

## Pupil Premium Strategy and planned expenditure 2016-17

The English Martyrs School and Sixth Form College is

**Founded On Truth** - To learn and live the Gospel values on which our faith is rooted.

**Built on Justice** - Whereby we judge with integrity and wisdom, and act with mercy and compassion.

**Animated by Love** - Living in community with each other in fairness and with equality as Jesus teaches us.

### Background:

The Pupil Premium is additional funding allocated to schools to help support disadvantaged students, diminishing the difference between them and their peers. 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/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

In the 2016-17 financial year, schools will receive £935 for each child registered for the Pupil Premium. The Government have not dictated to schools how to spend this money, but are clear that schools will need to employ strategies that they know will support these students to increase their attainment. At EMS this funding has contributed to a wide range of resources designed to maximise student potential in every possible way, e.g. intervention for identifies GCSE students, especially in English and mathematics; increased support in the Pastoral Team; Literacy and Numeracy intervention; opportunities for residential experiences etc.

In addition the school also received an additional £500 for each year 7 students who did not achieve level 4 or better at Key Stage 2 in reading and/or maths (the expected Key Stage 2 attainment). This funding known as 'Catch Up Premium' is used to give these students valuable additional provision and is intended to help these students catch up in literacy and numeracy as early as possible in their secondary education and therefore enable them to access the secondary curriculum more fully.

### Principles:

All members of staff and governors accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his/her full potential, irrespective of need.

### Provision:

In order to meet the above requirements, the Local Governing Body of EMS will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all students. As part of the additional provision made for students who belong to the vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged students are adequately addressed.

Summary information					
School	English Martyrs School and Sixth Form College				
Academic Year	2016-17	Total PP Budget	£302,940	Date of most recent PP Review	Aug 2016
Total number of students	1459	Number of students eligible for PP	381	Date of next internal review of this strategy	Nov 2016

**A summary of the main barriers to educational achievement faced by eligible pupils at the school:**

- Lower attainment on average in reading, writing and SPAG in KS2 results
- Lower attainment on average in maths in KS2 results
- A higher proportion of pupil premium students have additional SEN
- Lower reading standardised reading scores on average on entry
- Attendance of PP students is lower than for non PP students, and the gap historically widens as student's progress through the school
- A larger proportion of PP students are Low Attenders (<90%)
- The standard of homework and completion of tasks is lower for PP students.
- A disproportional number of PP students receive short-term placements in 'The Bridge'
- A disproportional number of PP student receive fixed-term exclusions from school

**Strategy overview:**

Each aspect of the strategy has a pupil level action plan that focuses on individual achievement and target setting. It is the Assistant Headteacher (SEND and Inclusion)'s responsibility to ensure that progress in all the priority areas are tracked and have the desired impact.

**Targets for 2016/17**

The targets for this year are as follows:

Y11	PP (64)	Non PP (162)	Gap
Attainment 8 score	4.91	5.99	-1.08
% Basics: E&M 5 and above	81.3%	94.9%	-13.6%
% taking EBACC	4.7%	16.0%	-3.1%
% English grade 5 and above	87.5%	96.9%	-9.4%
% Maths grade 5 and above	82.8%	96.9%	-14.1%

