

## The English Martyrs School and Sixth Form College



### Pupil Premium Strategy 2018-19

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.

#### Introduction:

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 that are currently eligible for free school meals, or have been eligible at any point in the last 6 years, and to children that have ever been in care. A smaller amount is allocated to pupils with a parent in the services or that has been in the services in the last 4 years. You can find out more about pupil premium at:

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2017-to-2018/pupil-premium-conditions-of-grant-2017-to-2018>

Schools 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 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.

The following difficulties have been identified for PP students at The English Martyrs School and Sixth College:

- 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 disadvantaged students is lower than for non PP students
- A large proportion of PP students are Low Attenders (<90%)
- A disproportional number of PP students get referred to The Bridge
- A disproportional number of PP student receive fixed-term exclusions from school

## Pupil Premium Report for 2017-18

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

	% of cost funded by PP	Cost (one off or hourly)	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%	23.54	10	1	35	8239		
Purchasing of on-line tuition packages and materials (e.g. EdLounge and EdClass)	50%	5000				2500		
Subject-specific stationery and materials (e.g. Revision guides for PP students and extra materials for after school intervention)	33%	6000				1957		
Additional LSA post to support intervention (e.g. On the Bridge)	65%	23.54	25	1	35	13388		
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%	23.54	5	2	35	8239		
Accelerated Reader License	33%	9000				3000		
Lexia Licence	75%	2345				1758.8		
		<b>Total</b>					<b>50842</b>	<b>17.1%</b>
<b>Social and Emotional</b>								
Behaviour/Social intervention	40%	23.54	2	4	35	6591.2		
Increased support in the Pastoral Team	33%	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%	23.54	25	1	35	20598		
Increased capacity for attendance monitoring and intervention	100%	23.54	25	1	35	20598		
Transport funding for PP students	100%	200	1	2	1	400		
Transport funding for PP students	100%	400	1	2	1	800		
Breakfast club	100%	500				500		
		<b>Total</b>					<b>139261</b>	<b>46.8%</b>
<b>Enrichment beyond the curriculum</b>								
Opportunities for residential experiences		2000				2000		
Brilliant Club		1900				1900		
Support for educational visits and field trips		3000				3000		
Support for individual musical tuition		1000				1000		
School uniform		1500				1500		
		<b>Total</b>					<b>9400</b>	<b>3.2%</b>
<b>Alternative Learning</b>								
Additional support staff for Alternative Curriculum Students	50%	35	12	1	35	7350		
Additional support for the Bridge	100%	23.54	25	2	35	41195		
Alternative Provision (e.g. ACE/PRU)	30%	Varies		7	35	40000		
Transport for student accessing alternative curriculum provision	30%	3000				3000		
Extra courses - Personal Finance Course and Pet XI MOS course	100%	6282				6282		
		<b>Total</b>					<b>97827</b>	<b>32.9%</b>
		<b>Total</b>					<b>297330</b>	<b>100%</b>

The impact of these interventions was:

