



## **THE PUPIL PREMIUM: DEFINITION**

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM') and Service Children, including those who were eligible for the Service Child Premium at any point in the last three years (known as 'Ever 3 Service Child'). Students in care, who have been looked after by local authorities for more than six months, also continue to qualify for the Pupil Premium.

The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

## **BACKGROUND:**

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals. In April 2012 this was increased to £623 and from April 2013 it was increased further to £935 per eligible pupil. Children of service personnel receive a lower amount of £300.

## **ALLOCATION OF PP AT ST MARY'S:**

The table below represents the Pupil Premium allocation throughout the school at all key stages for this academic year:

<b>Disadvantaged pupils</b>	<b>Pupil Premium per pupil (approximately)</b>
<b>Pupils in Year Groups R to 6 recorded as Ever 6 FSM</b>	<b>£1,300</b>
<b>Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM</b>	<b>£935</b>
<b>Looked After Children (LAC)</b>	<b>£1,900</b>
<b>Children adopted from care under the Adoption and Children Act 2002 1 and children who have left care under a Special Guardianship or Residence Order</b>	<b>£1,900</b>
<b>Service children</b>	<b>£300</b>

## **KEY OBJECTIVE 1 (NUMERACY INTERVENTION & SUPPORT PROGRAMME)**

### **NUMERACY SUPPORT FOCUS**

to set up structured interventions proven to significantly improve the achievement of learners who find numeracy difficult.

### **ACTIONS**

Key Stage 3 numeracy intervention scheme with students identified as lower than expected– small withdrawal group

### **RATIONALE**

The Sutton Trust document states ‘One-to-one tutoring +5 months moderate impact. Small group tuition +4 months moderate impact’.

### **SUCCESS CRITERIA**

A reduction in the attainment gap of FSM and non FSM students in Key Stage 3 at September 2015 in Mathematics levels

### **DATES**

Commencing June 2015

### **STAFF RESPONSIBLE**

- Senior teacher responsible for Assessment, Data and tracking
- Maths teaching staff
- English teaching staff
- SENCO
- LSA's

### **MONITORING AND EVALUATION**

Tracking and monitoring data of FSM cohort via data collection and student feedback

## **KEY OBJECTIVE 2 TRACKING OF KEY DATA (PP ATTAINMENT GAP + ATTENDANCE)**

## **RATIONALE**

Prior to September 2014 this was recognised as an area that could be improved. A system was piloted in the year 2014/15 and, based on its success: this will be continued into 2015/16. SISRA purchased to assist with the data analysis.

## **SUCCESS CRITERIA**

- PP Student attendance is tracked at frequent intervals
- Termly tracking of attainment across all years of PP students to identify gaps and areas for focus
- Termly tracking of attainment data to show impacts of interventions

## **DATES**

April 2015 onwards

## **STAFF RESPONSIBLE**

- Senior teacher responsible for Assessment, Data and Tracking
- Teaching staff

## **MONITORING AND EVALUATION**

Analysis of data allows focused intervention

## **KEY OBJECTIVE 3 ADDITIONAL RESOURCES AND OPPORTUNITIES FOR OUR PP STUDENTS**

### **RATIONALE**

Examples of spending may include revision guides, resources for technology, GCSE theatre trips, ingredients for food lessons etc., all of which must have a direct impact on curriculum attainment.

### **SUCCESS CRITERIA**

Student numbers supported

### **DATES**

April 2015 onwards

### **STAFF RESPONSIBLE**

- Senior teacher responsible for Assessment, Data and tracking
- Department leaders
- Year heads

### **MONITORING AND EVALUATION**

Students supported, student feedback

## **KEY OBJECTIVE 4 HOMEWORK SUPPORT CLUBS**

### **RATIONALE**

- Ensure students with low self-esteem or challenging home circumstances have an opportunity to gain homework support.

- Sutton Trust document Homework +5 months

## **SUCCESS CRITERIA**

Targeted PP students attend

## **DATES**

June 2015 set up of small trial – full roll out September 2015 onwards.

