

Pupil Premium / Disadvantaged Students Information 2016/17

In 2011 additional funding called 'The Pupil Premium' was introduced by the Government.

The funding is deployed by schools to ensure that the gap in attainment and achievement between pupils from low income families and others is addressed and students are not disadvantaged.

DFE Website:

The Government believes that the Pupil Premium is *"the best way to address current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most."*

In RAISEonline, and recently more widely, Pupil Premium pupils are now referred to as Disadvantaged Pupils

How is this money allocated?

"It is for schools to decide how the pupil premium allocated to schools per Free School Meals (FSM) pupils is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility."

Source: DFE website.

Mission Statement

We are committed as a Catholic school to ensuring that every child has the best possible chances of achieving at McAuley.

We aim to meet the needs of each individual young person.

We plan carefully to ensure that all funding which comes into school is utilised in the best way possible.

This is constantly kept under review. We want to ensure an appropriately personalised level of choice and support where possible.

How much funding have we been allocated?

For the academic year 2014/15, this funding amounted to £228,000. Allied to this, £21000 of **Year 7 Catch-up Premium** was allocated in 2014/15 to support those Year 7 students who had not reached national expectations in the Key Stage 2 SAT examinations. This catch-up funding has been used to support the employment of Teaching Assistants to work in small group catch up sessions in Literacy and Numeracy.

For the academic year 2015/16, this funding was £235000. Allied to this, £21000 of **Year 7 Catch-up Premium** was again allocated for 2015/16 to support those Year 7 students who had not reached national expectations in the Key Stage 2 SAT examinations. Finally, approximately £12500 was allocated for our Looked after children (LAC)

The funding allocated for the year 2016/17 is £271000

Academic Performance of Disadvantaged Students at Key Stage 4 in 2016

- 47.6% achieved 5+ A* - C
- 86% achieved 5+ A* - G
- 95.2% achieved any qualifications
- 33.3% achieved 5+ A* - C including English and Mathematics
- 68.3% achieved Expected Progress in English
- 34.1% achieved Expected Progress in Mathematics
- 29.3% achieved above Expected Progress in English
- 14.6% achieved above Expected Progress in Mathematics
- Progress 8 = - 0.4
- 21.4% achieved the English Baccalaureate (EBacc)

% 5 or more A*-C Grades including English and Mathematics			
	2014 (National 62%)	2015	2016
All Pupils	60	62.45	53.1
Pupil Premium	53	35	33.3
Non Pupil Premium	61	67	57.2
Gap	-8	-32	-23.9

% Achieving A*-C in English			
	2014	2015	2016
Pupil Premium	67	42	66.7
Non Pupil Premium	67	74	80.5
Gap	0	-32	-13.8

% Achieving A*-C in Mathematics			
	2014	2015	2016
Pupil Premium	58	58	38.5
Non Pupil Premium	72	83	65.4
Gap	-14	-25	-26.9

What do we do for Disadvantaged Students?

- The Disadvantaged Students cohort is identified and shared sensitively with staff
- All teachers are expected to know exactly who the disadvantaged students in their classes are, to identify them in their seating plans, to plan for any specific needs they may have, to prioritise the marking of their books and assessments and to ensure they use questioning techniques to maximise their participation and engagement in lessons
- Research shows that Disadvantaged Students will derive the most benefit from high quality marking, assessment and feedback, enabling them to know how to improve their learning. This has been a key priority for whole staff CPD training over the last year, along with Differentiation and Questioning
- There is an innovative curriculum, which offers flexibility and personalisation for students. This is continually reviewed.
- Dedicated role of the Form Tutor and Head of Year who review individual needs and identify support.
- A specialist Special Educational Needs Department, which assesses, supports and delivers specialised support where necessary.
- Students receive individual feedback and set targets during extended form time. The allocation of two staff to most form groups allows for personal conversations around targets and other issues.
- A team of Heads of Year is supported by Assistant Heads of Year and Pastoral Assistants who are not teachers and can support throughout the school day, with key skills in forging good relationships with students and families
- The use of a Pupil Support Officer who works within the school community is vital to ensuring students' attendance. Disadvantaged student absence is prioritised
- The use of the school's Buddies programme and 'The Zone' operated by dedicated colleagues who are again available to support students.
- A teacher of Polish who supports our students with EAL, including Disadvantaged Students
 - The Year 7 booster group where pupils whose progress in primary school has been below nationally expected measures are given additional support in numeracy and literacy.
 - The Accelerated Reader Programme in KS3 supports students with poor literacy skills.
 - Extra Curricular activities are supported and encouraged.
 - Comprehensive programme of staff CPD with an emphasis on audit and priorities to ensure outcomes for all students.
 - Individual advice, guidance and mentoring for all pupils.
 - Financial support for students to ensure equality of access to educational visits/extra curricular activities, organised discreetly and supportively. Appropriate IAG to ensure Post 16 pathways.

- Cashless catering system to increase access to and take-up of breakfast and snacks so that concentration levels might be increased.

Monitoring Strategies

We continually look to review our interventions and the outcomes for students.

