



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:

Disadvantaged pupils	Pupil Premium per pupil (approximately)
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	£1,300
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	£935
Looked After Children (LAC)	£1,900
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	£1,900
Service children	£300

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:

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

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.