

# Pupil Premium

Pupil Premium fund was first introduced in 2011 and is provided to schools with the aim of raising the attainment of disadvantaged pupils.

Funding is allocated to pupils in Year 7 to 11:

- that are currently eligible for free school meals;
- that have been eligible at any point in the last 6 years;
- that are currently or have ever been in care in England (including those that were adopted from care, left care under special guardianship or left care under a residential order);
- that have a parent in the services or that has been in the services in the last 4 years or who are in receipt of child pension from the Ministry of Defence

You can find out more about pupil premium [here](#).

Schools receive funding (dependent upon the category) 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 The English martyrs School and Sixth Form College this funding has contributed to a wide range of resources designed to maximise student potential in every possible way, e.g. intervention for identified 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.

## Pupil Premium 2016-17

Academic Year	2016-17	Total PP Budget	£302,940
Total number of students	1459	Number of students eligible for PP	381

The funding was used in the following ways:

	% of cost funded by PP	Cost per hour	No. of hours	No. of Staff/ Students	No. of weeks	Total	% of allocation
<b>Learning</b>							
Intervention for identified students, especially in English and Maths (e.g. for LAC students)	100%	22	10	1	35	7700	
After school classes e.g.(STEP)	20%	42	1	5	35	7350	
Purchasing of on-line tuition packages and materials (e.g. EdLounge and EdClass)	50%	5000	1	1	1	5000	
Subject-specific stationery and materials (e.g. Revision guides for PP students)	30%	1000	1	1	1	1000	
Additional LSA post to support intervention (e.g. On the Bridge)	65%	22	25	1	35	19250	
Professional Development Programme for LSA/LSO and SEN team	10%	400	1	1	1	400	
Numeracy, Literacy intervention (e.g. Additional lesson for Alternative Curriculum Students)	100%	42	2	4	35	11760	
Lexia Literacy Intervention TA support (e.g. LSO overview of Lexia)	100%	22	5	2	35	7700	
Lexia Licence	75%	2345	1	1	1	2345	
			<b>Total</b>			<b>62505</b>	<b>20.6%</b>
<b>Social and Emotional</b>							
Behaviour/Social intervention	40%	22	2	4	35	6160	
Increased support in the Pastoral Team	100%	30	25	3	35	78750	
Increased time allowance for Heads of Year	100%	42	1.5	5	35	11025	
Increased capacity for support provided by Home School Liaison Officer	100%	22	25	1	35	19250	
Increased capacity for attendance monitoring and intervention	100%	22	25	1	35	19250	
Transport funding for PP students	100%	200	1	2	1	400	
Transport funding for PP students	100%	400	1	2	1	800	
			<b>Total</b>			<b>135635</b>	<b>44.8%</b>
<b>Enrichment beyond the curriculum</b>							
Opportunities for residential experiences	30%	2000	1	1	1	2000	
Support for educational visits and field trips	30%	3000	1	1	1	3000	
Support for individual musical tuition	30%	1300	1	1	1	1300	
School uniform	30%	1500	1	1	1	1500	
			<b>Total</b>			<b>7800</b>	<b>2.6%</b>
<b>Alternative Learning</b>							
Additional support staff for Alternative Curriculum Students	50%	35	12	1	35	14700	
Additional support for the Bridge	100%	22	25	2	35	38500	
Alternative Provision (e.g. ACE/PRU)	50%	7.2	25	6	35	37800	
Transport for student accessing alternative curriculum provision	30%	3000	1	1	1	3000	
ECDL qualification	100%	100	1	30	1	3000	
			<b>Total</b>			<b>97000</b>	<b>32.0%</b>
			<b>Total</b>			<b>302940</b>	<b>100%</b>

The impact of these interventions was:

