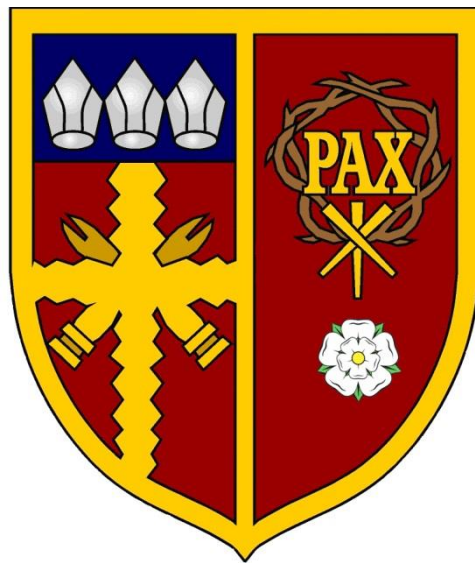


St. Benedict's Catholic High School



Pupil Premium Policy

2017/18

Pupil Premium Policy 2017-2018

Background

The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. It is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of armed service personnel.

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals. The level of the premium for 2017 to 2018 is currently £935 per pupil for pupils who are either eligible for free school meals (FSM) or have been eligible in the past 6 years, Ever 6. For 'Looked After Children' (LAC) the level of Pupil Premium funding for 2017 to 2018 is £1,900 and for service children is £300.

Schools are accountable for how they have used the additional funding to support pupils from lower income families, "since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." (DfE 2012).

School Vision

The targeted and strategic use of pupil premium will support us in our school mission, embracing the teaching of Christ, allowing every individual the opportunity to excel academically and socially within a spiritually enhancing and caring community. The Catholic ethos is firmly grounded in core biblical principles of service, compassion, justice and respect for all, where every pupil is valued as an individual.

We do this in the context of the Christian values we promote as a Catholic school. Every member of staff, (teachers, support staff, site team, technicians and administrators), are expected to have high expectations ensuring that all pupils respect one another, enjoy a safe, happy and stimulating environment and be supported in achieving their academic potential.

Purpose

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to close the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level.

They capture the achievement of disadvantaged pupils covered by the Pupil Premium. Under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website. Section 9 of this regulation requires schools to publish 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; Details of how it is intended that the allocation will be spent; Details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school to whom funding was allocated'. Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Premium cannot be identified.

Principles

We know that outstanding teaching and learning is paramount to the progress of all pupils and particularly those from disadvantaged backgrounds. There is a consistent and relentless focus by all staff to close the gap.

This means there is a range of appropriate targeted intervention and support strategies deployed in order to:

1. Support pupils in becoming aspirational, confident and successful learners.
2. Ensure that 'quality first teaching and learning' opportunities meet the needs of all of our pupils.
3. Improve levels of attainment and progress.
4. Enhance literacy, mathematical and communication skills.
5. Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils.
6. Make provision for socially disadvantaged pupils. We recognise that not all pupils who receive free school meals will be socially disadvantaged.
7. Ensure pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at the same time.

Quality First Teaching

Outstanding teaching and learning is paramount to the progress of all students and particularly those from disadvantaged backgrounds.

Any students who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers and Department Heads, and the necessary interventions put in place. These interventions will be overseen by all subject leaders in their areas, as well as the Pupil Premium leadership team with oversight for students' achievement across Years 7-11.

There is a consistent focus by all staff to narrow the gap between PP students and their peers.

There are targeted intervention and support strategies for all disadvantaged students, including other key student groups, deployed in order to:

- Improve attainment and progress and support students in becoming aspirational, confident and successful learners.
- Close attainment and progress gaps relative to both school and national averages.
- Enhance literacy, mathematical and communication skills.
- Develop students holistically with employability fully in mind, to facilitate opportunities to experience the world of work regularly, actively participating in an employability programme suitable to their skills, attributes and intentions.
- Engage and promote learning through a comprehensive extra-curricular and enrichment programme with a strong pupil leadership programme.

Governing Body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. Our governing body will keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative data (on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

Cohort Profile

There are currently 66 pupils at the school who are registered as having been in receipt of FSM within the last six years (Ever 6)/ and currently 37 receiving FSM. There are currently 2 pupils who are 'looked after' by the local authority. The PP cohort from years 7 to 11 is approximately 15.7% of the school KS3/4 population.

