

Pupil Premium Grant Expenditure: Report to Parents

Financial year	Amount of pupil premium funding
2015-16	£374,240
2016-17	£369,549

(Figures taken from the LA's School Budget Allocation Summary)

	2015-16			2016-17		
Percentage of FSM pupils						
Number of FSM pupils eligible for the Pupil Premium	384	£935	£359,040	377.54	£935	£353,000
Number of looked after pupils eligible for the Pupil Premium	8	£1,900	£15,200	8.71	£1,900	£16,549
Number of service children eligible for the Pupil Premium	0	£300	0	0	300	0
Total	384	FMS	£374,240	386.25	FMS	£369,549

Pupil Premium Policy

Every child with his/her individual needs and gifts is a unique gift from God.

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring Christian environment. This is an essential, integral part of the spiritual development of the whole school community.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Rationale

The most important factor in predicting a child's future academic attainment is prior attainment. The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and

by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations. As a result, there is a wide gap between the attainment of pupils from disadvantaged backgrounds and others at all educational stages. The additional funding provided through the Pupil Premium was introduced by the government in April 2011 in order to help schools close this gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount is allocated to schools for each pupil registered for FSM at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Department for Education has stated that schools: 'are free to spend the Pupil Premium as they see fit'. However, as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium
- the annual reports for parents that schools are required to publish online.

Provision

In order to meet the above requirements, the Governing Body of St Chad's Catholic and Church of England High School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils who are in receipt of Pupil Premium funding. The impact of the Pupil Premium will be measured by the Pupil Premium team after each data collection.

Expectations are high for all pupil groups and individuals. The school does not equate deprivation and challenge with low ability. Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils. All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme and barriers to learning such as low attendance, low aspirations and completion of homework are addressed.

As part of the additional provision made for pupils who are in receipt of the Pupil Premium, the Governors of the school will ensure that their attainment and progress is effectively tracked and monitored by the Pupil Premium team. The impact of interventions will be tracked on Blue Hills and by data analysis after each assessment point by the Pupil premium team.

Strategies to support Pupil Premium pupils include:

- Quality First Teaching (all staff are trained in TEEP – teacher effectiveness enhancement programme)
- Extra staffing in English and maths
- Funding for specialist resources
- Academic mentoring programmes
- Funding for enrichment activities and educational visits
- Small group literacy/numeracy support
- Attendance and behaviour mentoring programmes

Key objectives and success criteria

A: Attainment:

1. Improve progress, expected and above, for disadvantaged KS3 students in English and mathematics – all disadvantaged students to make expected levels of progress
2. Improve progress, expected and above, for disadvantaged GCSE students in English, mathematics and science – all disadvantaged students to make at least three levels of progress
3. Improve progress, expected and above, for disadvantaged GCSE students in all other subjects – as above

B: Improve social skills, emotional well-being, attendance and behaviour of targeted DISADVANTAGED students

Key strategies:

1. Ensure quality first teaching is provided for all students using TEEP methodologies – evidenced through lesson observations and monitoring progress
2. Ensure all staff have identified disadvantaged students in their classes and have planned to engage those pupils - evidenced through lesson observations, monitoring progress and strategies identified on class contact sheets.
3. Ensure effective intervention strategies for English, mathematics and science led by appointed disadvantaged student coordinators
4. Provide academic mentor support in English, mathematics and science to ensure disadvantaged pupils make expected progress
5. Provide literacy and numeracy intervention in Years 7 and 8
6. To provide an appropriate class for pupils requiring extra help in literacy in year 7 by increasing staffing levels
7. Provide support for pupils' emotional well-being by the Family and Pastoral Support team
8. Monitor behaviour and attendance to provide early and consistent intervention from the behaviour and attendance team
9. Provide an alternative curriculum for targeted pupils to improve attendance, behaviour and success in appropriate accredited courses
10. To develop parental engagement through improving attendance at parents' events including progress consultations and curriculum workshops

Plan for Pupil Premium Grant - Spending in Academic Year 2016/2017	
Teaching Staff	£181,509.00
Teaching Assistant/Learning Mentors	£125,191.00
Administrator	£20,600.00
Licenses (Pixl//Catchup)	£3,000.00
Resources	£18,000.00
Alternative Provision	£1,600.00
Additional Curriculum	£1,300.00
Educational Visits	£800.00
Uniforms	£1,000.00
Total Pupil Premium	£ 353,000.00

Evaluation 2015 – 2016

Closing the gap between the attainment of disadvantaged and non-disadvantaged pupils remains the school's primary objective. In year 7 literacy skills are a key priority for pupils to be able to fulfill their potential. For this reason the school introduced the 'Accelerated Reader' scheme. Seventy five disadvantaged pupils in year 7 were tested in October 2015 and then again in May 2016. Of these, 45 showed improvements in their reading ages. Out of the 35 most struggling disadvantaged readers 24 improved their reading age. In addition, 112 pupils have been helped by the Corrective Reading programme. Academic mentors have worked with disadvantaged students in core subjects providing in-class support and one to one tuition.

In key stage 3, 67% of disadvantaged pupils are on target to make expected levels of progress in English. In maths, 59% of disadvantaged pupils are on target to make expected progress.

At GCSE level all pupils have made progress on last year's results. The disadvantaged pupils results went up to 32% 5A* - C including English and maths. In English, 49% of disadvantaged pupils achieved an A* - C and 64% made 3 levels of progress which is up from 49% last year. Disadvantaged pupils' levels of progress also increased in maths with a rise from 45 to 46%. The percentage of disadvantaged pupils achieving the Ebacc rose from 12% to 14%.