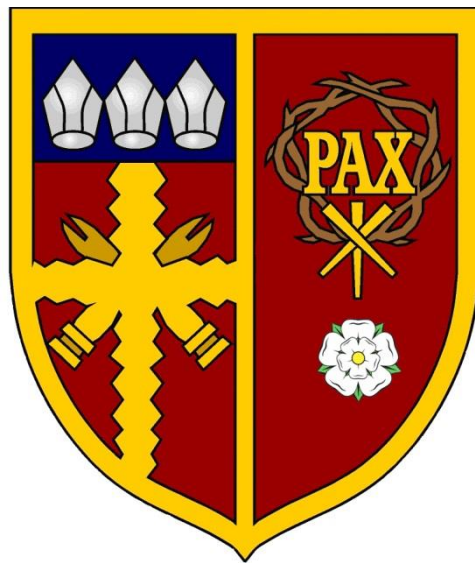


St. Benedict's Catholic High School



Pupil Premium Policy

2020

Pupil Premium Policy 2020

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 2019 to 2020 (www.gov.uk)

In the 2019 to 2020 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 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 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

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	11	4	0	0	2	17
8	6	9	0	2	0	17
9	16	10	0	0	1	27
10	4	6	0	1	0	11
11	11	9	1	1	1	23
12/13	7	6	0	0	0	13
TOTAL	55	44	1	4	4	108

Effective interventions for disadvantaged pupils

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

Effective funding use: specific interventions

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 2018 – 2019

Students Achieving Positive P8 Score										
Measure	P8 Overall		English %		Maths %		EBacc %		Open	
Year	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
FSM Ever 6	44.8	39.8	72.7	58.3	54.5	53.8	27.3	8.3	13.7	12.0
Non FSM	48.4	49.6	80.2	83.6	75.0	77.3	24.1	30.9	14.9	15.1
PP	41.9	36.8	76.5	46.7	52.9	60.0	17.6	12.00	12.72	11.0
Non PP	49.0	50.3	80.0	86.0	76.4	77.6	25.5	14.3	15.2	15.4

The achievement of vulnerable pupil groups (particularly PP) is a key priority for the school and has formed the focus of teaching & learning reviews. Based on teacher predictions, the gap between PP and non-PP students is set to decrease significantly. This needs to continue to be a focus for all subject areas so that these results can be realised. SLT are meeting to discuss strategies to raise achievement of PP students such as attendance, mentoring, bus-passes to attend after school revision classes etc..

	2020 Est	2019	2018
Pupil Premium	-0.11	-0.76	-0.21
Non-PP	-0.05	0.04	0.13

PP Income / Expenditure Summary

Income 2018/2019			
Date	DfE Pupil Premium	Pupil Premium Looked After Children	Total
Sep-18	£6,942.50		
Oct-18	£6,942.50	£600.00	
Nov-18	£6,942.50		
Dec-18	£6,942.50	£1,500.00	
Jan-19	£6,942.50		
Feb-19	£6,942.50	£1,340.00	
Mar-19	£6,942.50	£2,700.00	
Apr-19	£6,308.33		
May-19	£6,308.34		
Jun-19	£6,308.33	£1,500.00	
Jul-19	£6,308.34		
Aug-19	£6,308.33	£700.00	
	<u>£80,139.17</u>	<u>£8,340.00</u>	<u>£88,479.17</u>

Expenditure 2018/2019	
LA Salaries	£82,276.50
Learning resources	£498.49
Books	£1,679.26
Intervention Salaries	£390.00
Equipment	£890.75
Uniform	£15.42
Professional Fees	£564.75
Educational Visits	£1,497.50
Dance Instruction	£215.00
Music lessons	£391.50
Work Experience	£60.00
	<u>£88,479.17</u>

Income budgeted to be received in 2019/2020	
Pupil Premium	£83,310.00

Pupil Premium Looked after children

£7,644.00

£90,954.00

Attendance figures for Term beginning

8/1/19 -12/4/19

Year	Pupil Premium %	Non-Pupil Premium %
7	88.61	95.72
8	89.00	94.26
9	86.39	94.82
10	91.84	95.58
11	84.39	92.43

Attendance figures for term beginning

29/4/19 – 19/7/19

Year	Pupil Premium %	Non-Pupil Premium %
7	86.31	95.97
8	92.27	95.55
9	92.74	94.66
10	90.30	95.59
11	92.63	96.55

Attendance figures for term beginning

2/9/19 -20-12-19

Year	Pupil Premium %	Non-Pupil Premium %
7	89.82	95.99
8	79.10	93.70
9	84.54	94.36
10	93.70	95.12
11	87.87	95.12

Current attendance figures show that PP attendance is below non-PP attendance. Intervention will need to rapidly close these gaps.

2019 Pupil Premium Post 16 Education/Careers Destination

In Summary:

4 students are now studying at St. Benedict's

2 students are now studying 'A' Levels at another school

6 students went on to study vocational courses at different colleges

1 went straight into employment

1 is long term sick (unavailable for training or employment)

Pupil Premium Monitoring Checklist

MONITORING AREA	KEY POINTS
Action plan	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure the current Pupil Premium action plan is published on the school website <input type="checkbox"/> Ensure the previous year's Pupil Premium spending is published on the school website <input type="checkbox"/> Monitor the implementation of the current Pupil Premium action plan
Sharing information with staff	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all class teachers know which pupils are eligible for the pupil premium <input type="checkbox"/> Ensure all class teachers are supported in providing high-quality teaching for these pupils
Pupil progress	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor the progress data of pupils eligible for the Pupil Premium <input type="checkbox"/> Gather information on the quality of teaching received by these pupils through learning walks and discussing interventions <input type="checkbox"/> Attend pupil progress meetings for pupils eligible for the Pupil Premium, to discuss how to support pupils to reach their potential <input type="checkbox"/> 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	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor attendance and behavior data of pupils eligible for the Pupil Premium <input type="checkbox"/> Liaise with relevant outside agencies about pupils' development in these areas, such as attendance officers or learning mentors <input type="checkbox"/> Consider data alongside qualitative information about pupils, to recognise where there has been improvement
Links with governing board	<ul style="list-style-type: none"> <input type="checkbox"/> Feed back to governors regularly <input type="checkbox"/> Meet termly with the Pupil Premium link governor (AL). <input type="checkbox"/> Produce regular reports to the governing board about the impact of pupil premium funding on pupils eligible for pupil premium
Links with families	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor relationships with families, keeping a record of issues if they arise
Continuing professional development (CPD)	<ul style="list-style-type: none"> <input type="checkbox"/> Share strategies and examples of good practice for supporting pupils eligible for the Pupil Premium with teaching staff and support staff
Research	<ul style="list-style-type: none"> <input type="checkbox"/> Keep up to date with research on effective use of pupil premium funding