

# Lincoln Christ's Hospital School

A Specialist Language College and Academy  
Educating in Lincoln since 1090



## Pupil Premium Plan 2015-16

The pupil premium was introduced to address the gap identified by the government between the achievement of the majority of students and those it describes as “disadvantaged”. Funding is based on the data submitted on the annual January census day. Information collected from previous census will continue to feed into the funding formula. Based on January 2015 census return we have: 333 students funded through the Pupil Premium; 317 are either FSM or Ever 6 students (also known as FSM6, students who are eligible for free school meals at the point in the past six years); of which 13 are Looked After Children as well as 3 services children.

### **Our approach to Pupil Premium at Lincoln Christ's Hospital School**

This is to:

1. Ring fence all pupil premium funding from the main budget.
2. Remember that the money is for designated pupils therefore we believe that pupils, staff and parents have an input about how this money is spent.
3. Offer and implement a range of strategies – the pupil premium students are a diverse group of different ages, backgrounds, abilities and needs. The essential point is to ensure that disadvantage does not hinder potential.
4. Monitor, evaluate and offer interventions.
5. We have taken guidance from the relevant Sutton Trust reports, recommendations from the Education Endowment Foundation, a member of SLT who attended training with the CfBT and by sharing good practise with other schools.
6. In relation to allocating interventions, we prioritise those students not making appropriate progress in line with their predicted grades, to ensure the funding has a direct impact in ensuring they achieve their potential.

We firmly believe in high expectations and no excuses for any underperformance of our children. We continually focus the resources of Lincoln Christ Hospital School to ensure every single child is successful.

## Context of Academy

We firmly believe in high expectations and no excuses for any underperformance amongst our students. We continually focus the resources of the school to ensure every student is successful. We are unrelenting in our mission.

- The school is an above average sized mixed comprehensive. Provision is made for students through a broad curriculum in Key Stages 3, 4 and 5.
- The proportion of students eligible for Free School Meals is broadly in line with the national figures and the recent trend suggests this will continue to grow over the coming years.
- The proportion of pupils from a minority ethnic background is low in comparison to national statistics and the proportion of students whose first language is not English is broadly in line with national levels at about 10%.
- The proportion of students receiving SEN support or who have a statement is significantly higher than national levels.
- The school deprivation indicator is slightly higher than the national indicator.
- Despite low numbers in our partner primary schools, our current Y7 is full and we are projected to be oversubscribed in 2015.
- In recent years, attendance has risen to over 93% in 2014 which is an increase from 2013. This presents a 3 year trend of 0.7% improvement. Attendance is predicted to be at least 94% in 2015 -16 thus continuing the trend of improvement over 3 years. Persistent absenteeism dropped to 10.8% in 2014 from 11.6% in 2013. Again, in 2015, the trend of improvement continues by dropping to 9.5%.

## Objectives of Pupil Premium Expenditure

Our key aim is to narrow the gap between pupil premium and non-pupil premium students. We have a strong focus around supporting academic progress for students and are highly attuned to the variety of barriers that these students face.

The key objectives are:

1. Attainment in English and Maths: to implement intervention strategies to close the gap in attainment between PP and non-PP students in these core curriculum/ life skill areas.
2. Engagement: to improve curriculum engagement and academic achievement for PP students through the following strands:
  - a. Improving behaviour
  - b. Improving engagement with families
  - c. Developing skills and personal qualities
3. Attendance: to implement strategies addressing the attendance gap between PP and non-PP students.

The key principles are:

- To raise self-esteem and aspirations of students.
- To raise academic progress
- To enhance existing provision
- Using progress Leaders to identify concerns early and target intervention and support to accelerate progress through individualised support.
- To intervene quickly if any chosen strategy or intervention fails to show impact

- To raise parental support and involvement
- Increasing learning time of pupils
- To provide a suitable and broad curriculum
- To raise the importance of high levels of behaviour and attendance.