PP students	TARGETS			ACTUAL		
	PP		Gap	PP	Non PP	Gap
Year 11 2016-2017	PP		Gap	PP	Non PP	Gap
Attainment 8 score	4.91	5.99	-1.08	37.69	46.71	-9.02
Progress 8 score				-0.67	-0.38	-0.29
% Basics: E&M 5 and above	81.30%	94.90%	-13.60%	25	47.93	-22.93
% taking EBACC	4.70%	16.00%	-3.10%	5.36	11.52	-6.16
% English grade 5 and above	87.50%	96.90%	-9.40%	39.29	59.26	-19.97
% Maths grade 5 and above	82.80%	96.90%	-14.10%	32.14	56.94	-24.8

<b>Learning</b>
Maths – 41% of PP students achieved a Standard Pass (Grade 4+); 30% of PP students achieved a Strong Pass (Grade 5+)
English – 54% of PP students achieved a Standard Pass (Grade 4+); 30% of PP students achieved a Strong Pass (Grade 5+)
37.5% 5+ grades equivalent to A* to C at GCSE inc En & Ma 4 or Above
23.2% 5+ grades equivalent to A* to C at GCSE inc En & Ma 5 or Above
Ed Lounge has been embedded in to the Bridge as an alternative tuition facility. Specifically for tasks that address the reasons that the students have placements. EdClass was used effectively with a number of students to support whilst on exclusion (particularly to provide 6 <sup>th</sup> day provision or whilst awaiting new placement)
Whilst referrals to the Bridge for PP students remain high (59% of all incidents) the Fixed Term Exclusions for all students dropped significantly throughout the year by 52 incidents from Term 1 (78) to Term 3 (26) and by 34 incidents from Term 1 (48) to Term 3 (14). In June – only 2 out of the 8 exclusions were PP students.
All PP/SEN students were entered for both Maths and English
Maths – 20% of PP/SEN students achieved a Standard Pass (Grade 4+)
90% of PP/SEN students achieved a grade
English – 20% of PP/SEN students achieved a Standard Pass (Grade 4+)
100% of PP/SEN students achieved a grade
64% of students on Lexia made expected or above expected progress
55% of students on Lexia course are PP students
59% of PP students on Lexia made expected or above expected progress
<b>Social and Emotional</b>
PP Attendance: Y7 – 95.4%; Y8 – 91.1%; Y9 – 93.8 %; Y10 – 90.2%; Y11 – 93.8%
Improved attendance for students receiving transport funding and reduction in related incidents leading to improved behaviour
Increased capacity for HSLO to work with LAC students. Leading to a higher level of monitoring and support.
Additional tuition for specific LAC students introduced
<b>Enrichment beyond the curriculum</b>
Supported activities ranged from Retreats at the Youth Village, Activity trips to: Keswick, Jump 360, Kayak/Canoe at The Tees Barrage; and Subject focused trips to: Paris, London, Iceland and Cologne.
Revision guides were provided for all Y11 students
STEP was introduced as an effective intervention for all subject areas
<b>Alternative Learning</b>
PP students accessed the PRU and Ace as alternative provisions to reduce Fixed term Exclusion and the requirement for Permanent Exclusions
EdClass was used by 8 students to help access curriculum whilst on Fixed term Exclusions
EdLounge was used by all students accessing the Bridge to enhance learning

## Pupil Premium 2017-18

School			
Academic Year	2017-18	Total PP Budget	£297,330
Total number of students	1439	Number of students eligible for PP	384

The following key issues will form the focus of our work with all students but with more a detailed focus on Disadvantaged students:

### **1. Eradicate the inconsistencies in the quality of teaching and learning in subjects and classes across the school so that all pupils can achieve their best**

- (a) The good practice currently in school is shared more widely so staff have a clear understanding of what is expected of them.
- (b) Teachers' use the assessment information they now have about pupils current skills and abilities to plan work that is matched well to pupils starting points
- (c) Teachers have consistently high expectations of what their pupils can achieve
- (d) Poor quality work and presentation is challenged consistently.