Priority Area	Key Staff (focus)	Key objectives	Key Actions for Impact	Review
<b>Identification, Tracking and Accountability</b>	PC (PP students) DS (English & Maths) PD (Science) MCH (Curriculum) HOD English HOD Mathematics HOD Science HOYs	<p>Ensure the progress of all target students is tracked</p> <p>All teaching staff are aware who the PP students in their classes are and their specific learning requirements</p> <p>All relevant leaders are held accountable for the progress of these students</p> <p>Students are identified on seating plans with data</p> <p>75% of Pupil Premium students make expected levels of progress in English, Maths and Science at all key stages</p> <p>Progress and attainment data shows closing of gaps in all year groups</p>	<p>Progress and attainment data for PP students is analysed at each Progress Review</p> <p>Staff are accountable for the progress of their PP students and can report to HOD outlining interventions and support required to narrow the gap where appropriate</p> <p>Whole-school tracking to be regularly updated for PP students</p> <p>Tracking of progress in all subjects through SLT Link meetings and termly reports to AHT (Raising Standards)</p> <p>Regularly update a dashboard for each student (attendance, progress, removal data, extra-curricular uptake)</p> <p>Explicit mention in departmental SEFs and action plans</p> <p>Detailed exam analysis at teacher level using the individual class teacher exams analysis sheet (KS3/4)</p> <p>Explicit focus in monitoring systems</p> <p>Tracking of PP and Catch-up Premium funding</p> <p>In Key Stage 4, booster intervention sessions focussed on raising achievement in core subjects and impact monitored closely</p> <p>Monitor EBACC uptake by PP students</p>	<p>Progress reviews</p> <p>Work Scrutiny</p> <p>SLT Link meetings</p> <p>Leadership meetings</p>
<b>Literacy, Numeracy and progress in English and Mathematics</b>	PC (PP students) PC (Nurture Group) DS (English & Maths) MCH (Curriculum) SENDSCO Nurture Group Teacher HOD English HOD Mathematics Literacy Coordinator	<p>Lower prior attainment students make rapid progress</p> <p>Students who are not secure in reading, writing and mathematics on entry to the school receive targeted support from intervention team so they catch up with their peers quickly</p> <p>Literacy and Numeracy are embedded with consistent application of core principles</p> <p>Reading, writing and Mathematics to be taught effectively across the curriculum</p>	<p>Deployment of LSOs for Literacy and Numeracy (KS3) to create secure and effective network of support</p> <p>Deployment of LSOs for English and Mathematics (KS4) to create secure and effective network of support</p> <p>Develop use of Lexia and other suitable Literacy and Numeracy programs</p> <p>KS3/KS4 Progress Review analysis used to identify students struggling with basic levels of literacy and numeracy</p> <p>Interventions focussed on Catch-up Premium students using Maths/English/Science progress reports</p> <p>Regularly review staffing for lower sets</p> <p>Improve accuracy of tracking for students in the Nurture Group</p>	<p>Progress reviews</p> <p>Work Scrutiny</p> <p>Lesson observations</p> <p>SLT Link meetings</p> <p>Leadership meetings</p> <p>Maths/English Levels</p> <p>Reading ages</p>

<p><b>Attendance and Punctuality</b></p>	<p>PC (PP students) TH (Attendance) AB (Attendance) TT (Attendance) JD (Attendance) HOYs</p>	<p>Attendance and punctuality for PP students is improved</p>	<p>Regular meetings with KS3 and 4 HOYs about existing absence issues</p> <p>First day response provision implemented for PP students</p> <p>Collaboration to ensure appropriate provision and standard school processes are in place</p> <p>Personalised support assigned to each PA student eligible for PP and supported by outside agencies as appropriate</p> <p>Letters about attendance sent immediately and Attendance officer to visit all PA at home to discuss attendance with parents/guardians and explore barriers</p> <p>Students at risk of becoming PA (attendance falls below 90%) are placed on Attendance Program for monitoring</p> <p>Attendance team to monitor students and follow up truancies</p> <p>Sanctions put in place to improve punctuality (Late detention)</p>	<p>Attendance reviews</p> <p>On-going monitoring</p> <p>Progress reviews</p> <p>SLT Link meetings</p> <p>Leadership meetings</p>
<p><b>Behaviours for Learning inclusive of homework</b></p>	<p>PC (PP students) PD (KS3) PM (KS4) JD (Behaviour) TW (Intervention) TH (SEMH) SENDCO HODs HOYs</p>	<p>PP students complete homework and coursework to a good standard</p> <p>Engagement, focus and behaviour for learning is enhanced for PP students</p> <p>Fixed term exclusions are reduced for PP students</p> <p>Incidents requiring placements in The Bridge are reduced for PP students</p> <p>Improved motivation and refined study skills for PP students</p>	<p>Targeted interventions matched to specific students with specific behavioural issues so that they are engaged in lessons and make the expected progress</p> <p>Develop protocol to engage with parents before academic intervention begins and ensure they know how best to support their children</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment</p> <p>Achievement points to be a focus for all staff through tutors, leading to raised achievement points</p> <p>Take up of extra-curricular provision by learners entitled to PP, including before and after school clubs, and Homework Club during the day to be monitored and barriers to attendance removed</p> <p>Whole School Behaviour for Learning Strategy will be used to engage students with clear consequences to reinforce messages</p> <p>Pastoral support team inc AHT (SEND and Inclusion) to work with selected PP students to give care, support and guidance</p> <p>CPD on 'Growth Mindset' and development of philosophy across</p>	<p>Termly behaviour reviews</p> <p>Progress reviews</p> <p>HOY Analysis</p>