We strive to create a culture of continuous improvement by reviewing the impact each decision has in school.

Analysing the progress of our students ensures that we track any variations in progress between different groups of students and identify any potential underperformance.

Our low level of NEETS (young people not in education, employment or training) post-16 shows our students are successful when they leave McAuley.

Disadvantaged Students now form a key focus for lesson observations and dropins by Senior Leadership Team, Heads of Department and others. When scrutinising the quality of work in books and folders, that of Disadvantaged Students is again a key area of focus. All Development Plans in School will have a Disadvantaged Students element.

All staff must be able to demonstrate their awareness of, and planning for, the progress of the Disadvantaged Students in their classes.

Levels of attendance, punctuality, detentions and periods of Inclusion and Fixed term exclusions discussed weekly by Senior Leadership Team

Disadvantaged Students Funding Priorities and Proposals for 2016-17

There will be an increased focus on supporting students in the classroom during this academic year, via the provision of staffing, more varied and wide-ranging intervention strategies and specific curricular strategies. Among the strategies to be pursued this school year will be;

- Continued provision of additional teachers in English & Mathematics to facilitate additional intervention in KS3 and KS4, in order to maximise student progress.
- Ongoing work of the Attendance Officer to enable more focus on targeting students who are persistently absent from school. This will enable the Parent Support Officer to more effectively engage with families in order to drive up attendance. In line with this, attendance of key Disadvantaged Students will be examined at a new monthly meeting between key Senior and Pastoral staff
- Ensuring students are not precluded from accessing curriculum and revision materials through provision of appropriate digital technology and resources for practical subjects.
- Financial support with educational visits, including residentials, to ensure all students have access to enrichment activities and experiences.
- Continue to provide assistance with music tuition to disadvantaged students to boost engagement and enhance cultural capital
- Support with transport and uniform in cases of particular difficulty
- Support for Disadvantaged Students to attend Retreat at Savio House
- Provision of laptop computers to enhance engagement of Disadvantaged Students in Year 7 History
- Purchase of relevant licences to use ICT packages within History, leading to roll out whole school with training
- Homework support initiative using ICT facilities in School
- Narnia Literacy project in Year 7
- Literacy and Numeracy intervention groups in Years 7, 8 and 9
- English and Mathematics intervention programmes in Year 11
- Provision of tablet computers to assist Disadvantaged Students with English as an additional language
- Provision of ingredients to support all Disadvantaged Students in Food Technology lessons

- Appoint Secondment to Senior Team with specific brief on Disadvantaged Students
- Provision of one to one tuition
- Support for Disadvantaged Students to take part in forthcoming trips and residential
- Creation of dedicated teaching bands to focus on best provision for Disadvantaged Students
- Bespoke support for Literacy and Numeracy interventions across all years
- Tailored curriculum pathways for individual Disadvantaged Students in response to need
- Provision of uniform and equipment as necessary
- The Pupil Premium, together with all financial resources, will be utilised to ensure the best outcomes for students.
- Rigorous review and intervention will continue.
- Purchase of high quality professional development for staff, if identified
- Study skills sessions

Pupil Premium Expenditure 2015/16

Allocation; £235000

Some of the key expenditure is outlined below;

Date	Applicant	Details of PP Spend 2015 - 2016	Amount (£)	Impact
Ongoing	NA	Salaries; Inclusion, Attendance support, Finance	104699	Reducing NEETS, absenteeism and poor punctuality. Enhanced self esteem and reduced barriers to learning
Ongoing	NA	Salaries; Extra English and Maths staffing	79824	Support for improved attainment and progress
Sep-15	Staff	Support for Skiing Trip (1 student)	200	Experience not otherwise available
Sep-15	Food Tech	Support with ingredients	13.02	Allows full participation and progress in the practical lessons
Sep-15	Staff	Support for 2 students	500	
Sep-15	Staff	LAC Funding (ringfencing)	8415	
Sep-15	Staff	Dongle to support home research	20	Removed barrier to independent learning at home
Sep-15	Staff	Support for Savio Trip	1258	Spiritual development and self esteem
Sep-15	Staff	Y10 and 11 Psychology student support	246	Improved GCSE outcomes
Sep-15	Staff	Support for individual student	Not specified	Boosts post 16 attendance, preparation
Oct-15	Food Tech	Support with ingredients	8.35	Allows full participation and progress in the practical lessons

