

Pupil Premium March 2016



St Mary's Catholic High School, Leyland

The Pupil Premium Grant (PPG) is funding in addition to the school's budget. Schools are free to decide how to allocate this funding to best support raising the attainment for the most vulnerable pupils. In 2015/16 the school received **£119,010** in Pupil Premium allocations.

In 2015-16 the PPG was used in the following ways. We have evaluated each area of spending.

Area of expenditure	Targeted Pupils	Cost & other matters	Focus of work	Impact
Staffing Family Support Worker (FSW) & Administrative Support (AS)	All pupils at St Mary's.	£41,000 allocated Decided April 2015	<ul style="list-style-type: none"> Ensuring pupils have access to additional services Support for families in a range of contexts Effective functioning of Pastoral services 	Both employees make a strong contribution to Pastoral services. Examples of support range from dealing with attendance issues, interventions connected to self-esteem and bidding to SLT for specific additional funds. A majority of pupils that the FSW deals with are PPG but not exclusively. The allocation of £41K is 96% of the costs to school.
Staffing TA support across school	PPG cohort	24.3% of TA costs TA costs =£92,000 24.3% of £92,000 = £22,370 Decided April 2015	Mainly classroom support including 1v1 intervention when necessary	The 4 TAs (two TA2 and two TA3) work across the school and have their responsibility determined by the SENDCO. As yet no effective evaluation has been made of the way that TAs work although it is intended to do so.
Staffing 1v small group support for Literacy and Numeracy intervention	PPG cohort	£20,000 for the employment of 2 specialist teachers for the period December to end March. Decided Nov 2015	Extracting PPG students from class for intensive 1v small group support	Still under evaluation. Attracting the right personnel for this has been difficult but this has the potential to have a major impact on progress for PPG students
Area of expenditure	Targeted Pupils	Cost & other matters	Focus of work	Impact
Staffing Nurture Group for first half term	Year 7 PPG cohort	TA3 for 27 hours per week for 6 weeks = £2,179 Decided July 2015	Helping new but vulnerable PPG students settle into school	Effective. The HT made a decision that the concept of a nurture group for all pupils militated against progress in lessons. It was previously evident that pupils were being extracted from lessons across Key Stage 3 creating a climate of dependence and preventing progress. However, for a short period and with careful selection of lessons missed this was an effective provision for induction of PPG students.
Staffing Lunch club supervision	Vulnerable pupils many of whom are PPG	£190 (£2.50 per day lunch) Decided Sept 2016	To ensure vulnerable pupils are able to consume lunch in surroundings promoting social interaction at meal times and in a quieter environment.	Effective and Value for Money
Staffing EAL support for Language	Pupils with EAL (2 from Sept '15 to	£4,320 Decided April	To ensure EAL pupils make progress with English so they can access the	None of these pupils are PPG. Known costs for 1v1 from HLTA (2 hours per week) come to £903 .

Provision	Feb '16 and with one more from March '16)	2015	curriculum	Other costs are not yet accounted for. There is no targeted money within the school budget for this. Since costs are low that it is reasonable to use PPG for this.
Staffing Driver for the attendance bus	Pupils with chronic attendance or transport issues	£3,515 Decided April 2015	To ensure good standards of attendance are maintained for known pupils	A majority (8/11 pupils) using bus are PPG. Strictly speaking the allocation should be $(8 \div 11) \times £3,515 = £2,556$
Staffing Proportion of AHT Pastoral & Raising Attainment Coordinator pay	Any pupil with chronic attendance of with a transport issue	£3,274 Decided April 2015	To ensure good standards of attendance are maintained for known pupils	Amount calculated at one period per week for each member of staff. I think this is reasonable. However, I believe that the amount should be calculated in a different way.
Staffing Contribution towards costs of staff for CEIG	All pupils	£2,000 Decided April 2015	To ensure that pupils receive appropriate CEIG.	Amount completely arbitrary and not reflective of need.
Area of expenditure	Targeted Pupils	Cost & other matters	Focus of work	Impact
Alternative provision at Rathbones	3 pupils who attend this provision	£3,785 Decided April 2015	To ensure pupils remain in full time education.	None of the 3 pupils are PPG
Accelerated Reader. License for 144 pupils	Year 7 & Year 8 pupils	£1,902 Decided April 2015	To ensure rapid improvement in reading age/ability	The impact of Accelerated Reader is acknowledged to be excellent but this particular provision is not specific enough. It may be that the costs relate to a minimum number of licenses that have to be purchased and that we have to exceed their numbers to ensure all are covered.
Pot of money for subject areas to bid into	PPG cohort only	£25,000 allocated	Specific materials, peripatetic lessons, educational visits etc.	At the end of February 2016 only £1,144.75 had been bid for. Support includes peripatetic music lessons, revision guides, educational visit support, lockers, art resources, transport costs.

