



St Edmund's Catholic School Pupil Premium Strategy

Date: 14th of February 2017

Date of next review of Pupil Premium: 30th of March 2017

Academy Lead for Pupil Premium: M Wilson

Background:

Pupil Premium funding is a government initiative designed to target resources to those pupils deemed to be from a disadvantaged background. Specifically, the Pupil Premium money is for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever6) or those children who have been looked after continuously for at least 6 months (CLA). For the year 2016/2017 the Pupil Premium has a value of £1320 per eligible pupil in primary education and £935 per eligible pupil in secondary education (£1900 for those who are looked after or adopted from care). Neither the government nor any government agency has dictated how the Pupil Premium money should be spent, but what is clear is that the money should be used to promote strategies which narrow the attainment gap between the highest and lowest achieving pupils, and which enable eligible pupils to thrive, particularly if they demonstrate high ability.

St Edmund's Catholic School's Pupil Premium Profile 2015/2016

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as a % of Year Group
7	11	24	35	44.3%
8	12	20	32	43.2%
9	16	26	42	38.9%
10	16	18	34	28.8%
11	23	22	45	31.5%

St Edmund's Catholic School's Pupil Premium Profile 2016/2017

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as a % of Year Group
7	15	34	49	42.9%
8	12	22	34	43.0%
9	10	18	28	38.9%
10	16	25	41	39.8%
11	16	16	32	28.8%

Overview of St Edmund's Catholic School Academy's Strategies for improving the performance of pupils who are disadvantaged

At St Edmund's Catholic School, the main barriers to educational achievement that pupils in our school who are disadvantaged face are:

- Attendance of disadvantaged students is too low.
- Quality of teaching for some disadvantaged students is not good.
- Behaviour of some disadvantaged students is not good.
- Literacy of some disadvantaged students is weak.
- There are low levels of engagement and enjoyment from disadvantaged students.
- Many disadvantaged students lack aspiration and motivation.
- Many disadvantaged students perform poorly in science and so have lower P8 scores.
- Many disadvantaged students have lower than expected outcomes on entry.

We will spend our pupil premium funding in the following ways to address these barriers:

- Parental engagement to improve attendance and behaviour.
- Mentoring of small form groups in Y11.
- Video observation and coaching to improve teaching.
- Behaviour interventions to reduce loss of learning of disadvantaged students.
- Accelerated Reader to promote reading for pleasure and improve literacy.
- Digital technology to improve engagement and independence in mathematics and science.
- Improve the strategic use of Pupil Premium funding.
- Encourage independent learning across the curriculum.
- Year 7 PP Catch-up in literacy and numeracy.

Our rationale for spending the money in this way is:

The EEF Toolkit shows the cost and impact in months of progress for each strategy:

Strategy	Cost	Months Impact
Parental involvement	£ £ £ £ £	+3
Video observation and coaching	🔒 pilot study	🔒 pilot study
Mentoring of small PP groups in Y11	£ £ £ £ £	+1
Behaviour interventions	£ £ £ £ £	+3
Accelerated Reader	£ £ £ £ £	+3
Digital technology	£ £ £ £ £	+4
Homework (Secondary)	£ £ £ £ £	+5

Additional information on strategy areas:

[Review of best practice in parental engagement](#)

[Video analysing the merits of mentoring](#)

Pupil Premium Funding – the total funding received by St Edmund's Catholic School

2015 - 2016

Funding Stream	Amount (£)
Old PP Adjustment	£1,900
PP Free school meals	£161,755
PP Children that are Looked After	£4,420
PP Service Children	£600
Post CLA PP	£1,900
Total Income	£170,575

2016 - 2017

Funding Stream	Amount (£)
Academy Pupil Premium	£130,104
Academy PP Free School Meals	£25,401
Academy PP Children that are Looked After	£4,292
Academy PP Service Children	£100
Academy Post CLA PP	£1,583
Total Income	£161,480

At St Edmund's Catholic School, the Pupil Premium funding is spent in a variety of ways with the direct and explicit aim of improving the academic outcomes and broader educational experience of our pupils who are most disadvantaged. This includes investment in both academic and pastoral strategies. A breakdown of the 2015/16 expenditure is shown below, together with its impact on outcomes for pupils eligible for Pupil Premium funding:

