



**St Edmund Arrowsmith CFL**

**Pupil Premium Funding Report 2016-17**

**Analysis of Spending plan, Impact and Lessons Learned**

## **Pupil Premium Funding Report 2016-2017**

As of January 2016 there 464 students eligible for pupil premium funding and 8 looked after children. The total pupil premium grant was £433,840. The centre also received £15,000 Year 7 catch-up grant.

St Edmund Arrowsmith Catholic CFL serves a very wide and varied area. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national – 2015 data) of Knowsley

With this in mind we are committed to our Pupil Premium cohort and attempt to identify common barriers and any local issues and implement strategies to remove these. The polarised nature of our cohort means that we cannot assume anything and are not always dealing with obvious or common local barriers. Therefore, a significant proportion of our work centres around monitoring the progress of our cohort and our ability to act quickly and address emerging needs. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium Cohort. We have increased our capacity to identify and react on a daily basis. Our staffing is a key area of our intervention strategy. Identified staff are tasked with identifying barriers and reviewing progress through our data check points and supplementing with anecdotal observations. We rely heavily on our Assistant Principals, Progress Leaders and Inclusion Team to identify emerging needs and deliver interventions.

### **Impact**

Curriculum support and staffing at KS3 and KS4

Funding for additional support in specific subjects allowing interventions and also supporting students via mentoring enabled 62% of the Pupil Premium cohort to achieve a Grade 4+ in English and 44% to achieve a Grade 4+ in maths.

Purchasing of equipment, curriculum resources and partial funding of the PE Assessment trip removed the barriers for these students and enabled 35% of our Pupil Premium cohort to achieve 5A\*-C including En and Ma.

The Pupil Premium cohort achieved an average Attainment 8 score of 33.05.

The funding also enabled KS4 pupils to access a varied curriculum helped 60/82 students fill three Ebacc slots and 47/82 to fill the Open slots. In English 77/82 students achieved both English Language and English Literature allowing double weighting.

Curriculum support also enabled a positive P8 for PP students in Art which outperformed the non PP students. (0.48 | 0.29).

3 Staffing and curriculum support for transition and year 8 show good progress for the Year 7 pupil premium cohort with 67.2% of the Year 7 group achieving or exceeding their end of year target, with English 88% on or above in English. In Year 8 73% of Pupil Premium students are achieving their end of year targets with English 91% on or above in English.

Funding has been used across KS3 and KS4 to ensure that no student is financially disadvantaged and not been prevented from access the wide range of extracurricular and cultural experiences available.

### **CEIAG**

Careers education, information, advice and continued to provide high quality support for Pupil Premium students, which was recognised in the recent OFSTED report. This has resulted in 98% EET figure.

### **Counselling, Pastoral Support and Interventions**

Interventions regarding attendance continue to support our aim of improving Pupil Premium student's attendance and reducing the gap between PP and non PP.

Yr 7: 88.24%

Yr 8: 87.60%

Yr 9: 86.33%

Yr 10: 84.20%

Yr 11: 89.39%

The centre has bought into support from the local authority attendance service, purchasing the highest SLA available. This is to aid in the improvement of all students' attendance, but with a particular focus on the vulnerable and disadvantaged.

### **Conclusion**

We continue to track and monitor the progress of all pupil premium students. The staffing restructure implemented in September 2017 will aid in achieving this. The appointment of year managers, the TLR holders in Science and Maths, English and RE as pupil premium champions and subject specific interventionist will continue and enhance the work currently being done.

Below is a detailed analysis of the Interventions with Impact and Lessons Learned.

## Review of Impact

INTERVENTION	LEAD	COST	REASON FOR INTERVENTION:	Target Years	REVIEW	IMPACT	Lessons Learned
Teacher's additional responsibility to close the gap	PHE	% of salary  £30,000	With the school having a large proportion of disadvantaged students then an advocate for their progress is required to monitor plan and support their progress and "close the gap"	All Years	<ul style="list-style-type: none"> <li>• Assessment points.</li> <li>• 2017 GCSE results.</li> </ul>	<p>Year 7 - Assessment Points the Gap between ALL and Disadvantaged students meeting or exceeding their end of key stage target narrowed to 0.1% from 0.6% whilst overall progress was improving for disadvantaged pupils</p> <p>Year 8 - Assessment Points the Gap between ALL and Disadvantaged students meeting or exceeding their end of key stage target narrowed to 2% from 3% whilst overall progress was improving for disadvantaged pupils</p> <p>During the Assessment Points the Gap between ALL and Disadvantaged students meeting or exceeding their end of key stage target narrowed to 4% this was an improvement on the previous assessments, whilst overall progress was improving for disadvantaged pupils</p> <p>Year 10 During the Assessment Points the Gap between ALL and</p>	<p>There is still a need to ensure that DP are at the forefront of everything we do. With the cohort being so big, ALL departments and support staff must ensure that they know the students and devise and implement strategies to support these vulnerable pupils.</p> <p>There is a need to extend the provision of support to be able to manage such a large cohort.</p>

