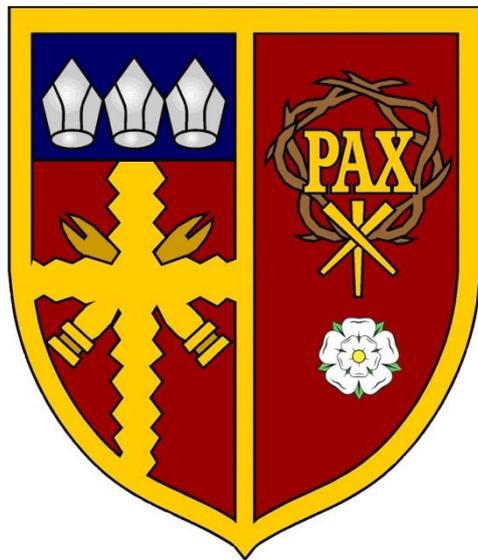# St. Benedict's Catholic High School

Pupil Premium Policy

2019

Pupil Premium Policy 2019

Background

The Pupil Premium is additional funding for publicly funded schools in England.

It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

Pupil premium funding is available to:

- schools maintained by the local authority, including:
- schools for children with special educational needs or disabilities
- pupil referral units (PRUs), for children who cannot go to a mainstream school
- academies and free schools, including:
- academies for children with special educational needs or disabilities
- alternative provision (AP) academies, for children who cannot go to a mainstream school
- voluntary-sector AP, with local authority agreement
- non-maintained special schools (NMSS), for children with special educational needs as approved by the Secretary of State for Education under Section 342 of the Education Act 1992

Funding for financial year 2018 to 2019 (www.gov.uk)

In the 2018 to 2019 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

£1,320 for pupils in reception to year 6

£935 for pupils in year 7 to year 11

Schools will receive £2,300 for any pupil:

identified in the January 2018 school census or the alternative provision census as having left local authority care as a result of:

- adoption
- a special guardianship order
- a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

For pupils who attract the £2,300 rate, the virtual school head of the local authority that looks after the pupil will manage the funding.

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 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 should be a consistent and relentless focus by all staff to close the gap.

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

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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

YEAR	Current FSM	EVER 6	Services	LAC	Adopted	Total
7	3	11	0	2	0	16
8	13	11	0	0	0	24
9	6	13	0	1	0	20
10	12	11	1	1	0	25
11	7	8	1	0	0	16
12/13	7	2	1	0	0	10
TOTAL	48	56	3	4	0	111

<u>Effective interventions for disadvantaged pupils</u>

The Education Endowment Foundation (EEF) has produced a toolkit comparing the effectiveness of various interventions designed to close the attainment gap between disadvantaged pupils and their peers. Schools could choose to spend their Pupil Premium funding on these interventions.

The toolkit gives each intervention a rating for value for money and security of evidence. It then allocates an impact rating based on the average amount of additional progress pupils make when the intervention is followed.

Based on these criteria, the most successful interventions include:

- Meta-cognitive and self-regulation strategies
- Effective feedback practices
- Peer tutoring
- Early years intervention
- Mastery learning
- One-to-one tuition

<u>Effective funding use: specific interventions</u>

Feedback

The DfE and Ofsted have pointed to improving feedback as a highly effective way to use the Pupil Premium.

A document from the DfE, available on the National Archives, says that feedback:

- 'Should focus on challenging tasks or goals, and on what is right rather than what is wrong

- Should be given within a learning context in which it is relevant

- Is most effective when it is targeted at the process or strategies the pupil needs to understand and perform the task, rather than on the task itself'

Regarding feedback, the EEF (Educational Endowment Foundation) toolkit says:

'Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of the approach.'

Meta-cognitive strategies

Meta-cognition refers to helping pupils think about learning more explicitly, encouraging them to plan, monitor, and evaluate their own learning, especially their strengths and weaknesses. Evidence analysed by the EEF suggests that it is particularly effective with lower-achieving and older pupils.

Cognitive teaching approaches aim to give low-attainers the opportunity to develop higher-order skills (such as analysis and problem solving) as well as basic ones (such as learning facts and recall) by helping pupils improve the quality of their thinking and become independent learners.

For example, cognitively-oriented teaching may include activities such as:

- Teaching pupils how to plan their approach to tasks

- Monitoring comprehension

- Evaluating progress towards the completion of a task

Increasing parental engagement

Oxford School Improvement (OSI), an improvement service for primary schools provided by Oxford University Press, has produced a report looking at the impact of specific interventions funded by the Pupil Premium.

One of the interventions considered is increasing parental engagement. Pages 16 and 17 explain:

'Research shows that if parents engage with their child's education, the attainment of the child will increase by 15% no matter what the social background of the family.'

The document suggests that the following strategies are effective at increasing parental engagement:

- Creating a welcoming environment for parents

- Sending good news home

- Encouraging support at home

- Changing conversations so that they are structured and focus on really listening to parents' point of view

Analysis of Impact

Leavers in 2017-2018

Number of pupils in whole cohort	127
Number of pupils with Pupil Premium	17

Performance Measures	Pupil Premium	Whole Cohort	Cohort Gap	National	National Gap
Average attainment 8 score per pupil	41.9	49.0	-7.1	47.2	-5.3
Average Progress 8 score	-0.2	0.1	-0.3	0.0	-0.2
Percentage of pupils achieving 9-5 in English and maths	29.4	38.2	-8.8	43.9	-14.5
Percentage of pupils achieving 9-4 in English and maths	52.9	70.0	-17.1	65.2	-12.3
Percentage of pupils entered for all EBacc components	23.5	34.6	-11.1	39.1	-15.6
Average EBacc points score per pupil	3.6	4.2	-0.7	4.1	-0.5

(Taken from SISRA Analytics)

Progress 8 by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	15	2	52	7	56	5
Pupils with adjusted scores	0	0	1	0	1	0
Progress score	-0.26	-0.99	0.34	-0.10	-0.14	-0.16
National comparator	-0.17	0.04	-0.01	0.17	0.01	0.12
Difference	-0.08	-1.03	0.35	-0.27	-0.16	-0.28

(Taken from ASP DFE 2018)

Both internal and external data indicate gaps, particularly for the least able.