## **STAFF RESPONSIBLE**

- Senior teacher responsible for Assessment, Data and tracking
- Senior teacher responsible for Teaching and Learning
- Department leaders and Year Heads

## **MONITORING AND EVALUATION**

Students supported, student & parental feedback, staff feedback

## **KEY OBJECTIVE 5 (LITERACY INTERVENTION & SUPPORT PROGRAMME)**

### **LITERACY SUPPORT FOCUS:**

- to continue with structured interventions proven to significantly improve the achievement of learners who find literacy difficult.
- to focus on literacy at Key Stage 3 and KS4 for all students whose reading age is below national average.

## **ACTIONS**

Key Stage 3 –Continue and extend the Accelerated reading programme into year 8. Small withdrawal group; reading recovery scheme 1:1 support; small group programme; Toe by Toe; spelling programmes;

## **KEY STAGE 4 – 1:1 (ENGLISH MENTOR)**

All students whose attainment falls well below the national expectations for reading are supported by withdrawal 1:1 and small group work. Cohort identified from Year 6 scores and from testing on entry into Year 7. Students in Key Stage 4 identified from year 9 progress data.

## **RATIONALE**

The Sutton Trust document stresses that improving literacy improves student outcomes overall, thereby reducing the attainment variation between FSM and non FSM students. The Sutton Trust document states ‘One-to-one tutoring +5 months moderate impact. Small group tuition +4 months moderate impact’. Feedback + 8 months high impact

## **SUCCESS CRITERIA**

- Reading levels improve to enable greater access to the curriculum.
- Reading age (RA) expected progress. Start RA – minimum expected progress after one year: 6.0 - 6.5, 7.0 - 8.0, 7.5 - 9.0

## **DATES**

June 2015

## **STAFF RESPONSIBLE**

- Senior teacher responsible for Assessment, Data and Tracking
- Senior teacher responsible for Teaching and Learning
- SENCO
- English department staff
- ARP programme manager - S Turley, N Clark

## **MONITORING AND EVALUATION**

- Reading level assessment at start of Year 7 to identify cohort
- TA assessment upon exit from the scheme. Sub levels of progress made.

## **KEY OBJECTIVE 6 SUCCESS COACH (PUPIL PREMIUM MENTOR – FOR STUDENTS’ UNDER-ACHIEVING)**

### **RATIONALE**

- To work with a small group of disaffected students not fully engaging
- Track, support and set achievable targets
- Sutton Trust document: behaviour intervention + 4 months moderate impact, feedback + 8 months, high impact

### **SUCCESS CRITERIA**

A reduction in the attainment gap of FSM and non FSM students and a realisation of academic potential based on KS2 predictors

## **DATES**

September 2015.

## **STAFF RESPONSIBLE**

- SENCO
- Mentors
- Year heads
- Senior teacher responsible for Assessment, Data and tracking
- Senior teacher responsible for Teaching and Learning

## **MONITORING AND EVALUATION**

Tracking and monitoring of: behaviour towards learning; reduced outbursts; fewer isolation incidents and suspensions; qualifications achieved on exit; student feedback.

## **KEY OBJECTIVE 7 IMPROVE ATTENDANCE AMONG PP STUDENTS**

### **RATIONALE**

- To investigate any attendance falling below 95%
- Sutton Trust document

## **SUCCESS CRITERIA**

Improvement in attendance data for all PP students,

## **DATES**

April 2015

## **STAFF RESPONSIBLE**

- Senior teacher responsible for Assessment, Data and tracking
- Year Heads
- Jo Ellis (EWO)

## **MONITORING AND EVALUATION**

- Regular attendance checks and follow up
- Improved attendance figures for PP students

The table below represents the Pupil Premium allocation throughout the school at all key stages for this academic year:

<b>Financial Year</b>	<b>Total Allocation</b>
2012/13	44,539
2013/14	57,600
2014/15	84,700

