

## Pupil Premium Grant Expenditure: Report to Parents

---

Financial year	Amount of pupil premium funding
<b>2014-15</b>	<b>404,800</b>
<b>2015-16</b>	<b>404,160</b>

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

	2014 - 15			2015 - 16		
<b>Percentage of FSM pupils</b>	44.25%			44%		
<b>Number of FSM pupils eligible for the Pupil Premium</b>	416.55	£935	£389,470	416	£935	£388,960
<b>Number of looked after pupils eligible for the Pupil Premium</b>	8.07	£1,900	£15,330	8	£1,900	£15,200
<b>Number of service children eligible for the Pupil Premium</b>	0	£300	£0	0	£300	£0
<b>Total</b>	424.62	FMS	£404,800	424	FMS	£404,160

### 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.

### Background

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 deprived 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, which is expected to rise year-on-year 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.

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. Strategies to support Pupil Premium pupils include:

- Quality First Teaching-TEEP
- 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 PPI students to make expected levels of progress
2. Improve progress, expected and above, for disadvantaged GCSE students in English, mathematics and science – all PPI 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 PPI 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 PPI 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 PPI coordinators
4. Provide academic graduate support in English, mathematics and science to ensure PPI 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. Improve the monitoring and tracking of pupils using the 'Blue Hills' system
11. To develop parental engagement through improving attendance at parents' events including progress consultations and curriculum workshops

**Plan for Pupil Premium Grant/Year 7 Catch Up Spending in Academic Year 2015/2016**

Teaching Staff	£86,588
Teaching Assistants/Mentors	£83,452
Other Staff	£20,862
Administrative Support	£9,952
Alternative Provision – Pupils	£19,432

Alternative Provision – Curriculum Aspire	£20,000
Additional Curriculum	£10,000
Educational Visits	£25,950
Uniform	£1,000
Staff Training	£10,000
Assessment and Tracking	£5,000
Other Resources	£21,500
Motivational (Residentials)	£10,000
TEEP Training	£20,000
Intervention Resources	£12,000

NACE Subscription	£185
PixL Subscription	£4,350
Contingency	£23,724
<b>Total Pupil Premium</b>	<b>£384,000</b>
Year 7 Catch Up Funding	£15,200
LAC	£12,138
<b>Total</b>	<b>£411,333</b>

## Pupil Premium Impact 2014 – 2015

### Key Stage 4

#### Pupil Premium Impact - GCSE Targets and Results 2014

Y11 2014/2015	Total no in cohort....199	% All pupils achieving	No Non-FSM6 in cohort....132	% Non FSM6 pupils achieving	Number of FSM6 in cohort....67	% FSM6 Achieving....
	% All pupils targeted to achieve		% Non FSM6 pupils targeted to		% FSM6 targeted to achieve	
<b>5 A* - inc English and Maths</b>	72.90%	40.70%	76.50%	45.80%	65.70%	30.90%
<b>English Baccalaureate</b>	39.20%	21.60%	44.70%	26.70%	28.40%	11.80%
<b>Best 8 Average Point Score</b>	332.16	292.26	344.89	307.24	306.36	263.41
<b>% of pupils in High Band Achieving 5 A* - C incl English and Maths</b>	100%	75.40%	100%	72.10%	100%	85.70%
<b>% of pupils in Mid Band Achieving 5 A* - C incl English and Maths</b>	87.90%	37.00%	89.10%	44.40%	85.70%	24.30%
<b>% of pupils in Low Band Achieving 5 A* - C incl English and Maths</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>English - 3+ Levels of progress</b>	99%	46.70%	99.20%	45.80%	98.50%	48.50%
<b>English - 4+ Levels of progress</b>	44.20%	5.00%	48.50%	5.30%	35.80%	4.40%
<b>Maths - 3+ Levels of progress</b>	99.50%	49.50%	100%	51.50%	98.50%	45.60%
<b>Maths - 4+ Levels of progress</b>	34.30%	11.10%	38.90%	14.60%	25.40%	4.40%

#### Summary:

As can be seen from the data the attainment gap for PPI and non-PPI pupils appears to be narrowing. However, the actual figures compared to last year show that the PPI pupils did not perform as well as the previous year and that the gap narrowing was due to non-PPI pupils performing less well than before.

E.g. 5 A\* - C gap has reduced from -25% in 2014 to -13.3% in 2015 yet PPI pupils performance had dropped from 34% to 30% and non-PPI had fallen from 59% to 43.2%.

## Developments for 2015/2016

- See key strategies above

### Key Stage 3

ENGLISH							MATHS						
Year group	Group	6+ Sub levels of Progress					Year group	Group	6+ Sub levels of Progress				
		Target	April Forecast		June Attainment	Diff +/-			Target	April Forecast		June Attainment	Diff +/-
			6+ sub LOP	5+subLOP						6+ sub LOP	5+subLOP		
9	All	100	63	87	51	-12	All	100	48	69	49	1	
	PPI	100	60	87	47	-13	PPI	100	41	61	37	-4	
	Other	100	64	87	54	-11	Other	100	54	75	57	4	
	GAP	0	-4	0	-6	-2	GAP	0	-12	-14	-20	-8	
Year group	Group	4+ Sub levels of Progress					Year group	Group	4+ Sub levels of Progress				
		Target	April Forecast		June Attainment	Diff +/-			Target	April Forecast		June Attainment	Diff +/-
			4+subLOP	3+subLOP						4+subLOP	3+subLOP		
8	All	100	74	89	74	-1	All	100	51	67	51	0	
	PPI	100	60	86	60	0	PPI	100	38	57	35	-3	
	Other	100	83	90	82	-1	Other	100	59	74	60	1	
	GAP	0	-23	-5	-22	1	GAP	0	-21	-17	-25	-4	
Year group	Group	2+ Sub levels of Progress					Year group	Group	2+ Sub levels of Progress				
		Target	April Forecast		June Attainment	Diff +/-			Target	April Forecast		June Attainment	Diff +/-
			2+sub LOP	1+subLOP						2+sub LOP	1+subLOP		
7	All	100	86	95	70	-16	All	100	49	71	39	-11	
	PPI	100	82	93	65	-17	PPI	100	40	64	28	-13	
	Other	100	89	97	73	-16	Other	100	57	78	49	-9	
	GAP	0	-7	-4	-8	-1	GAP	0	-17	-14	-21	-4	

### Summary:

As shown in the table above the gaps between PPI pupils and non-PPI pupils are very small particularly in English. The largest gap is in Year 9 maths (-8) which will be a target now those pupils are in Year 10



