

THE PUPIL PREMIUM FUNDING – REVIEW OF SPENDING 2017-2018

The Pupil Premium (PP) is additional funding allocated to schools on top of the main funding that they receive. This funding is targeted at students from disadvantaged backgrounds (eligible for Free School Meals or In Care) to ensure that they are able to benefit from the same opportunities as students from less deprived families. The Pupil Premium exists because data suggests that students who have been eligible for Free School Meals at any point in their school career have consistently lower attainment than those who have never been eligible.

Since September 2014, the Pupil Premium is worth £935 and goes to students who at any point in the past six years have been in receipt of Free School Meals (FSM); £1900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent.

At Saints Peter and Paul Catholic College our strategy is to direct the funding support for our Pupil Premium students in the following areas:

- Raising achievement and attainment
- Improving Attendance and Punctuality
- Providing additional support and intervention for the most vulnerable students
- Raising aspirations
- Social and Cultural enrichment

Numbers of Pupil Premium eligible students 17/18:

Year Group	Male	Female	Total	Total %
7	69	66	135	43.3%
8	63	55	118	40.7%
9	50	53	103	38.7%
10	60	48	108	42.0%
11	48	35	83	39.0%
Overall Total	290	257	547	40.9%

Profile of our Pupil Premium Students

	7	8	9	10	11	Overall Total
Male PP	69	63	50	60	48	290
Female PP	66	55	53	48	35	257
Low PP	1	3	9	10	11	34
Mid PP	57	57	62	60	34	270
High PP	77	58	32	37	36	240
Mid-year admissions PP	0	2	8	12	18	40
SEN/K PP	30	11	5	5	10	61
EHCP PP	2	2	0	1	1	6

PROJECTIONS FOR 17/18

In 2017/18 Saints Peter and Paul will receive Pupil Premium funding of £473,975 Our current spending strategy for 17/18 is as follows:

Intervention	Cost	Rationale/desired impact	Actual Impact	Ways Forward
Raising Achievement and Attainment		Students entering with depressed numeracy and literacy levels and in some cases disengaged with school, has led to our disadvantaged students at the end of Year 11 performing somewhat below non-disadvantaged students. Impact of 'C4' has been really strong at KS3 – continue with this provision for a longer term impact in Y11		
1 additional Maths teacher/mentor	£45,000	Focus on Improving progress of our PP students in Mathematics	PP student progress remained low for Year 11 2018 with a Maths P8 score of -1.40 compared to -1.31. PP attainment at %4+ increased from 31% to 35% and %5+ increased from 9% to 16%. Although the increase at %4+ was slower for PP (4%) than non PP (8%) students at %5+ it was faster for PP (7%) compared to non PP(2%). (see whole college data summary appendix 1)	This is a key area of spend linked to future outcomes and quality teaching for all. There is, however, a need for rapid improvement in 2018/19 as described in 2018/19 strategy.
		Role focus on engaging, teaching and supporting improvements in behaviour of disadvantaged students	There is a much better climate in Maths as compared to the end 2016/17. The environment has been maintained as a clean and tidy working area. There are fewer guidance referrals from staff (particularly disadvantaged students) and those that do take place are from a small group of key students in years 8 and 9 who have specific issues. (figures) Teaching is more engaging and staff confidence has grown as a result. There is a clear support structure in place within the faculty to support students and teachers in dealing with issues arising and this is based upon a restorative model. The work of the teacher/mentor in Maths has been positive in terms of students and teachers. In addition the introduction of mastery towards the end of summer term 2018 also created more engaging lessons and improved the climate.	The strategy employed has been successful and needs to be reviewed and adapted to meet the needs of current students and staff. The development of mastery teaching and the confidence of teachers in delivering this method will further challenge students and will lead to even more engaging lessons.



