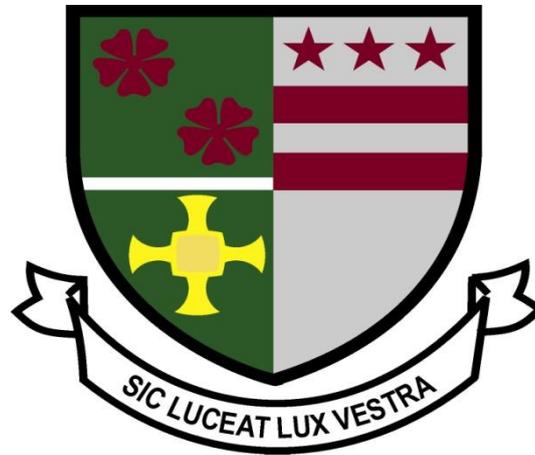


St. Robert of Newminster Catholic School and Sixth Form College



Policy on the use of Pupil Premium 2016-17

Chair of Governors _____ Fr. A. Cornforth

Head Teacher _____ Mr D. Juric

Revision Date: January 2018

Our Vision

All individuals are children of God, created equally in his image to share an eternal future. We promise to play our full part in their education and formation.

Our Mission

We strive to meet the academic, moral, physical, social and spiritual needs of all pupils so that they may take their place as caring, committed, aware and self-confident adult members of society.

Our School Aims

In striving to create the school climate, which will nurture this mission, the school aims:

1. To offer to all students a broad, balanced, appropriate, relevant and flexible curriculum.
2. To develop as an integral part of the local community and in particular the local Catholic community; to develop and maintain the partnership between school and parents, parishes, primary schools and the wider community.
3. To develop as a worshipping community with students, parents, staff and governors following the example of Christ in their daily work and relationships; treat one another with justice, dignity, tolerance and respect and being aware of and responding to each other's needs, hopes and aspirations.
4. To provide and maintain an attractive, happy, secure, safe and healthy school environment.

The Pupil Premium

The pupil premium is a new Government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential.

The Government has used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools based on the numbers registered for Free School meals.

St Robert's Pupil Premium Allocation

Pupil Premium allocation = £178,070

Number of pupils: 179

Looked After Children = 8

At St. Robert's we will be using the indicator of those eligible for free school meals as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment and progress.

The Government is not instructing schools how they spend this money; it is not ring fenced and schools 'are free to spend the pupil premium as they see fit' DFE 2011

The Government is however clear that schools will need to employ strategies that they know will support their pupils to increase their attainment and 'close the gap'.

Provision

In order to meet the above requirements, the Governing Body of St. Robert's Catholic School and Sixth Form College will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through half termly pupil progress meetings.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Review meetings

Following each data collection for all year groups a review meeting will take place:

Senior Assistant Head Teacher
SENCO
Relevant Head of House
Extended Services Team

The pupil progress data will be analysed and a bespoke programme of intervention will be implemented for any vulnerable pupil who is underachieving.

The range of provision

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Additional teaching and learning opportunities
- Alternative support and intervention

The type of provision

- Planned programme to help disadvantaged and vulnerable pupils make the transition from primary to secondary school.
- Summer school provision.
- Comprehensive reading programme for all of Y7 and Y8 pupils.
- Small group literacy and numeracy support at KS3.
- Intervention groups at KS4 in English and Maths.
- Revision and booster sessions at KS4.
- One to One tuition for vulnerable students in English and Maths at KS4 to 'close the gap' in attainment.
- Support towards setting in English and Maths in order to establish nurture groups by specialist teachers.
- Additional learning support facilitated by specialist teachers and learning mentors for vulnerable pupils.
- Support the funding of enrichment activities and educational visits.

Reporting on the use of Pupil Premium

Regular termly updates will be given to the Head Teacher and Governing Body on the impact of the use of pupil premium funding. This will include:

- An overview of expenditure each term
- An analysis of the impact of strategies on pupil progress at KS3 and KS4.
- An analysis of ‘closing the gap’ outcomes at KS3 and KS4 in English and Maths.
- An analysis of progress in literacy levels at the end of KS3.