Performance of PPG v non PPG [March 2016 data]

Year 11 2015-2016

Attainment

Closing the Gaps 5 A*-C including English and Mathematics	2014				2015				January 2016 Estimates				March 2016 Current				March 2016 Estimates			
	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff
		%	%	%		%	%	%		%	%	%		%	%	%		%	%	%
Disadvantaged pupils	22	23	62	-39	30	20	63	-39	21	24	63	-39	21	38	63	-25	30	48	63	-15
Other pupils	126	58		-4	110	53		-4	104	54		-9	104	60		-3	110	69		6
Within school gap		-35				-33				-30				-22				-21		

Analysis suggests that there is a rapid improvement narrowing the 'within school gap'.

- 2015 -33
- March 2016 -21

Difference of school to 'National other pupils' indicates a rapid improvement.

- 2015 Disadvantaged pupils -39
- March 2016 Disadvantaged Pupils -15
- 2015 Other Pupils -4
- March 2016 Other Pupils 6

Progress: Closing the Gap Trend; Year 11 Maths & English Expected Progress (DP – Disadvantaged Pupils)

	2015				March 2016 Estimates				
	Cohort	School	National	Diff	Cohort	School	National	Diff	
			other pupils				other pupils		
		%	%	%		%	%	%	
English	Low	5 DP	33	68	-35	4	75	68	7 ↑
		13	30		-38	12	75		7 ↑
	Middle	15 DP	32	74	-42	14	79	74	5 ↑
		50	52		-22	48	77		3 ↑
	High	9 DP	43	79	-36	3	100	79	21 ↑
		41	79		0	44	95		16 ↑
All		55	69	-14		84	69	15 ↑	

Analysis indicates **rapid** progress within English.

	2015				March 2016 Estimates				
	Cohort	School	National	Diff	Cohort	School	National	Diff	
			other pupils				other pupils		
		%	%	%		%	%	%	
Maths	Low	5 DP	40	50	-10	4	0	50	-50
		13	31		-19	12	42		-8
	Middle	15 DP	47	74	-27	14	50	74	-24
		50	58		-16	48	69		-5
	High	9 DP	56	82	-26	3	67	82	-15
		41	73		-9	44	80		-2
All		56	66	-10		66	66	0	

Action: Targeted intervention for pupils not on track to make expected progress. Ensure all pupils in need of support are accessing numeracy intervention.

Progress: Gap Analysis (DP- Disadvantaged Pupils)

% 5 A-C Including English and Maths

	2014	2015	Jan 2016	Current	Estimate	National
Non DP (%)	58	53	54	60	69	63
DP (%)	23	20	24	38	48	36
Gap (%)	-35	-33	-30	-22	-22	-27

Expected Progress English

	2014	2015	Jan 2016	Current	Estimate	National
Non PP (%)	76	61	86	85	85	74
PP (%)	36	33	76	81	81	
Gap (%)	-40	-28	-10	-4	-4	