St Benedict's Catholic High School **Pupil Premium Numbers 2017/18**

Year	Current FSM	Ever 6	Services	LAC	Adopted	Total
7	8	9	0	0	0	17
8	3	15	0	1	0	19
9	11	12	1	1	0	25
10	8	13	1	0	0	22
11	5	12	0	0	1	18
12/13	2	5	0	0	0	7
TOTAL	37	66	2	2	1	108

Targeted Support 2017-18

The rationale for resource deployment is decided by the school, based on the following principles:

1. Analysis of data – both quantitative and qualitative.
2. Effectiveness and impact so that progress and achievement is maximised for every pupil.
3. Value for money.

This year, departments have been able to bid for an allocation of the money to use to support pupil premium students in their subjects

In School Pupil Premium vs In School Non Pupil Premium

Table: Analysis of Impact Key Stage 4 Outcomes 2016 - 2017

Year	% PP Cohort	Basics English and Maths 9 - 4 (A* - C EM)	SNPP	Basics English 9 - 4 (Eng A* - C)	SNPP	Basics Maths 9 - 4 (Maths A* - C)	SNPP	Value Added	SNPP	Att 8	SNPP	Progress 8	SNPP	Ebacc	SNPP
2013 - 2014	19.8	38	75	52	79	52	85			N/A	N/A	N/A	N/A	24	35
Gap		-37		-27		-33								-11	
2014 - 2015	7.5	50	64	43	75	57	68			49	54.18	N/A	N/A	14	47
Gap		-13.6		-32		-11								-33	
2015 - 2016	9.3	70	71	87	72	90	74			47	50	0.08	0.34	30	35.7
Gap				15		16				-3				-5.7	
2016 - 2017	12	69.2	81	92.3	96.8	69.2	82.1	85	86	47	53.18	-0.3	0.28	30.8	40
Gap		11.9		4.5		12.9		1.7		6.3		0.61		9.2	

Data has been taken from SistraAnalytics – March 2018

School Pupil Premium vs National Non Pupil Premium

Table: Analysis of Impact Key Stage 4 Outcomes 2016 – 2017

Year	% PP Cohort	Basics English and Maths 9 - 4 (A* - C EM)	NNPP	Basics English 9 - 4 (Eng A* - C)	NNPP	Basics Maths 9 - 4 (Maths A* - C)	NNPP	Basics English and Maths 9 - 5	NNPP	Att 8	NNPP	Progress 8	NNPP	Ebacc element of progress 8	NNPP
2013 - 2014	19.8	38	75	52	73	52	74			N/A	N/A	N/A	N/A	24	28
Gap		-37		-21		-22								-4	
2014 - 2015	7.5	43	63.6	43	74	57	74			49.25		N/A	N/A	14	28
Gap		-20.6		-31		-17								-14	
2015 - 2016	9.3	70	71.4	87	tbc	90	tbc			46.7		0.08		30	28
Gap		6												2	
2016 - 2017	12	69	71	92	75	69	76	46	49	47	50	-0.3	0.1	-0.6	0.1
Gap		-2		17		-7		-3		-3		0.2		0.5	

Data has been taken from SistraAnalytics- March 2018

Impact: Achievement

It can be seen from the table that outcomes for PP (pupil premium) students in 2017 at KS4 has continued to improve across the majority of performance measures.

The %A*-C has increased by over 20% since 2015 with nearly 70% achieving A*-C in English and Maths. The gap has closed significantly over the past three years. PP students achieving 5+ A*-C including English and Maths has improved from 43% to 69% with PP students outperforming non pp students by 4.7% (note: this has been achieved despite overall results also improving for the year 2016).

Our targets this year will be to reduce in-line variation between Maths and English and to reduce the progress 8 gap.

When looking at the overall performance of the PP cohort it is evident that, as a result of the range of interventions employed, there has been a significant positive impact on closing the gaps in attainment and performance of our PP students versus national non PP students. In some cases, the gap has closed entirely and pupil premium students have outperformed their non PP peers.

