors regarding attendance and their form.	EC	Jan 20

	Breakfast club for PP low attenders/persistent absentees	Pockets of Poverty, DfE highlights (pg13) outlines that breakfast clubs act as an effective practical way to benefit disadvantaged students.	Monitor students attending breakfast and their attendance.	EC/EB/KW	Jan 20
	Rewards for improved PP attenders.	Low attendance of PP students in 2018-19 and we can't improve attainment for students if they aren't actually attending school.	Monitoring PP attendance and FP celebrating good attendance with rewards.	EC/EB/FP	Jan 20
Improved behaviour of PP cohort across all year groups	Magic Mondays	Mental wellbeing has wide-ranging impacts upon how students view themselves, their quality of life and the wider society. Work by the Public Health England has identified the influence which a child's emotional health and wellbeing has upon their cognitive development, learning, physical health and their mental wellbeing in adulthood.	Learning visits from SLT Links. Form tutor and student feedback.	GB	Jan 20
	Ivanhoe WAY/Social and Emotional Programme	EEF website highlights that social and emotional learning can lead to +4 months added progress.	Behaviour analysis	EB	Jan 20
	Music involvement	Research into Music Participation has shown that it can help with specific issues such as attendance, focus in lessons, growth mind-set, self-confidence, and improving behaviour. EEF toolkit rates Arts Participation as +2 impact on PP attainment across a range of subjects.	CC to monitor student involvement and progress.	CC/EB	Jan 20

	Involvement in extra Curricular clubs	The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). The EEF have said that being involved in extra-curricular sporting activities may increase attendance and retention.	Monitor registers of extra-curricular activities. Departments to encourage and monitor student development through an activity.	EB/HoS	Jan 20
	Mental Health Awareness for staff and students.	Evidence shows that children with mental health issues are reported to achieve lower levels of educational attainment and progression, with higher levels of school absence. It has also been found that children with mental health issues have a much higher risk of social problems within school. This group of children are at higher risk of expulsion due to behavioural problems. <i>Children's Commissioner for England</i>	Mental Health worker to monitor at risk students.	EB/GB	
Key stage 2 and 4 Transition	Plan a transition programme from Key Sage 2 and then to Key Stage 4	Build relationships with key staff and reduce anxiety of vulnerable disadvantaged students.	Meet regularly with PP coordinators from the upper school	EB/HoP	Jan 20

Developing Personal Skills and Curriculum Enrichment	Enrichment Days - PP students given contributions towards some educational visits.	There hasn't been research done on all types of educational visits however the EEF toolkit does consider Outdoor education visits and states: 'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence.' Our own evidence suggests that students taking part in visits and extra-curricular activities improves their learning skills and also increases their motivation in school.	Student impact statements Student Voice.		Jan 20
Continue to improve parental communication/engagement	Communication strategy for parent evenings.	EEF website highlights that increasing parental engagement can have an impact of +3 months of progress for disadvantaged students	Analysis of attendance of parental events.		Jan 20
Successful study skills at home	Parental and Student feedback. Exam result analysis				
All reports and letters are sent home as well as published. (drop in system to discuss reports/concerns)	Feedback from parents during the drop sessions.				
Improving revision skills at home	PP students given free revision guides.	Pockets of Poverty, DfE highlights (pg13) effective schools provide effective resources for out-of-school provision.	Feedback from parents and students. Exam result analysis		Jan 20
Total budgeted cost				£80,000	

6. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Intended Outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Excellent Quality First Teaching incl. Excellent feedback for all incl. PP	Development of the Ivanhoe Way and specific behaviour management training and consistency based on Paul Dix.	The new behaviour process is working for the majority.	Use of EEF toolkit on interventions which target social and emotional learning (SEL) to seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	£14,500 for CPD and training for quality first teaching.
	Continued training for leaders to promote Pupil Premium initiatives in gaining mastery.	Through the curriculum hubs subject leaders are building knowledge and confidence of the changes to their curriculums to ensure powerful knowledge is mastered.	Changes to the curriculums in each subject will have to ensure PP students are supported to ensure the gap is diminished.	£180 contribution for mintclass subscription. £617 for parental engagement of PP students.
	Use of Mintclass to position PP students for best learning and sharing of strategies.	This has been observed during lesson observations and learning walks. Subject Leaders have added details to eDRL regarding teams using seating plans and strategically placing PP students	Mintclass continues to be successful with the identification of disadvantaged students. We need to monitor the positioning in the classroom of these students through learning visits and looking at mintclass and through the SIMS gingerbread comments.	£1020 CPD MLT staff £1700 Skills Show transport.

