

WEST SOMERSET COLLEGE
EDUCATION FOR THE FUTURE



West Somerset College

PUPIL PREMIUM REPORT
2017-18 for Year 2016-17

Priorities for the deployment of the Pupil Premium Funding

At West Somerset College we will use the Pupil Premium funding to:

1. address inequalities in attainment outcomes for those students from a disadvantaged background
2. raise aspirations and self-esteem of those students who attract the Pupil Premium through the formal and wider curricula.

The Academy is received a Pupil Premium allocation of £164,000 between the financial year from April 2016-March 2017. Below we outline how we deploy these funds to support our ambitions for these students.

Activity	Sum	Rationale	Expected outcomes
Data tracking software	£7,535	It is imperative that all key stakeholders are able to identify Key Performance data about individual and groups of students in order to assess progress in real time and intervene as required to ensure students can 'catch up and stay up'	All key stakeholders are able to understand student performance and respond as required. Early identification of underperformance is addressed with alacrity and corrected ensuring performance gaps are narrowed and then eliminated
Data Management	£20,339	The College employs a data lead to manage the software and data harvesting processes to inform key stakeholders of when and where to intervene to prevent underachievement.	This staffing allows the data collected to be managed and processed as quickly as possible.
Staff Development and Training	£22,000	Quality teaching first and therefore improving the quality of teaching lies at the heart of improving outcomes for young people. Excellent teachers facilitate outstanding progress and achievement. This strand of funding supports dedicated colleagues responsible for leading the development of teaching, staff development and training.	The quality of teaching across the Academy is consistently 'Good' or better which will mean that those students for whom the pupil premium is allocated are making better than expected progress and are closing the gap against national attainment levels.
Supernumerary Teachers	£58,000	Additional teaching capacity across the teaching teams. This additional teaching is deployed to provide targeted support in for those eligible students identified as not making expected progress in these areas.	Rates of progress in English and Maths continue to rise, year upon year.
Raising Standards Leads	£36,000	The Academy has appointed Raising Standards Leads to monitor, on a fortnightly basis, the progress of critical students identified as at risk of not achieving their full potential. They serve on the senior leadership team and work directly with the Deputy Head and year 11 teachers to monitor the progress of their students.	The percentage of students making expected progress or better continue to improve and our P8 measure shows that we add real value to the learning of students.

Family Therapy Worker	£21,000	The Academy employs a Family Therapy worker to engage with and provide on-going support for hard to reach students and families.	Targeted individuals engage with school for 45 weeks of the year.
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Summary of the impact of the pupil premium on narrowing the gaps in the priority areas.

Category: Y11	Pupil premium	Non Pupil premium	Gap
Progress 8 for English	-0.51	+0.2	-0.71
Progress 8 for maths	-0.4	+0.38	-0.78
4+ English	60%	82%	-22%
5+ English	33%	63%	-30%
4+ Maths	49%	74%	-25%
5+ Maths	23%	57%	-34%
4+ English & maths	40%	70%	-30%
5+ English & maths	21%	50%	-29%
Category: Y10	Pupil premium	Non Pupil premium	Gap
Progress 8 for English	-0.59	+0.19	-0.78
Progress 8 for maths	-0.59	-0.33	-0.26
4+ English	55%	89%	-34%
5+ English	19%	50%	-31%
4+ Maths	30%	52%	-22%
5+ Maths	16%	29%	-13%
4+ English & maths	25%	49%	-24%
5+ English & maths	12%	25%	-13%
Category: Y9	Pupil premium	Non Pupil premium	Gap
Progress 8 for English	-0.19	+0.12	-0.31

Progress 8 for maths	-0.15	-0.12	-0.03
4+ English	75%	84%	-9%
5+ English	52%	73%	-21%
4+ Maths	59%	75%	-16%
5+ Maths	22%	45%	-23%
4+ English & maths	56%	74%	-18%
5+ English & maths	20%	44%	-24%
	Year 9	Year 10	Year 11
Attendance. PP/Non PP	92.4%/96.0%	87.8%/95.1%	84.1%/95.0%

