

# Lincoln Christ's Hospital School

A Specialist Language College and Academy  
Educating in Lincoln since 1090



## Pupil Premium Plan 2016-2017

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 2016 census return we have: 344 students are funded through the Pupil Premium; 344 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 12 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 full review with the CfBT in April 2016 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.
- Our current Year 7 are oversubscribed whilst Year 8 and 9 are full.
- Attendance is predicted to be at least 94% in 2015 -16 (to be confirmed by raiseonline) thus continuing the trend of improvement over 3 years. Persistent absenteeism dropped to 10.8% in 2014 from 11.6% in 2013. Again, in 2015-16, the trend of improvement continues by dropping to 9.5%.

## Objectives of Pupil Premium Expenditure

Our key aim is to narrow the gap between our pupil premium students and non-pupil premium students nationally. 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 nationally.
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 and performance: to implement strategies addressing the attendance gap between PP and non-PP students as well as their attitude to learning.

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	1012
Total Number of Pupils Eligible for PPG	344
Amount of PPG Received Per Pupil	£935
Total Amount of PPG Received	£321,640

### Nature of Support 2016/2017

Attainment and Academic Progress	£120627
Engagement and Removing Barriers to Learning	£135195
Attendance and Performance	£65818

## 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
- English and Maths Holiday Revision Classes Year 11.
- CPD – effective Teaching and Learning
- GCSE Maths and English Revision Guides
- Departmental Intervention Fund
- WRL Budget for Alternate Provision (KS4)
- Data Manager for Pupil Premium Intervention
- Support Travel Costs for College and University Visits
- Need Bright Solutions Outreach
- Careers Support
- Breakfast Club Intervention
- Motivational speakers
- Sixth Form Mentors
- 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.	21800	To raise attainment in literacy and numeracy through greater teacher contact with specially trained teacher.	Students were identified who had made less than expected progress from the start of KS3 or had appeared to have regressed from our internal tracking. In year 7, 64 individuals were identified and 6 week packages delivered. 173 in year 8 and 11 in year 9. Giving a total of 248 highly targeted interventions across ks3. Across the board this made significant impact with almost all having made progress by the end of the year. A very different our historical position and from what we were predicting at the start of the year.	The strategy will continue and expand in 2017 18 with an increase in pupil interventions.
7-11	Literacy and Numeracy Co-ordinators	5250	Improve the literacy and numeracy of disadvantaged students across the school.	Literacy and numeracy coordinators were instrumental in the delivery and coordination / quality control of the above intervention.	Coordinators to further develop assessment of impact from whole cohort to sub groups and increase accountability.
7-11	Maths intervention TA 0.4 fte	9460	Teacher support in lessons and small group tuition to improve skills and close gaps in learning of PP students.	The progress score for PP SEN within Maths has improved from -1.20 to -0.14, an improvement of 1.06.	Maths TA support to continue
10&11	Year 10 and 11 English and Maths After School Intervention Classes KS4	12802	To improve GCSE grades and progress made in English and Maths with Year 11 disadvantaged students.	Within the English element of Progress 8, disadvantaged students improved by 0.97 of a grade compared to the 0.65 improvement made by non disadvantaged students and within the Mathematics element, disadvantaged students improved by 1.03 of a grade compared to the 0.89 improvement made by non disadvantaged students. This improvement has resulted in students gaining a 10% improvement in Basics with 41% of disadvantaged students gaining 9-4 in both English and Mathematics.	Realignment of lessons within the curriculum to increase engagement and attendance.

7-11	<b>Overstaffing in core subjects resulting in significantly reduced class sizes for PP students</b>	<b>42815</b>	To reduce the class sizes for PP students to provide extra support for students.	The number of students who achieved the Basics measure within the PP sub group increased from 31% to 41%. This constitutes rapid improvement within this measure. The proportion of students who achieved a grade C or now equivalent within English has risen from 22% to 57% and progress has risen from -1.06 to -0.09 (provisional) The proportion of students who achieved a grade C or now equivalent within Maths has risen from 37% to 51% and progress has risen from -0.97 to +0.06 (provisional) Disadvantaged students improved by 0.36 of a grade improvement within Science.	Reduced within 2017 18
11	<b>English and Maths Holiday Revision Classes Year 11.</b>	<b>10000</b>	To provide focused and personalised support for students to prepare for GCSE Exams.	The approach was adjusted mid-year. Including some redeployment of staff time into smaller and more highly targeted interventions sessions. This was done as a result of some issues with ensuring good attendance at sessions during holiday sessions. During the course of year 11 sessions took place during form time, Saturdays, after school, withdrawal groups and some holiday sessions. Maths and English (provisional) progress figures demonstrate that this individually personalised package of intervention has had the desired impact. Progress 8 for PP has risen from -0.9 to -0.1. (provisional).	To be developed and expanded next year using QLA of mock examination grades.
11	<b>Continued Professional Development effective teacher and learning</b>	<b>2000</b>	EFA Dylan William project to support PP students with formative assessment and feedback to improve progress.	Through the quality assurance program we have strong evidence that AFL techniques are embedded well across the school. It is a contributing factor towards the discussed improvements. Progress 8 for PP has risen from -0.9 to -0.1. (provisional)	Assessment for learning will remain a feature of development within our CPD program.
11	<b>GCSE Maths and English Revision Guides</b>	<b>1500</b>	To support students with independent learning, homework tasks and revision activities in English and Maths.	Progress and attainment have both significantly improved within Maths and English this year. The purchase of revision guides for PP students was a contributing factor towards this. Along with an augmented program of study that supports students in the effective use of techniques for revision.	Further develop a program that transcends all year groups from 7 to 11 developing a greater bank of revision skills that students can access.