Budgeted Funding - Pupil Premium Academic Year 1.9.2017- 31.8.2018

Based on January 17 census				
Academic Year 17/18		Pupils	Premium	
Pupil premium		81	935	75,665
Service Child		1	300	300
LAC		2	1500	3,000
Total		84		78,965
<u>Budgeted Expenditure</u>				
Literacy focus of low achieving students				£7,500
Numeracy focus of low achieving students				£7,500
Internal PP expert				£3,500
EP external pupil assessment to provide strategies for pupil and staff to overcome barriers to learning				£4,000
EAL staffing				£2,800
Pastoral staffing (Youth Minister & other)				£13,500
Lifespace support for pupil emotional / social wellbeing				£3,000
Attendance lead/intervention: monitoring - CAF meetings				£7,000
Financial support: educational visits				£3,500
Staff training / CPD				£500
Intervention / analysis software and training and data analysis				£5,250
Homework clubs with access to ICT				£5,100
Careers / post 16 guidance				£8,300
Smaller class sizes for those pupils with low literacy and numeracy levels				£7,515
Total				£78,965

Budgeted Funding - Pupil Premium Academic Year 1.9.2016 - 31.8.2017

Financial Year 15/16		Pupils	Premium	
Pupil premium - actual income				75,025
Financial Year 16/17		Pupils	Premium	
Pupil premium - actual & estimate				35,730
Academic Year 16/17		Pupils	Premium	
Pupil premium		85	935	79,494
Service Child		2	225	450
LAC		2	1900	4,400
Total		89		84,344

Summary of PP Expenditure year ending 31.8.2017 by Disclosure category

	Actual 2016-2017	Actual 2015-2016
Literacy focus of low achieving students	8,365	9,881
Numeracy focus of low achieving students	6,397	6,131
Internal PP expert	3,495	-
EP external pupil assessment to provide strategies for pupil and staff to overcome barriers to learning	4,779	10,014
EAL staffing	2,673	5,880
Pastoral staffing (Youth Minister & Others)	13,317	7,456
Lifespace support for pupil emotional / social wellbeing	9,881	18,456
Attendance lead/intervention: monitoring - CAF meetings	6,615	2,170
Financial support: educational visits	3,255	2,098
Staff training / CPD	215	980
Uniform costs	171	
Intervention / analysis software and training and data analysis	5,697	1,995
Homework clubs with access to ICT	5,038	5,083
Music support	504	-
Careers / post 16 guidance	8,201	7,857
Smaller class sizes for those pupils with low literacy & numeracy levels	7,445	8,337
Total	86,047	86,338

Attendance

Improved school attendance overall. Pupil Premium attendance is better than the national average for this group, as is the Persistent Absenteeism figure. The school remains focused on closing the gap between FSM and non FSM.

Attendance Figures: Academic Year 2016-17

Year	PP Attendance Total %	Non PP School %	PP NA %	NA Attendance %
7	86.68 Boys: 84.49 Girls: 93.95	96.50 Boys: 96.32 Girls: 96.64		Due out 22 March 2018
8	93.90 Boys: 95.47 Girls: 92.55	95.69 Boys: 96.25 Girls: 95.08		Due out 22 March 2018
9	91.80 Boys: 90.35 Girls: 93.98	93.67 Boys: 93.07 Girls: 94.49		Due out 22 March 2018
10	94.79 Boys: 94.16 Girls: 95.49	93.17 Boys: 94.30 Girls: 91.71		Due out 22 March 2018
11	75.30 Boys: 80.26 Girls: 71.69	80.35 Boys: 82.04 Girls: 78.43		Due out 22 March 2018
Total	89.71	90.86		95%

Unauthorised absence rates have increased across primary and secondary schools since last year, from 0.9 per cent in Autumn/Spring 2015/16 to 1.1 per cent in Autumn/Spring 2016/17. This is due to increased levels of unauthorised family holiday and other unauthorised absence.

Free school meals (FSM) eligibility

Absence rates are higher for pupils who are known to be eligible for and claiming free school meals. The overall absence rate for these pupils was 7.0 per cent, compared to 4.0 per cent for non-FSM pupils. The persistent absence rate for pupils who were eligible for FSM was more than twice the rate for pupils not eligible for FSM (21.3 per cent and 8.3 per cent respectively).

2017 Pupil Premium Post 16 Education/Careers Destination

In Summary:

2 students went on to study the International Baccalaureate.

3 students went on to study A-Levels at a sixth form.

6 students went on to study a Level 2/3 BTEC at a college.

2 students went on to study on an apprenticeship.