



COLLEGE

Shuttleworth College Pupil Premium Funding 2016.17

Allocation	278,985.00
-------------------	-------------------

Expenditure	
Staffing	95,394.50

IOG - Intervention costs	
Summer term 16	12,678.15
Autumn term 16	11,621.64
Spring term 17	16,904.21

Rewards	3,500.00
Educational Psychologist	18000.00
Counselling	9205.00

Alternative Provision	
Summer 16	43534.13
Autumn Term 16	26122.10
Spring 17	27457.20

Hardship Funding including Breakfast club	21,500.00
Uniform	1,380.00

Total Expenditure	287,296.93
--------------------------	-------------------

Overspend/ Underspend for year	-8,311.93
---------------------------------------	------------------

Review of Pupil Premium Strategy 2016-17

Strategy	Desired Impact	Success
Mentoring	Progress 8 score of 0 through 1-2-1 sessions focused on exam preparedness in terms of revision and resources.	Progress 8 of the disadvantaged cohort -0.9, but when discounting students who were not here (alternative provision/chronic non-attenders) and therefore would not have had access to mentoring, this increases to -0.5 and close to the national average of disadvantaged students. Some current Y11 students this year have been assigned a mentor from outside the college (Burnley Bondholders) and all Y11 disadvantaged students have a mentor. Mentoring has now filtered down into each year group; focus students identified through use of assessment cycle data.
Period 6	Progress 8 score of 0 through an extra hour of revision every day across all subjects	Progress 8 of the disadvantaged cohort -0.9, but when discounting students who were not here (alternative provision/chronic non-attenders) and therefore would not have had access to mentoring, this increases to -0.5 and close to the national average of disadvantaged students.
Holiday revision school	Progress 8 score of 0 through revision mornings and afternoons held in October, February, Easter and May holidays	Progress 8 of the disadvantaged cohort -0.9, but when discounting students who were not here (alternative provision/chronic non-attenders) and therefore would not have had access to mentoring, this increases to -0.5 and close to the national average of disadvantaged students.
Positive discrimination – strategies shared with staff and revisited	Disadvantaged students are the priority of the teaching staff in terms of in the classroom (MINTclass seating plans, directed questioning etc.) and through marking (marking work first, during the lesson etc.)	Disadvantaged students' profiles have been raised and evidence from QA activities shows that these students are being targeted in a positive way by teaching staff.
Exam morning revision session breakfasts	Optimise exam performance by ensuring students have last-minute revision lessons by teaching staff and have had a nutritious breakfast.	Progress 8 of the disadvantaged cohort -0.9, but when discounting students who were not here (alternative provision/chronic non-attenders) and therefore would not have had access to mentoring, this increases to -0.5 and close to the national average of disadvantaged students.

Revision packs and guides	Ensure disadvantaged students are fully prepared for their exams with all resources made available to them, free of charge.	Progress 8 of the disadvantaged cohort -0.9, but when discounting students who were not here (alternative provision/chronic non-attenders) and therefore would not have had access to mentoring, this increases to -0.5 and close to the national average of disadvantaged students.
Breakfast club – Pupil Premium free Breakfast	Ensure students are prepared for the day and improve engagement and behaviour in lessons.	Students accessing PP breakfast have given positive feedback on how this impacts on their day as part of student voice activity.
Counselling/ Educational Psychologist	Help students to address external factors impacting their life as a whole in addition to their school experience.	Students accessing the educational psychologist and/ or counselling have shown improvements in attendance, engagement and behaviour.
Alternative provision for students at risk of exclusion	To ensure students access the most appropriate courses to improve life chances.	Many students are now progressing in further education linked to courses completed during their time at alternative provision.
Summer School and transition week provision to aid transition	To help students successfully transition into Year 7 in terms of academic and pastoral care.	Students and parents have given positive feedback regarding their transition from primary school
Learning Support Centre	To provide a space for students to access appropriate work with additional support and intervention dependant on need.	Students accessing the LSC have gone on to successfully transition back into timetabled lessons.