			<p>the school</p> <p>Engagement, focus and behaviour for learning is enhanced for PP students Identify a targeted behaviour intervention for identified students</p> <p>Identify an appropriate support programme for students with SEMH</p> <p>Use of Bus passes for students remaining behind to complete study support</p> <p>Introduction of STEP to help provide targeted academic intervention</p> <p>Holiday study sessions as appropriate</p> <p>All PP students in y11 are being provided with Study Skills guides and Revision planners</p>	
<b>Parental engagement</b>	PC (PP students) PD (KS3) PM (KS4) JD (Behaviour) TW (Intervention) TH (SEMH) SENDCO HOYs	Parents work collaboratively with the school to help their children  Parents understand how to help their child make progress	Introduction of Tutor Evenings to provide increased opportunities for parental engagement  Targeted parents invited to attend student/parent events  HOYs to maintain effective relationships with parents of pupil premium students  PP students parental opinions collected as part of the PP review	Attendance at events  Parental/Student Voice
<b>Curriculum provision KS3 and KS4</b>	PC (PP students) DS (English & Maths) PD (Science) MCH (Curriculum) HOD English HOD Mathematics HOD Science HOYs JLF (Careers)	Ensure the curriculum meets the needs of PP students and in particular vulnerable students who have become extremely disengaged with school	High quality KS4 provision focussing on re-engagement, literacy, numeracy, English, Maths, and Core Science  Improved quality of support whilst students are on placements in The Bridge  Bespoke support for college and work experience applications  Small-group tuition provided by intervention teacher, LSAs/LSOs and additional tutors where relevant	Work scrutiny  Mathematics and English Levels  Lesson observations  SLT Link meetings  Leadership meetings
<b>Teaching and learning</b>	PC (PP Students) MCH (Curriculum) HODs DS (Raising Standards) PD (KS3)	Ensure all lessons meet the needs of all students and engage target groups; raise expectations of staff and students  LSAs/LSOs and other additional	Literacy and Numeracy strategies introduced and adhered to  PP strategies available for staff working with PP students  Explicit reference to 'Closing the Gap' for students Departmental Strategy Plans  All seating plans and class overviews to be annotated with details	Work scrutiny  Progress Reviews  Lesson observations  SLT Link meetings

	PM (KS4)	adults are used effectively to secure high rates of progress for students	of 'Closing the Gap' for students CPD provided for staff working with PP students as required	Leadership meetings Student Voice
<b>Other approaches</b>	PC (PP Students)	All PP students can participate in educational trips All PP students are equipped with full school uniform	Funding available to support any PP student to attend at least one trip a year All PP students who require support in this area will receive it	Extra-curricular engagement analysis

**Reporting and monitoring:**

- Reports on progress in each key area of the strategy collated by AHT (SEND and Inclusion)
- Reports fed back to rest of SLT and Governors/HOYs/HODs
- HOYs to host student panels and report findings to SLT
- Progress of PP students is a regular item in Leadership meetings