Spending and targeted strategies 2016-17

| Focus | Strategy/Actions | Monitoring | Lead |
|--|---|---------------------------------|-------------|
| KS3 Transition | Planned Transition | Evaluation report | MBN |
| Summer school | Targeted activities for vulnerable groups | Y7 pupil progress impact report | MBN |
| KS3 comprehensive reading programme | All pupils Y7-Y9 | Literacy progress report | DLE |
| Small group literacy and numeracy catch up | Intervention groups | Literacy progress report | MBN |
| Enhanced Library provision | Tailored reading scheme KS3/KS4 | Impact on reading report | SCL |
| Pupil Premium Mentor Programme | Use of one to one mentors for underachieving students | Outcomes report Case Studies | MBN/ARE |
| Intervention groups in English and Maths | After school booster classes at KS4 | Outcomes report | MBN/JBR/SME |
| One to One tuition in English and Maths | Target FSM/vulnerable Pupils at KS4 | Outcomes report | MBN/JBR/SME |
| Additional learning support at KS3/KS4 | Use of specialist teachers and learning mentors | Outcomes report | MBN/KDU |
| Enrichment activities at KS3/KS4 | Access to extracurricular activities | Pupil progress report | MBN/AMC |
| Educational Visits | Enrichment | Pupil Progress Report | JBO |
| Extra- Curricular | Music/Sport/Drama | Pupil Progress Report | MBN |

Pupil Premium Projected Spending 2016-17

Fixed Costs

| Description | Costs | Pupils involved | Number of pupils involved | Cost per pupil |
|------------------------------|--------------------|-----------------|---------------------------|----------------|
| Pupil Premium staffing costs | £34,664.00 | Year 7-11 | 184 | 188.39 |
| Pupil Premium Mentors | £9,142.00 | Year 10-11 | 73 | 125.23 |
| Learning support time | £48,901.00 | years 7-11 | 184 | 265.77 |
| Intervention Eng/Maths | £5,700.00 | year 11 | 34 | 167.65 |
| Reading program | £16,551.25 | Year 7-8 | 72 | 229.88 |
| Total | £114,958.25 | | | |

Other Costs

| | Cost this year | Description |
|--------------|------------------|--------------------------------|
| Uniform | £265.00 | School uniform and PE kits |
| Equipment | £400.00 | Calculators laptops (LAC only) |
| Visit | £322.00 | Part payment for school trips |
| Study Guides | £774.76 | Requested by SL |
| Total | £1,761.76 | |

| | |
|----------------------|--------------------|
| Overall total | £116,720.01 |
|----------------------|--------------------|

Impact 2016-17

| Focus | Pupils involved | Impact |
|--|-----------------|--|
| KS2-3 Transition | Year 6-7 | Smooth and timely induction of new Year 7 pupils into St. Robert's community which enabled a prompt start to learning due to an awareness of the needs of a vulnerable cohort. |
| Summer School | Year 6-7 | Pupils inducted into St. Robert's through the use of targeted activities. Pupils are introduced to new staff and pupils in a learning and fun environment. Skill development was enhanced in areas of literacy, numeracy and creativity. |
| Catch up literacy and numeracy programme | Year 7 | Baseline tests illustrated that a number of pupils were below their KS2 result on entry. The catch up programme enabled these pupils to make expected progress in English and maths from KS2. |
| Y6, Y7 and Y8 Reading programme | Year 6-8 | Timely intervention from the results of the Y6 reading test which takes place during Transition week enabling targeted support to be put in place in Y7. The majority of Y7 and Y8 have improved their reading age. Targeted intervention in place for those making less than expected progress. All pupils access appropriate reading material. |
| Small group Literacy support | Year 7-11 | Pupils made expected progress in a small group situation with specialist teachers at KS3 and KS4. At KS4 pupils achieved a C grade in GCSE English. A*-C English =School 68%, National 51% |
| Small group numeracy support | Year 7-11 | Identified pupils not making expected progress in mathematics worked with specialist teachers and LSAs to boost numeracy skills and raise achievement. At KS4 pupils achieved a C grade in GCSE mathematics. A*-C Mathematics=63% National 49% |
| Revision and support classes | Year 11 | VA KS2-KS4 above national, 980.7 (Nat 976.3) VA in English above national, 1001.2, (Nat 998.2). VA in Maths is in line with national 996.7 (Nat 997.9) |
| 1 to 1 tuition in M&E | Year 10-11 | Targeted intervention with underachieving pupils to enable expected progress to be made. Pupils made expected progress in English which was significantly above the national average. Pupils in Maths made expected progress which was in line with the national average. |
| Enrichment | Year 7-11 | Pupils have been given the opportunity to partake in extra -curricular activities, trips and visits. SMSC skills developed. (SMSC report) |

Closing the gaps 2016

34 pupils eligible for Pupil Premium Funding

English and Maths: 17% gap closed since 2015

EBacc: 5% narrowing of the gap since 2015

A*-C English and Maths 11% narrowing of the gap since 2015

A*-C English 10% narrowing of the gap since 2015

A*-C Maths 7% narrowing of the gap since 2015