### **2. Improve the effectiveness of leadership and governance by ensuring:**

- (a) Senior and middle leaders are held to account fully for the achievement and progress of all their pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities
- (b) Staff use the new assessment systems more consistently, to plan learning that deepens pupils' knowledge and understanding
- (c) The monitoring and challenge roles of the special educational needs coordinator and senior leaders are further developed to ensure the special educational needs funding for these pupils is well-spent
- (d) Directors receive regular information about the progress, attendance and achievements of disadvantaged pupils so they can challenge where weaknesses are identified and make sure the additional funding for these pupils is better-spent.

### **3. Build on current strategies to reduce further the differences between the levels of absence and temporary exclusion among disadvantaged pupils and other pupils in the school.**

A comprehensive PP Strategy forms a live document with costing and impact measurement within school. However the following strategies are to be in put in place:

#### **Key Issue 1:**

- Re-align the roles and responsibilities of SLT to ensure sharp focus on improvement areas (to include an AHT with a clear focus on PP and vulnerable groups)
- Heads of Department Meetings to become the 'Teaching and Learning' Group meeting
- Create more opportunities for Departments to meet together through re-configuration of year planner
- Work scrutinies to be carried out across as well as within departments
- Teachers use starting point information in order to plan to meet the needs of different groups / differentiation.
- Teachers follow assessment calendar to ensure interventions are timely with quantifiable impact
- Deliver an academy-wide programme of training on how data is used to inform differentiated planning for progress over time

- Calendared time within T&L Group and Departments devoted to differentiation
- Progress and attainment data for PP students is analysed at each Data Drop
- Whole-school tracking to be regularly updated for PP students
- Pupil Profile to be produced and updated for each PP student
- Priority seating to be given to SEND and PP students as appropriate (e.g. near aisle for quick access)
- Challenging targets, based on FFT 20, to be set for all students to generate flight paths
- Teachers to track student progress against projected flight path, incorporating key tasks and common assessments into each module
- Monitor the quality of teaching in each department through calendared student work scrutinies, student voice, teacher planning and lesson observations via learning walks
- Introduction of Class Charts package to ensure that teachers are rewarding and sanctioning students consistently across departments
- Teacher Performance Management and Appraisal objectives to be layered – focusing on disadvantaged/SEND Student outcomes as well as ‘all students’
- Subject Champions to monitor PP students within their subject; Identify gaps and with the aid of HOD put in place suitable interventions
- Year Champions to monitor PP students within their year group; Identify gaps and with the aid of HOY put in place suitable interventions
- Introduce specific in-service training addressing issues identified during PP review
- Targets set for PP students for Achievement, Attendance and Behaviour. These are reviewed regularly
- Expectations for presentation of work to be formalised into T&L Policy
- Exemplar work (Numeracy and Literacy) provided by Primary Schools for each student to go in front of exercise books, serving as a baseline for standards of work/presentation
- Work Scrutiny pro-forma to be amended and work scrutinies calendared more frequently for all year groups
- Teachers are held to account for under-performance and plan additional support strategies for underachieving disadvantaged students
- Developed a clear system for individual teachers to suggest appropriate interventions to the PP Lead.
- Progress and attainment data for PP students is analysed at each Data Drop
- Whole-school tracking to be regularly updated for PP students
- Pupil Profile to be produced and updated for each PP student
- Pupil Passports created and updated for all students who are identified as SEND
- Priority seating to be given to SEND and PP students as appropriate (e.g. near aisle for quick access)
- Tracking to be developed for individual students that identifies interventions and measures impact of spending on an individual basis
- Interventions to be reviewed and shared with departments, teachers, students and parents as appropriate
- Additional available teaching time used to support interventions and student’s on the Bridge or in the Nurture group
- Work scrutinies to focus significantly on PP students and identify best practice and eradicate poor quality of work or presentation

### **Key Issue 2:**

- Develop a robust Quality Assurance framework which maps QA across academy year ensuring both MLT and SLT work in partnership to ensure consistent QA judgements.
- Ensure that academy wide T&L / QA procedures are in place and are consistently used by all of MLT and SLT to guarantee consistency in standards.

