

## Report on the Spending of Pupil Premium Funding 2015-16

Pupil Premium is additional to main school funding in order to address the current underlying inequalities between children eligible for free school meals (FSM), looked after children and those whose parents serve in the armed forces and their peers, by ensuring that there is funding to tackle disadvantage. This additional funding is allocated to students who need it most and focuses on the progress and attainment of these students. The government has allocated this money to schools, as they believe that head teachers and school leaders should decide how to use the pupil premium within their school to 'close the gap' in attainment between these students and their peers. St. Wilfrid's is a Catholic Voluntary Aided School with students being drawn from a wide catchment including East Grinstead and Horsham.

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The following table indicates that 18.3% of KS3 and 4 students are eligible for Free School Meals against a national figure of 28.5%. Raise online indicates that the School Deprivation Indicator is 0.19 which places the school in the middle quintile of all schools nationally.

Currently (Sept. 2015) there are the following number of Pupil Premium students in each year group:

Year Group	Number of PP Students	As a % of year group
7	23	15.1%
8	31	20.4%
9	33	22.2%
10	28	18.7%
11	24	15.6%
12	5	4.2%
13	19	19.2%
National Average		28.5%

### Inclusion and additional needs for Pupil Premium Students (KS3&4):

In 2014-15, 40.5% of students receiving a fixed term exclusion were Pupil Premium students. 2014-15 Attendance statistics for Pupil Premium students are published in the previous report as Appendix 2, but show that attendance is above good with Yr 8 above 95%, Yrs 7 and 8 above 94% and Yrs 9 and 10 above 91%

The following numbers indicate where students have multiple needs:

Number of PP students	Number of PP who also have a SEN	Number of PP who also are High Attainer	Number of PP who also have EAL.
Year 7 : 23	8		7
Year 8 : 31	11	5	8
Year 9 : 33	10	8	6
Year 10 : 28	5	7	6
Year 11 : 24	5	4	3
Total % of PP cohort	27%	21%	21%

### Impact :

Progress upon leaving at KS4 exceeds expectations.

Unvalidated data from 2015 indicates a value added score of 1027 for our Pupil Premium students in Yr 11 against a score of 1014.6 for non-Pupil Premium students. According to Raise online, in 2014 Disadvantaged students achieved a value added score of 1009.4 which is higher than the national figure for 'Non-Disadvantaged pupils'. This is also true for 2013.

The gap between Disadvantaged Students and other students has closed from 43.3 in 2012 to 28.9 in 2013 to 8.2 in 2014. The unvalidated data above indicates that the Value added gap has closed.

Points to note from the following tables:

The DfE in their introduction to Raise 2014 state that "Substantial changes in the 2014 Key Stage 4 performance measures and GCSE examination structure have had an impact on the 2014 Key Stage 4 results nationally and for schools, depending upon their pattern of entry. .... should take these changes into account when considering results alongside those of previous years, **as neither direct comparisons nor production of three-year trends are possible.**"

#### Unvalidated results for 2015:

Cohort	13
%5+ A*-C including English & Maths	31%
%5+ A*-C	46%
%5+ A*-G	100%
% Expected Progress from KS2 in English	75%
% Expected Progress from KS2 in Maths	39%
Value Added (Best 8 + English and Maths)	1027

	Cohort		5+ A*-C EM				Gap SPP-NNPP
	PP	Non PP	SPP	SNPP	NPP	NNPP	
2015*	13	139	31%	56%			
2014	32	122	38%	60%	36%	62%	-24%
2013	30	125	47%	66%	40%	67%	-20%
2012	20	131	30%	72%	38%	64%	-34%

	Cohort		Average Points Score (Best 8)				Gap SPP-NNPP
	PP	Non PP	SPP	SNPP	NPP	NNPP	
2015*	13	139	278	318			
2014	32	122	287	333	258	325	-38.1
2013	30	125	325.9	373.2	303.9	350.9	-25.0
2012	20	131	30%	72%	38%	64%	-34%

	Cohort		Value Added				
	PP	Non PP	SPP	SNPP	NPP	NNPP	Gap SPP-NNPP
2015*	12	132	1027	1015			
2014	32	122	1009	1018	978	1008	1.4
2013	30	125	1012.6	1041.5	983.4	1005.7	6.9
2012	20	131	School Score 1032.8				

\* 2015 Results are internal and unvalidated

SPP = School Pupil Premium

SNPP = School Non Pupil Premium

NPP = National Pupil Premium

NNPP = National Non Pupil Premium

Year 7 students in receipt of Catch-up funding made progress (except in one single case) In Maths, 14 students were below the threshold and all but one have moved into Level 4; 4 students are working at Level 5. In English, 6 students were in receipt of catch-up funding with two students working below the level of the test all have made progress, but only three are working at Level 4 or above with one student working at Level 5.