PP Improvement Strategy 2015/16	Amount (£)	Description	Evidence of Impact
Interventions for Maths & Numeracy	19,300	<ul style="list-style-type: none"> • Mathematical and intervention software • Year 11 revision sessions • Enrichment through UKMT 	<p>Progress score for PP students in 2015/16 was -0.07. This is better than -0.38 for this group nationally.</p> <p>Maths attainment Y11: 48% A*-C.</p> <p>Maths 3 levels of progress: 63.04%.</p> <p>Students voice indicates that a majority of students enjoy maths.</p>
Interventions for English & Literacy	39,400	<ul style="list-style-type: none"> • Book Day Author & Other English/Literacy enrichment • Literacy Coordinator • Promoting Reading, Library Resources & Staffing • Reading Intervention Software – Lexia • Revision Sessions 	<p>English attainment: 59% A*-C</p> <p>English 3 levels of progress: 67.4%.</p> <p>45.24% of students in Key Stage 3 have a reading age of 11+.</p> <p>All students have a reading book and read daily because DEAR time is now established.</p> <p>Guided reading booklets are established in DEAR time running with Year 7 students.</p> <p>Of the students who were targeted for PP English, only 2 students failed to achieve a C grade or better.</p>
Wider Participation in School Life	12,375	<ul style="list-style-type: none"> • Music Tuition • Break and Social Support • After School Clubs • Peer Mentoring programme 	<p>There were 25 PP students receiving individual music lessons and 18 PP students attending group choir singing lessons each week. 20% of PP students attended various activities through SEN to support and develop social skills.</p>

			45% of PP students attended the various after school clubs. 8 students were peer mentors in 2015/16 who provided support for the whole school.
Administrative Tools and Staffing	32,000	<ul style="list-style-type: none"> • Data Tracking Software - 4 Matrix • SENCO & PP Champion • PiXL • Information Board • Lessons Learned • Show your homework • Mint Class • Teaching & Learning Group 	4 Matrix has provided useful analysis of data in order to plan for the needs of PP students. Mint Class has allowed easy seating plans to be completed and allows easy identification of PP students. The Teaching and Learning group has developed monitoring and coaching systems which have started to improve the quality of teaching.
Skills, Advice, Guidance & Support	67,500	<ul style="list-style-type: none"> • Work Experience • Careers Education and Impartial Advice and Guidance • Homework support • Emotional and Behavioural support • Learning Support Unit • Uniform Assistance • Student rewards Vivo • Prize Giving • Pupil premium mentoring groups 	As part of the WEX programme all students were placed in local businesses for 5 days. All KS4 students received careers advice with all year 9 receiving pre GCSE option advice. 65% of PP students attended the Learning support Unit in the early part of 2015/16 reducing to 40% towards the end of the year. 20% PP students received uniform during 2015/16. PP students received partial funding on whole school trips and 30% of PP students received contributions on other subject specific trips. 96% of students continued in employment, education or training.
Total Expenditure	£170,575		

A breakdown of the projected expenditure for the year 2016/2017 is shown below, together with its projected impact:

PP Improvement Strategy 2016/17	Amount (£)	Description	Projected Impact
Improve parental engagement	7,120	<ul style="list-style-type: none"> • Invite targeted parents to attendance forums • Create clear lines of communication • Attendance surveys • Break down parental barriers • Target parental support • Monitor groups weekly 	<p>Parents have a reliable and simple method of PP parents to communicate with the school using the school app.</p> <p>90%+ of PP parents engage with the school at AME.</p> <p>Surveys identify barriers to engagement and strategies address these.</p> <p>Attendance of PP students improves from 90.5% to 93%.</p>
Attendance intervention	5,400	<ul style="list-style-type: none"> • Attendance team targets and intervenes with poorly attending PP students. • Minibus used to remove transport barriers to attendance for PP students. 	<p>Attendance targets are met for individuals and groups to drive overall PP attendance up and ultimately improving attainment and progress for these students.</p>
Evaluation and development of PP strategy	11,900	<ul style="list-style-type: none"> • Review of PP provision • Improvement plan • Governors evaluate PP strategy termly • PP Coordinator 	<p>Areas for development identified and written into a clear action plan with milestones. A link governor and PP coordinator evaluate the strategy termly making amendments.</p> <p>Leadership of this area moves to good.</p>
Video observation and coaching	20,232	<ul style="list-style-type: none"> • Iris Connect System allows teachers to film their lessons. • Staff training will enable all teachers to use the system. • Coaches will be trained to use 	<p>Quality of teaching improves from 45% good or better to 65%.</p> <p>Forensic use of the system allows analysis of what makes PP students learn better.</p> <p>All staff use the system.</p> <p>Coaching is more successful and impactful.</p>