	2013/14	2014/15	2015/16
GCSE: percentage of students achieving 5+A*-Cs including English and maths. PP/Non PP	25%/52% Gap 27%	2%/55% Gap 23%	0%/59% Gap 19%
GCSE: percentage of students making at least satisfactory progress in English. PP/Non PP	38%/57% Gap 19%	64%/72% Gap 8%	87%/85% Gap -2%
GCSE: percentage of students making at least good progress in English. PP/Non PP	15%/23% Gap 8%	20%/31% Gap 11%	52%/48% Gap -4%
GCSE: percentage of students making at least satisfactory progress in maths. PP/Non PP	36%/58% Gap 22%	53%/74% Gap 21%	53%/65% Gap 12%
GCSE: percentage of students making at least good progress in maths. PP/Non PP	13%/29% Gap 16%	23%/41% Gap 18%	15%/32% Gap 17%
GCSE: capped APS. PP/Non PP	255/304 Gap 49	246/298 Gap 42	288/326 Gap 38
GCSE: value added. PP/Non PP	948/979 Gap 31	926/960 Gap 34	992/1020 Gap 28
Year 9: percentage of students making at least satisfactory progress in English. PP/Non PP	61%/75% Gap 14%	49%/76% Gap 27%	75%/92% Gap 17%
Year 9: percentage of students making at least satisfactory progress in maths. PP/Non PP	46%/65% Gap 19%	72%/89% Gap 17%	87%/94% Gap 7%
Year 10: percentage of students making at least satisfactory progress in English. PP/Non PP	69%/74% Gap 5%	71%/82% Gap 11%	83%/87% Gap 4%
Year 10: percentage of students making at least satisfactory progress in maths. PP/Non PP	55%/72% Gap 17%	50%/70% Gap 20%	80%/87% Gap 7%
Years 9-11: attendance. PP/Non PP	PP = 89.6% Non PP = 94.4% Gap = 4.8%	PP=88.7% Non PP=94.4% Gap = 5.7%	PP=85.4% NON PP=92.4% Gap 7%

Years 9-11: persistent absenteeism. PP/Non PP	PP = 21.8% Non PP = 7.5% Gap = 14.3%	PP=22.1% Non PP=6.7% Gap =15.4%	PP=50.8% NON PP=23.4% Gap 27.4%
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West Somerset College Use of the Pupil premium 2017/18

West Somerset College pupil premium funding has been notified as **£165,425**.

- 1. To continue to improve the quality of leadership and management across the College**
- 2. To continue to improve the quality of teaching and learning;**
 - Through bespoke CPD
 - Improved subject pedagogy and teaching of new specifications at Key Stage 4 and 5
 - A focus on evidence based teaching and learning strategies
 - A focus on learning based homework
- 3. To continue to improve behaviour and safety across the school**
 - Reduce low level disruption in lessons
 - Reduce the number of fixed term exclusions
- 4. Improving whole school attendance by prioritizing interventions for PP students**
- 5. Improving achievement**
 - GCSE; Increase the number of students achieving a 4+ in English and maths
 - GCSE; Increase the number of students achieving a 5+ in English and maths
 - GCSE; Increase the number of students achieving a 4+ in English and maths with 3 other subjects at grade 4 and above (C grade for Business GCSE)
 - GCSE; Increase the percentage of students achieving at least satisfactory progress given their starting points in all year groups.
 - A level; Ensure students from PP backgrounds progress is at least o
 - A level; Students from PP backgrounds go on to University or Higher level qualifications.

Plans:

- Focus on pupil premium students achievement across the college
- Provide an after school area for students to work
- Reduce low level disruption across the college
- Improve attendance with a dedicated Year group Achievement Leader and attendance officer with targeted intervention
- Ensure that students are prepared for final exams with a series of mock exams supported by relevant equipment and resources
- SLT led interventions and mentoring with underperforming groups of students
- Tutor time booster sessions in English and maths
- Holiday revision sessions for students who need additional support
- University visits and tasters for A Level students