



Pupil Premium

At Horndean Technology College we are committed to 'Achieving Excellence' for all our students. We are proud to be a College where all students have the opportunity to achieve their full potential, enabling them to be highly educated, responsible and confident young people ready to face the challenges of their future. We have a track record of supporting all our students through their time at HTC using a number of support and intervention strategies.

The pupil premium is a Government initiative that targets money at pupils entitled to free school meals. The premium is provided in order to support these pupils to reaching their potential. The Government is not directing schools on how to spend this money, but schools are urged to employ relevant strategies that will support their pupils to achieve and progress.

Strategies include:

- Access to a Raising Achievement Mentor
- Access to a Learning Mentor
- Access to one to one support for Maths and English
- Access to special education in response to a specific learning need
- Reduction in class numbers in core subjects
- Access to after-College extra-curricular activities
- Support for educational visit
- Provision of additional adults in the classroom
- After College homework clubs
- After College revision classes
- Breakfast clubs for targeted Pupil Premium students
- Easter School
- On line reporting
- Use of electronic systems to record homework
- Parent liaison via our Year Leaders, College Counsellor and Behaviour Manager

Overall in College we have the following:

Current Academic Year	No of Pupil Premium Students (FSM/CiC&orAdopted/Service Children)	Number of Disadvantaged Students (FSM/CiC&orAdopted)	Exam Year
Y7 2015	61	58	2020
Y8 2015	41	39	2019
Y9 2015	52	44	2018
Y10 2015	31	26	2017
Y11 2015	45	41	2016
Totals	230 (19% of College popn)	208 (17% of College popn)	

In Y11 (exam results 2015) there were 34 'Disadvantaged' students 2 of who were also 'Children in Care or Looked After'

Pupil Premium allocation, use and impact on attainment

Year	FSM/CiC	Allocation	Evidence of Impact
2011- 2012	Pupil Premium	£39,092	3 year average: 21% attainment gap between students who are FSM and non FSM achieving 5A*- C E/M.

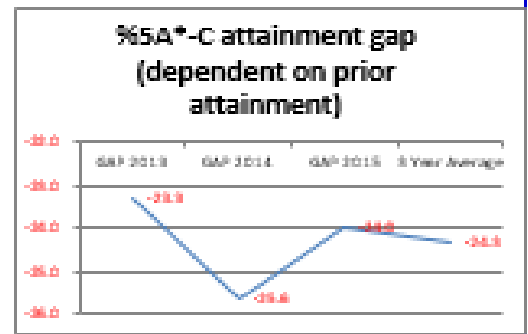
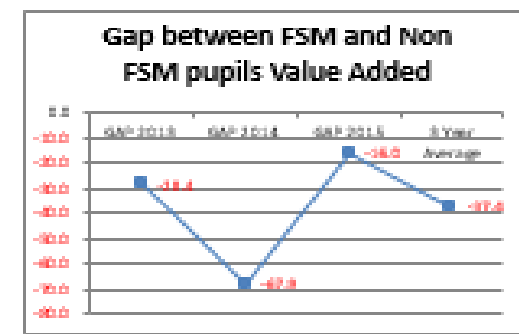
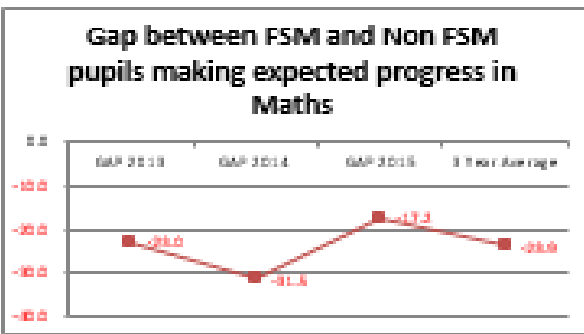
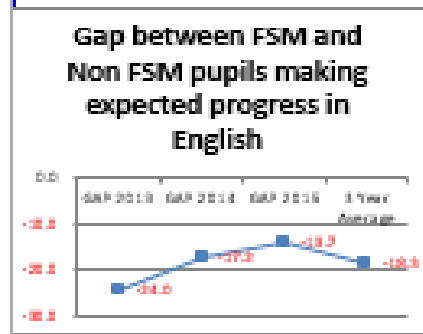
2013-2014	Pupil Premium Expected allocation £900 per student	£187,200	<p>Attainment Gap 25.6% with 3 year average now at 22.3%. This is still significantly below Hampshire average (ie. 'better') and below (better) than the national average.</p> <p>High quality teaching (over staffing in core) and literacy interventions appear to be having biggest impact with almost 60% of Pupil Premium students making expected progress in English (which is 4% above national. This is a significant improvement on previous years). Please see Governors Curriculum and Achievement Report below for full details.</p>
2014-2015	Pupil Premium Expected allocation £935 per student	£206,620	<p>Attainment Gap 24% with 3 yr ave at 24.3%. Remains sig below Hampshire (ie. 'better') and below (better) than the national average.</p> <p>High quality teaching (over staffing in core) and literacy interventions appear to be having biggest impact with almost 62% of Pupil Premium students making expected progress in English (which is 6% above national (2014). Please see Governors Curriculum and Achievement Report below for full details.</p>
2015-2016		£204,740	
Breakdown 2015 - 16	Strategy 2015 - 16	Cost (Including on costs)	Impact/Notes
Level 1	Over staffing in English, Maths and Science	£79,581	Improving trend in En and Ma for Disadvantaged students