Our approach is centred around our 4 Key Areas of Focus and is based upon having a detailed knowledge of the specific needs of each student as an individual and being able to track their progress and the impact of each intervention. This is achieved through a combination of formal data tracking for subject attainment, progress and attitude to learning; and tracking of each intervention or opportunity each student is offered. As well as the data tracking, it is of critical importance that we explore any barriers to learning on an individual 1-1 level, hence the role of the Closing the Gaps Learning Mentor (CtGLM) who will meet regularly with students to support and challenge them, always communicating with other key staff.

Our 4 Key Areas of Focus are:

1) Challenge

- Target setting is challenging, realistic and transparent based upon a wide variety of evidence.
- Teaching and Learning delivers appropriate levels of challenge through differentiated work.
- Students will be challenged and supported to break down their individual barriers to learning through pastoral and academic mentoring
- Students will be challenged to raise their personal aspirations

2) Progress

- Data software enables student progress to be monitored rigorously with frequent analysis. Planning for Teaching and Learning takes account of this analysis.
- Individual Pupil Premium students' progress is routinely analysed and areas for development identified. These are then prioritised and passed to CtGLM, HoY,

SENCo, or SLs for action as appropriate. Yr 11 students may be part of the Mentoring Programme or the Guided Support Plan programme.

- Staff CPD has a focus upon AfL and formative feedback.
- Provision Tracker software is used to track all interventions and helps to calculate impact.

### 3) Engagement

- Monitoring has a clear focus upon attendance and uses a variety of techniques at HoY level to ensure good attendance (including lowering the level of exclusions)
- The purchase of subject specific equipment and resources will enable enrichment and extension activities to be fully inclusive. This may include funding to curriculum based trips and activities.
- Further development of the Lexia suite will continue to help those with low literacy levels to access the curriculum in greater depth.

### 4) Personalised Learning

- Curriculum design, options choices and setting are personalised, with students engaged and inspired through high quality Teaching and Learning.
- Students may be offered courses which are vocational or look to develop social skills, even though they may not count in league table calculations.
- Alternative Learning Provision is available as an intervention to personalise learning.
- Intervention groups will often have a specific focus which will ensure that they are aimed at / differentiated effectively.

### Spending Plan for the Pupil Premium Funding 2015-16

Pupil Premium 2015-16	
Number of Pupils eligible	139
Initial Allocation	£73,380
Year 7 Catch Up Funding*	£9,500
Ever 6 Allocation	£56,100
CLA Allocation	£800
<b>Total PP Funding</b>	<b>£139,780</b>

\* Current figures for Yr 7 show 8 students below the threshold in English, 16 in Maths of which 3 were below in both.

Pupil Premium used for:	Key Area of Focus	Amount allocated to the intervention / action	Is this a new or continued activity	Summary of the intervention including details of year groups and students involved and timescale	Intended outcomes	Monitoring - How will success be evidenced	Actual Impact and any other comments
Targetted Staffing (Teaching)	3,4	£52,000	Continued	<p>This intervention enables the curriculum to be split into 2 bands where 'i' band classes are smaller and enable greater teacher contact time. This will build capacity within the English and Maths subject areas</p> <p>This approach is to be reviewed fully in the Autumn Term to prepare for Curriculum change for Sept 2016</p>	Students in the 'i' band classes will make better than expected progress in English and Maths	Progress tracking will take place every half term by DHT and SL to check on progress and enable further intervention if required	
Targetted Staffing (Support)	3,4	£51,195	Continued	<p>To increase the capacity for supporting small group work in literacy and numeracy. This will also include behaviour management and inclusion specialist.</p> <p>This includes specific support for Yr 7 Catch-up Students.</p>	To narrow the attainment and progress gaps between PP and Non PP students in literacy and numeracy across the school; as well as to develop those students below the threshold in Yr 7. Increase in attendance and progress in intervention subjects	Progress tracking demonstrates increased rates of progress in target groups in KS3	