### Amount of Pupil Premium Funding Received

Total Number of Pupils on Roll	1310
Total Number of Pupils Eligible for PPG	333
Amount of PPG Received Per Pupil	935
Total Amount of PPG Received	£312255

### Nature of Support 2015/2016

Attainment and Academic Progress	£106808
Engagement and Removing Barriers to Learning	£115140
Attendance	£91080

### Summary of Pupil Premium Grant Spend

- KS3 Literacy and Numeracy Lessons 1:2 Tuition.
- Literacy and Numeracy Co-ordinator
- Year 11 English and Maths After School Intervention Classes KS4
- Year 10 English and Maths After School Intervention Classes KS4
- English and Maths Holiday Revision Classes Year 11.
- Additional Maths Class and Maths Support
- GCSE Maths Revision Guides
- GCSE English Revision Guides
- Departmental Intervention Fund
- PLA Support for Students and Families
- Transition Group

- WRL Budget for Alternate Provision (KS4)
- Data Manager for Pupil Premium Intervention
- Support Travel Costs for College and University Visits
- Showroom outreach Support
- Need Bright Solutions Outreach
- School Transport Subsidy
- PSA Support
- Careers Support
- Breakfast Club Intervention
- Year 11 Christmas Present: Mock Exam Kit
- Raising Boys Attainment Workshop
- Sixth Form Mentors
- Research and Training: Effective PP Spend
- Turnaround and Behaviour Support Officer
- Hardship Fund for Pupil Premium
- Education Welfare Officer
- PLA Attendance Work
- Progress Leaders intervention

Year Group	Item / Project	Cost	Objective	Outcome	Further development
7-9	KS3 Literacy and Numeracy Lessons 1:2 Tuition.	34950	To raise attainment in Literacy and Numeracy through greater teacher contact with specially trained teacher.	From the pupil premium students under the care, guidance and teaching of extra Literacy and Numeracy in Year 7, 8 and 9 all students made twice the expected progress during the intervention. Expected progress in Years 7, 8 and 9 of disadvantaged students in this intervention where 80%, 75%, 70%.	Continue and develop with the introduction of more staff involved.
7-11	Literacy and Numeracy Co-ordinator	5188	Improve the literacy and numeracy across the school of disadvantaged students.	As a number of literacy and numeracy intervention groups were set up to close the gap. During the intervention all groups made more than expected progress. Whole school approach to improvement Literacy and Numeracy across the school.	Literacy and Numeracy coordinators to identify and monitor groups of PP students for intervention on a termly basis.
10&11	Year 10 and 11 English and Maths After School Intervention Classes KS4	21398	To Improve GCSE grades and progress made in English and Maths with year 11 disadvantaged students.	In Maths there has been an 8% increase in the students making 3LOP over the past two years as well as 3% increase on students making 4LOP. In English there has been a 15% increase in the students making 3LOP over the past two years as well as a 8% increase on 4LOP. All students who received this intervention either maintained or improved their current level of progress.	Continue.
11	English and Maths Holiday Revision Classes Year 11.	10000	To provide focused and personalised support for students to prepare for GCSE Exams.	50% of students achieved expected levels of progress. Without this intervention these students would have underachieved. 50% of students involved in PetXi achieved a grade C.	Continue
11	Additional Maths Class and Maths Support	6760	To work with disadvantaged students as a smaller group to help increase feedback and progress.	75% of the group made expected progress or better. A number of behavioural concerns were removed to help with progress in other groups. Maths dept said this had a significant impact on the quality of T&L they have delivered.	Continue

11	<b>GCSE Maths and English Revision Guides</b>	<b>512</b>	To support students with independent learning, homework tasks and revision activities in English and Maths.	Revision guides gave all PP students the opportunity to work independently using these guides. These were used through extra lessons and enabled them to gain confidence in this subject.	Develop to purchase revision guides in all subjects for Year11 PP students. Teacher to implement these in lessons and revision classes. Closer scrutiny.
7-11	<b>Departmental Intervention Fund</b>	<b>28000</b>	To support all disadvantaged students in all subjects to overcome barriers to learning.	<p>Interventions included Geography coursework holiday workshop. All students who attended improved their coursework grade by at least one grade.</p> <p>Sport Studies mountain biking intervention to improve practical grades. This intervention improved PP students' practical mark by one grade.</p> <p>Business studies – 50% of coursework marks increased by 2 grades, were as all students who attended the intervention improved by at least one grade.</p> <p>Languages – all students who attended the holiday intervention and extra classes achieved their baseline grade.</p> <p>Art – students were given a variety of materials and also the opportunity to attend a holiday workshop. All students who attended bar one made expected progress.</p> <p>Dance – Ipad and apps were purchased to aid analysis of performance. In Year11 all students made expected progress and in Year 10 they are able to revisit and improve performances.</p> <p>Child development – extra lessons and revision guides were purchased, of which all expect one student made at least expected progress.</p> <p>Maths – All students in Year 11 received equipment and revision guides to support their learning. Also they could attend extra classes. Students who attended, 60% made expected progress.</p> <p>Religious Studies – all PP students who attended the Easter revision sessions made at least expected progress.</p> <p>6+6 –All students who attended on a Saturday for at least 80% of the sessions made more than expected progress and improved their overall grade in a number of subjects.</p>	Continue