Level 1	Over staffing - 1:1 support (from existing budget for staffing)		
Level 1	Specialist LSA Staffing in Maths (qualified Teachers in English and Maths who have become LSAs)	£13,828	Use this teacher to run 1:1 with early intervention where possible
Level 1	Strategic staffing - Pupil Premium Co-ordinator	£6,243	AHT supporting Deputy Headteacher
Level 1	Mentors (time)		
Level 1	1:1 tutors	£3,000	Set up and monitor impact akin to old 1:1 prog
Level 1	Early intervention and Support - summer school programme (inclusive of staffing)	£3,058	
Level 1	Pastoral Staffing : Additional Year Leader and subsidising of Counsellor, Behaviour Support, Attendance Officer, Inclusion)	£67,062	APP programme also implements extensive outreach work to liaise with Woodlands and parents and other outside agencies as appropriate. Counsellor supports in College
Level 1	Easter and Saturday School Funding	£5,000	Student surveys indicate v positive comments
Level 1	Home Learning Environment and support (Parent Support Worker)	£25,062	Extensive use of parental support advisor to visit homes and get some students into College! LA no provision of EWO.
Level 1	KS4 part time time tables - after school provision and home tuition	£2,500	
Level 2	Staff CPD	£2,500	Variety of ideas and strategies evolve as a result of up to date practices

Level 2	Motivational Revision Day (Student CPD/INSET)	£1,000	
Level 2	Department Bursary - individual department bids for funding to impact on disadvantaged students....impact cost/benefit analysis required	£3,000	Attempt to involve more subjects for wider inclusivity especially in relation to progress 8
Level 3	Additional Curriculum Opportunities/Enrichment (including subsidy for trips/visits/work experience)	£3,500	More parents requesting for financial support and help. May need to review policy. Cultural Experience programme planned
Level 4	Software to monitor and track specific group performance and progress (SISRA & 4 Matrix- assessment and tracking) plus SIMS behaviour module and raise staff awareness and accountability	£5,500	
Level 4	Equipment - laptops/ipads/kindle	£5,000	Good take up across all year groups
Level 4	Literacy intervention Programme - Accelerated Reader or 'Lexia'		
	TOTAL	£225,834	
	Allocated 2015-16	£204,740	
	Post LAC	3800	
	Allocation 2015-16	£200,940	
	Balance	-£24,894	

Performance of disadvantaged FSM (PPG) students	2013 from RAISE(FSM APS ENTRY = 25.7 , Non FSM APS Entry = 28.3)				2014 RESULTS (FSM APS ENTRY = 25.4 , Non FSM APS Entry = 27.6)				2015 RESULTS (FSM APS ENTRY = 25.3 , Non FSM APS Entry = 27.7)				3 Year Average
	Number	HTC FSM	HTC Non	GAP 2013	Number	HTC FSM	HTC Non	GAP 2014	Number	HTC FSM	HTC Non	GAP 2015	
% of FSM pupils making expected progress in English	41	48	72	-24.0	40	59.4	76.6	-17.2	34	61.8	75.5	-13.7	-18.3
% of FSM pupils making more than expected progress in English		10	35	-25.0	15.6	34	-18.4	20.6	36.4	-15.8	-19.7		
Value Added English		998	1001	-2.8	997	1002	-4.6	999.8	1002	-2.0	-3.1		
% of FSM pupils making expected progress in Maths	41	63	86	-23.0	44.1	75.6	-31.5	52.9	70.1	-17.2	-23.9		
% of FSM pupils making more than expected progress in Maths		23	40	-17.0	11.8	32.3	-20.5	17.6	26.1	-8.5	-15.3		
Value Added Maths		999.7	1002	-2.2	994.1	1001	-7.1	1002	1003	-1.6	-3.6		
English APS	41	35.4	40.9	-5.5	33.1	40.9	-7.8	36.7	41.6	-4.9	-6.1		
Maths APS	41	36.8	42.2	-5.4	30.9	40.1	-9.2	36.8	41.9	-5.1	-6.6		
A*-C English & Maths		43	66	-23.0	35	65	-30.0	47.1	66.3	-19.2	-24.1		
A*-C English		45	68	-23.0	42	74	-32.0	47.1	74.9	-27.8	-27.6		
A*-C Maths		70	85	-15.0	49	76	-27.0	52.9	79.1	-26.2	-22.7		
Value Added	41	994.8	1023	-28.4	940.7	1009	-67.9	1021	1037	-16.0	-37.4		
%5A*-C attainment gap (dependent on prior attainment)	41	42.5	65.8	-23.3	38.5	64.1	-25.6	41.2	65.2	-24.0	-24.3		
%5A*-G attainment gap (depends on prior attainment)	41	97.5	99	-1.5	79.5	98.1	-18.6	94.1	100	-5.9	-8.7		
Capped Point Score	41	328.2	368.3	-40.1	269.7	347.2	-77.5	288.7	341.5	-52.8	-56.8		
Absence (All Years)		8.8	4.9	-3.9	8.1	4.2	-3.9			0.0	-2.6		
Persistent Absence (All		10.6	4.1	-6.5	13.3	11.5	-1.8			0.0	-2.8		
Fixed Term Exclusions (All		31.5	4.5	-27.0	20.75	3.74	-17.0			0.0	-14.7		

