

## Report on the Spending of Pupil Premium Funding 2016-17



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.

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The following table indicates that 21.6% of KS3 and 4 students are eligible for Pupil Premium Funding, a rise of over 3% from 2015/16. This is against a national figure for eligibility for FSM of 28.7%. Raise online indicates that the School Deprivation Indicator is 0.18 which places the school in the middle quintile of all schools nationally.

Currently (Sept. 2016) 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	27	17.8%
8	32	20.1%
9	31	20.4%
10	39	25.7%
11	33	22.3%
12	10	10.4%
13	2	2.1%
National Average (KS3+4)		28.5%

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

In Raise 2015, 23.85% of FSM students received a FTE, a large reduction from the previous year. 2015-16 Attendance statistics for Free School Meals students show that overall absence is above the national average (93.6% vs 92.5%) but below the figure for non-FSM students of 95.7%. A similar picture is found when looking at Persistent absence.

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 : 27	14		10
Year 8 : 32	14	8	9
Year 9 : 31	10	4	8
Year 10 : 39	12	7	8
Year 11 : 33	7	4	7
Total % of PP cohort	35%	17%	26%

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**Impact :**

Un-validated internal tracking data using the DfE 2015 estimates indicates that 14 of the 25 Pupil Premium students had a positive Progress 8 score. This progress was negated by five students for whom there are significant case stories behind them; three of whom did not attend St. Wilfrid’s and an application has been made to the DfE to remove them from statistics. In addition two who had significant and exceptional pastoral circumstances during their Year 10 & 11 studies.

**Unvalidated results for 2016 (the 2<sup>nd</sup> column removes the students applied for removal, the 3<sup>rd</sup> column removes the final two students who were not applied for removal but who have significant exceptional circumstances.):**

Cohort	25	22	20
Average Progress 8	-0.48	-0.11	+0.21
Average Attainment 8	3.7	4.2	4.5
% Expected Progress from KS2 in English	71%	81%	90%
% Expected Progress from KS2 in Maths	38%	43%	47%
Value Added (Best 8 + English and Maths)	962	996	1022

The following tables do not have any students removed from the statistics.

	Cohort		5+ A*-C EM%				Gap SPP-NNPP
	PP	Non PP	SPP	SNPP	NPP	NNPP	
2016*	25	128	36%	58%			
2015	14	138	21%	58%	36%	63%	-42%
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	
2016*	25	128	251	332			
2015	13	139	260	327	256	322	-62
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%

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	Cohort		Value Added				
	PP	Non PP	SPP	SNPP	NPP	NNPP	Gap SPP- NNPP
2016	24	128	962	1025			
2015	13	132	981	1018	976	1009	-28
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				

\*

2016 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 Catch-up Funding

Students receive dedicated curriculum time (withdrawn temporarily from MFL) in order to engage with small group intervention in a dedicated IT suite. In addition to this their Maths and English classes are significantly smaller to build upon the aspects covered in their intervention sessions. These sessions look to build upon skills and are not directly related to the attainment levels used in their regular class. The catch-up funding is used to employ the staffing for the intervention, to support the costs of the ICT suite and the curriculum personalisation.

### Impact:

In Year 7, nine students were in receipt of Catch-up funding for English of which four also received funding for Maths. An additional fourteen students received funding for Maths.

In English, all students have made progress, although three are still working below Level 4.

In Maths, all students have demonstrated progress with three students making better than expected progress according to the NC Levels. Half of this cohort have demonstrated work above Level 4.

In both English and Maths, there needs to be an improved level of communication between the staff delivering the intervention and the class teacher's assessment against NC levels.

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Our approach is centred around 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 creation of regular meetings for the Core Team (Year Leader, Inclusion Leader and Deputy Headteacher) 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. All staff know who their Disadvantaged students are and any high priority need.
- 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 by the Core Team and intervention actions agreed and reviewed. Yr 10 and 11 students may be part of the Mentoring Programmes.
- Staff CPD has a focus upon AfL and formative feedback, especially with a focus upon the revision to the Learning and Teaching Policy.

### 3) Engagement

- Monitoring has a clear focus upon attendance and uses a variety of techniques at Year Leader 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 2016-17

Pupil Premium 2016-17	
Number of Pupils eligible (Jan census)	144
Initial Allocation	£52,360
Year 7 Catch Up Funding*	£12,500
Ever 6 Allocation	£78,072.50
CLA Allocation	£9,500
<b>Total PP Funding</b>	<b>£152,432.50</b>