	Use of Staff training and Development and Middle Leadership focus groups – to build resilience/growth mindset, improve attitudes to learning and diminish the difference between Teacher Assessments and examination outcomes	Year 9 Revision Guides were provided to enable students to self-study at home, and for parents to support their children at home with their learning. A parental workshop for Maths, English and Science was held and 25% of our year 9 parents attended. Parents gave good feedback about the usefulness of the workshops, and how they can support their child to do well.	Present information regarding our disadvantaged students through the Staff Newsletter and introduce a new PP newsletter for <u>ALL</u> staff.	<p><i>£16,000-part salary for mental Health Worker.</i></p> <p><i>£8000 paired observations and monitoring</i></p> <p><i>£1100 Revision Guides</i></p>
	Continue to develop excellent feedback using GLOW and GROW/Pink Pen/FUTs	Monitored through eDRL – Subject leaders have completed work scrutiny to ensure feedback from teachers and students.	How can we ensure PPs on low attendance complete feedback activities when they are absent from lessons?	
	New this year “Within Class attainment groupings” – a new area to be developed which has just been investigated and reported on in the EEF toolkit	EOYA has allowed students to review exam questions and identify areas on moving forward. This is for all year groups but not for all subjects.	Develop this strategy in line with the changes to mastery curriculum and what powerful knowledge they have retained. Students need to respond to examinations to build resilience.	
	Develop quality homework setting and teacher follow up.		Secondary homework has a gain of + 5 months. We need to develop homework in line with the changes to the mastery curriculum. This will include the use of Knowledge Organisers. Monitoring of students not completing homework and supporting them using the homework club.	
Improved progress for high attaining pupils	Clearer identification of students and a “no excuses” policy in terms of expectations that they achieve their expected pathway.	Subject Leaders have used the HPAPP tracker on the eDRL to monitor the progress of these students. Strategies for underachieving students have been identified and shared with departments.	Continue to identify students not on track and put interventions in place if it is over multiple subjects as it may be a particular skills they need to work on.	

	Improved Parental Engagement with HPA PPs	Students contacted in all year groups for parents evening. If they were in ASH they were offered to come to the next evening.	Allow PP parents to come on either night. They should be a priority in booking appointments. Contact parents to check why they are not attending.	
	Skills show and looking forward to careers as central.	73 disadvantaged students attended the skills show in Nov 2018 with their peers. 61 disadvantaged students attended the careers fair in June 2019.	Excellent opportunities for students to start looking at educational and career paths. Look at building HAPP interest in careers such as medicine and Aim Higher events at universities.	
	Subject leaders to focus on HPA PP at cycle points with "HAPPY" Track on EDRL.	Subject Leaders are commenting on HPA PP on eDRL and interventions on SIMS. Most subjects have changed from the old gingerbread analysis to SIMS and most subject leaders have an expectation that all PP students are commented on whether they are achieving or underachieving.	Gingerbread comments from the WAWN cycles all on one SIMS mark book. If all staff have access to all comments they see if an intervention strategy has worked and try this out to improve student progress.	
	Engagement of Mental Health Worker (education access worker) for those students with exam anxiety.			

ii. Targeted support				
Intended Outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year 7 literacy progress and improved Maths skills of Non-Sec Ready	Comprehension strategies – “Reading for meaning” workshops.	A number of PP students have access to English and Maths tutors. Heads of subject monitor students and progress through the monitoring cycle.	Monitor the quality of the tutors by observations/progress and include this on the teaching and learning monitoring section on the eDRL. Combine literacy into ALL subjects to ensure PP students can access exam questions and close the gap between Teacher Assessment and Examination Results.	<i>£1800 Accelerated Reader.</i> <i>£250 Books</i> <i>English/Maths Mentors</i> <i>£14500 x 2</i>
	‘Fresh Start’ for struggling Y7 PP readers and Accelerated Reader programme for Fast Track students alongside Spellzone.	The number of loans as raised significantly to 6748 an increase of 4888. 97 students involved (33 PP) and are totally engaged and performing well.	Increase the number of students that we have log in for AR to engage them in reading and the library.	<i>£1200 Morning salary</i> <i>English and Maths Tuition</i> <i>£12,400</i>
	English learning mentors and Maths learning mentors targeting support in key groups.	Where learning mentors are recording daily activity with PP students from the monitoring spreadsheet and records of intervention it can be seen with a number of PP students that they are either on pathway or exceeding.	Update SIMS mark sheet for tracking TA intervention so that it links to the monitoring spreadsheet so impact can be seen.	<i>Fast Track Equipment £40</i>
	Reading buddies using male TA.	24 students out of the 49 are PP students are involved in the reading buddies programme. Out of those 24 students 19 are on target or above in the English WAWN 2 data capture.	All students involved in the reading buddies programme that don’t have access to accelerated reader must be given a log in so they can read and quiz during their session. Ensure all students have access to a reading book during form time so they can read at least once a week.	<i>Homework club</i> <i>£720</i> <i>£245 Coach to Nottingham University</i> <i>HPAPP trip</i>
	Students to be taught in reduced class size groups specialised SEN teachers in English and with TA and Learning Mentor support in both Maths and English.	In Year 7, all PP students are on or exceeding their pathway in English in this smaller group with support. (see Case Study)	Direct support staff in lessons. Do they know who the PP students are and what support they can offer these students.	