- Ensure that ML's meet with SLT links to discuss, QA, T&L developments, assessment tasks and QA the moderation process
- HOD's to have a termly meeting with AHT (Target setting, monitoring student progress, reporting) to focus on progress of all students in each year group (with a specific focus on Disadvantaged and SEND students.)
- All assessments and moderation across the academy to be externally assessed/verified.
- Schemes of work across all departments to be modularised. All schemes to have 3 key tasks common to each module. Key tasks 1 and 2 to be formative leading to a summative assessment as key task 3.
- Ensure schemes of work are revised to incorporate differentiated medium and longer term planning for progress and reflect a clear transition in challenge from the previous Key Stage.
- Support middle leaders in quality assuring their own schemes of work.
- Common LGB/Director reporting framework to be created to ensure that current data and impact of interventions with SEND students in all year groups are reported at each meeting.
- Link Director to be appointed to have oversight of SEND funding, provision and outcomes.
- IEP's and Pupil Passports to be reviewed and amended in line with student need and at least at calendared times.
- AHT (SEND and Vulnerable Groups) and SENDCO to be central to the monitoring and QA of provision for SEND pupils via Lesson observation, work scrutiny and pupil voice.
- Common LGB/Director reporting framework to be created to ensure that current data and impact of interventions with disadvantaged students in all year groups are reported at each meeting.
- Link Director to be appointed to have oversight of Pupil Premium funding, provision and outcomes
- Application for NCTL external review of Pupil Premium Strategy / Spend
- More detailed analysis of the performance of disadvantaged cohort, in all year groups, is reported publicly and regularly
- AHT (SEND and Vulnerable groups) meets regularly with the Link Director for PP to update on achievement, progress, attendance and behaviour
- AHT (SEND and Vulnerable groups) to update the Directors on achievement, progress, attendance and behaviour
- AHT (SEND and Vulnerable groups) to take a full part in external PP review
- Departments identify online resources available to students in line with modularised SOW
- Introduce RAISE intervention group to focus on raising boys achievement for PP students
- Introduce Mentoring intervention group to focus on underachieving Y11 PP students
- Introduce High 5 intervention group to focus on Top KS2 performing KS3 Non-PP and PP students
- Introduce Diamond 9 intervention group to focus on Top KS2 performing KS4 Non-PP and PP students
- Tracking to be developed for individual students that tracks SEND and PP spending for each student and measures impact effectively
- Tracking to be developed for individual students tracks PP spending for each student and measures impact effectively
- Options pathways for PP students are monitored carefully to ensure appropriate entitlement to effective curriculum provision
- Review of Nurture group provision and identification of cohort
- Put in place provision for Nurture group students in KS4
- Monitor effectiveness of interventions such as: Mentoring; RAISE; Diamond 9; High 5
- Review the delivery of CEIAG across KS3 with a specific focus on PP students to ensure they are fully prepared for KS4 and their future choices

### Key Issue 3:

- Improve attendance of **disadvantaged** and **SEN** students reducing the persistent absence of **disadvantaged** and **SEN** students
- Implement a rewards system for positive attendance of the identified students.
- Attendance Team working in collaboration with AHT (SEND and Vulnerable Groups) to closely monitor attendance of disadvantaged students and implement interventions when necessary.
- The Bridge to be utilised more consistently to reduce numbers of FTE's of vulnerable students (SEND and Disadvantaged)
- Systematic focus on attendance of identified students in current Year 9 cohort
- All PP students offered extra-curricular trips and visits as appropriate to their year group.
- All PP students offered funding for uniform and specific curriculum requirements

Specific packages/schemes to be introduced 2017-18:

Mentoring – Y11 PP students who are underachieving or require additional support to receive one to one mentoring from a member of staff

RAISE – A small cohort of PP Boys to be identified in each year group and receive additional support and specific interventions

High 5 – A small cohort of Y7-9 HAT students (including targeted PP students) to be identified and receive additional support and specific interventions such as The Brilliant Club –(Humanities Stream); SHINE program

Diamond 9 – A small cohort of Y10-11 HAT students (including targeted PP students) to be identified and receive additional support and specific interventions such as The Brilliant Club –(STEM Stream); Masterclasses; SHINE program