Expected Progress Mathematics

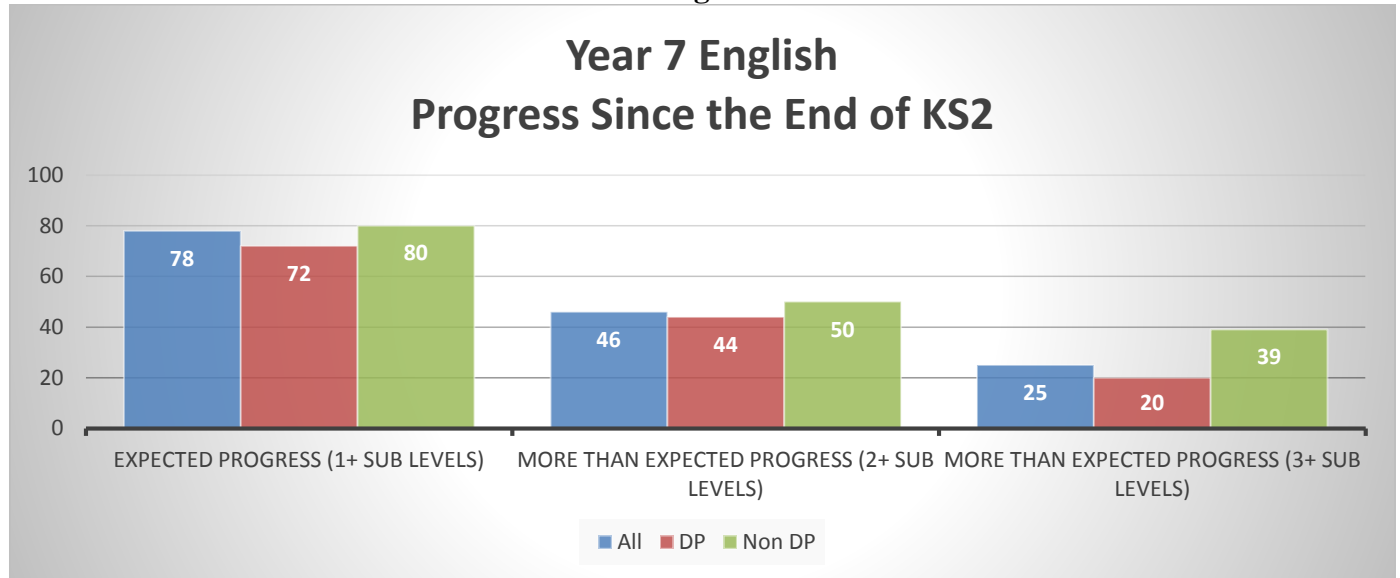
	2014	2015	Jan 2016	Current	Estimate	National
Non PP (%)	60	58	41	55	70	72
PP (%)	27	47	14	29	43	
Gap (%)	-33	-11	-29	-26	-27	