C4 Faculty Leader and faculty capitation– Accelerated learning curriculum	£65,000	Focus	The C4 curriculum has been developed for those students who have a lower level of literacy on entry into year 7. As a result these students will have an end of Ks4 minimum expectation within the range grade 2-6. In contrast the remaining students are taught discreet English as their literacy levels were above average on entry. As a result their Ks4 minimum expected range is grade 7-9. The impact data for students and disadvantaged students shows that there was an acceleration in reading and writing for both Year 7 and Year 8 of C4 students compared to non C4 students. (see C4 impact data Appendix 2) Self-confidence and engagement of students is seen in the lessons of the better teachers. These are C4/primary specialists. Where a non-specialist has taken classes there have been less engagement. This will feed into the ways forward re the future use of C4 principles.	Continue with the principals of C4, particularly for the most vulnerable and low achieving PP students. Now the reading and writing interventions are beginning to show signs of impacting across the college (i.e. extended writing success in RE, Hist and Geog GCSE's) explore ways that this process could make further impact outside of timetabled C4 classes. In addition, even though reading and writing assessments are in place, there needs to be more robust external assessments (i.e. AQA) to allow for an even more reliable measure.
	£10,000	Filling KS2 gaps in reading and writing and accelerating beyond secondary ready		
C4 Literacy specialist teachers x 3	£80,000	Building relationships, self-esteem and increased engagement through thematic style literacy focussed teaching		
Alternative Provision	£10,000	Re-engage Y11 disaffected PP students ensure maximum outcomes in at least GCSE English and Maths	Alternative provision for Yr 11 GCSE Maths and English had limited impact. 4 students used this provision, inside and outside college. All students Maths and Eng progress 8 was between 1 grade and 3 grades lower than similar students nationally. The biggest loss of progress was evident in those students with a higher PA.	Review the use of this spend to ensure quality provision.
PP under allocation intervention to 19 periods	£19,000	Attendance and engagement focus – reduction in PA and fixed term exclusions for specific PP students	Attendance improvements (see attendance data Appendix 4)	With the new timetable and staffing there will be little or no under allocation 2018/19
Accelerated Reading Programme	£2,500	Identified cohort of PP students to impact on reading progress	Accelerated Reader impact	
Free revision guides for PP students in GCSE Core subjects	£2,000	Ensure access to revision resources at a cost to on-disadvantaged students/parents	Limited evidence of the impact of these for PP students with progress outcomes overall being poor	A more focused approach to the use and benefits of these for PP parents and students e.g. parental support evenings.



Employability Pathway	£33,000	Riverside college curriculum package 15 students impact of continued engagement in school and guaranteed post-16 Pathway Increased engagement of these students – improved attendance and decrease in exclusion	The work of this pathway at Riverside college has seen a positive benefit. Students are now engaged in learning at college as a result attendance has improved and guidance's have reduced both when the students are in college and when they are in school. Each student has achieved level 1 qualifications and all have undertaken a level 2 pathway, in their chosen occupation at the same college. (see Riverside data appendix 3) This has given clear opportunities as well as a clear progression route and a seamless transition to post 16 FE. The attainment in Maths and English (and other subjects) whilst in school has not shown as much evidence as being as strong as the vocational attainment. However these have gaps in learning that have been caused by prior lack of attendance and behaviour that led to exclusions. The positive, as described above is reduced exclusions and improved attendance which will support future success.	A review of this provision is required to see if value for money.
Equipment and uniform for college	£2,000			



<p>Improving Attendance and Punctuality</p>		<p>Improve Attendance from 91.6 – 93% for PP Decrease PA from 28.8% to below 18% Improve punctuality for PP students from 93.5% to 95%+ Attendance of PP students is lower than non PP students and this is evident from patterns also during primary school</p>		
<p>Attendance Officer</p>	<p>£21,684</p>	<p>Maintain systematic parental communication systems to further develop parental engagement and culture change in terms of Attendance expectations</p>	<p>Attendance for the whole college showed a +0.6% rise for all students and a +0.4% rise for non-pupil premium students. This shows that the graduated response programme has worked for a lot of our students. All staff now have a key responsibility with attendance. If looking at pure attendance figures the same cannot be said for PP students with drop of 0.6%. However when looking at the PA figures it can be seen that there has been a reduction for all groups with the exception of low PP and the reduction is at an equal rate for PP and Non PP. (see attendance data appendix 4) This suggest that the attendance actions are having an effect but the poor attendance culture amongst a lot of PP students is embedded, familial and difficult to breakdown.</p>	<p>This service needs to be continued and continually adapted. As has been said the issues with some PP attendance are embedded and it needs time to make an impact.</p>
<p>Attendance Family Support worker</p>	<p>£20,000</p>	<p>New role to develop Stage 3 and 4 Attendance families, focus on engaging and supporting hard to reach disadvantaged families within the community</p>	<p>The attendance family worker has attempted different strategies to engage parents e.g. coffee morning in the community and home visits to support those parents who themselves had poor attendance at school and actually feel threatened by school. The work of the EWO buy back has led to an increase in penalty warnings, penalty notices and fines. This has impacted positively on improvements in attendance and has given external support to the guidance system.</p>	<p>The work of the attendance family support worker will link with KPI's of the LPPA and this will then support improvement in attendance.</p>
<p>Education Welfare service buy back</p>	<p>£11,655</p>	<p>Continue to embed graduated response system with legal follow up where necessary.</p>	<p>The attendance family worker has attempted different strategies to engage parents e.g. coffee morning in the community and home visits to support those parents who themselves had poor attendance at school and actually feel threatened by school. The work of the EWO buy back has led to an increase in penalty warnings, penalty notices and fines. This has impacted positively on improvements in attendance and has given external support to the guidance system.</p>	
<p>Additional Support and Intervention for most vulnerable</p>		<p>Extra pastoral support for disadvantaged students – Stage 1 and 2 Reduction in exclusion, persistent absence and mental health concerns for our most vulnerable and</p>	<p>This has been provided by mentors in the college who have a roll outside traditional mentoring in the classroom. They are dealing with our most vulnerable PP student in each year group and play an important role in the subject removal and restorative justice system. The evidence of this has been a reduction in fixed term exclusions for all students including PP students, with a more rapid reduction than non PP. Although permanent exclusions for PP students have remained the same this is because of a</p>	<p>This role needs to be continued and although not funded directly by the PP grant is an invaluable tool in supporting teachers in delivering quality first teaching.</p>



