

All Saints Roman Catholic School

The Pupil Premium was introduced in April 2011 and is funding provided to schools and colleges to address inequalities in educational outcomes for disadvantaged children.

All students within school who have been identified as being in receipt of Free School Meals (FSM) over the last six years (known as Ever 6 FSM) are eligible to for additional funding from the Government and for the academic year 2013-14 it was £900.00 and rose to £935.00 per pupil in 2014-15.

New measures are included in the performance tables that will capture the achievement of those pupils covered by the Pupil Premium.

Children who are Looked After (CLA) are eligible for a higher rate of funding of £1,900.00 The eligibility criteria have also been extended to include those pupils who have been in care for one day or more. It must be noted that the LA retain some of the CLA Pupil Premium Plus funding to be used centrally at an authority level (£300.00 per pupil). Schools also receive £1,900.00 for pupils who have been registered on the school census as having been adopted from care or leaving care under a special guardianship or residence order.

The service premium (for Armed services children) will continue to be extended so that in 2015 to 2016, any student in Year7 to Year 11 who has been flagged as a service child since 2011 will continue to receive the premium ('Ever 4' measure). The service child premium will be paid to schools at the rate of £300.00 per pupil.

The following is an outline of Pupil Premium spending to date, alongside a summary of the impact of the funding to date:

Pupil Premium Use in 2014/2015

All Saints was allocated **£133,290** total funding in the academic year of 2014/15 and whilst some of the specific costs are difficult to quantify directly to the cohort of students, the following table identifies the areas of expenditure within the school for Pupil Premium students:

Curriculum and Staffing (£85,800)	
Additional support for key groups/students - Maths & English at GCSE	£8,000
Literacy Co-ordinator to provide and co-ordinate 1:1 Tuition	£3,120
Maths and English co-ordinators to monitor progress and co-ordinate interventions at KS3 and KS4	£4,200
Using new data system for tracking progress and informing intervention	£1,700
Attendance Initiative - 830 Club	£1,125
1-1 support for those in need of preparation for exams/revision	£660
Reducing group sizes in English and Maths by creating additional groups	£39,200
"Plan For Success group" - additional mentoring for underachievers	£1,664
Additional PSHCE lesson for children with particular needs	£2,000
Revision materials and subject specific support/resources	£1,125
Support for homework at both Key stages, two evenings per week	£4,250
Additional small group teaching for Literacy and Numeracy in Year 9 to aid Catch-up	£5,300
"Here 2 Learn" intervention – support with organisation and learning	£13,500

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Pastoral Support (£42,700)	
Pastoral Leaders on each site to provide regular intervention and support for key students, monitor attendance. % of costs	£34,000
Circle time with each new Year 7 form	£192
1-1 transition support Year 6-Year 7 & Year 9 –Year 10	£135
Circle Of friends programmes	£922
Various staff supporting key students in Y11	£2,150
1-1 Pastoral and lesson support to reduce risk of exclusion	£2,100
Specific Support for Looked After Children	£3,200
Extended Curriculum/Other (£7,200)	
CPD provision for staff	£1,500
Contributions towards educational trips, visits and lunch time clubs	£4,800
Behaviour for Learning awards	£900

Pupil Premium students are identified annually. A range of school based systems are continually updated for this group allowing all staff to track progress of the Pupil Premium groups across all teaching groups and provide timely intervention. Individual teaching staff are aware of exactly who the pupil premium pupils are so that they can continuously assess students' progress on a regular basis. This information is regularly discussed by key staff and used to determine interventions that are needed to raise attainment, aspiration and narrow the gaps between Pupil Premium pupils and those not Pupil Premium. The impact of these interventions is monitored by senior staff and Learning Leaders throughout each academic year.

Impact

The key measurable indicator of impact of Pupil Premium spending for the academic year and the key area of accountability is the published examination data for the college with the DFE and RAISE Online. In 2013-14 the Pupil Premium gap for 5A*-C including English and Maths was 38%, worse than the national average of 26%. In 2014-15 the Pupil Premium gap measure was 27% (national average to be confirmed). Clearly the aim of Pupil Premium funding is to look at narrowing any attainment/achievement gaps for disadvantaged students and the following bullet points provide an outline some of the impact on funding last academic year:

- ❖ Behaviour: There were no permanent exclusions of pupils in either 2013-14 or 2014-15. The incidences of fixed term exclusions for all years remains significantly lower than the national average and indicate that our Behaviour for Learning and support strategies are having a positive impact.
- ❖ One-to-One/small group tuition in English and Mathematics; without an individualised approach, it may be difficult for certain children to make the progress needed to achieve their full potential. One-to-one and small group tuition supported the needs of pupils who were falling behind, or had a lower starting point than their peers.