Year 7, 8 and 9 2015-16 Key Stage 3 Maths and English

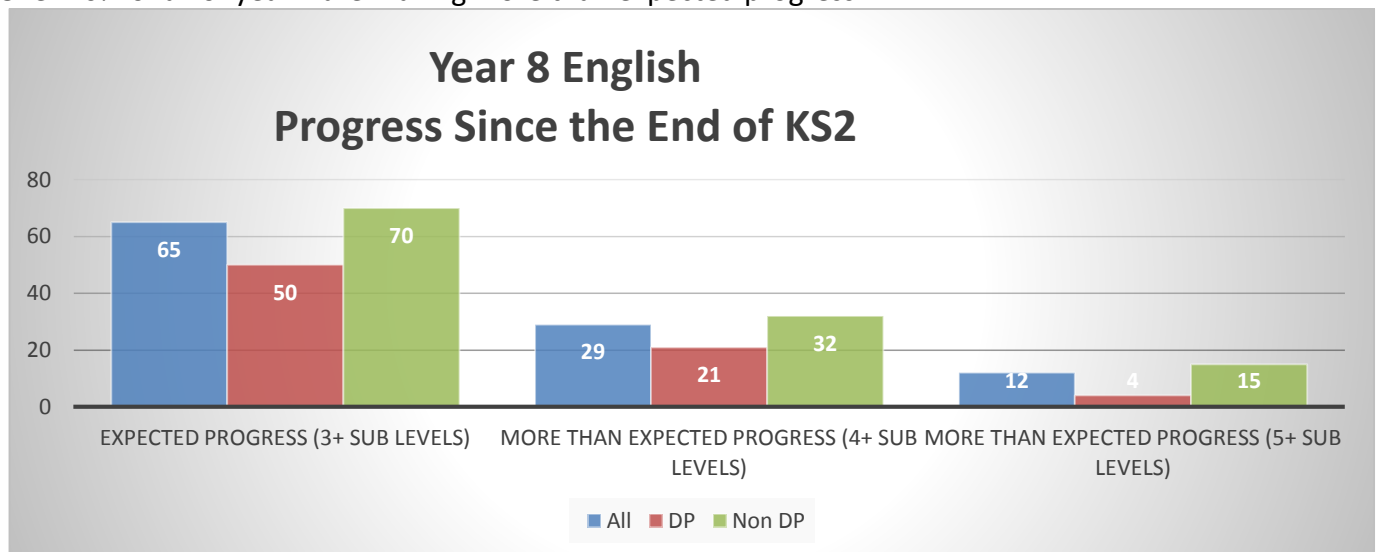
Progress since end of KS2 – All pupils, Disadvantaged Pupils and Non – Disadvantaged Pupils

The analysis for English and Maths at KS3 is based on the January 2016 Data Collection. The next data collection is April 12th 2016. For a pupil to make expected progress (3 Levels of Progress) by the end of KS4 (Year 11) at this stage in the academic year, a Year 7 pupil would have made 1 Sub Level, a Year 8 pupil would have made 3 sub Levels progress and Year 9 pupil would be making 5 sub levels of progress. If pupils are making more than this then they are on track to achieve more than expected progress (4+ Levels of progress) by the end of KS4.

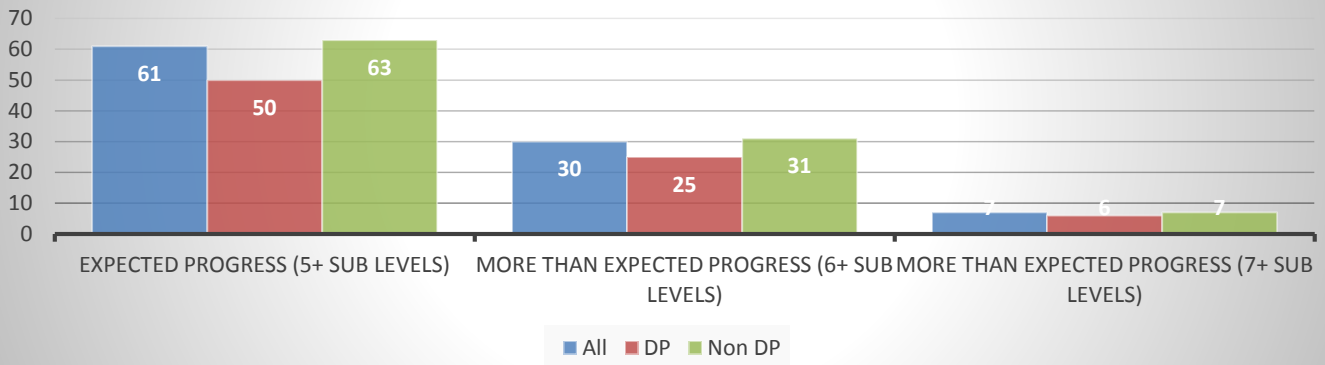
English



In Year 7 disadvantaged pupils are making progress in line with non-disadvantaged pupils. Over 40% of all of year 7 are making more than expected progress.