	<p>These students have priority access to small group tuition with English and Maths tutors.</p>	<p>A number of PP students have access to English and Maths tutors. Heads of subject monitor students and progress through the monitoring cycle.</p>	<p>Monitor the quality of the tutors by observations/progress and include this on the teaching and learning monitoring section on the eDRL.</p>
	<p>Fast track programme will be used to accelerate progress using our curriculum freedom and cutting down MFL lessons.</p>	<p>In Year 7, all PP students are on or exceeding their pathway in English in this smaller group with support.</p> <p>In Year 8, 2 students are not on track. Student 1 has a part time timetable as he is on alternative provision for 2 days a week. Student 2 is struggling to get to lessons and has been on the 3-6 programme to plug gaps.</p>	<p>Look at early intervention that LSAs/TAs can deliver. There could be preparation needed for an activity in English/Maths that the TA can prepare the students for to reduce anxiety.</p> <p>Monitor Fast Track MFL to see if this has an impact on the subject and engagement by having a reduction in lessons.</p>
<p>Improved numbers of Year 7 PP completing and learning from Homework tasks</p>	<p>Homework club for Years 7 and 8 PP.</p>	<p>Homework Club has on average between 9-11 students each week. All of these are Year 7 students.</p>	<p>We will continue running homework club with an extra member of staff for support. Reminders to parents weekly via MyEd so they can send their child for homework help if needed.</p> <p>PP students having the flexibility of attending 1 lunchtime session and an afterschool on a Thursday. Not all PP students have transport to get home at 4pm so having an option of a lunch time might aid more vulnerable PP students.</p>
<p>Improved progress for high attaining pupils</p>	<p>High aspiration and challenge in core subjects using small group tuition.</p>	<p>All PP students have a realistic but aspirational target in CORE subjects. Students are challenged in lessons</p>	<p>Small group tuition being introduced next year into Science as Jane Lomax's role as technician will include a T&L role of a small group of HPAPP.</p> <p>Plan how students are selected for small group tuition.</p> <p>Monitor students involved and ensure that it is impacting on that subject.</p>

	Robust target setting monitored at all levels: classroom, at department level and at SLT.	SLT links monitored the target setting of departments. Teachers were encouraged to look at all data (FFT, Key Stage 2 scores) and set target pathways for students. Subject leaders discussed with teachers any concerns and this was monitored through the WAWN Cycles.	SLT to monitor the target setting of PP students for subject links to ensure targets diminish the gap.	
	Create a target group of HPA PP students and explore purposeful links with businesses (Ashfield Cares) to develop their aspiration for future careers - including visits and mentoring.	Through the STEAM show a small number of PP winning students visited Rolls Royce. Impact statements show how valuable this was to these students.	Use links from events like the STEAM Show and Careers to build students aspirations. Organise short visits to these companies to engage them. For example, a trip Rolls Royce for a small number of PP students will allow them to see a range of jobs in one company.	

iii. Other approaches

Intended Outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates	Enhanced Attendance Monitoring by EC/MW and engagement with parents of PP poor attenders.	After cycle 2 a new initiative was introduced for our PP students and tracking their own attendance. For the first half term 9 PP students were successful in gaining 100% attendance.	<p>June 2019 attendance for PP stands at 88.70% with the whole cohort at 94.19% If the interventions were not put in place would this be worse?</p> <p>Consistent approach from all form tutors on improving attendance of PP students. This includes</p> <ul style="list-style-type: none"> Engaging in weekly rewards for our PP students. Noticing and welcoming students back. Referring any persistent absentees that are PP to FP <p>Liaise with FP if there any concerns that are known.</p>	<p><i>Attendance officer salary £19,000</i></p> <p><i>£570 Breakfast Club</i></p> <p><i>£650 Attendance Rewards</i></p> <p><i>£3000 Staff training – attendance</i></p>

