



St Edmund Arrowsmith CFL

Pupil Premium Funding 2016-17

Spending plan and initial review process

Pupil Premium Funding

Following the introduction in 2011 of the Pupil Premium schools have been receiving additional funding to support the learning and progress of students who have been registered for free school meals anytime in the last six years (Ever6 FSM). Schools also receive funding for students who have been looked after for more than six months and student who are children of service personnel. The funding rates for 2016/2017 are:

- Students recorded as Ever6 FSM £935
- Looked-after children £1900
- Children who have ceased to be looked after by a Local Authority £1900
- Pupils recorded as Ever6 Service Personnel £300

Cohort	Number of students as of January 2016
Year 7	93
Year 8	96
Year 9	85
Year 10	97
Year 11	93
CLA	8
Total estimated funding for PP +	£433,840

Local context and barriers

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 analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. 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.

At the same time, historically, we have evidence that points us towards five broad barriers in the Knowsley area:

- Family history of reduced engagement with school life such as attendance at parent consultation evenings
- No family history of tertiary education and with this a lack of aspiration towards attending leading universities
- Travel time between the home and school; ability to engage with extra-curricular activities and key stage 4 exam preparation
- Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.
- Poor student attendance at primary school, leading to continued poor absence at secondary.

All of our strategies can be linked to these local issues.

New Projects

Since June 2016 we have carried out a series of new projects that will impact on all students but will also allow us to focus our attentions on PP students in a direct and effective way

SLA for attendance:

We procured an SLA for attendance from the LA that gives us ONE day per week additional support, focussing on hard to reach pupils and also poor attenders, the emphasis on which is PP first.

Bus passes for PP students who have transport as a barrier to learning

SIMS upgrade – purchased to better monitor attendance and parent details – barrier to learning for PP students

Truancy Call – purchased to improve PA of PP students

Inventry – purchased to better monitor safeguarded attendance of PP students

Restructure Phases 1, 2 and 3 to provide more staffing in attendance, PLs and HOYs, to monitor attendance, punctuality and progress of PP students.

PP only groups in core subjects in year 10, and tried to identify good practice

PP only cohort of student council – in this way we can better identify what works for PP students.

Measuring Impact:

Summer 2016 GCSE Results (validated):

			<u>Progress 8</u>	<u>Attainment 8</u>
Average grade per student:	D	Non-disadvantaged	-0.38	47.99
Pupil Premium average grade per student:	E+	Disadvantaged	-1.07	36.88
Non-PP average grade per student:	C-	Overall	-0.75	43.00

Basics

Pupil Premium:	40%	
Non Pupil Premium:	60%	Gap: 20%

English

Pupil Premium	Expected Progress	63.2%	Better than expected	21%
Non Pupil Premium	Expected Progress	78.6%	Better than expected	32%
Gap		15.4%		11%

Maths

Pupil Premium	Expected Progress	32.6%	Better than expected	6.3%
Non Pupil Premium	Expected Progress	56.3%	Better than expected	24.1%
Gap		23.7%		17.8%

Attendance Data:

Non-Pupil Premium Attendance:	94.9%
Pupil Premium Attendance:	90.4%
Gap	4.5%

No Pupils _Ever 6	472
Pupil Premium Grant	£433,840
Teacher's additional responsibility to close the gap	£35,000
Accelerated Reading Teacher	£25,000
Attendance & Behaviour	£70,000
Nurture Group	£70,000
Inclusion Room	£65,000
Key Stage 3 Study Club	£2,000
Rewards	£10,000
Subject specific Learning Support Assistants.	£40,000
Personal Equipment	£8,000
Other	£78,000
Total Pupil Premium Expenditure	£433,000

Detailed Proposed spend

INTERVENTION	LEAD	COST	REASON FOR INTERVENTION:	Target Years	REVIEW
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"> • Assessment points. • 2016 GCSE results.
Improving Attendance and Behaviour	GHA/LMO JH/PL's	£70,000	Staff allocated to mentoring and supporting vulnerable students who have poor attendance and behaviour	All Years	<ul style="list-style-type: none"> • Behaviour Data • Attendance data.
Accelerated Reading Teacher	CH/AG	£25,000	The number of students entering the school with lower than average reading ages	Year 7	<ul style="list-style-type: none"> • Assessment data • Reading ages
Nurture Group	ME/JM/BH	£60,000	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"> • Assessment data • Behaviour data
Inclusion Room	MC JH	£65,000	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"> • Behaviour data • Exclusion data
Rewards/Trips	CS	£10,000	No child will be disadvantaged because of their background. Support for the cost of rewards trips	All Years	

Key Stage 3 Study Club	SB/GB	£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"> • Assessment data
Subject specific Learning Support Assistants.	JW	% of Salary £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"> • Assessment data • Behaviour data
Personal Equipment	PH	£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"> - Personal Text Books and Revision materials. - Personal calculators. - Uniform - Bus Passes 	All Years	<ul style="list-style-type: none"> • Assessment data • Behaviour data • Attendance data