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(NA means National Average)

Area	2013_14 Gap between PP and Non PP	2014_15 Gap between PP and Non PP	Comments/Contextual Information
Students with 5 x A*-C inc English & Maths	PP 33% (NA 36%) Non PP 72% (NA 62%) Gap - 39% (NA 26%)	PP 48% (NA tbc) Non PP 73% (NA tbc) Gap -25% ↑	Interventions are working and gap is closing.
Average Total Points in 8 subjects	PP 292 Non PP 352 (NA 325) Gap -60	PP 304 Non PP 352 Gap -48 ↑	Gap is closing. Close attention paid to option choices so that students follow appropriate course. Interventions are determined via data tracking and needs analysis.
Maths 3+ Levels of Progress	PP 53% (NA 48%) Non PP 81% (NA 71%) Gap -28% (NA 23%)	PP 54% (NA tbc) Non PP 79% (NA tbc) Gap -24.5% ↑ (NA tbc)	Gap is closing. 1-1 tuition and additional support in some teaching sets to try to close this gap. Focus closing the gap in Maths 3+LOP. Interventions will be provided by individual mentoring and support.
English 3+ Levels of Progress	PP 59% (NA 58%) Non PP 80% (NA 74%) Gap -21% (NA 16%)	PP 74% (NA tbc) Non PP 86% (NA tbc) Gap -12% ↑ (NA tbc)	Interventions are working and gap is closing significantly.
Students in Cohort Achieving the Ebacc	PP 17% Non PP 29% Gap - 12% (NA -18%)	PP 22% Non PP 37% Gap -15% ↓ (NA tbc)	Improved figures for both cohorts. But gap slightly wider. Consider options chosen by students for the coming year.
% Exclusion rates	PP 7.96 % (NA 8.49%) Non PP 1.84% (NA 2.67%) Gap -6.12% (NA 5.82)	PP tbc Non PP tbc National Ave tbc	Interventions are having a positive impact.
Value Added	PP 997.1 (NA 977.6) Non PP 1017.3 (NA1008) Gap -20.2 (NA -31.6)	PP tbc Non PP National Ave tbc	Interventions are working and having appositive impact.
Residential Trips	37 pupils took part in residential trips	45 pupils took part in residential trips ↑	Opportunities welcomed by students and families.

Key to codes: NA = national average, LOP = Levels of Progress, PP = Pupil Premium, **↑ = improved, ↓ wider gap, Tbc = to be confirmed**

- ❖ There is continued improved communication with and for parents through the role of Pastoral Leaders, weekly newsletter and My Child at School (website access).
- ❖ Individual transition arrangements continue to be very successful with students settling well and gaining confidence. The impact of our new developments is felt wider than Pupil Premium students.
- ❖ We have reduced the numbers of incidents at lunchtimes through students' engagement with the various clubs now available.
- ❖ The Pupil premium has allowed us to improve our overall support structure. Without it we would have not been so ambitious.

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The school has identified the following priorities for 2015-16. These are aimed to address the concerns raised in terms of academic performance, progress, behaviour and attendance of students who are in receipt of Pupil Premium funding.

Pupil Premium 2015 – 16

Although we are still awaiting the publication of Raise, early indicators are that the following areas will be a focus in the current action plan and targeted for additional funding.

Closing the gap further (by up to 50%) in:

1. Improving the number of students making 3+ Levels of Progress in Maths
2. Average Total Capped 8
3. Average Grade Per Student (Capped at Best 8)
4. Students with 5 GCSEs at Grades A*-C including English & Maths
5. Students in Cohort Achieving the English Baccalaureate
6. Progress 8 – new government measures
7. Attainment 8 – new government measures
8. Attendance of students struggling with significant personal challenges

Projected Expenditure

During this academic year 2015-16 the school will be in receipt of **£133,015** of Pupil Premium funding that has been provisionally profiled to support initiatives and staffing as follows:

**all costs are a suggestion at this point as the action plan is still under construction. Funding will target priority areas first; these may change upon analysis of Raise 2015.*

Curriculum and Staffing (£88,000)

- 1- 1 or small group tuition lessons for pupils - Maths & English. Without an individualised approach, it may be difficult for certain children to make the progress needed to achieve their full potential. One-to-one tuition aims to support the needs of pupils who are falling behind, or have a lower starting point than their peers.
- Additional Mentoring and support for Maths (Level 3 on Entry) or those not making expected progress.
- Funding to support curriculum developments and/or restructure to address identified needs.
- Subject specific interventions, projects and resources to help to improve levels of progress and close the gap.
- Continue with additional classes at key Stage 3 in English and Maths to enable smaller teaching groups. Smaller groups enable more effective teaching and learning.
- The funding of additional Teaching Assistant hours providing further learning support and pupil development for those pupils profiled as Pupil Premium within both Key Stage 3 and Key Stage 4. Teaching Assistants provide support for individual pupils, provision for small group intervention, and support for the teacher, ensuring delivery of the full curriculum for all pupils.
- Specific responsibilities with key staff for monitoring progress and determining appropriate interventions, which are timely and address individual identified needs

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- Funding for Looked After pupils will be spent on an individual basis depending on priorities identified within each child's PEP.

Pastoral Support (£35,000)

- Attendance Initiative to narrow the gap that exists between Pupil Premium pupils and those not Pupil Premium.
- Additional mentoring will be provided for key students in Y11. We will ensure pupils meet with their designated mentor regularly to work on organisational skills, to discuss problems and to help to raise attainment and improve progress related outcomes.
- Student support payments will continue to be made, to ensure all pupil premium students have improved attendance and punctuality, with reduced sanctions relating to uniform, attendance and punctuality.
- Continue participation for the students Green Apple's university programme for high attaining and Gifted and Talented pupils in KS3 to raise aspirations.
- Financial support for Pastoral positions to maintain the positive impact that these staff enable.

Extra Curricular and Staff Training (£10,000)

- Continued investment to support the improvement in the quality of teaching and learning through the school through staff training opportunities.
- Financial support for music lessons, laptops and Behaviour for Learning rewards.
- Continued financial support for pupil premium students towards the funding of educational visits and trips and visits abroad where there is a direct academic link/impact. In addition, there will be other trip subsidies including residential outdoor pursuits, Behaviour for Learning events and "Quiet days".