Leavers in 2018-2019 (Current Year 11)

Number of pupils in whole cohort	122

Performance Measures	Pupil Premium	Whole cohort	Gap
Average Attainment 8 score per pupil	38.0	47.9	-9.9
Average Progress 8 score	-0.9	-0.2	-0.6
Percentage of pupils achieving 9-5 in English and maths	26.7	54.9	-28.2
Percentage of pupils achieving 9-4 in English and maths	60.0	77.0	-17.0
Percentage of pupils entered for all EBacc components	6.7	36.1	-29.4
Average EBacc points score per pupil	2.9	4.0	-1.1

Leavers in 2019-2020 (Current Year 10)

Number of pupils in whole cohort	132

Performance Measures	Pupil Premium	Whole cohort	Difference
Average Attainment 8 score per pupil	40.4	47.8	-7.4
Average Progress 8 score	-0.3	0.0	-0.3
Percentage of pupils achieving 9-5 in English and maths	20.0	43.2	-23.2
Percentage of pupils achieving 9-4 in English and maths	60.0	69.7	-9.7
Percentage of pupils entered for all EBacc components	25.0	34.1	-9.1
Average EBacc points score per pupil	3.5	4.2	-0.8

Gaps are also currently predicted in the current data. Intervention will need to rapidly close these gaps.

PP Income / Expenditure Summary

Summary of Expenditure by Disclosure category

	Actual YE 31.8.2016	Actual YE 31.8.2017	Actual YE 31.8.2018
Literacy focus of low achieving students 1:1	9,881	8,365	10,094
Increased number of Literacy & Numeracy groups to assist targeted pupils	6,131	6,397	15,746
Internal PP expert	-	3,495	3,455
EP external pupil assessment to provide strategies for pupil and staff to overcome barriers to learning	10,014	4,779	2,501
EAL staffing	5,880	2,673	2,868
Pastoral staffing (Youth Minister & Others)	7,456	13,317	14,609
Lifespace support for pupil emotional / social wellbeing	18,456	9,881	1,967
Attendance lead/intervention: monitoring - CAF meetings	2,170	6,615	6,442
Financial support: educational visits	2,098	3,255	3,377
Staff training / CPD	980	215	299
Uniform costs	-	171	279
Intervention / analysis software and training and data analysis	1,995	5,697	5,386
Homework clubs with access to ICT	5,083	5,038	5,306
Music support	-	504	-
Careers / post 16 guidance	7,857	8,201	8,352
Smaller class sizes for those pupils with low literacy & numeracy levels	8,337	7,444	9,038
Additional interventions as per SEN schedule for PP pupils (sml groups/1.1)			
Total	86,338	86,047	89,718

Budgeted PP Income YE 31.8.2019

Pupil Premium	86	935	80,410
Service children	2	300	600
LAC	3	1,785	4,765
			85,775

Attendance

Attendance Figures: Academic Year 2018/19 (Autumn Term)

Year	PP School Attendance %	Non-PP School Attendance %
7	95.82	95.82
8	90.05	94.17
9	90.05	93.82
10	90.05	95.7
11	90.05	93.28
Total	90.05	94.59

Current attendance figures show that (with the exception of Year 7) PP attendance is below non-PP attendance. Intervention will need to rapidly close these gaps.

2018 Pupil Premium Post 16 Education/Careers Destination

In Summary:

5 students went on to study the International Baccalaureate.

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

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

1 student went on to study on an apprenticeship.

Pupil Premium Monitoring Checklist

MONITORING AREA	KEY POINTS
Action plan	☐ Ensure the current Pupil Premium action plan is published on the school website ☐ Ensure the previous year's Pupil Premium spending is published on the school website ☐ Monitor the implementation of the current Pupil Premium action plan
Sharing information with staff	☐ Ensure all class teachers know which pupils are eligible for the pupil premium ☐ Ensure all class teachers are supported in providing high-quality teaching for these pupils
Pupil progress	☐ Monitor the progress data of pupils eligible for the Pupil Premium ☐ Gather information on the quality of teaching received by these pupils through learning walks and discussing interventions ☐ Attend pupil progress meetings for pupils eligible for the Pupil Premium, to discuss how to support pupils to reach their potential ☐ Monitor pupil progress in areas outside the curriculum, through liaising with teachers, support staff, outside agencies and other specialists working with the pupil
Attendance and behaviour	☐ Monitor attendance and behaviour data of pupils eligible for the Pupil Premium ☐ Liaise with relevant outside agencies about pupils' development in these areas, such as attendance officers or learning mentors ☐ Consider data alongside qualitative information about pupils, to recognise where there has been improvement
Links with governing board	☐ Feed back to governors regularly ☐ Meet termly with the Pupil Premium link governor (AL). ☐ Produce regular reports to the governing board about the impact of pupil premium funding on pupils eligible for pupil premium
Links with families	☐ Monitor relationships with families, keeping a record of issues if they arise
Continuing professional development (CPD)	☐ Share strategies and examples of good practice for supporting pupils eligible for the Pupil Premium with teaching staff and support staff
Research	☐ Keep up to date with research on effective use of pupil premium funding