

Lincoln Christ's Hospital School

A Specialist Language College and Academy

Educating in Lincoln since 1090



Pupil Premium Plan 2017-2018

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 2017 census return we have: 348 students are funded through the Pupil Premium; 345 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 4 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. 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.
2. 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.
3. Monitor, evaluate and offer interventions.
4. 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.
5. 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.
- Attendance was over 94.5% in 2017 -18 (to be confirmed by IDSR) thus continuing the trend of improvement over 3 years. The attendance of Pupil premium students was 1.7% above the national average.

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	348
Amount of PPG Received Per Pupil	£935
Total Amount of PPG Received	£325,380

Nature of Support 2016/2017	
Attainment and Academic Progress	£135115
Engagement and Removing Barriers to Learning	£124447
Attendance and Performance	£65818

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Summary of Pupil Premium Grant Spend

- CPD – effective Teaching and Learning
- Data Manager for Pupil Premium Intervention
- Departmental Intervention Fund
- Learning/Sixth Form Mentors
- Literacy and Numeracy Co-ordinator
- KS3 Literacy and Numeracy Lessons 1:2 Tuition
- Year 11 English and Maths Intervention Classes KS4
- English and Maths Holiday Revision Classes Year 11
- 6+6 tutoring programme
- GCSE Maths and English Revision Guides
- PLA Attendance Work
- Progress Leaders intervention
- Hardship Fund for Pupil Premium
- Careers Support
- Support Travel Costs for College and University Visits
- WRL Budget for Alternate Provision (KS4)
- Education Welfare Officer
- Need Bright Solutions Outreach
- Motivational speakers
- Breakfast Club Intervention
- Turnaround and Behaviour Support Officer

Year Group	Item / Project	Cost	Objective	Outcome	Further development
All	Continued Professional Development effective teacher and learning	12000	To support disadvantaged students with formative assessment and feedback to improve progress.	Pupil premium students achieved a Progress 8 score of -0.6 (provisional), an increase of 0.3 from 2016. This improvement has resulted in students maintaining a 10% improvement in Basics from 2016 with 38% of disadvantaged students gaining 9-4 in both English and Mathematics.	Assessment for learning will remain a feature of development within our CPD program.
7-11	Departmental Intervention Fund	15000	To support all disadvantaged students in all subjects to overcome barriers to learning.		Use of 2016&2017 analysis to identify successful intervention and share good practice.
7-11	Data Manager for Pupil Premium Intervention	8698	To support staff to enable prompt intervention with specific students in all year groups.	Improved consistency, analysis of data and intervention to support HOD and Progress leaders to identify underachievers. As a result the basics 9-4 result has been maintained at 38%, a 7% increase from 2016.	Continue to develop the use of SISRA so HOD and Progress Leaders are able to identify students and cohorts for intervention.
7-8	Learning Mentor for KS3	20000	To support reading skills of students within KS3.	Delivery of training and supervision of sixth form mentors to ensure consistency of provision within guided reading.	Delivery of training 'in-house' to maintain skills.
7-11	Literacy Co-ordinator	2625	Improve the literacy of disadvantaged students across the school.	The literacy coordinator was 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.
7-9	KS3 Literacy Lessons 1:2 Tuition.	40000	To raise attainment in literacy 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.	The strategy will continue and expand in 2018 19 with an increase in pupil interventions.
7-11	Numeracy Co-ordinator	2625	Improve the numeracy of disadvantaged students across the school.	The numeracy coordinator was 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.
7-9	KS3 Numeracy Lessons 1:2 Tuition.	20000	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.	The strategy will continue and expand in 2018 19 with an increase in pupil interventions.