7-11	<b>Departmental Intervention Fund</b>	<b>15000</b>	To support all disadvantaged students in all subjects to overcome barriers to learning.	Progress 8 for disadvantaged students has increased from -0.9 to -0.1 (provisional) compared to -0.3 to +0.05 (provisional) 7 out of 15 department interventions showed a greater increase in attainment for disadvantaged students compared to non disadvantaged students when comparing mock examinations compared to actual. Another 4 showed the same increase in attainment for disadvantaged compared to non disadvantaged students.	Use of 2016 analysis to identify successful interventions and share good practice.
ALL	<b>Whole school book checks to be carried out on PP students.</b>	<b>0</b>	PP books to have detailed marking and feedback to enhance learning.	1200 books were sampled with resultant feedback taken from all subjects. This resulted in a significant increase in pace and improvement in the learning conversation between staff and students. It was a contributing factor in the rise in the schools progress 8 score rising from -0.9 to -0.1. (provisional) for PP.	The policy is to be continued and systemised. Making it a part of practice throughout the year rather than taking place in quality assurance windows.
7-11	<b>PLA Support for Students and Families</b>	<b>49058</b>	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 communication and support with parents and students to raise aspirations. As a result there has been an increase in attendance by over 1% and a reduction in FTE below national due to this level of support	Continue and develop more meetings between Pastoral Managers and parents to further develop positive relationships and maintain high aspirations for students.
7-11	<b>WRL and Careers Support and Advice</b>	<b>7366</b>	All disadvantaged students are given advice and guidance on the pathways open to them to develop their skills and personal qualities to ensure they stay in education or training post 16.	All PP students in Yr11 received careers advice and as a result all PP are involved in further education or training. Less than 2% of the year group are classed as NEET. There has been an increase in the number of Yr 11 PP students continuing at Sixth form. Year 10 PP students were given the opportunity of work experience, Year 9 received a careers day to help them make informed choices. Yr7&8 received information on careers to help them with option choices at the end of Yr8.	Continue to develop careers in the school so PP students have a wealth of information to allow them to make the best decision.

7-11	<b>Data Manager for Pupil Premium Intervention</b>	<b>8698</b>	To support staff to enable prompt intervention with specific students in all year groups.	Improved consistency, analysis and intervention of data to support HOD and Progress leaders to identify underachievers. As a result the basics 9-4 result has increased by 8%. 5 Standard passes including E&M has increased by 4%.	Continue to develop the use of SISRA so HOD and Progress Leaders are able to identify students and cohorts for intervention.
9-11	<b>Support Travel Costs for College and University Visits</b>	<b>800</b>	Raise aspirations of students.	PP students in KS3 and 4 gain the opportunity of attending university visits and raising their aspirations. The school has been part of an Outreach programme with BG university which has targeted and mentored PP students to help raise their aspirations. Also a number of PP students in the sixth is currently 69 which is an increase on the previous two year cohort.	Continue to work with BG on the Outreach programme to identify students who have the potential to attend University in the future. Continue to invite outside speakers to school to raise aspirations
7-11	<b>Need Bright Solutions Outreach</b>	<b>15000</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 FTE have reduced by nearly 2% with 20% less students receiving a FTE. There has also been reduction in the number of PX. The number of FTE of PP students has reduced to a rate of 2:1 which is significantly below national figures of 3:1. One student has received a pre-exclusion placement as a result of this service and not a PX. This facility ensures all our challenging and vulnerable students have the best opportunity to stay in education. NBS have worked with 9 PP students at high risk of PX. As a result none of these students were PX. School exclusion rates have reduced below national.	Continue with this service and develop the solution focused coaching scheme. Change of school policy to support students staying in school longer. Whole staff training on behaviour and Teaching and Learning to focus on PP students. We continue to believe that this provision is essential for our PP students.
7-11	<b>Deputy Safeguarding Officer</b>	<b>14523</b>	Deputy Safeguarding officer works with PP students to ensure their Welfare is being supported. Attending multi agencies meetings and implementing strategies which will support them in and out of school.	All students who are in the safeguarding Arena receive valuable support to ensure they have the best opportunity to be success in school. Over 50 students and families receive this support.	Continue
9-11	<b>Breakfast Club Intervention</b>	<b>3000</b>	To ensure all disadvantaged students are prepared and nourished.	Improved attendance of PP students by 5% over the past 2 years. Small uptake in students attending this facility.	Promote this facility with some students and families through Arena meetings and Pastoral care meetings.