Targetted Staffing : Closing the Gaps learning mentor	1,3	1,700	Re-started	This new role in the school is designed to be a contact point for students to identify strengths and weaknesses and to help target positive interventions	Increase in progress and attendance across the PP cohort	Greater understanding of PP students' needs and tracking shows evidence of interventions enacted based upon new information.	
Mentoring and guided support plan	1,2,3,4	£1,000	Adapted	This initiative is a mentoring programme aimed at building specific support to students in Yr 11 based on need on a subject level; monitored by SLT and YL. This is an adaptation of last year's pilot project. Changes have been implemented to improve impact	Students on the programme meet or exceed their target levels.	Students entering on the mentoring plan make or exceed expected progress in target areas.	
Ongoing training and implementation of software to enhance senior and middle leadership tracking and intervention	1,2	£1,000	Continued	Purchase and development of data tracking software. Training for all staff led by DHT	Raise in attainment and progress across all groups of students	DHT overseeing data analysis ensuring that all staff are able to and using software for diagnostic intervention.	
Literacy Software	2,3,4	Inc. in ICT Costs	Continued	To continue the use of 'Lexia' software in the Literacy ICT Room to support those with decoding language needs, especially in KS3	To narrow the gap between those with PP and those without in Literacy in Year 7 and 8	Progress tracking will take place every half term by DHT and SENCo to check on progress and enable further intervention if required	
School Visit Assistance	1,3	£2,000	Continued	To provide access to educational opportunities outside of the classroom for those eligible for PP	Raising aspirations, self-belief and motivation. Improved attendance.	Increased attainment and engagement in relevant subjects	
Alternative Learning Provision	4	£6,285	Continued	To enable commissioning of Alternative Provision for PP students if required	Students for whom this appropriate have access to Alternative Provision to develop their personalised learning	Students able to make progress in suitable facility	

Extra-curricular activity funding	1,3,4	£1,000	Continued	To support specific activities in-school which may require funding to enable them to have resources to enable the activity to be offered	Wide variety of extra-curricular activities available with good uptake of PP students	Increased uptake or accessibility to a variety of extra-curricular activities	
Uniform Costs	3	£1,000	Continued		Improve confidence, motivation and attendance of those students for whom this is appropriate	Attendance and engagement	
External Support Organisations	1,3,4	£1,600	Continued	To enable external speakers and organisations to visit the school and work with KS4 and 5 to raise personal aspirations and train students in how to challenge themselves to meet their potential	Student specific interventions will increase attendance and progress in their identified areas.	Increase in attendance and progress. Increase in applications for the 6 <sup>th</sup> form and University as appropriate	
Intervention Tracking Software	3,4	£2,000	Continued	Introduction of Software which enables activities and interventions to be mapped to individual students.	Detailed overview of additional interventions each PP student is receiving so that impact can be measured and analysis take place of most effective interventions	Cost-effective analysis possible.	
External Services (Ed Psych. / EWO)		£3,000	Continued	Bespoke external support when required for specific issues	Outcomes will be student specific	Individual students monitored by Inclusion Manager, SENCO, Year Leaders and SLT as appropriate.	
ICT Equipment	1,2,3,4	£11,000	Continued	Investment in ICT hardware such as laptops and ICT suites to enable access before and after school, specifically aimed at students who do not have IT access at home.	Student use of this will be monitored to assess its use. Expectation is that most spaces in the space will be in use at the allocated times.	Sign-in sheets will indicate usage and	

Department funding bids	1,2,3,4	£5,000	New	Allocation of funding where departments can bid for specific resources that will increase engagement and attainment of students, although the impact the initiative will have on PP students will be paramount in the bid	Departments will be empowered to innovate and have specific outcomes for each bid.	Successful bids will be have individual success criteria which will be evaluated at the end of the year.	
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## Interventions

All students at St. Wilfrid's Catholic School are set challenging targets based on a wide variety of internal and external data in each of their subjects.

Every student's performance is tracked and analysed against these targets continuously as the tracking software enables 'live' analysis. There are a series of fixed 'data capture' points across the year where more formal analysis takes place. In 2015/16 it is planned that students and parents will be able to log-in to see the 'live and 'capture' attainment and progress data.

Regular pastoral meetings are held to discuss students for whom non-academic interventions are required. These may result in interventions to address poor attendance, or to look to support a student's social and emotional wellbeing. For PP students, a wider circle of staff may be included in these discussions such as the Deputy Headteacher responsible for Closing the Gaps (CtG) and the CtG Learning Mentor.

The interventions are tracked on a new piece of software due to be introduced this year which will enable interventions to be accurately assessed for impact and cost-effectiveness