<p>Outreach Officer – MW – hours expanded and employed to monitor pupils whose attendance is below 90% and follow up quickly on truancies and falling attendance.</p> <p>First day response provision.</p>	<p>FP has been appointed and working full time; she is currently spending a lot of time with our most vulnerable students who have attendance issues.</p> <p>Reception staff check absence of student's day to day.</p>	<p>FP to work closely with EC, EB and tutors so falling attendance of PP students can be picked up and dealt with quickly.</p> <p>FP to follow up on persistent absentees and build relationships with our PP families.</p>	<p><i>£2000 tracking Student attendance/ meeting time</i></p> <p><i>£224 parent evening letters – posting</i></p>
<p>Pop up rewards to motivate those close to good attendance threshold</p>	<p>PP students are engaging in the rewards being offered for an improvement in attendance.</p> <p>These have included the doughnut rewards, raffle tickets, spot prizes (skip the queue pass, free hot chocolate etc.).</p>	<p>Consistent approach from all form tutors on improving attendance of PP students. This includes</p> <ul style="list-style-type: none"> • Engaging in weekly rewards for our PP students. • Noticing and welcoming students back. • Referring any persistent absentees that are PP to FP <p>Liaise with FP if there any concerns that are known.</p>	<p><i>£7500 Music education</i></p> <p><i>£350 Printing for pop up rewards</i></p> <p><i>Enrichment Day trips £8000</i></p> <p><i>£1000 Residential trips</i></p>
<p>SLT and HOPs to meet regularly with those close to the benchmark expectation of 95% and reward improvements. SLT links to track those PPs close to Persistent absenteeism threshold.</p>	<p>SLT Links have monitored the attendance of their houses with form tutors. Regular updates have been given during house briefings. Parents have been contacted via MyEd with either a positive improvement or a concern message.</p>	<p>Consistent approach from all form tutors on improving attendance of PP students. This includes</p> <ul style="list-style-type: none"> • Engaging in weekly rewards for our PP students. • Noticing and welcoming students back. • Referring any persistent absentees that are PP to FP • Liaise with FP if there any concerns that are known. 	<p><i>£8750 Willow House Staffing</i></p> <p><i>£ 18,000 Alternative Provision</i></p> <p><i>£15,000 Ed Psych</i></p>

	Staff training on Attendance Issues	Attendance training – Full staff meeting	Use of the staff newsletter to remind staff of how they can help improve attendance of the PP students at Ivanhoe.	<i>Assessments and Counselling</i> <i>Food Tech Contributions</i> <i>£2000</i>
	Breakfast club for PP low attenders/persistent absentees.	PP breakfast club has shown some impact, between 20 & 30 breakfasts a week. 8 very regular users, 5 improved attendance significantly and 3 maintained. Cost is £0.75 per day per child approx.	Develop other initiatives that include a free break time snack if they attend breakfast club.	<i>£1500</i> <i>Swimming Contributions</i>
<i>Improved behaviour of PP cohort across all year groups</i>	Prevention of poor behaviour using Ivanhoe Way and consequences/P6 system.	The new behaviour process is working for the majority. 836 students have never had a C3. (87.5% of the whole cohort.) All depts. state themselves to be at standard on EDrl	Changes to imposition so they can happen quicker and conversations can happen before the next lesson.	
	Intervene early for students in years 7-9 using spotlights and HOP briefings.	HoPs use the Monday briefing and spotlights to intervene after a WAWN Cycle for underachieving PP students or students that may be getting a number of consequences.	Use of Staff newsletter/PP Newsletter to remind staff of strategies that can be used for early intervention.	
	Use music education to improve specific issues for individuals in this group of students	3 students passed their singing exams this year 2 grade 1 and 1 grade 3. A number of students were involved in the Christmas and Summer concert.	An in depth analysis of students selected needs to be reviewed before next year so that some students can continue or different students selected to build on their musical/confidence skills.	
	Use pop up to rewards to recognise improvements in behaviour.	Ivanhoe post cards to identify students following the Ivanhoe Way.	EB to recognise the improvement in behaviour of the PP students and liaise with HoP/GB to reward progress.	