Budget Area		Cost
Teaching Staff	Contribution towards salary costs relating to the appointment of Directors of Teaching and Learning and Student Services	£14,985
Teaching Staff	Additional salary costs due to the creation of additional groups in Year 11 Maths/English to increase capacity for targeted intervention	£6,096
Mentoring	Contribution to 1:1 tutor salary with responsibility focusing on assertive mentoring and resilience programmes	£12,505
Training	Training for mentors providing additional numeracy/literacy support	£3,600
Literacy/Numeracy Support	Purchase of Software licences to provide literacy/numeracy screening/assessment for all pupils	£914
Extra-curricular	Creation of a Financial Fund which will enable targeted students to access additional extra-curricular activities	£4,000
Staff Training	Training for mentors focusing on numeracy/literacy targeted intervention	£2,000
Additional support time	Out of lesson time support actions	£ 7,400
Curriculum support resources	Provision of resources and structured support to extend students' learning opportunities beyond lessons via homework/revision classes after school	£4000
Curriculum support staffing costs		£6000
Additional revision support	Staffing and resources including transport home	£6000

	and materials	
<b>SISRA contribution</b>	<b>Analytical tool to help track pupil progress and plan intervention</b>	<b>£1000</b>
<b>Inclusion provision</b>	<b>Creation of an inclusion centre as part of Student Support. Contribution towards resources and salary costs</b>	<b>£5,500</b>
<b>Accelerated reading programme</b>		<b>£1982</b>
<b>Transport assistance</b>		<b>£2000</b>
<b>Extra curricular experiences</b>	<b>Funding for trips, retreats and music provision etc.</b>	<b>£2000</b>
<b>Target setting</b>	<b>INSET training focusing on target setting and sharing of information to effectively monitor identified cohort</b>	<b>£1,000</b>
<b>Curriculum Equipment</b>	<b>ICT equipment to enable targeted pupils to fully access curriculum opportunities</b>	<b>£2,000</b>
<b>Attendance monitoring and actions</b>	<b>EWO contact at attendance lower than 95%</b>	<b>£ 2000</b>
<b>TOTAL EXPENDITURE</b>		<b>£85,982</b>



## Pupil premium Attainment 2013-2014

17 Pupils (11 FSM/FSM6, 6 Forces)

	Pupil premium National	Pupil Premium School	Non-Pupil Premium	All
APS	262	342.7	377.1	372.7
%5A*-C GCSE grades	36	64	89	87
%5A*-C GCSE grade incl E + M	55.0%	76.5%	83.5%	82.6%
Average GCSE grade	D-	B-	B	B
Average points		43.09	46.10	45.71
Average English grade	D+	A-	A	A
Average Maths grade	D-	C	B+	B
3 LOP English	57%	93.8%	94.5%	94.4%
3 LOP Maths	47%	81.3%	94.5%	92.9%
4 LOP English	22%	81.3%	82.7%	82.5%
4 LOP Maths	16%	56.3%	69.1%	67.5%
Average total attainment 8		54.71	59.63	59.0
Average total progress 8	0	0.02	0.55	0.48
Capped 8 +EM VA score	1000	991.58	1031.249	1026.131
VA score	1000	1027.2	1052.1	1049.9

## Pupil premium Attainment 2014-2015

20 Pupils ( 13 FSM/FSM6, 5 Forces, 2LAC)

	Pupil premium National	Pupil Premium School	Non-Pupil Premium	All
APS best 8 first entry	243	293	357	354
APS	316.2	360.3	384.6	381.3
%5A*-C GCSE grades	63%	75.0%	77.8%	77.4%
%5A*-C GCSE grades Inc E + M	56.1%	75%	72.2%	75%
Average GCSE grade	C-	C+	B-	B-
Average points		41.08	43.35	43.04
Average English grade	D	B	A-	A-
Average Maths grade	D	C	B-	B-
3 LOP English	69.0%	85.0%	90.7%	89.9%
3 LOP Maths	66.0%	89.5%	86.0%	86.4%
4 LOP English	31.0%	65.0%	67.8%	67.4%
4 LOP Maths	30.0%	36.8%	54.5%	52.1%
Average attainment 8	48.2	54.90	57.08	56.78
Average total progress 8	0	0.20	0.57	0.52
Capped 8 +EM VA score	1000	1011.606	1037.232	1033.599

The above outcomes show that although the cohort is small, the outcomes have been very promising. The progress of the PP pupils is much higher than National standards but is still not as good as for non-pp pupils. This is an area that we will look to address in the future in order to further narrow the gap.