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2015-16 –Yr 7 61 (20.3), Yr 8 41 (16.2), Yr 9 52 (25.6) Yr 10 29 (13.5) Yr 11 45 (20.4)	
<p>Wave 1 – Know and plan high quality learning and support. (KLS) Identification and awareness by transition, tutor, teacher, department, year leader, APP, student services Inclusive – high expectations of success for PP students Monitoring, tracking of progress and review of support – by teacher, department, tutor, year leader at assessment and progress review points Systems to support: seating plans, jam jar (strategies), SISRA data, monitoring calendars.</p>	<p>Who? Teacher Tutor Year Leader Support Staff Parent</p>
<p style="text-align: center;">Wave 2 – Additional Support – teaching and pastoral (AS)</p> <p>Strategic strategies: all departments have a CDP PP target, extra staffing in maths, science, English, DSEN, Year Leader, APP and Parent Support Adviser, UPR and PM targets</p> <p>Teaching – sharing strategies for teaching, chasing of PP students, action plans for PP, decision on IGCSE course for English, tracking, after school provision, tutor withdrawal for extra tuition, provision of materials and equipment, break and lunchtime drop ins, compulsory attendance at revision sessions, print out of revision and homework resources, café culture support, free music tuition, extra theory support, empty chair next to PP for extra class support, strategic seating to support, discussed at department meetings, books marked first, speak to individuals in every lesson, extra mini sketch books, one to one help and mentoring, creation of support materials, PP classes, small group teaching, extra-curricular classes, sports leaders, pay for sports activities, 'Living for Sport' project Jan 2015, focus of book scrutiny, offered free revision guides, revision classes breakfast, in school and after school, regular contact with home-letter, email, phone, costs for fieldwork and visits, ensuring that PP are asked questions in discussions.</p> <p>Pastoral – provision of laptop, tutor knowledge and monitoring, year leader support, 2 careers interviews, supported intensively with post 16 applications, assign a lead professional, nurture group, attendance at health drop in centre, anger management, lifts into school, Triple P, free Childcare to PP parents on parents evenings, Parent Support Advisor, APP (Alternative Programme and Parenting), learning mentor, one to one counselling, School Nurse, Anti-bullying/racial programme, drawing/talking therapy, self-esteem group/circle time, bereavement group, peer mentor, ELSA programme, anti-swearing programme, PSP or CAF recommended, Referral to external agency – Women's Aid, PARCs, Youth Crime Prevention, Youth Offending Team, Young carers, Off the record, PRISM, RKADIA, CATCH 22</p>	<p>Teacher Subject Leader DSEN Parent</p> <p>Tutor Year Leader External Agencies</p>
<p style="text-align: center;">Wave 3 – Intensive Support (IS)</p> <p>At this level the intervention is highly personalised and specific with the intention that it supports, compliments and enriches. Identification as a High Profile Student (HPS) or in need of Raising Achievement Programme mentoring, URA* Programme, Domino Group with more able students in the year group support PP students or further support from strategies mentioned in Wave 2. Enrichment that includes attendance on trips, sporting challenges and residential.</p>	<p>Mentor</p>
<p style="text-align: center;">Wave 4 – Leadership Strategic Support (LSS) Deputy Headteacher Quality of Achievement Pupil Premium Coordinator Subject/Year Leader Team Monitored by Governors – Curriculum and Achievement and Finance and Site</p>	