



## Newbury College Pupil premium strategy statement

1. Summary information					
<b>School</b>	Newbury College				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£11,200	<b>Date of most recent PP Review (internal/external)</b>	Jan 2017
<b>Total number of pupils</b>	47	<b>Number of pupils eligible for PP</b>	12	<b>Date for next internal review of this strategy</b>	Jan 2018
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
<b>% Achieving FS L1 Maths</b>			50.2%	50%	
<b>% Achieving FS L1 English</b>			58.5%	80%	
<b>% Achieving L1 Applied Science</b>			66.8%	70%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
<b>A.</b>	Literacy skills for learners enrolling onto the GCSE course from the pre-GCSE programme who are eligible for PP are significantly lower than other pupils. This can prevent them making the expected progress in year.				
<b>B.</b>	Numeracy skills for learners who are eligible for PP are lower than other learners. This can prevent them making the expected attainment in year.				
<b>C.</b>	Many PP learners have arrived from EHE, this can mean that these learners do not engage with the College environment and may have low attendance rates and attainment.				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>D.</b>	Attendance for PP learners is lower than for other students. This reduces hours in class, which have had an adverse effect on their attainment.				
4. Desired outcomes					

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of attainment in FS L1 English	Learners eligible for PP in pre-GCSE classes will aim to achieve at least a pass in Functional Skills English (L1). Overall success will be measured by having over 85% of all PP learners meeting this standard.
<b>B.</b>	High levels of attainment in FS L1 Maths	Learners eligible for PP in pre-GCSE classes will aim to achieve at least a pass in Functional Skills Maths (L1). Overall success will be measured by having over 85% of all PP learners meeting this standard.
<b>C.</b>	Increased attendance rates for PP learners	Reduce the number of total persistent absentees among students eligible for PP to below 15%, in line with College reporting.

<b>Planned expenditure</b>					
<b>Academic year</b>	<b>2017/18</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A &amp; B. Improved levels of achievement in FS English/Maths</b>	CPD for staff	CPD for staff will ensure that all teachers can offer the highest quality of learning, in order to maximise results.	Teaching and learning observations, Sharing Best Practice with other curriculum department areas.	HoQ	Jan 2018
<b>A &amp; B. Improved levels of achievement in FS English/Maths</b>	Utilise support staff in classrooms	Support staff will ensure that eligible learners are able to maximise results by working on a one-to one basis and support individual needs for PP learners	Through effective meetings with support staff and reviews on all PP eligible learners throughout the year.	HoSF/LSM	Jan 2018
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<b>A&amp;B Subjects specific workshops using targeted teams</b>	Working with staff from outside the Academy department	This targeted intervention will mean that all PP eligible learners will be able to access specialist support for English and Maths from cross College expertise – Essential Skills department	Through effective partnership with outside training teams to deliver specialist workshops designed to engage the learners in English and Maths to train the Essential Skills department. Then use the Essential skills department to train the Academy department.	HoSF	April 2018
<b>Total budgeted cost</b>					£2000

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B Increased attendance	Safeguarding officer has been employed to monitor pupils and target specific persistent absenteeism.	Attainment cannot be improved unless they are in class, this will ensure that all learners (especially PP) achieve their stated outcomes.	Bi-monthly meetings with deputy principal, greater involvement of EWO.	Pre-16 SGO HoLS	April 2018
<b>Total budgeted cost</b>					

## 5. Review of expenditure

Previous Academic Year

2016/17

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<b>A. Improved levels of achievement in FS English/Maths</b>	Bespoke English, Maths and Science Lessons for underperforming pupils, separate from the full group.	This has gone some way to meet the success criteria, all of the identified learners achieved a result in L1 FS English and maths, with some achieving a pass in L1 Applied Science	This approach will only be considered in the rarest of circumstances, it is felt that incorporating learners into the wider classes would be of greater benefit.	£4675

### ii. Targeted support

Desired outcome	Chosen action/approach	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
<b>A. Improved levels of achievement in FS English/Maths</b>	Additional Learning Support	Again this did achieve it's intended target with reference to English and Maths, and had some impact on Science.	This approach, when used well does seem to benefit the learner and will help to narrow the gap between attainment rates.	£5610

#### 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.