				Progress 8 scores in all areas are significantly higher through this intervention.	
7-11	Pastoral and Safeguarding Support for Students and Families	34465	Each year group has a non-teaching member of staff to support students and families overcome barriers to learning such as attendance, safeguarding and pastoral care.	Improve outcomes through broadening horizons by preparing students well for life. Improved the communication with parents to raise aspirations of students and to support any barriers to learning out of school. Students supported by Deputy Safeguarding officer (DSO), intervention enables them to remain in school and improve self-esteem, confidence, behaviour and attendance.	Continue
10&11	WRL Budget for Alternate Provision (KS4)	17570	To provide a personalised educational provision which ensures safety through good attendance and appropriate academic pathways.	With a number of PP students, their confidence and self-esteem has improved through a range of programmes. Also their behaviour has improved as well as their aspirations through this Multi-agency approach. Students have been supported who find mainstream education difficult. Vulnerable students have remained in school. Year 10 PP students experienced work experience which helped with making informed choices for their future.	Continue and develop careers in the school so PP students have a wealth of information to allow them to make the best decision.
7-11	Data Manager for Pupil Premium Intervention	5436	To support staff to enable prompt intervention with specific students in all year groups.	Improve consistency and analysis of data to support HOD and Progress Leaders identify underachievers. Students identified quickly and supported to improve progress.	Continue
9-11	Support Travel Costs for College and University Visits	800	Raise aspirations of students and parents.	PP students in KS3 and 4 gain the opportunity of attending university visits and raising their aspirations. As a result, the number of PP students in the Sixth Form has increased.	Continue
7-11	Showroom outreach Support	6000	To provide an alternative provision to increase the confidence and self-esteem of vulnerable students.	A number of PP students confidence and self-esteem has been raised which has allowed them to overcome barriers to learning. This was shown in a student pre- and post-questionnaire.	Discontinue.

7-11	<b>Need Bright Solutions Outreach</b>	<b>7312</b>	Two behaviour specialists to work with students that are “at risk” of exclusion. Students have a behaviour plan to give them the best opportunity to succeed in school.	Number of fixed term and permanent exclusions have significantly reduced. The number of fixed term exclusions of PP students has dropped from 7 times the rate to 2.75 times the rate in 2016. This is close to national average. The number of permanent exclusions has reduced by 75%. This facility ensures all our challenging and vulnerable students stay in education. NBS worked with 20 PP students at high risk of exclusion. As a result, school exclusion rates reduced by 75%.	Increase this support to reduce the exclusion of PP students by implementing a solution focused coaching scheme. Change of school policy to an inclusion policy. Whole staff training and understanding of the strategies needed in the classroom.
7-11	<b>School Transport Subsidy</b>	<b>1900</b>	To allow students to access education at our setting.	This has allowed all vulnerable students to attend LCHS. Without this support, this would have impacted on their education, attendance and progress.	Modified and used as part of the hardship intervention when/if required.
10&11	<b>Careers Support</b>	<b>2416</b>	All disadvantaged students are given advice and guidance on the pathways open to them to develop their skills and personal qualities.	All PP students have access to careers advice on a 1:1 basis as well as a careers action plan. This has allowed LCHS to maintain low NEET figures and to ensure all PP students understand the pathways open to them in Higher Education. The number of PP students in the Sixth Form has increased from 16 in 2015 to 37 in 2016.	Continue
9-11	<b>Breakfast Club Intervention</b>	<b>780</b>	To ensure all disadvantaged students who receive Maths intervention are prepared and nourished before intervention takes place.	Improved attendance of PP students by over 4% and attainment of PP students to 33% 5A-C (incl E&M).	Increase so all PP students can access a breakfast club every day to help improve attendance, attainment and welfare of all PP students.
11	<b>Motivational speaker</b>	<b>1200</b>	To raise aspirations and encourage the “can do” attitude to improve GCSE results and to broaden their understanding of revision techniques.	All Year 11 PP students received an “external” speaker to look at revision techniques and ideas prior to their exams to support their understanding.	Continue and develop in other year groups to increase aspirations of PP students who are studying GCSEs. (Years 9-11).