Oct-15	Food Tech	Support with ingredients	22	Allows full participation and progress in the practical lessons
Oct-15	Staff	Additional support alongside Bursary	4000	
Oct-15	Staff	Support for 4 students for Italy Trip (Geography GCSE)	1000	Supports GCSE Geography coursework
Oct-15	Staff	Support for EEV	125	Addressed visual dyslexia
Oct-15	Staff	Maths Workbooks @ £6 each	500	Improved GCSE outcomes
Oct-15	Food Tech	Support for two students with ingredients	50	Allows full participation and progress in the practical lessons
Nov-15	Food Tech	Support with ingredients	1.42	Allows full participation and progress in the practical lessons
Nov-15	General	Support for Student Bus Pass	5	Improved attendance in school
Nov-15	Staff	5 x Military Trainer Mentoring	1250	Supporting improved behaviour, self discipline and self control
Nov-15	Staff	English Revision guides	1110.50	Improved GCSE outcomes
Nov-15	Staff	Ranstad Education, 1 to 1 Support	tbc	Improved skills in English and Maths
Dec-15	Food Tech	Support with ingredients	4.88	Allows full participation and progress in the practical lessons
Dec-15	Transport	Alpha minicabs	13.50	Improved attendance in school
Jan-16	Staff	Support for London trip	190	Allowed promotion of A level Drama skills
Jan-16	Food Tech	Support with ingredients	19.36	Allows full participation and progress in the practical lessons
Jan-16	Staff	Y12 and 13 Science webinars contribution	500	Improved readiness for Science GCSE
Jan-16	Transport	Alpha minicabs	92	Improved attendance in school
Jan-16	Staff	5 x Military Trainer Mentoring	1250	Supporting improved behaviour, self discipline and self control
Feb-16	Transport	Alpha minicabs	195.50	Supports attendance at NLC
Feb-16	Food Tech	Support with ingredients	181.16	Allows full participation and progress in the practical lessons
Feb-16	Transport	Support with bus costs	16.10	Improved attendance in school
Feb-16	Staff	1 x Military Trainer Mentoring	250.00	Supporting improved behaviour, self discipline and self control
Mar-16	Staff	Y11 Maths Revision Programme	400	12 hours bespoke revision for GCSE examination in Maths
Mar-16	Transport	Alpha minicabs	5.80	Vulnerable student conveyed to hospital for assessment
Mar-16	Transport	Alpha minicabs	207.00	Supports attendance at NLC
Mar-16	Staff	Military Trainer Mentoring	200.00	Supporting improved behaviour, self discipline and self control
Mar-16	Staff	Y10, 11, 12 and 13 Study Skills sessions (Elevate Ed)	1200	Improved GCSE and A Level outcomes
Mar-16		Ranstad Education, 1 to 1 Support	60	Improved skills in English and Maths
Mar-16		Ranstad Education, 1 to 1 Support	40	Improved skills in English and Maths
Mar-16		Ranstad Education, 1 to 1 Support	40	Improved skills in English and Maths

Mar-16		Ranstad Education, 1 to 1 Support	40	Improved skills in English and Maths
Mar-16		Ranstad Education, 1 to 1 Support	30	Improved skills in English and Maths
Mar-16	Transport	Support with bus costs	8.40	Improved attendance in school
Mar-16	Food Tech	Support with ingredients	10.24	Allows full participation and progress in the practical lessons
Apr-16		Ranstad Education, 1 to 1 Support	60	Improved skills in English and Maths
Apr-16		Ranstad Education, 1 to 1 Support	30	Improved skills in English and Maths
Apr-16	Food Tech	Support with ingredients	48.29	Allows full participation and progress in the practical lessons
Apr-16	Transport	Alpha minicabs	153	Supports attendance at NLC
Apr-16	Transport	Bus fares for individual student	9.8	Improved attendance in school
May-16		Ranstad Education, 1 to 1 Support	60	Improved skills in English and Maths
May-16		Ranstad Education, 1 to 1 Support	40	Improved skills in English and Maths
May-16		Ranstad Education, 1 to 1 Support	40	Improved skills in English and Maths
May-16		Ranstad Education, 1 to 1 Support	60	Improved skills in English and Maths
May-16		Ranstad Education, 1 to 1 Support	40	Improved skills in English and Maths
May-16		Ranstad Education, 1 to 1 Support	40	Improved skills in English and Maths
May-16		Ranstad Education, 1 to 1 Support	30	Improved skills in English and Maths
May-16	Food Tech	Support with ingredients	22.55	Allows full participation and progress in the practical lessons
May-16	Transport	Alpha minicabs	33	Supports attendance at NLC
May-16	Staff	Military Training	1250	Supporting improved behaviour, self discipline and self control
Jun-16	Staff	Support for 8 students Anglesey	1600	Experience not otherwise available
Jun-16	Staff	Support for CPA to attend History trip	265	Supports progress in GCSE History course
Jun-16	Staff	Unifrog	tbc	Raising aspiration towards Higher education
Jun-16	Staff	Support for Music students	tbc	Enhanced engagement, boosts cultural capital
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Impact;

The support for various educational visits has widened experiential learning for students. This has contributed to improved and increased levels of motivation. The enhanced pursuit of attendance, including on examination days, has enhanced relations with parents and families, strengthening home/school links. Net attendance of disadvantaged

pupils has improved as a result of the work of the attendance officer. Support for offsite and alternative provision has enabled students to avoid permanent exclusion and to gain qualifications. Support for students lacking basic items of equipment has helped them to reduce their number of preparation points on the behaviour system.

Results in 2016 demonstrate a narrowing of many of the gaps in the attainment and progress of Disadvantaged Students in comparison with their peers and in comparison with results in 2015