



Pupil Premium Plan 2017 – 2018

Pupil Premium Plan

The Pupil Premium provides funding for disadvantaged students. A student is deemed to be disadvantaged if they are either:

- Secondary pupils who are currently eligible for free school meals or have been eligible in the past 6 years (FSM 'Ever 6'). They are entitled to a premium of £935 of funding.
- Looked-after children and eligible pupils who have been adopted from care or leaving care under a special guardianship or residence order. They are entitled to a premium of £1,900.
- Students who have a parent in the Armed Forces (the service premium).

Schools are held accountable for the spending of these funds and performance tables will capture the national achievement of disadvantaged students covered by the Pupil Premium.

Scot College is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes and to 'close the gap'. This document details the proposed spend of our Pupil Premium allocation for 2017 – 2018.

The strategic use of our Pupil Premium funding 2017 - 2018

The 2017 – 2018 PP strategy is based around five main objectives designed to ensure that all students achieve their potential;

- Have a focus on achieving high grades and closing the gap in the basics of English and Maths
- We have to make sure students attend and barriers to attendance are removed
- Are supported in their learning, both in and outside the classroom
- Are exposed to higher education and employment opportunities beyond their locality
- Develop strong character and resilience through their learning at Scott College.

What we do;

Small Classes

We have small classes - class sizes of 20 or fewer add up to 3 months to the progress of students, this increased personal attention particularly supports disadvantaged pupils entitled to pupil premium.

All teachers will know who the disadvantaged students are in each class and use seating, questioning, high quality feedback and consistently high expectations to close the gap in our small classes.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>

Impact;	+3 Months
Date of action;	Sept 2017 – July 2018
Leader Responsible;	Mr M Cox
Success Criteria;	Students taught in small classes by qualified specialist teachers all year Disadvantaged students have no gap with other students by end of year assessment in English and Maths

Support in English and Maths

One to one support in English and Maths for target students who join Scott College with low levels of numeracy and literacy - Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>

Impact;	+5 Months
Date of action;	Sept 2017 – July 2018
Leader Responsible;	Mr T Cresswell
Success Criteria;	Students in need of intervention identified One to one support in English and Maths and focused catch up English group in place and working Progress in reading and mathematics recorded

Personal Coaching

Students have access to a personal coach. Each personal coach supports students with their personal, social, emotional and academic wellbeing. They support students into work placement and support them in areas where they need to develop in particular English and Maths. They also play a an important part in identifying barriers to attendance and improving school attendance for target disadvantaged students.

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/graduate-coaching-programme/>

Impact;	+ 5 Months
Date of action;	Sept 2017 – July 2018
Leader Responsible;	Mr J Simpson
Success Criteria;	Disadvantaged students regularly coached to improve attendance, personal social emotional and Academic well being. No gap between disadvantaged and non disadvantage attendance

Student Conduct and Uniform

Students have access to free school uniform this is about engendering pride in their college and in their work at college. Using the consistent behaviour policy that maximises learning and minimises low level disruption benefits disadvantaged students proportionately more.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-tool-kit/school-uniform/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-tool-kit/behaviour-interventions/>

Impact;	Generating pride and consistency and uninterrupted learning in
	Scott College
Date of action;	Sept 2017 – July 2018
Leader Responsible;	Mr M Cox, Miss S Purdey
Success Criteria;	Lessons take place in a disciplined way without interruption.
All	students in Scot College uniform, regardless of income and ability to afford it.

Educational Experiences

Students are taken on exciting and relevant educational experiences to expose them to the range of opportunities that more advantaged students would perhaps get through other means. These include Higher Education, educational visits, speakers and masterclasses and fun experiences out of school.

<https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-months/>

Impact;	up to +9 Months
Date of action;	Sept 2017 – July 2018
Leader Responsible;	Miss J Fisher, Mrs L Humpherson
Success Criteria;	Programme of fun out of school events Programme of visits to HE providers / HE student interactions Programme of guest speakers and visitors to Scott College

Chromebook Computer

Students have a Chromebook computer that is prepared for them looked after for them and can be charged in school giving an access to the same computing experience as other more advantaged students.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/>

Impact;	+4 Months
Date of action;	Sept 2017 – July 2018
Leader Responsible;	Mr M Cox
Success Criteria	All students have their own Chromebook supplied and maintained by Scott College

Project Based Learning

Students learn in collaborative small groups solving real world projects related to the health and medical professions.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/>

Impact;	+ Several Months
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Date of action; Sept 2017 – July 2018

Leader Responsible; Mr J Simpson

Success Criteria; All disadvantaged students are deeply involved in Project Based Learning, get the opportunity to present and to share findings with a wider public

Independent Study

Students have homework that is shared with them electronically on their chromebook using the Google Classroom platform.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/>

Impact; + 5 Months

Date of action; Sept 2017 – July 2018

Leader Responsible; Mr T Cresswell Miss J Fisher

Success Criteria; Students have a programme of independent study shared with students and staff on the Google Classroom
Parents involved through a targeted parent IT event
Rewards and sanctions in place for completion of independent study set.

MJC

January 2018