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
<b>Structural</b>							
Curriculum design	3,4	£52,000	New	Re-design of the whole school curriculum structure to enable smaller class sizes and easier progression within ability sets in core subjects (aspiration). This will also enable a greater number of lessons in the core subjects.	This is one element in a number of initiatives related to learning and teaching that will see greater engagement in learning and so improved levels of progress.	Data tracking of progress, attendance and Attitude to Learning in Disadvantaged group.	This has continued to enable teaching to be more focussed upon specific ability ranges with higher teacher to students ratios and raise aspiration
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	1 student in Yr 11 at APC
Targetted Staffing (Support)	3,4	£51,195	Continued	To increase the capacity for supporting small group work in literacy and numeracy. This will also includes behaviour management and inclusion specialist. This includes specific support for Yr 7 Catch-up Students.	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	Progress made in English less so in Maths. There is a need to review the course content and delivery for 2017-18. Also need to look at the new progress criteria
<b>Learning and Teaching</b>							

Homework	1,2	£700	New	Improved systems for the setting and tracking of homework, both in terms of homework completion, but also the quality of homework being set. This is an online module in g4s	Students engaged in relevant homework and challenged through a transparent system.	Interrogation of homework statistics and student survey.	Introduced at end of 2016-17 so no evidence to assess impact as yet
Marking Policy	1,2,3	£1000	New	Whole school L&T focus on improving the feedback loop as part of student marking	Students will be given detailed feedback on how they personally need to develop and given the opportunity to engage in dialogue	Learning Walks and book scrutinies as part of a new L&T monitoring programme	Quality and consistency of feedback to students has improved. Focus upon this cohort has made impact upon knowing how to improve
Growth Mindset Programme	1,3,4	£500	New	Introduction of a 'Growth Mindset' style support programme for identified students to enable them to take more ownership over their improvement	Selected students will have increased engagement with own learning evidenced in feedback and statistical data.	Feedback from participants alongside feedback from class teachers and statistical data.	Feedback from students, combined with review of actions, indicate a greater degree of ownership
English Curriculum Design	1,2,3	£1000	New	Following a review of the English curriculum, a new KS3 SoW will be designed to support Comprehension skills. Time and resources required	Improved understanding of literacy based questions in other subjects. Improved levels of progress in English at KS3.	Data tracking of student progress in KS3	Limited impact – redesign this intervention for 2017-18
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.	Software continues to play a vital role in tracking students in a wide range of criteria and enabling targeted intervention
Literacy Software	2,3,4	£1,200	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	Evidence suggests that this helps improve decoding but not comprehension.
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	Funding has been made available for specific cases so all students can access school visits

## Pastoral

Core Pastoral Team	3,4	22,000	New	Development of the Core Team to track student progress in detail and evaluate the impact of specific interventions	Students individual needs clearly identified with specific interventions put in place	Differing outcomes for each individual student.	This had had a significant impact in terms of the profile of the most needy students. Needs to be more efficient and targeted next year
Mentoring support plans	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.	Behaviour logs and attendance indicate positive impact for those undergoing mentoring
Uniform Costs	3	£1,000	Continued	To assist in the purchase of uniform where appropriate	Improve confidence, motivation and attendance of those students for whom this is appropriate	Attendance and engagement	Funding has been made available for specific cases and has negated impact upon attendance
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	Unable to reliably assess impact
External Services (Ed Psych. / EWO)	4	£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.	Funding has been made available for specific cases. Positive impact

## Other

Raising Aspirations and Careers Support	1	£1000	New	A number of separate activities, such as University opportunities, careers support and individual and small group work will look to challenge identified students to aspire to appropriate further education.	Disadvantaged students will engage with higher education and will be in a position to apply to appropriate courses.	Following up on students' intentions and support for applications process.	Variety of opportunities have been created with rise in number and quality of university applications
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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	Funding has been made available for specific cases.
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.	Individual support within departments has seen impact in engagement

## **Year 7 Catch-up Funding**

In 2015-17, £9,500 was allocated as Yr 7 Catch-up Funding.

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## Disadvantaged Students – Action Plan 2016-17

### Leadership

Action	What needs to happen and by whom	Intended Impact
Disadvantaged Students has a specific section on the School Improvement Plan.	MFE to include specific focus in SIP	As the SIP will be focussed upon a small number of key priorities, this will ensure that these students remain a principle focus for the whole school.
Department Improvement Plans follow exactly the same format and priorities as the SIP including the specific section on Disadvantaged students.	MFE and RMA to design a new pro-forma for the DIPs which matches the format of the SIP. This will require subjects to respond to the key improvement priorities. SLs and Line Managers will ensure that the focus in the DIP is manageable and appropriate.	This will further raise awareness of the improvement priority and will ensure a consistency of focus across all subjects.
The progress and needs of disadvantaged students becomes a standing agenda item on all Line Management, Subject Leader and Subject Team meetings.	LMs will require SLs to discuss the progress and needs of disadvantaged students at every Line Management Meeting. Subject Team meetings will requires an exchange of information and evaluation of the impact of any interventions.	Regular and frequent discussion about general groups of students as well as individuals will lead to a greater degree of appropriate intervention
Provide detailed information from data captures to include: <ul style="list-style-type: none"> <li>• Individual class performance analysis</li> <li>• Overview of PP students and specific needs identification.</li> <li>• YL to complete a new progress and need pro-forma and report to SLT on progress.</li> </ul>	Data needs to be enabling: Time needs to be allowed to enable this data to be generated. General overviews need to be reviewed on a regular basis (every data capture) RMA to create Pro-formas and reports scheduled into the SLT agenda.	All staff will have a greater awareness of the progress of the disadvantaged students that they teach and some of the interventions in place for them. YL will have a greater level of shared knowledge about what is successful and this will form a part of their report to SLT.
Core team generated of YL, LKE and RMA to meet on a regular basis to discuss needs analysis and impact of interventions on an individual student level.	Introduction of regular meetings to discuss key students, the barriers to their learning and their action plans. This will be through the initiation of a weekly breakfast meeting.	This will ensure that effective needs analysis and action points are discussed and agreed. There will also be a sharing of good practice.
Review of the SLT Mentoring scheme to change focus onto High Prior Attainment / Disadvantaged students.	SLT will decide who and how this scheme will work. RMA to draw up a list of key Yr 11 students following an agreed set of criteria.	The mentoring scheme to have a significant impact upon the development and response to challenge of the chosen students.