		disadvantaged students – Stage 3 and 4	serious one off incident as opposed to an escalation of behaviours (see exclusion data appendix 5)	
Free or subsidised uniform	£1000	To ensure that all students look the same and no PP student is without a school uniform	All students who attended school last year did so with full uniform and PE kit. When an item or items of uniform needed to be replaced this was provided by the college. As a result this was a barrier to attendance that was removed.	This policy needs to continue to maintain the attendance and remove that potential barrier
Educational Psychologist Buyback	£4,750	Ensuring assessment access to Disadvantaged students that need it whilst also providing group consultation to staff to improve the teaching and progress of particular groups	This provision was used in order to help identify specific needs of students who were having significant issues in college. The service was used to provide evidence for future ECHP and also provide ways forward for teachers in teaching students with complex needs. Whole college CPD took place around student need in addition to assessments. There was a positive impact from staff voice re the benefits of the CPD and this has been used as part of the ongoing support for teachers in the guidance system. Two assessment took place with positive results. One students need were recognised as so complex that mainstream education was not supporting them and as a result they were provided with LA funded specialist school place. Another assessed student is now coping much better in school with clear strategies in place and support from lead mentor. This student is in lessons more regularly and is able to cope better as a result of the service now provided	This service needs to be continued as this is a key support in ensuring equality of access to quality first teaching. Additional CPD can be put in place, in conjunction with lead mentors, and in line with CARE (Children at Risk of Exclusion) process to understand complex needs and how to support students. Consideration should be given to a possible extension of this service.
Counselling sessions	£3,000	Building capacity by training 2 x colleagues in counselling and CBT	The external provision of counselling had limited impact. Often students saw this as a way to avoid lessons and there was little joined up approach between the mentoring and the need to make sure children were in lessons. The internal building of capacity is a much better and cost effective process that allows the counselling to be an integral part of a student's stage plan.	Continue with the use of school support staff as trained counsellors in order to ensure a joined up approach and therefore cost effectiveness
	£10,000	Current external provision for PP students		
Specialist Mentors roles (SEMH/Behaviour/Social Care)	£85,438	Daily support provided to all disadvantaged students and families via the graduated response	The training of specialist mentors has been a key drive of the achievement centre and an invaluable resource in the drive to ensure students have equality of access to quality first teaching. The mentor role developed as they become experts in their fields. They have worked with the most vulnerable disadvantaged students and supported these students in developing strategies to cope with the everyday school life and as a result attend school, attend lessons and reduce behaviour incidents so that they are exposed to a good education. In conjunction, the specialist mentors have worked with the teachers, on an individual or small group basis to equip them with an understanding of complex needs and strategies to effectively deal with these whilst teaching in the	This service needs to be continue and built upon. A more focused CPD programme for the mentors to develop their skills needs to be in place. Additionally a CPD programme needs to be delivered to staff by the mentors to continue to develop teacher understanding and skills.