7-11	<b>Sixth Form Mentors</b>	<b>1000</b>	To support disadvantaged students in Years 7-11 by Sixth Form trained mentors offering academic and pastoral guidance to enable them to be confident in a school environment.	26 vulnerable disadvantaged students were mentored throughout the school by Sixth Form mentors. All students said they felt this was a useful intervention as this helps them gain confidence; understand how to improve in specific subjects and to make progress in school. This has supported the pastoral welfare and academic attainment on these students.	Continue
All	<b>Research and Training: Effective PP Spend</b>	<b>2000</b>	AHTs to attend courses and training to maintain a better understanding of how best to spend PP money with maximum impact.	This has enabled the school to have a member of SLT in charge of improving the attainment of these students. A clear plan and successful external audit from cfbt has been complete.	Modified to be part of the Dylan William EFA whole school Teaching and Learning project on formative assessment.
All	<b>Turnaround and Behaviour Support Officers</b>	<b>32298</b>	To use the schools inclusion centre to work with disadvantaged students and reduce fixed term exclusions. To use this facility to enable students to receive behavioural expertise and overcome barriers to learning.	60% of the students who accessed the TAC in 2015-16 were PP. This provision allowed the majority of students to access the school curriculum and environment. A successful programme of restorative justice has been implemented to support these students. 60% of the students who attended didn't receive a further exclusion. These students were able to use the behavioural strategies they had received into the classroom environment whilst teaching were also able to understand the barriers to learning these students face and as a result change their teaching practice.	Continue and develop with Need Bright Solutions to implement Solution Focused Coaching to reduce the number of fixed and permanent exclusions.
All	<b>Hardship Fund for Pupil Premium</b>	<b>1870</b>	To allow some disadvantaged students to be supported with new uniform or ensuring they receive a meal	This has removed a barrier to learning for some students so they are able to attend on time, in the correct uniform and have the equipment necessary to fulfil their curriculum. All students who have applied for this through their pastoral manager have received the funding.	Continue

			in school. This also allows them to attend school and therefore improve their attendance and attainment.		
All	Cohorts of PP students established and communicated to staff	0	All staff have a clear understanding of PP students in their class to overcome barriers to learning.	All staff identify PP students in their class and apply interventions to support their learning. This is done through class charts seating plan and is a focus in lesson observations. Staff training has taken place on the importance of PP students.	Continue
All	Contact all families issuing information for the new LA free school meal applications.	£100	All parents ensure their child is eligible for FSM.	All families have been supporting in ensuring they understand how to gain funding. This has helped reduce any barriers to learning the students may have and also allowed them to access a FSM every day.	Continue
All	Education Welfare Officer	11970	To work three days a week to improve attendance and achievement.	Over 70% of the students the EWO works with are PP students. The EWO has reduced the PA figure by over 3%. The PA figure between PP and non PP has reduced. 38 PP students were below 85% (11%). This is significantly lower than last year.	Continue
7-11	Pastoral manager's Attendance Work	49373	One non-teaching members of staff per year group to support the most vulnerable with improving their attendance.	The overall attendance of the school has improved by 1.5% to 94.5%. PP attendance has improved by 4% and the gap between PP and non PP is 3%, last year this was 6%. The gap of PP and whole school is 2%, last year this was over 4%. All of these statistics show a significant improvement on previous years.	Continue
7-11	Progress leaders to identify underperformance and intervene.	29736	Improved progress across all years, gap between this group and non-disadvantaged students to narrow.	All progress leaders identify the underachievement of PP students in their year group. A number of pastoral and academic interventions have been implemented, supported and monitored. Progress leaders meet regularly with HOD and TLR holders to ensure PP students are being tracked, monitored and supported on a regular basis. Progress leaders also track the students' attitudes to learning (DfL) every 3 weeks to make sure they are on track and to	Continue

			remove any barriers to learning where necessary.	
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Total PPG Received	£312255
Total PPG Expenditure	£313035
PPG Remaining	£-780