

Meadowbrook College Pupil Premium Action Plan 2016-17

Target	Action	Resources
<p>Close the gap in expected level of progress in English and Maths between disadvantaged students and our non PP cohort.</p> <ul style="list-style-type: none"> ● In English 75% made expected progress or better ● In Maths 43% made expected progress or better ● Also 43% made expected progress or better in both English and Maths ● Compared to whole cohort 72% in English, 47% in Maths and 47% in Both. 	<ul style="list-style-type: none"> ● Student Progress meetings calendared for each year group half termly - repositioned on school calendar to tie in with reports to Trustees about Progress of students overall ● Pupil Premium students and LAC PP students identified and reported on as a specific group ● Students not making expected progress targeted and curriculum/pastoral interventions planned including increased mentoring and positive support from form tutors for students who are able but not exceeding expectations ● Students identified for SRS at Induction ● Off site Core Subjects tuition for most vulnerable students ● All students have access to their own Chromebooks 	<ul style="list-style-type: none"> ● Student Progress Postcards ● Data spreadsheets populated after each WAG collection by JWe and shared at Student Outcomes meeting ● English, maths, science Lead Teacher time and support across sites ● Team Leader meetings with BoT ● Coordination of additional support by English/Maths/Science leads ● Purchase additional Chromebooks ● SRS allocation of time for key staff eg. SSo
<p>To close the gap between the overall value added score (on baseline data on entry) for disadvantaged students vs other students: <i>Value added in this case will be representative of the improvement in grades since their starting point at Meadowbrook College. Students will be baseline tested and any improvement in grade made will be judged as 'value added' - we will recognise this as sublevels improvement but in class will also be reflected in the outcomes achieved.</i></p>	<ul style="list-style-type: none"> ● Staff training on Marginal Gains and Visible Learning ● Efficient spreadsheet to track disadvantaged group linked to spending ● Academic/Pastoral meeting with all PP students held including attitudes towards school, etc. ● Shift of focus to in-class teacher led interventions for PP students ● Subject Specific Study Skills Workshops with Subject Leads to prior to Mock exams and then prior to final exams in the Summer ● Share 'good news stories' at INSET to promote growth mindset attitude ● Use PiXL Alternative Edge to develop aspirational attitudes to learning and LORIC Skills for Employment 	<ul style="list-style-type: none"> ● INSET and Staff Meeting time ● Regular tracking meetings with AHT Progress (JWe) ● Key worker time with students and training time with Key Workers to explain tracking procedures and role KW plays in raising achievement ● Postcards printed and available to all relevant staff ● Faculty/Department meeting time – to secure consistency of tracking procedures and analysis at subject level of PP progress vs 'all other students' ● Timetable workshops into calendar and letters home to inform students/parents of future opportunities ● INSET time to share focused PP work with other colleagues ● Subscribe to PiXL Edge

<p>Reduce ‘student disengagement with school’ scores - category in PASS surveys thereby increasing students’ engagement with Meadowbrook College: <i>Particularly focusing on attitudes towards attendance and relationships with teachers.</i></p>	<ul style="list-style-type: none"> ● Close monitoring of attendance by attendance officer (SNe and RKe) with data circulated weekly at SLT – ‘dartboard’ focus areas ● Attendance project set up with rewards for improvement on all sites ● Praise postcards sent for improved attendance/performance ● Student voice activity – students to engage in the direction of the school and particularly the learning environment and curriculum offer ● Rapid engagement with students through restorative practice to encourage engagement ● Celebration of success for all students but highlighting PP students where relevant ● Increased analysis of PASS data and training staff on how to use it to provide appropriate support ● Focus on role of Key Worker ● Restorative Interventions revisited in order to streamline approach to student behaviour and to personalise the response to individual students ● Increased Input on Key Workers to positively monitor and reward students for positive progress ● ‘Encouraging the Heart’ focus at Behaviour and Relationships group - celebration through staff ‘meeting’ opportunities eg. INSET/Staff meetings 	<ul style="list-style-type: none"> ● Attendance officer (SNe/RKe) tracking attendance Project led by SNe ● Learning Mentor support for targeted students but focus on support not dependency ● Certificates printed monthly ● Postcards for students ● Time to meet students ● Restorative time built in to timetable for Team Leader and SLT ● Newsletter used to highlight successes/good news stories ● De-brief time to train all keyworkers ● Keyworker allocated time with students 1-1 ● Restorative Practice training or update training for all staff during the year ● De-brief time to share progress of students and encourage celebration ● Staff training time for ‘Encouraging the Heart’
<p>Health focus - work with our partner agencies to improve student health & well being</p>	<p>Partnership with school nurse:</p> <ul style="list-style-type: none"> ● smoking ● drugs education ● health eating ● exercise ● ‘active breaks’ 	<ul style="list-style-type: none"> ● Workshop costs/tutor ● Hire of equipment to run a health focus project eg. fitness equipment/tutor ● Allocation of school nurse on site