			classroom. Exclusion evidence in appendix 4 supports the success of these mentors.	
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Social and Cultural /Raising Aspirations		Continue to increase recruitment of PP into post-16 education and % of those moving onto higher education Continue to promote the participation in activities and life experiences which would otherwise not be open to them		
MA Co-ordinator allowance focus on PP students support for University enrichment	£5,000	Role focus on working with MA Disadvantaged across all year groups to broaden horizons and reinforce university and high level apprenticeships are an option for all	The impact of the MA coordinator in term of university and higher level apprenticeships has been limited. Awareness has been made by various evenings and trips but a lack of focus meant that the offer was more universal than specific. Although the CIAEG at Sts Peter and Paul has been complimented by Ofsted 2017 as a strength of the college and destinations show that PP student's access employment and/or education post 16 and post 18, the roles of MA coordinator and CIAEG mentor often worked in isolation from themselves and the independent careers and advice service, (of which the quality was limited) As a result the impact of the whole provision could be improved further	Re direct the work of the MA PP students into the STEM team to direct students to opportunities in industries that will be relevant to them and the local area. This links directly to CIAEG and independent careers advice and provides a more joined up approach.
CIAEG Interview/Year Mentor to support destinations	£7,500	Ensures that PP students are able to access the courses that best suit their career interests, while encouraging as many as possible to consider A levels.		
Free Curriculum materials -music tuition, instruments, food, DT,PE	£3,000	Opportunity for students to experience learning a musical instrument	All PP students have been able to access all lessons via the purchase of resources e.g. food for lessons. The impact of this for Year 11 is that the PP progress in Food and Nutrition was higher than Non PP and higher than in most other subjects. In addition enrichment activities have been accessible to all PP student and cost has not been a barrier that has led to in equality. All student who wished to attend a visit or trip have been able to do so including end of year reward trips. Another example is that 3 PP boys were given suits to the Year 11 and Year 13 prom to allow them to attend.	This practice, similar to the uniform purchase, should be continued to ensure equality of access to school lessons and enrichment opportunities.
Free or subsidised school trips	£20,000	Access to all trips for all students so that cost does not become a factor prohibiting students attending cultural and social experiences		
Educational visit to a Russell Group university	£2,000	Access to all trips for all students so that cost does not become a factor prohibiting students from having aspirations to attend university		



Homework Club	£8,000	Also providing an extended school day until 4.00pm so that students can access a staffed homework club	Homework club is a vital resource in supporting access to facilities for PP students that they are more than likely no able to access at home. This includes a warm, quiet space that has resources and staff available to support. This facility has been running for 1 year and initial data shows a large number of PP student are accessing this. (see Wilson centre attendance data appendix 6)	This facility needs to continue with a more detailed analysis of student participation against outcomes at various data collection points.
TOTAL	£481,527			



Appendix 1 – Summary of whole college progress Year 11 2018

Table showing a comparison between Non PP and PP students for 2017 and 2018 exam results

MEASURE	ALL		NON PP		PP	
	17	18	17	18	17	18
A8	42.03	43.88	46.83	49.23	35.39	35.61
P8	-0.52	-0.56	-0.34	-0.17	-0.86	-1.24
ENG P8	-0.67	-0.64	-0.49	-0.20	-0.98	-1.39
MATHS P8	-1.05	-1.05	-0.90	-0.80	01.31	-1.40
EBACC P8	-0.45	-0.93	-0.26	-0.57	-0.73	-1.49
OPEN PE	-0.19	0.28	-0.03	0.74	-0.51	-0.46
%9-5 E/M	23%	27%	32%	34%	9%	16%
%9-4 E/M	47%	55%	58%	66%	31%	35%



Appendix 2 – C4 Impact Data

YEAR SEVEN END OF YEAR WRITING RESULTS 2017 - 2018

C4								
	% of students at -1		% of students at 0		% of students at 1		% of students at 2	
C4 Meg 2 - 6	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing
Average %	29%	21%	52%	61%	26%	24%	4%	
	Low Reading 29% Low Writing 21%		Mid band combined Reading 78% Mid band combined Writing 85%				High Reading 4% High Writing NA	
Discreet								
Class Teacher	% of students at -1		% of students at 0		% of students at 1		% of students at 2	
DISCREET Meg 7 - 9	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing
Average %	18%	12%	42%	42%	41%	34%	15%	12%
	Low Reading 18% Low Writing 12%		Mid Band combined Reading 83% Mid Band combined Writing 76%				High Reading 15% High Writing 12%	

YEAR 8 END OF YEAR WRITING RESULTS 2017 - 2018

C4								
	% of students at -1		% of students at 0		% of students at 1		% of students at 2	
C4 Meg 2 - 6	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing
Average %	26%	22%	52%	57%	21%	20%	5%	8%
	Low Reading 26% Low Writing 22%		Mid Band combined Reading 73% Mid Band combined Writing 77%				High Reading 5% High Writing 8%	
Discreet								
Class Teacher	% of students at -1		% of students at 0		% of students at 1		% of students at 2	
DISCREET Meg 7 - 9	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing
Average %	19%	6%	42%	37%	23%	52%	15%	5%
	Low Reading 19% Low Writing 6%		Mid Band combined Reading 65% Mid Band combined Writing 89%				High Reading 15% High Writing 5%	