						<p>Disadvantaged Pupils meeting or exceeding their end of key stage target showed that the DP's were performing better than NDP's by 3.8% this was a slight improvement on the previous assessments of 2.1%.</p> <p>Year 11 GCSE Results 62% of the Pupil Premium cohort to achieve a Grade 4+ in English compared to 85.7% of NDP's and 44% to achieve a Grade 4+ in maths compared to 68.8% of NDP's. The GAP was consistent between the two subjects over 24%. P8 Gap was 0.3 with DP's having a P8 of -1.2 compared to All of -0.9 A8 Gap was 33 compared to 40 for ALL</p>	
Improving Attendance and Behaviour	<b>GHA/LMO JH/PL's</b>	% of salary for GHA, LMO, and the 5 Progress Leaders  £70,000	Staff allocated to mentoring and supporting vulnerable students who have poor attendance and behaviour	All Years	<ul style="list-style-type: none"> <li>• Behaviour Data</li> <li>• Attendance data.</li> </ul>	<p>Behaviour Data There were 210 incidents of FTE for DP's out of the whole school figure of 314 (67%) The number of days lost for DP's students was 344.5 out of 508.5 which was 68%.</p> <p>Attendance Data DP's attendance was 86.9% this was compared to 94% for NDP's. PA data showed that 47.5% of DP's were persistently absent compared to 19.5% of NDP's</p>	<p>As a consequence the behaviour policy and support system needed reviewing to identify strategies to improve this.</p> <p>This indicates that the current attendance management model does not match the school requirements; therefore we require an increase in the capacity of</p>

							attendance monitoring and also a whole school awareness campaign specifically for attendance.
Accelerated Reading Teacher	<b>SH/AG</b>	£25,000	The number of students entering the school with lower than average reading ages	Year 7	<ul style="list-style-type: none"> <li>• Assessment data</li> <li>• Reading ages</li> </ul>	Reading Ages continue to show improvement for students undertaking the AR programme. By the end of the academic year 2017	The necessity to improve RA for DP's is still a key priority for school and therefore the system will continue to run in 2017/2018
Nurture Group	<b>ME/JM/BH</b>	£60,000 40 % of Salary for the teachers of Yr7-9 nurture groups.	To support the vulnerable students especially students with lower prior attainment on the transition to secondary education. Also to support identified vulnerable students in years 8 and 9 who have struggled with the transition to secondary	Years 7 -9	<ul style="list-style-type: none"> <li>• Assessment data</li> <li>• Behaviour data</li> </ul>	A review of the data for the programme showed that overall it was difficult to ascertain whether the programme was improving progress for DP's. The nurture group covered four subjects RE/HY/GY/EN/ when compared to subjects outside of the nurture environment there was no evidence to show that the group had worked. Behaviour Data again did not show any difference between the group in the nurture environment and out of it. If anything the behaviour was better out of the group rather than in.	The Nurture programme will be disbanded in its current format and we will look to address the needs of the students differently, offering SEN, behaviour and emotional support to aid transition through school.
Inclusion Room	<b>MC JH</b>	£65,000 % of Salary for JH, LC	To reduce the number of fixed term exclusions and to help support students with behavioural issues helping them to handle and respond better to difficult situations	All years	<ul style="list-style-type: none"> <li>• Behaviour data</li> <li>• Exclusion data</li> </ul>	See Behaviour Data above	The inclusion room will continue in its current format, however there will be an increased focus on reducing repetition of offences through mediation and mentoring

							strategies offered by a trained mentor/mediator																														
Rewards/Trips	<b>CS</b>	£10,000	No child will be disadvantaged because of their background. Support for the cost of rewards trips	All Years		A number of rewards trip and educational visits took place this academic year, any student eligible/desiring to attend was financially supported.	This strategy will continue.																														
Key Stage 3 Study Club	<b>SB/GB</b>	£2000	To support students who have trouble completing homework at home through lack of equipment and also distractions	Key Stage 3 students	<ul style="list-style-type: none"> <li>Assessment data</li> </ul>	Attendance at this was not as good as expected and inconsistent. Of the 8 regular students who attended ALL made or exceeded their progress in the majority of subjects.	The provision will continue next year but will be staffed differently and not funded directly via PP funding.																														
Subject specific Learning Support Assistants.	<b>JW</b>	% of Salary For 4 Subject Specific LSA's in En, Ma, Sc, Te £30,000	Subject specific Learning Support Assistants (LSA) are given a specific focus to support their assigned faculty with support for disadvantaged students. A specific role will be to support Pupil Premium students. Where appropriate they will also act as mentors and give 1:1 support in specific subjects.	All Years	<ul style="list-style-type: none"> <li>Assessment data</li> <li>Behaviour data</li> </ul>	Of the four subject specific LSA's Maths, Technology, English and Science assessment data for on or above target showed <table border="1"> <thead> <tr> <th></th> <th>Y7</th> <th>Y8</th> <th>Y9</th> <th>Y10</th> <th>Y11</th> </tr> </thead> <tbody> <tr> <td>MA</td> <td>14%</td> <td>33%</td> <td>36%</td> <td>41%</td> <td>9%</td> </tr> <tr> <td>EN</td> <td>92%</td> <td>83%</td> <td>59%</td> <td>55%</td> <td>35%</td> </tr> <tr> <td>SC</td> <td>44%</td> <td>70%</td> <td>N/A</td> <td>63%</td> <td>7%</td> </tr> <tr> <td>TE</td> <td>93%</td> <td>83%</td> <td>51%</td> <td>70%</td> <td>31%</td> </tr> </tbody> </table>		Y7	Y8	Y9	Y10	Y11	MA	14%	33%	36%	41%	9%	EN	92%	83%	59%	55%	35%	SC	44%	70%	N/A	63%	7%	TE	93%	83%	51%	70%	31%	A review of this provision is necessary as the LSA's were not always available to offer the planned interventions. The role needs to be uplifted so as to be solely responsible for interventions in those areas.
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Personal Equipment	<b>PH</b>	£5,000	No child will be disadvantaged because of their background. This fund is used for items such as: <ul style="list-style-type: none"> <li>Personal Text Books and Revision materials.</li> <li>Personal calculators.</li> <li>Uniform</li> <li>Bus Passes</li> </ul>	All Years			This strategy will continue based on a needs requirement for individual students.																														