	<p>Ensure PP involvement in all enrichment day trips.</p>	<p>All trips for enrichment days are paid for out of the PP budget. Students can build on their cultural knowledge, team working skills etc.</p>	<p>With the changes to enrichment days, a plan is needed to ensure a range of activities will still benefit our PP students in relation to the skills and experiences (cultural capital).</p>	
	<p>Engage students in Parkour club and other sports based extra-curricular.</p>	<p>Students that engaged with Parkour it increased their confidence</p>	<p>Track and encourage PP students to take part in PE extra - curricular clubs. This will continue to increase confidence of the students.</p>	
	<p>Use Willow House to accommodate complex needs and prevent early exclusions.</p>	<p>Currently four students are receiving their education in Willow House with part time provision for two other students. The provision is being provided by one-part time member of staff with the other half of the week being covered ad hoc by cover supervisors or if they are not available by members of the Student Support team.</p>	<p>Use of AI slots to teach subject specific lessons to students at Willow House/out of the classroom .</p>	
	<p>Use alternative provision through CS for the most vulnerable in this group.</p>	<p>Part time alternative provision for our two most challenging students has been sourced.</p>	<p>Continue to build on key transition with new placements for students.</p>	

	<p>Provide Ed Psych sessions, Open Door counselling services and Education Access Worker for the PP students in this group</p>	<p>As increase in the number of referrals made for counselling and the school nurse to work with our more vulnerable PP students.</p>	<p>Liaise with KS on the referrals of PP students. Check impact of the sessions on their progress, attendance and behaviour.</p>	
	<p>Dedicated mental Health worker time to diagnose underlying mental health issues – help parents to link with CAMHS (Child and Adult Mental Health Services).</p>	<p>KS (dedicated mental health worker) is having an increasing impact –</p> <ul style="list-style-type: none"> • 15 art therapy cases (each case takes a minimum 2 hours a week and often more like 3) • Ad hoc assessments plus triaging all referrals • Assisting with WH and general enquiries from staff/ young people, meeting with Heather and Tracy, planning some training, liaising with and supporting parents, implementing outcome measures <p>Whole staff training on trauma. April 2019</p>	<p>Liaise with KS on the referrals of PP students. Check impact of the sessions on their progress, attendance and behaviour.</p>	

7. Additional detail

A tracking system has been developed to track spending of the Pupil Premium funding with a number of other risk factors that could affect their progress at Ivanhoe.

Pupil Premium Attainment Tracker By Student

Student Name	Test Student
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Year Group	10
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Form	AST
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Pupil Premium Indicator	TEST
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Attendance %	100.00%
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Support	Description	Amount
1	Design Contribution	£ 10.00
2	Music Lesson	£ 380.00
3	ThinkTank	£ 18.50
4	Food Tech	£ 8.00
5	GCSE Book	£ 8.00
6		£ -
7		£ -
8		£ -
9		£ -
10		£ -
Total Support		£ 424.50

Internal Support	Yes / No
Fast Track	
Homework Club	
One to One English	
One to One Maths	

Reading Age Cycle 1	
Reading Age Cycle 2	
Reading Age Cycle 3	

Pathway	GCSE Grade Indicator		
Orange	7	8	9
Yellow	6	6	6
Green	5	5	5
Blue	4	4	4
Purple	1	2	3

Attainment	Pathway	Term 1	Term 2	Term 3
		Residual 1	Residual 2	Residual 3
Art	Orange	1	2	3
Beliefs and Values	Yellow	2	-2	-3
Computing	Green	5	2	1
Design	Blue	-1	-2	-3
Drama	Orange			
English	Orange	-3	2	3
Languages	Purple	3	2	1
Geography	Purple	0	2	1
History	Purple	1	2	3
Maths	Purple	-1	2	1
Music	Yellow	#REF!	#REF!	#REF!
PE	Purple			
Science	Purple	#REF!	#REF!	#REF!

Parents Evening Attendance	
Appointment Booked	
Appointment Attended	

Points	Cycle 1	Cycle 2	Cycle 3
Consequences			
House Point			

Uniform

A number of students have been supported with uniform/PE Kit. We have purchased shoes, skirts and trousers for a number of those students. *£2880 Uniform*

Year 9 Transition

The Year 9 PP students were invited to a transition day at Ashby school. Students were introduced to key members of staff, took part in a number of team building activities and a treasure hunt so they could get use to the school layout before the welcome days in July. Out of the 62 PP students, 58 attended. 2 were absent on the day and 2 students (HAPPP achieving well and a service student) did not want to go.

Development – To develop an earlier transition with Key Stage 2 and Key Stage 3.