		the system to facilitate more forensic coaching.	
Accelerated Reader	7,180	<ul style="list-style-type: none"> • Reading management and monitoring programme that aims to foster the habit of independent reading • Staff will be trained by the provider to use the system and set up and maintain the library to facilitate this. 	English progress improves. Reading ages of targeted students improves significantly for PP students.
SLT mentoring in Y11	16,390	<ul style="list-style-type: none"> • Y11 PP students in 3 form groups (10 in each) with a member of SLT as tutor • Attendance tackled • Daily mentoring • Examination preparation strategies • Breakfast provided for students • Weekly rewards 	Year 11 PP attendance will significantly rise. Students will be more motivated to do well. A clear PLC will be in place for these students. Surveys of these students should show they value the process. will be directed by SLT to Intervention sessions every morning. Significant rise in attainment and progress for this group.
Improve Behaviour tracking	6,834	<ul style="list-style-type: none"> • Behaviour tracking software • Analysis of incidents • Training of all staff • Behaviour monitoring by BWG 	All behaviour incidents for PP students are very easily tracked and available for analysis. Common incidents and causes identified and plans in place to address these.
Targeted Behaviour Intervention	32,729	<ul style="list-style-type: none"> • Inclusion room • Alternative curriculum • Counselling • 6-week programme to 	PP students who are at risk of exclusion or permanent exclusion have a variety of alternative interventions

		reduce repeat referral to inclusion	which prevent exclusion and loss of learning.
Development of clear behaviour policy	3,375	<ul style="list-style-type: none"> • Consultation • Develop new policy 	All staff will be able to consistently apply a simple and effective behaviour policy, taking ownership of the behaviour in their lessons and subject areas.
Pastoral management	14,053	<ul style="list-style-type: none"> • A pastoral system consisting of form tutors and heads of year 	KSL and tutors monitor the progress, attainment, attendance and behaviour of PP students across the school.
Digital technology for maths and science	4,000	<ul style="list-style-type: none"> • IXL – online software fosters independent mastery in maths • Timestable Rockstars provides a way for students to consolidate and routinely test their timestables • Tassomai - online independent mastery in science 	A greater proportion of PP students complete their maths homework. Students close the gaps as instructed by their maths teacher. Timestable baseline speed reduces for PP students. Science results improve significantly.
Wider Participation in School Life	14,400	<ul style="list-style-type: none"> • Music Tuition • Break and Social Support • After School Clubs • School uniform and trip subsidy 	All PP students take part in some aspect of school life. Uniform and equipment is not a barrier to attending. PP students have access to some of the trips on offer.
Administrative tools, equipment and subscriptions	7,532	<ul style="list-style-type: none"> • Data Tracking Software - 4 Matrix • PiXL • Website development 	Information is available when needed for analysis. PP section of website is up-to-date and the website celebrates the achievements of PP students.
Revision sessions for PP students	8,700	<ul style="list-style-type: none"> • Targeted revision sessions addressing specific areas for development 	Attainment and progress at KS4 improves for PP students.

Homework and independent study	1,635	<ul style="list-style-type: none"> • Show My Homework • Analysis • Student voice 	Homework is set, is useful and students engage well with it to develop their learning.
Total Expenditure	161,480		

St Edmund's Catholic School's Results 2016 – Attainment and Progress of pupils eligible for Pupil Premium funding

New school accountability measures are as follows:

- Attainment 8
- Progress 8

This is the first year that these measures have been the main accountability measures. It is therefore difficult to make year on year comparisons.

The table below provides headline figures for pupils who are disadvantaged. These pupils attract pupil premium funds. The headlines are compared to national average outcomes for pupils who are non-disadvantaged. The national averages for similarly disadvantaged pupils are shown for information.

Headline Measure	Academy 2016 Disadvantaged Outcomes	2016 National Non Disadvantaged	2016 National Disadvantaged
Attainment 8	41	53.3	41.1
Progress 8 Score	-0.07	0.1	-0.38
Indicator of Relative Difference to the National Average for all pupils	= Progress made by disadvantaged pupils in this school is in line with the progress made by all pupils on average nationally.	↑ On average nationally non-disadvantaged pupils make more progress than all pupils	↓ On average nationally disadvantaged pupils make less progress than all pupils
% of pupils achieving the English Baccalaureate	2	30	12
% of pupils achieving the Basics measure	39	71	43