<b>Learning</b>
<p>The number of students PP students getting <b>neither</b> English or Maths to grade 5 has declined by 2.6% from last year's figures. A8 for PP students has increased by 0.6. Maths A8 has increased substantially by 0.46. Ebacc A8 for PP students is a real cause for celebration improving by 0.76. Maths P8 for PP students is estimated to have increased by 0.09. Ebacc P8 for PP students shows an improvement of 0.11. We are showing ourselves to be more inclusive for our disadvantaged students looking at the increases seen in the numbers of students entering for science and languages. The percentage of PP students reaching the Maths Threshold shot up by 13.55%. Likewise there was a substantial increase in numbers of PP students reaching the Science Threshold at 12.97%. Languages saw a smaller increase of 0.5% reaching threshold. PP students with 5+ A*-C (4+) increased by 1%. The same measure but including English and Maths increased by 4%. 5+ 9-5s increased by 3%. The overall entries achieving grades 9-5 increased by 3% and for 9-4 the increase was of 1.7%.</p>
<p>44.44 5+ grades equivalent to A* to C at GCSE inc En &amp; Ma 4 or Above            18.52 5+ grades equivalent to A* to C at GCSE inc En &amp; Ma 5 or Above            57.41% of PP students attained a Standard Pass in English and 37.04% attained a strong pass.            57.41% of PP students attained a Standard Pass in Maths and 31.48% attained a strong pass</p>
<p>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)</p>
<p>Personal Finance Course provided an improved grade in the final bucket for 6 students and a GCSE equivalent above a C for an additional student.            Pet Xi MOS provided an improved grade in the final bucket for 6 students and a GCSE equivalent above a C for an additional 2 students.</p>
<p>The numbers of bridge referrals fell rapidly over the year from 465 in Term 1 to 137 in Term 2 to 62 in Term 3 showing the success that additional pastoral capacity and presence has add. This has become increasingly responsive due the use of the Classcharts programme and SLT/Pastoral support.</p>
<p><b>Accelerated Reader:</b> over half of PP students made some progress in terms of their reading age on the programme. A third of PP students made progress in their reading age that was greater than the amount of time that elapsed between tests.  <b>Lexia:</b> Of the 57 students who made strong progress Lexia, 26 were PP.  <b>Mentoring:</b> Of the 33 students who took part from Christmas all but 3 made progress. 13 of these students improved their A8 score by more than 5 which reflects, on average, half a grade or more of progress per-subject.</p>
<b>Social and Emotional</b>
<p>PP attendance – Y7 91.3, Y8 92.3, Y9 87.5, Y10 89.2, Y11 87</p>
<p>The percentage of PP total Bridge referrals remains high at 56% this year but it has fallen from has fallen from 59% last year. We saw a fall in FTE for PP throughout the year groups except Y 8 and our FTE PP percentage was lower at 47.8% than the numbers who are going to the Bridge suggesting that the Bridge is enabling the school to prevent escalation with PP students.</p>
<p>Continued LAC support from HLSO.</p>
<p>Continued support for LAC students delivered by LSOs.</p>
<p>Mentoring support for underachieving PP students showed increased progress to target overall with many students making over half a grade of progress from Term 1-3.</p>
<b>Enrichment beyond the curriculum</b>
<p>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 and Cologne.</p>
<p>Revision guides were provided for Y11 students in need.</p>
<p>STEP became centralised through admin support to maximise its efficacy.</p>
<p><b>Brilliant Club:</b> At KS3 67% of PP students who attended gained a 1<sup>st</sup> or 2:1 equivalent on their final paper which was higher than the national average of 60%. At KS4 75% pf PP students who attended completed the final paper at 1<sup>st</sup> or 2:1 compared to a national average of 53. The progress made by students involved in the Brilliant Club was better than the rest of the cohort in terms of A8 scores for their end of year assessments and feedback from the organisers conveyed an improved grasp of and attitude towards higher education.  <b>Diamond 9:</b> Progress made by this group was in line with the progress made with the rest of the year or better, generally speaking based on internal assessment data.  <b>High Fives:</b> Progress made by this group was in line with the progress made with the rest of the year or better, generally speaking based on internal assessment data.  <b>Shine:</b> This group got a much higher A8 and P8 estimated score than other PP groups in GCSEs and end of year assessment data for other year groups was positive.</p>
<b>Alternative Learning</b>
<p>7 students attended alternative provision to avoid permanent exclusion.</p>
<p>Ed Class was used by pupils on FTEs to access the curriculum.</p>
<p>EdLounge was used by all students accessing the Bridge to enhance learning</p>

Expected Expenditure 2018/19

	% of cost funded by PP	Specific costs or hourly rate	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%	23.54	10	1	35	8239.00	
Purchasing of on-line tuition packages and materials (e.g. EdLounge and EdClass)	50%	5000	1	1	1	2500	
Subject-specific stationery and materials (e.g. Revision guides for PP students and extra materials for after school intervention)	33%		1	1	1	2465	
Additional LSA post to support intervention (e.g. On the Bridge)	65%	23.54	25	1	35	13388.38	
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%	23.54	5	2	35	8239	
Accelarated Reader Licence	33%	9000				3000	
Lexia Licence	75%	2345				1758.75	
	<b>Total</b>					<b>51350.125</b>	<b>16.8%</b>
<b>Social and Emotional</b>							
Behaviour/Social intervention	40%	23.54	2	4	35	2636.48	
Increased support in the Pastoral Team	50%	150000				75000	
Increased time allowance for Heads of Year was originally to support PP students. This is now protected for 3 years and has been reallocated with PP specific lens e.g. mental health awareness and support and attendance intervention.	100%	42	1.5	4	35	8820	
Increased capacity for support provided by Home School Liaison Officer	100%	23.54	25	1	35	20597.50	
Increased capacity for attendance monitoring and intervention	100%	23.54	25	1	35	20597.50	
Transport funding for PP students	100%	200	1	2	1	400	
Transport funding for PP students	100%	400	1	2	1	800	
Breakfast club	100%					500	
	<b>Total</b>					<b>129351.48</b>	<b>42.3%</b>
<b>Enrichment beyond the curriculum</b>							
Opportunities for residential experiences	100%	2000				2000	
Brilliant Club	100%	1900				1900	
Support for educational visits and field trips	100%	3000				3000	
Support for individual musical tuition	100%	3990				3990	
School uniform	100%	1500				1500	
	<b>Total</b>					<b>12390</b>	<b>4.1%</b>
<b>Alternative Learning</b>							
Additional support staff for Alternative Curriculum Students	50%	35	12	1	35	7350	
Additional support for the Bridge	100%	23.54	25	2	35	41195	
Alternative Provision (e.g. ACE/PRU)	30%	Varies		7	35	40000	
Transport for student accessing alternative curriculum provision	50%	3000				1500	
Personal finance course	33%	2600				2600	
PET XI - V Cert Business, ICT Level 1	100%	20000				20000	
	<b>Total</b>					<b>112645</b>	<b>36.8%</b>
	<b>Total</b>					<b>305736.605</b>	<b>100%</b>

