

All Saints Catholic College



Pupil Premium Policy

Approved by Governors:

16th November 2016

Date to be reviewed:

November 2017

All Saints Catholic College

Be inspired. Be excellent. Succeed.



Pupil Premium Policy 2016-2017

VISION STATEMENT

We are a Catholic community dedicated to providing an excellent education to all of our pupils so that they fulfil their ambitions and exceed their expectations.

We work together as a family through mutual respect so that everyone succeeds academically and grows spiritually.

I. Rationale

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on October 2011 school census figures for pupils registered as eligible for FSM from Year 7 to Year 11, or in the last 6 years. For looked after children the Pupil Premium was calculated using the Children Looked After data returns (SSDA903).

A premium has also been introduced for children whose parents are currently serving in the armed forces, and those who are adopted. This premium is designed to address the emotional and social well-being of these pupils. The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

All Saints Catholic College has produced its policy on Pupil Premium and will provide annual updates. In developing policy and practice the school relies on a wide range of research materials, including national research such as The Sutton Report and the Education Endowment Foundation Toolkit, and in house research about the specific needs of our pupils.

II. Aims of the policy

1. The Pupil Premium will be used to provide additional educational support through quality first teaching, and, where necessary, additional intervention, to improve the progress and to raise the standard of achievement for these pupils (with making good or accelerated progress as an expected minimum) ;
2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
3. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

III. Accountability

Senior leadership (SLT)

The Headteacher and Assistant Headteacher KS4 will regularly and rigorously monitor, evaluate and review the strategies put into place for Pupil Premium and report to the Governing Body on its progress and impact. A link governor Gillian Aldgate is in place to ensure that there is a strong understanding of the impact of the PP interventions, and that governors are involved at a strategic level in reviewing and implementing PP spending and interventions. A costed provision map and action plan is in place, having been agreed by the Headteacher, PP strategic team and governors.

Head of Department (HOD)

All head of departments are accountable for monitoring and ensuring that all members of their departments perform:

- Half termly data analysis which identifies the gap between disadvantaged and non-disadvantaged pupils
- Departmental pupil voice surveys to ascertain the pupils perceptions of lessons in their subject areas.
- Fortnightly learning walks and book scrutiny to ensure the pitch of class and homework is sufficiently challenging.
- To arrange a suitable timetable of extra-curricular activities during or after the school day this will support and extend the learning of all pupils within their subject area.
- To arrange off site educational visits which will allow pupils to develop both academically and socially.

Heads of year (HOY) and pastoral staff

Pupil premium funding for pastoral care is solely used to help close any gaps we may have in the outcomes and wellbeing for our pupil premium children in comparison to other pupils within the school. These are the key areas Pastoral staff will spend the Pupil Premium on are:

- Breakfast allowance
- In-school counsellor - this is provided every Tuesday for the full day and targeted towards pupils with a specific need.
- In school interventions which target key groups, all with a different focus:
 - I. Behaviour
 - II. Aspirations
 - III. Attainment
- Equipment and Uniform - This has included classroom equipment, art equipment, textbooks, literary books and uniform.
- Educational Welfare - This year we have paid for additional Educational Welfare support to tackle attendance and punctuality of key groups of pupils.

- Educational visits - We often offer to contribute towards trips to ensure that all pupil premium children have the opportunity to take part in educational experiences out with the classroom. These include cultural trips specific to a subject and trips abroad to compliment studies and broaden horizons.
- Educational experiences - We often contribute to the spiritual education of our pupils by contributing to the costs of retreats, thus ensuring all pupil premium children have the opportunity to attend. We also contribute towards external experiences and talks such as Learn to Learn.

College improvements in pastoral care

- Improved behaviour and reduced exclusions.
- Improved attendance, especially of key groups.
- Enhanced life experiences and opportunity.
- Emotional support to decrease anxiety and support learning. Evidenced by some of our vulnerable pupils managing to get back into lessons.
- The development of social skills and communication.
- Improved emotional health and well-being.
- Individual pupil needs addressed through bespoke packages.

Intended Outcomes

The intended outcomes for all pupils in receipt of Pupil Premium funding were identified as:

- Their attainment would be at least in line non Pupil Premium Pupils
- Their achievement would be in line with / in excess of their personalised estimations and predictions
- Their achievement and attainment would be supported by their parents
- Their engagement in and enjoyment of learning inside school would be promoted and facilitated
- Their engagement in and enjoyment of learning outside school would be promoted and facilitated
- Their ongoing engagement with education, employment and training post 16 would be promoted and facilitated

To achieve these outcomes, pupils will be able to access as many of the provisions and interventions as they individually required.

Teaching staff

Teaching staff should first identify the barriers to achievement for pupils eligible for the pupil premium, broadly speaking, these tend to include:

- Attendance
- Special educational need (SEN)
- Literacy and numeracy issues
- Low attainment in a core subject not letting them access the rest of the curriculum

- Confidence and resilience
- Parental aspirations
- Not doing homework

All teaching staff are required to implement the College vision within every lesson paired with highly differentiated teaching and learning based on close data tracking and monitoring of pupil progress within their subject (see MFA policy).