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 in 2016 to -0.67 in 2018 (provisional).	Maths TA support to continue
11	Year 11 English & Maths Intervention Classes KS4	12800	To improve GCSE grades and progress made in English and Maths with Year 11 disadvantaged students.	The proportion of students achieving the Basics measure has been maintained at 38%, a 7% increase from 2016.	Realignment of lessons within the curriculum to increase engagement and attendance.
11	English and Maths Holiday Revision Classes Year 11.	3000	To provide focused and personalised support for students to prepare for GCSE Exams.	The proportion of students achieving the Basics measure has been maintained at 38%, a 7% increase from 2016.	To be developed and expanded next year using QLA of mock examination grades.
11	GCSE Maths and English Revision Guides	1500	To support students with independent learning, homework tasks and revision activities in English and Maths.	The proportion of students achieving the Basics measure has been maintained at 38%, a 7% increase from 2016.	Further develop a program that transcends all year groups from 7 to 11 developing a greater bank of revision skills that students can access.
9-11	6+6 tutoring programme	7407	To support student with personalised support from their peers in preparation for GCSE Exams.	Students attending at least 5 sessions achieved a P8 score of +0.4. Students attending 3 & 4 sessions achieved a P8 score of -0.7. Students attending between 0 & 2 sessions achieved a P8 score of -0.7.	Further develop engagement strategies with groups of students to encourage participation.
7-11	PLA Support for Students and Families	49058	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 the attendance of PP students is 1.7% about the national average as well as a reduction in FTE being significantly below national due to this level of support they receive. National FTE for PP students in 2017-18 was 12.32%. LCHS was under 8%.	Continue and develop more meetings between Pastoral Managers and parents to further develop positive relationships and maintain high aspirations for students.
7-11	WRL and Careers Support and Advice	7366	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. With this intervention no PP students were classed as NEET. 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.

9-11	Support Travel Costs for College and University Visits	800	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 a comprehensive Outreach programme with BG university which has targeted and mentored PP students to help raise their aspirations. PP students have experienced a number of workshops and accessed external support to raise their aspirations.	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	Need Bright Solutions Outreach	15000	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 has continued to reduce and is now significantly below average for PP students, in comparison to national average. The number of students who received a repeat exclusion has reduced to below national average (using 2016-17 data). There has also been reduction in the number of PX. The rate of FTE of PP students compared to non PP students is still below the national average figure of 3:1. Three students have 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 18 PP students at high risk of PX. As a result only one of these students was 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	Deputy Safeguarding Officer	14523	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	Breakfast Club Intervention	3000	To ensure all disadvantaged students are prepared and nourished.	Improved attendance of PP students by 3% over the past 3 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	Motivational speakers	1000	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	Sixth Form Mentors	1000	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.	36 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	Turnaround and Behaviour Support Officer	31500	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.	60% of the students who accessed the TAC in 2017-18 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. 42% 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	Hardship Fund for Pupil Premium	1200	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	Cohorts of PP students established and communicated to staff	0	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	Education Welfare Officer	12090	To work three days a week to improve attendance and reduce PP persistent absentee rate.	Over 52% of the students the EWO works with are PP students. The EWO has helped to reduce the PA figure to be in line with the national average (21.6%).	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	Pastoral Manager's Attendance Work	30508	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 3% in the last 3 years and is 1.7% above the national average. The PA figure is now in line with national average at the end of term 4. The gap between the attendance of PP and non PP was 2.3% in 2017-18. National average is nearly 4%. All of these statistics show a significant improvement on previous years.	Continue
7-11	Progress Leaders to identify underperformance and intervene.	23220	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. On average over 85% of students attitude to learning was either advanced or expert in every year group. In Year 11 this was 97% for PP students.	

Total PPG Received	£325,380
Total PPG Expenditure	£325,380
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.

The school commissioned an external review of Pupil Premium in response to the Ofsted report of March 2017, the following areas were investigated in February 2018;

How the school improves the academic progress of disadvantaged pupils. How we remove barriers to learning and raise aspirations of disadvantaged pupils and how we improve the attendance, progress and punctuality of disadvantaged pupils.

Feedback from the report states "It is clear that the school is working effectively with disadvantaged pupils at all levels. Outcomes, attendance data, pupil voice discussions and information from Discipline for Learning all point to the positive impact of the initiatives the school is implementing."

Summary of Impact Through GCSE Results 2017 - 2018

Pupil premium students achieved a Progress 8 score of -0.6 (provisional), an increase of 0.3 from 2016 compared to a Progress 8 score of -0.44 nationally for disadvantaged students. This improvement has resulted in students maintaining a 10% improvement in Basics from 2016 with 38% of disadvantaged students gaining 9-4 in both English and Mathematics against 44% nationally for disadvantaged students.