Year 9 English Progress Since the End of KS2

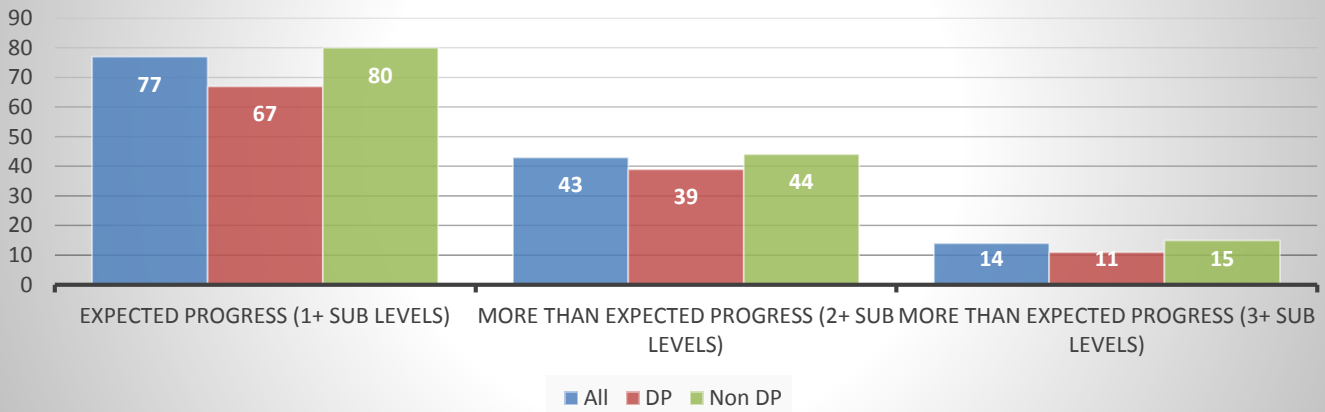


The progress in Year 8 and Year 9 is slower than in Year 7. It is evident that the gap between disadvantaged and non-disadvantaged pupils is widening.

Action: Disadvantaged pupils are now receiving additional English intervention through the use of a English teacher whose focus is on this key group of pupils. It is important that this key group is monitored to ensure the intervention is effective and the gap is being narrowed.

