

THE ENGLISH MARTYRS SCHOOL AND SIXTH FORM COLLEGE PUPIL PREMIUM

Introduction:

- Our school mission statement begins simply by stating that 'the basic aim of the school is to serve the children of the community'.
- First and foremost we all have a shared responsibility as classroom teachers to ensure that we **promote** and **deliver consistently high quality teaching**.

Rationale:

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who:

- have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM')
- are currently in the care of the local authority
- ceased to be in the care of the authority through adoption
- ceased to be in the care of the authority through a special guardianship order
- ceased to be in the care of the authority through a residence order
- are children of service personnel.

You can find out more about pupil premium at:

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

Funding:

In the financial year 2015-2016 The English Martyrs School and Sixth Form College received additional funding of £281,000 through the Pupil Premium. This money has been used to support students in the following ways:

	Cost per hour	No. of hours	No. of Staff/ Students	No. of weeks	Total		
Learning							
Intervention for identified GCSE students, especially in English and Maths	42	1	10	25	10500		
Increased staffing and therefore smaller classes e.g. in Science	42	25	1	35	36750		
Increased support in the Pastoral Team	22	25	3	35	57750		
After school classes	42	1	5	35	7350		
Purchasing of on-line tuition packages and materials	500	1	1	1	500		
Subject-specific stationery and materials	1000	1	1	1	1000		
Additional TA post to support intervention	22	25	1	35	19250		
Professional Development Programme for Teaching Assistants and SEN team	400	1	1	1	400		
Alternative qualification to support learning license (ASDAN)	350	1	1	1	350		
Alternative qualification to support learning entries (ASDAN)	45	1	20	1	900		
	Total				134750	% of allocation	48
Social and Emotional							
Numeracy, Literacy intervention	42	1	4	35	5880		
Lexia Literacy Intervention TA support	22	10	1	35	7700		
Behaviour/Social intervention	22	1	4	35	3080		
Increased time allowance for Heads of House	42	2	5	35	14700		
Increased capacity for support provided by Home School Liaison Officer	22	25	1	35	19250		
Increased capacity for attendance monitoring and intervention;	22	5	4	35	15400		
Transport funding for PP students	210	1	2	1	420		
Transport funding for PP students	410	1	2	1	820		

	Total					67250	% of allocation	23.9
Enrichment beyond the curriculum								
Opportunities for residential experiences	2000	1	1	1	2000			
Support for educational visits and field trips	1400	1	1	1	1400			
Support for individual musical tuition	1300	1	1	1	1300			
School uniform	1300	1	1	1	1300			
Rewards and commendations	4000	1	1	1	4000			
	Total					10000	% of allocation	3.56
Alternative Learning								
Additional support for the Learning Support Unit	22	25	1	35	19250			
Additional support for the Off-site Unit	22	25	2	35	38500			
Alternative learning for students requiring additional support e.g. KS4 PRU Placement	7.5	5	4	35	5250			
Transport for student accessing alternative curriculum provision	3000	1	1	1	3000			
ECDL qualification	100	1	30	1	3000			
	Total					69000	% of allocation	24.6
	Total					281000		

In measuring the impact of this expenditure we look closely at the achievement of students who attract the Pupil Premium. In particular we measure the progress of students achieving:

- 5 A* - C GCSE grades, including English and Maths;
- 5 A*-C GCSE grades;
- 3 and 4 Levels of progress in English and Maths;
- Attainment and Progress 8;
- Achievement at the end of Key Stage 3;
- Attendance.

- Percentage of pupils attaining 5 or more A*-C GCSEs (or equivalent) including English and mathematics at Key Stage 4:

	2010 (FSM data NOT Pupil Premium)				2011				2012			
	Cohort	School	National (Non FSM)	Diff	Cohort	School	National (Non PP)	Diff	Cohort	School	National (Non PP)	Diff
All pupils	276	51	58	-7	315	72	65	7	266	68	64	4
PP	26	46	58	-12	70	41	65	-24	62	50	64	-14
Non PP	250	52	58	-6	245	80	65	15	204	74	64	10
Within School Gap		-6				-39				-24		

	2013				2014				2015			
	Cohort	School	National (Non PP)	Diff	Cohort	School	National (Non PP)	Diff	Cohort	School	National (Non PP)	Diff
All pupils	260	83	67	16	260	62	55	7	255	61	63	-2
PP	47	65	67	-2	71	45	55	-10	54	43	63	-20
Non PP	213	87	67	20	189	68	55	13	201	66	63	3
Within School Gap		-22				-23				-23		

	2016			
	Cohort	School	National 2015 (Non PP)	Diff
All pupils	262	62%	63	-1%
PP	68	40%	63	-23%
Non PP	194	68%	63	+5%
Within School Gap		-28%		