Expand Work Experience opportunities – in all areas of Technical focus at Meadowbrook College eg. Hair & B, Construction	<ul style="list-style-type: none"> • All students have access to a work experience placement (long term placement for the year) • Students complete Work Experience unit on Workskills qualification • All students access Connexions-type interviews with Mentor and College/destination 	<ul style="list-style-type: none"> • Work Experience insurance for students on long-term placements • Time for JDo/ESm to source and quality assure placements • Transport costs for individual students where outside remit of county • Financial assistance with any ‘uniform’ students expected to wear as a result of placement (eg. cooking whites) • ‘Connexions’/EBP links re-established
Collaboration with Pegasus Theatre for Work Experience opportunities; expansion of curriculum opportunities and Workshops on ‘vulnerabilities’	<ul style="list-style-type: none"> • Expand curriculum to provide wider variety of subjects available for student to choose from • Introduce workshops which tackle some of the issues our students are facing eg. risky behaviours (often linked to our PP students) 	<ul style="list-style-type: none"> • Allocated timetable slots for particular students • Purchase additional tuition time for students with an interest in performing arts • Set up costs of project – tutor costs and facilities hire
Secure additional Learning Support/TA time in PP heavy groups	<ul style="list-style-type: none"> • Recruit additional Learning Mentor/classroom support assistant (specifically to help in core subjects and with targeted students) • Explore opportunities for alumni students within Learning Mentor capacity to motivate and inspire PP students 	<ul style="list-style-type: none"> • Timetable allocation to ‘targeted students’ • Learning support resources - differentiated materials/overlays/age and/or reader appropriate resources
Encouraging the Heart focus for students: <ul style="list-style-type: none"> • Link rewards and appreciation to standards of excellence around school and in the classroom • Explore the effect of adopting the principles with students as well as staff 	<p>‘Encouraging the Heart’ principles built into the ethos of the school and demonstrated through everyday practice at the College:</p> <ul style="list-style-type: none"> • Set Clear Standards • Expect the best • Pay attention • Personalise recognition (careful with the ASD students) • Tell the Story • Celebrate together • Set the example 	<ul style="list-style-type: none"> • Noticeboards/resources for display • Postcards – make/buy • Celebration events – breakfast meetings with NPAs • Outside speaker to work with students around self-esteem/motivation

Support students with specific learning resources which will improve chances of success	Financially support students with uniform, equipment and resources where needed - particularly for extension and enrichment activities eg. extra-curricular club	<ul style="list-style-type: none"> ● Purchase Chromebooks where required ● Contribute to/purchase uniform ● Purchase equipment required to assist participation in activities
Encourage parental engagement in their child's learning and success at Meadowbrook College	<ul style="list-style-type: none"> ● Personal invites for parents to graduations - Year 11/On Course 	<ul style="list-style-type: none"> ● Graduation refreshments ● Produce invitations - admin time
Ensure all staff trained in Team Teach and practice regularly in order to enable a corporate response to the management of student behaviour across the College	<ul style="list-style-type: none"> ● Team Teach training delivered to all staff - various 'tiers' of training dependent on time worked at Meadowbrook College 	<ul style="list-style-type: none"> ● INSET time devoted to Team Teach ● Further Twilight sessions allocated to allow for regular practice ● De-brief time to refresh/discuss techniques
Develop expertise in Meadowbrook College staff to be able to better understand impact of Trauma on progress of students in their school/college and offer practical advice/assistance on how to work with our young people to best effect their progress in class and around school	<ul style="list-style-type: none"> ● Betsy deThierry INSET Trauma training January 2017 	<ul style="list-style-type: none"> ● INSET budget ● Further commitment to additional training in-house through twilight CPD
All students baseline tested on entry and students with low literacy skills highlighted for SRS training	<ul style="list-style-type: none"> ● SRS time allocated to target group of students across key stages ● Train additional staff to manage demands on timetable, especially later in the year (allows us to support partner schools in addition to Meadowbrook College) 	<ul style="list-style-type: none"> ● Block Timetable for SRS tutors to work with students as they come in to the College ● Release time for staff to train in SRS
<p>Current Allocated Funding for 2016/17</p> <p><u>£42,652</u></p> <p>(As of September 2016 – numbers fluctuate throughout the year due to nature of alternative provision/referrals/permanent exclusion figures at county level)</p>		