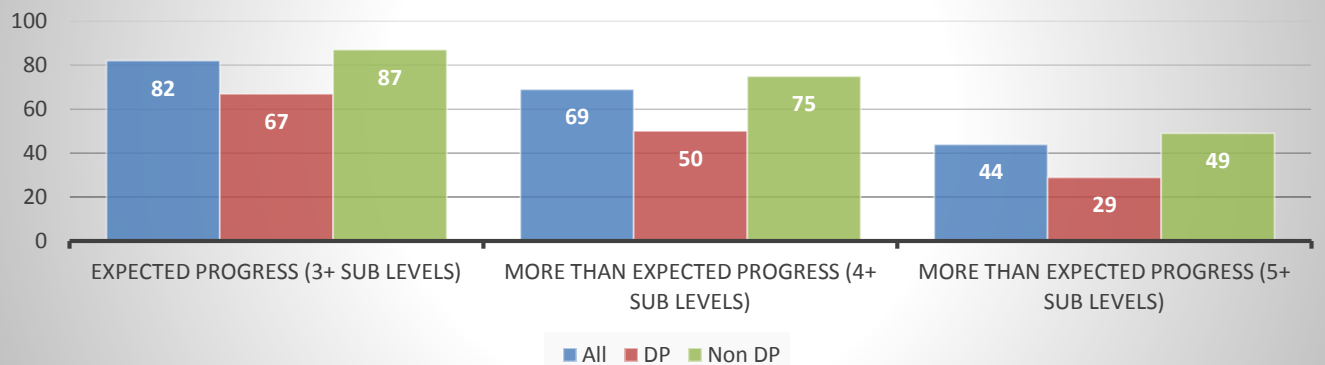
Maths

Year 7 Maths Progress Since the End of KS2

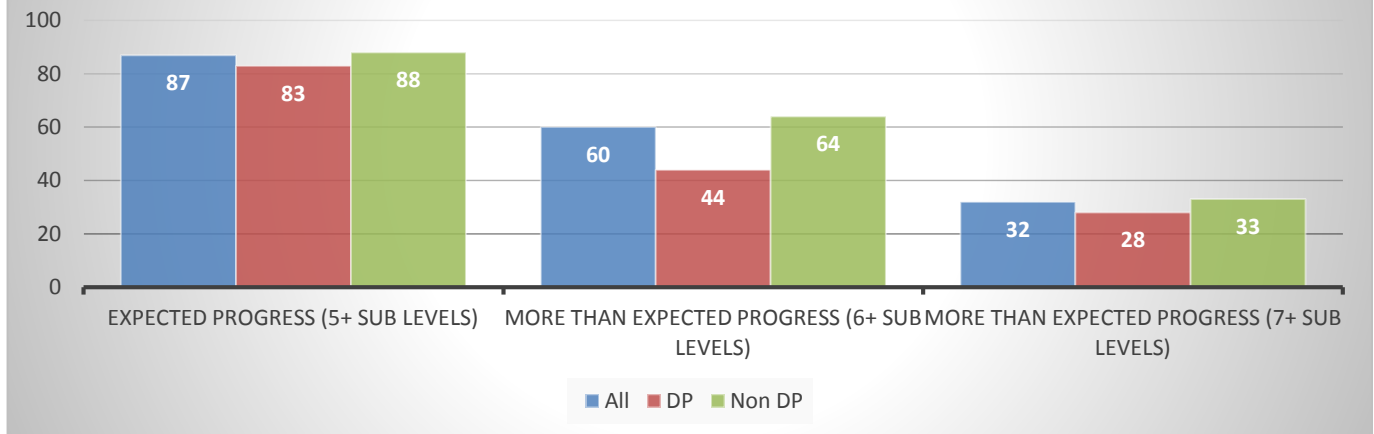


In Year 7 disadvantaged pupils are making progress in line with non-disadvantaged pupils. Approximately 40% of all Year 7 are making more than expected progress.

Year 8 Maths Progress Since the End of KS2



Year 9 Maths Progress Since the End of KS2



In Year 8 we know that the gap is widening between disadvantaged and non-disadvantaged pupils. In Year 8 and Year 9 the analysis indicates that it is disadvantaged pupils who are not making more than expected progress at as fast a rate as non-disadvantaged.

Action: Disadvantaged pupils are now receiving additional Numeracy intervention through the use of a Maths teacher whose focus is on this key group of pupils. It is important that this key group is monitored to ensure the intervention is effective and the gap is being narrowed. Disadvantaged pupils must be monitored for their progress, and be stretched and challenged to ensure that the gap is narrowed rather than allowed to continue to widen.

What we intend to do:

We believe that, historically, allocations of PPG at St Mary's have not fulfilled the Value for Money requirement. In order to evaluate whether interventions are helping gaps in performance close, we are planning a much tighter programme for 2016-17. Our anecdotal evidence is that our use of PPG to facilitate curriculum access, improve attendance and support vulnerable pupils is having a positive effect, but the amounts of money for these initiatives is relatively small.

Although these plans are subject to approval by Senior Leaders and Governors this is broadly how we intend to allocate PPG in 2016-17:

1. Allocation of **£57,000** for **specialist 1v small group literacy & numeracy teaching**, full year (April '16 to March '17).
2. Allocation of **£10,000** for **bidding by subject areas** with guided pro-forma
3. **Nurture staffing** for Year 7 for 6 weeks **£2,500**
4. **Staffing costs** where this is detailed in the above table and not in 6 and 7 below
5. **Targeted Accelerated Reader intervention** according to need
6. **Appointment of a dedicated TA3** (with a detailed Job Description) to PPG students who are SEN. Cost **£23,000**
7. **In February 2016** a group of senior leaders began meeting on a weekly basis to discuss the needs of PP students. These weekly meetings are attended by the Headteacher, Deputy HTs, the SENDCO and the Raising Achievement / Attendance Coordinator. We now have a very good grasp of individual issues for PP students and systematically look at the challenges these pupils face. The regular meetings enable us to make swifter interventions than previously.

PMO
Headteacher
March 2016