Appendix 3 – Riverside Impact Data



Appendix 4 – Attendance Data

	April 2017 attendance	April 2018 attendance	Comparison
WHOLE COLLEGE ATTENDANCE			
School	93.6	94.2	+0.6
Pupil Premium	91.9	91.3	-0.6
Non Pupil Premium	95.4	96.2	+0.4
Low Pupil Premium	90.4	89.5	-0.9
Mid Pupil Premium	91.3	90.9	-0.4
High Pupil Premium	92.9	92.8	-0.1
Male Pupil Premium	91.6	91.0	-0.6
Female Pupil Premium	91.2	91.7	-0.5
Boys	93.4	94.0	+0.6
Girls	93.7	94.4	+0.7
SEN Support	93.1	92.6	-1.3
EHCP/Statemented	88.8	82.6	-4.9
Mid Year Admissions	90.1	90.3	+0.2



Whole School Persistent Absence - % of Students below 90% attendance	April 2017	April 2018	Comparison
	%of cohort	% of cohort	
<u>School</u>	19.3	15.0	-4.3
<u>Pupil Premium</u>	29.6	26.3	-3.3
<u>Non Pupil Premium</u>	10.7	6.9	-3.8
<u>Low Pupil Premium</u>	29.8	37.3	+7.5
<u>Mid Pupil Premium</u>	29.8	26.9	-2.9
<u>High Pupil Premium</u>	22.8	19.0	-3.8
<u>Male Pupil Premium</u>	29.7	27.9	-1.8
<u>Female Pupil Premium</u>	29.5	24.4	-5.1
<u>Boys</u>	18.9	16.2	-2.7
<u>Girls</u>	17.6	13.6	-4.0
<u>SEN Support</u>	25.3	19.6	-5.7
<u>EHCP/Statemented</u>	42.9	40.0	-2.9
<u>Mid Year Admissions</u>	31.5	30.2	-1.3



Appendix 5 – Exclusion Data

	2016/17	2017/18	Comparison
Permanent Exclusions			
School	14	5	-9
Pupil Premium	4	4	0
Non Pupil Premium	10	1	-9
Low Pupil Premium	-	1	-
Mid Pupil Premium	-	1	-
High Pupil Premium	-	3	-
Male Pupil Premium	4	3	-1
Female Pupil Premium	0	1	+1
Boys	9	4	-5
Girls	5	1	-4
SEN Support	-	2	-
EHCP/Statemented	-	0	-
Mid Year Admissions	6	1	-5



	2016/17	2017/18	Comparison
Fixed Term Exclusions			
School	77	52	-25
Pupil Premium	48	32	-16
Non Pupil Premium	29	20	-9
Low Pupil Premium	-	12	-
Mid Pupil Premium	-	13	-
High Pupil Premium	-	7	-
Male Pupil Premium	29	29	0
Female Pupil Premium	19	3	-16
Boys	55	40	-15
Girls	23	12	-11
SEN Support	-	11	-
EHCP/Statemented	-	2	-
Mid Year Admissions	15	10	-5



Appendix 6 – Wilson Centre Attendance Data

Students using the Wilson Centre during their free time. Whole School.

2017 – 2018

	Footfall no of students	Footfall % of students	Time spent (minutes)	Time spent (%)
All (1,464)	833	57%	208,425 (3,474 hours)	100%
PP (584)	310	53%	85,025 (1,417 hours)	41%
MAPP (253)	151	60%	53,430 (890.5 hours)	26%
No PP (878)	521	59%	123,010 (2,050 hours)	59%
MA (780)	477	61%	136,890 (2,281.5 hours)	66%
SEN (123)	84	68%	27,190 (453 hours)	13%
EAL (47)	29	62%	14,950 (249 hours)	7%
Girls (718)	401	56%	91,345 (1,522 hours)	44%
Boys (746)	432	58%	117,080 (1,951 hours)	56%

Students using the Wilson Centre during their free time. Whole School.

2018 – 2019 Half Term 1

	Footfall no of students	Footfall % of students	Time spent (minutes)	Time spent (%)
All (1453)	336	23%	32,777 (546 hours)	100%
PP (574)	149	26%	15,112 (252 hours)	46%
MAPP (waiting for Y7 starting points data)				
No PP (879)	187	21%	17,665 (294 hours)	54%
MA (waiting for Y7 starting points data)				
SEN (129)	43	33%	4,625 (77 hours)	14%
EAL (50)	19	38%	2,735 (45 hours)	8%
Girls (697)	162	23%	17,691 (295 hours)	54%
Boys (756)	174	23%	15,086 (251 hours)	46%