9-11	<b>Motivational speakers</b>	<b>1000</b>	To raise aspirations and encourage the "can do" attitude to improve GCSE results and to broaden their understanding of revision techniques.	All Year 9, 10 and 11 PP students received an external speaker to look at aspirations for the future. 100% of students interviewed would recommend these speakers for future use.	Continue with and connections with BG University. Look to develop this into Yr7&8.
7-11	<b>Sixth Form Mentors</b>	<b>1000</b>	To support disadvantaged students in Yr7-11 by Sixth Form trained mentors offering academic and pastoral guidance to enable them to be confident in a school environment.	28 vulnerable disadvantaged students were mentored by Sixth form trained Mentors. All students said they felt this was a useful intervention as this helped them gain confidence; understand how to improve their literacy and numeracy. All students felt happy that they had someone to talk to if they had a problem.	Continue with this programme and increase the number of students being seen in KS4.
All	<b>Turnaround and Behaviour Support Officer</b>	<b>31500</b>	To use the school's 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.	54% of the students who accessed the TAC in 2016-17 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. 73% of 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 with the Solution Focused Coaching and to work closely with NBS to further reduce FTE and PX.
All	<b>Hardship Fund for Pupil Premium</b>	<b>1200</b>	To allow some disadvantaged students to be supported with new uniform or ensuring they receive a meal in school. This also allows them to attend school and therefore improve their attendance and attainment.	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
All	<b>Subsidise Music Lessons for PP students</b>	<b>2000</b>	To give PP students the opportunity to experience and develop their musical talents.	A small number of students accessed Music lessons.	Remove from next years plan

All	<b>Cohorts of PP students established and communicated to staff</b>	<b>0</b>	All staff are fully aware of the PP students in their class and in school. All PP students identified on seating plans. Teaching strategies applied.	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.	To be embedded as part of the schools CPD and INSET provision in 2017-18.
All	<b>Contact all families issuing information for the new LA free school meal application</b>	<b>50</b>	All parents and students are aware of their eligibility 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	<b>Education Welfare Officer</b>	<b>12090</b>	To work three days a week to improve attendance and reduce PP persistent absentee rate.	Over 70% of the students the EWO works with are PP students. The EWO has helped to reduce the PA figure (18.7%) to be below the national average (21.6%) and decrease by 5% this year, up to Term 4. The PA figure between PP and non PP has reduced.	Continue to analyse the attendance of PP students. To complete more home visits, attendance panel meetings to increase the rigour of these systems.
7-11	<b>Pastoral Manager's Attendance Work</b>	<b>30508</b>	One non-teaching members of staff per year group to support the most vulnerable with improving their attendance.	The overall attendance for PP students has increased by over 5% in two years and 1.2% last year. The PA figure has reduced by 6% and is now below the national average at the end of term 4. The gap between PP and non PP was 3%, this is now 1.6% at the end of term 4. All of these statistics show a significant improvement on previous years.	Continue
7-11	<b>Progress Leaders to identify underperformance and intervene.</b>	<b>23220</b>	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 remove any barriers to learning where necessary. Over 85% of students attitude to learning is either advanced or expert in every year group. This is compared to 75% expert or advanced learners for Y11 in 2016 17 who achieved an average P8 score of +0.17 and 63% in 2015 16. All year groups are on track to exceed 90% of their FFT20 amended Attainment 8 point score.	

Total PPG Received	£321,640
Total PPG Expenditure	£321,690
PPG Remaining	£0

## IMPACT EVALUATION

We closely monitor the progress and attendance of students entitled to the pupil premium. At each assessment point, analysis may lead to interventions suggested by subjects, tutors, progress leaders, pastoral managers or parents. Following agreement the required intervention is put into place.

The impact of strategies on the progress and achievement of individual students is monitored through the schools reporting procedure. At the end of each academic year, the impact of the implemented strategies is evaluated to enable recommendations and adjustments to be made for the following year.

## Summary of Impact Through GCSE Results 2016-17

Pupil premium students achieved a Progress 8 score of -0.10, an increase of 0.8 from 2016 and higher than the National Progress 8 score in 2016 for disadvantaged students of -0.32. Within the English element of Progress 8, disadvantaged students improved by 0.97 of a grade compared to the 0.65 improvement made by non disadvantaged students and within the Mathematics element, disadvantaged students improved by 1.03 of a grade compared to the 0.89 improvement made by non disadvantaged students.

This improvement has resulted in students gaining a 10% improvement in Basics with 41% of disadvantaged students gaining 9-4 in both English and Mathematics.

Within the Ebacc element disadvantaged students achieved a score of -0.09, which has improved by 0.45 of a grade from 2016 and is significantly higher than the score achieved by disadvantaged students nationally in 2016. However they made the same degree of improvement as non disadvantaged students and whilst this was the highest performing element within Progress 8 in 2016 it now lies behind the substantial improvements in English and Mathematics. Disadvantaged students improved by 0.36 of a grade improvement within Science, 0.27 within Humanities and 0.22 of a grade improvement within Languages.

Within the Open element disadvantaged students improved by 0.86 of a grade compared to the 0.23 improvement made by non disadvantaged students.