Pictures and Profiles of Disadvantaged students displayed in the staffroom to raise awareness.	RMA to decide what information is required and JHA to create a display.	Increased awareness of the identity of these students.
House Leader role developed to include the analysis and suitable interventions with regard to achievement points of Disadvantaged students.	House Leaders given information about the points situation of disadvantaged students and meet every half term to discuss possible interventions.	The achievements of disadvantaged students recognised on a wider level, promoting self-esteem and self-worth.
Improved communication between PP Core team and Subjects.	Core team increasing the sharing of information and developing the focus where progress and good practice can be shared.	Faster and more effective sharing of relevant information.

### Pastoral

YL pro-forma developed to report to SLT following a data capture. (See Leadership)	RMA to create Pro-formas and reports scheduled into the SLT agenda.	YL will have a greater level of shared knowledge about what is successful and this will form a part of their report to SLT.
Analysis of the behaviour log to look for specific trends relating to Disadvantaged Students	Frequent analysis of the behaviour logs in advance of Core Team meetings	Increased awareness and subsequent intervention related to behaviour
Develop the role of LKE and the Core Group	To define the roles and purpose of the Core Team	All staff will have a clear understanding of the purpose of this element of their role
Introduction of a Growth Mindset Programme	Growth Mindset programme will be developed to for identified students to enable them to take more ownership over their improvement	These programmes will strengthen students' resilience and attitudes to learning, both socially and academically
Introduction of Resilience training programme		
Embed and Develop Mentoring Schemes: <ul style="list-style-type: none"> <li>Engage and Inspire</li> <li>6<sup>th</sup> Form Mentors</li> <li>University Mentors</li> </ul>		
Improve parental contact with regard to Disadvantaged Students	Year Leaders will build a strong relationship with Parents based upon evidence presented at Core Team meetings	Positive reinforcement from home will lead to increased engagement and progress
Analysis of Achievement points for Disadvantages Students (See Leadership)	House Leaders given information about the points situation of disadvantaged students and meet every half term to discuss possible interventions.	The achievements of disadvantaged students recognised on a wider level, promoting self-esteem and self-worth.

Creation of a post Yr 10 Exam Intervention programme.	SHK and subject leaders to identify students who are underperforming and put intervention in place	Early intervention in specific subjects will increase focus at the start of Year 11
Review of post-supervision reintegration procedures.	Year Leaders and CFR to review procedures to ensure that re-integration after supervision is focussed upon improvement	This will lead to a reduction in the number of occasions of re-offending.

### Subject

Improved communication between PP Core team and Subjects. (See Leadership)	See Above	See Above
Progress and needs of Disadvantaged students becomes a standing item on Subject Team meetings.	Subject Teams will be expected to discuss the progress of disadvantaged students on a regular basis. SLs will be expected to feed back to their Line Manager in Management meetings.	Subject teachers have the most impact and so frequent discussions about specific students will raise profile and impact
Actions relating to the analysis of achievement points awarded to Disadvantaged students	House leaders to share any details about achievement points with teaching staff	Teachers become aware of those students whose achievements are not being recognised and so look to acknowledge their achievement and so help to develop self-esteem
Specific area of focus on DIP (See Leadership)	See above	See above
Subject Leaders pro-form twice a year to record the progress of Disadvantaged students	RMA to design a pro-forma and share data with SLs after 2 <sup>nd</sup> and 3 <sup>rd</sup> PAL grades. Subject Teachers expected to respond to help inform Core Team	Greater communication regarding the interventions being put in place for identified students
Creation of a post Yr 10 Exam Intervention programme.	Analysis of Yr 10 results will lead to identifying students struggling in their Core subjects and in general. Intervention plans will then be negotiated with SLs and teachers	Increased focus upon under-performing students at the start of Year 11

## **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