College improvements in Teaching and Learning

- Improved behaviour and reduced exclusions.
- Improved attendance, especially of key groups.
- Improved resilience and self confidence

Intended Outcomes

The intended outcomes for all pupils in receipt of Pupil Premium funding were identified as:

- Their attainment would be at least in line non Pupil Premium Pupils in each subject
- Their achievement would be in line with / in excess of their personalised estimations and predictions in each subject
- Their achievement and attainment would be supported by their parents
- Their engagement in and enjoyment of learning within lessons would be promoted and facilitated

To achieve these outcomes, pupils will be able to access as many of the provisions and interventions as they individually required.

Support staff

All support staff will be trained in a number of key Specific Learning Difficulties Including: Dyslexia, Autistic Spectrum Disorder, Speech and Language Therapy. More recent areas that we have been developing support for include: Developing Social Skills, Attachment Disorder and Working Memory. Teaching Assistants also support pupils in Form Time and on Extra-Curricular activities and trips to ensure that they can participate in all aspects of the curriculum. They also liaise regularly with the Pastoral Team and Heads of Department to ensure that the specific needs of pupils are communicated to relevant staff. The team are committed to established positive working relationships with both pupils and staff in order to remove potential barriers to learning.

Literacy coordinator

The Literacy coordinator, Librarian, and Assistant Headteacher in charge of Literacy will regularly and rigorously monitor, evaluate and review the strategies put into place to support literacy across the College, ensure all staff fully implement the Literacy policy within lessons and across the College.

IV. Annual whole School statistics

2016-17

In the College we have 223 pupils who are entitled to Pupil Premium funding. This is representative of 37% of the cohort (Appendix 1). Each entitled pupil receives a different amount depending on their status (Appendix 2). During 2016-17 the College budgeted for £200,000 additional funds.

The progress gap is currently -1.15 for attainment 8 and -0.49 for progress 8; with 52% of non-disadvantaged pupils achieving 5A*-C Inc. English and Maths in comparison to 23% of disadvantaged pupils which is below the national floor standard.

V. Intervention strategies

Literacy and numeracy

- I. **Whole College literacy focus** - There is a weekly literacy focus which must be evident in every lesson across the college.
- II. **Pastoral literacy and numeracy** - All pupils in all year groups have literacy and numeracy packs to complete one day a week in tutor time.
- III. **Departmental literacy mats** - All departments have a subject specific literacy mat to support pupils with their generic and subject specific literacy skills.
- IV. **Literacy policy** - A new whole College literacy policy has been written with details of the whole school approach to extended writing and marking for literacy.
- V. **Accelerated reader** - All year 7 and 8 pupils have been assessed for their reading age and literacy intervention will begin if a reading age is below 9 years.
- VI. **Catch up literacy and numeracy programmes** - These intensive six week programmes run with selected pupils in years 7 and 8.

Raising achievement

- I. **Raising standards meetings** - These meetings take place on a weekly basis with all HODs of core subjects and on a half termly basis for all HODs of option subjects
- II. **Line management meetings** - HAT sets agendas for all line management meetings based on the College's widely important goals (WIGs).
- III. **One to one tuition in English and Maths** - One to one tuition for English and Maths is available for selected pupils based on half termly examination data.
- IV. **Half termly data analysis** - This will be performed by HODs and all class teachers so that intervention groups can be identified quickly and strategies can be implemented to close the achievement and progress gaps.
- V. **Data based seating plans and class personalisation plans** - All staff are required as part of the MFA policy to produce a seating plan per class based on target data and a class personalisation plan which allows for highly differentiated teaching and learning to take place.
- VI. **Attendance intervention** - The attendance officer (Annmarie Maddison) works after College hours to maintain contact with families, liaise with Family Support Worker and Pastoral, and develop attendance interventions to support pupil attendance.

Raising aspirations

- I. **Careers interviews** - Careers adviser is in the college every Monday conducting interviews with all year 10 and 11 pupils (2016-17).
- II. **Careers talks** - Available for years 9-11 throughout the 2016-17 academic year.
- III. **College taster days** - Available for years 8-11 throughout the 2016-17 academic year.

- IV. **Barclays life skills** - Talks and workshops on the following topics will be delivered to pupils in years 7-10 during the 2016-17 academic year:
- I. Overcoming challenges
 - II. Thinking confidently
 - III. Workplace behaviour
 - IV. Communication and body language
 - V. Opening a bank account
 - VI. Budgeting
 - VII. Using the internet effectively
 - VIII. Transferable skills
 - IX. Creativity and ideas generation

These talks and workshops are targeted at preparing pupils for life after College.

Extra-curricular experiences: All subject areas will provide extracurricular opportunities for all pupils. The Duke of Edinburgh Bronze award has been launched with all year 9 pupils for 2016-17 and will be open to all year 9 and 10 pupils next academic year.

VI. **Pupil Premium budget plan**

Please see Appendix 3 attached.

Appendix 1: Pupil premium profile within the College

Year	Total	# in cohort	% of cohort
7	45	116	39%
8	50	136	37%
9	48	127	38%
10	37	118	31%
11	43	104	42%
All	223	601	37%

Appendix 2: Governmental funding structure

Pupil and school characteristics	Minimum funding levels
Pupils who have been eligible for free school meals (FSM) at any point in the last six years ('ever 6' FSM)	£1,052
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Pupils with low prior attainment	£940
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300