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:**

- Continue to develop the leadership of PP support by the DHT in charge of Standards and Outcomes.
- Continued development of Teaching and Learning Group with a focus on PP.
- Greater focus on PP in increased departmental time through mandatory PP agenda point led by PP champion.
- Continue to carry out PP focused work scrutinies within and between departments.
- Continue to embed and develop context sheets, rolling them over to encourage SGP between staff relating to specific PP students.
- Teachers follow assessment calendar to ensure interventions are timely with quantifiable impact. PP champion to check this following data drops within departments.
- 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 of assessment and attendance data to be produced and updated for each PP student following data drops and interventions and enrichments to be recorded on Provision Maps.
- 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. PP deviation from paths to be flagged up to departmental PP Champion to check in department time following data drops.

- Continue to monitor the quality of teaching in each department through calendared PP student work scrutinies, student voice, teacher planning and lesson observations via learning walks.
- Embedding of Class Charts package to ensure consistency of sanctions across departments and improved allocation of rewards.
  - Teacher Performance Management and Appraisal objectives to be layered – focusing on disadvantaged outcomes as well as ‘all students’.
- Subject Champions to monitor PP students within their subject: they should identify gaps and with the aid of HOD put in place suitable interventions.
- Continue to implement EEF inspired Teaching and Learning foci on meta-cognition and stretch and challenge following whole school INSET.
- Introduce specific in-service training addressing issues identified during PP review and current state of play in school.
- Targets set for PP students for Achievement, Attendance and Behaviour. These are reviewed regularly and aspirational.
- Continue to enforce and monitor expectations for presentation of work since their formalisation into T&L Policy
- Continue to develop transition with exemplar work (Numeracy and Literacy) produced during transition week in front of English books.
- CPD to be provided by transition research group in Literacy and Numeracy so that expectations remain high during transition.
- Teachers continue to be held to account for under-performance and plan additional support strategies for underachieving disadvantaged students.
- Pupil Premium Champions to be points of contact for sharing good practice and suggesting appropriate interventions to the PP Lead.
  - Progress and attainment data for PP students to continue to be analysed at each Data Drop and disseminated to PP Champions for closer departmental level scrutiny.
- Interventions to be reviewed and shared with departments, teachers, students and parents as appropriate.
- Additional available teaching time used to support interventions like extra course delivery, the Bridge, the Nurture group or to provide extra English and Maths as appropriate.
- Continue to develop literacy skills at KS3 through roll out of Accelerated Reader dedicated lesson in addition to reading at beginning of lessons for Y7 and Y8.

### **Key Issue 2:**

- Continue to embed robust Quality Assurance framework ensuring continued partnership between MLT and SLT work in ensuring consistent QA judgements.
- Continued implementation of T&L / QA procedures that are to be deployed by all of MLT and SLT to guarantee consistency in standards.
- Continued implementation of standardised approach to SLT Link meetings to discuss through folder system containing shared folders with distinct foci: QA, T&L developments, assessment tasks, moderation evidence.
- HODs 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.)
- Refining and evaluation of SOW implemented last year.
- Ensure continued differentiation of schemes of work: incorporating differentiated medium and longer term planning for progress reflecting appropriate challenge at all levels and Key Stages.
- Continue to support middle leaders in quality assuring their own schemes of work.
- Pupil Passports to be reviewed and amended in line with student need and at least at calendared times.
- 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 continue to have oversight of Pupil Premium funding, provision and outcomes.
- Detailed analysis of the performance of disadvantaged cohort, in all year groups, continues to be reported publicly and regularly.
- Lead Practitioner with responsibility for PP continues to meet regularly with the Link Director for PP to update on achievement, progress, attendance and behaviour.

- Lead Practitioner with responsibility for PP students to update the Directors on achievement, progress, attendance and behaviour.
- Development of RAISE intervention group with focus on raising boys achievement for PP students.
- Continue with mentoring intervention group to focus on underachieving Y11 PP students.
- Continue implementation of High 5 intervention group to focus on Top KS2 performing KS3 Non-PP and PP students.
- Continue with implementation of Diamond 9 intervention group to focus on Top KS2 performing KS4 Non-PP and PP students.
- Continue to embed Provision Mapping software to track SEND and 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.
- Lead Practitioners to 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.
- Dedicated curriculum time allocated to improving literacy skills through roll out of Accelerated Reader dedicated lesson in Y7 and 8.

**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 Lead Practitioner responsible for PP 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 10 cohort including PP form group working directly with Lead Practitioner.
- 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.

**Date of most recent external review: January 2018**

**Date of next internal review: July 2019**