

2015-  
2016



# Pupil Premium Statement

2015-2016

## Pupil Premium 2015 – 2016

For the financial year 2015/16 we have 134 pupils that qualify for the Pupil Premium funding which equates to £128,590. This funding is intended to benefit students on free school meals, children who have been looked after continuously for more than six months, look after children and service children. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way of ensuring that funding to tackle disadvantage reaches the pupils who need it most.

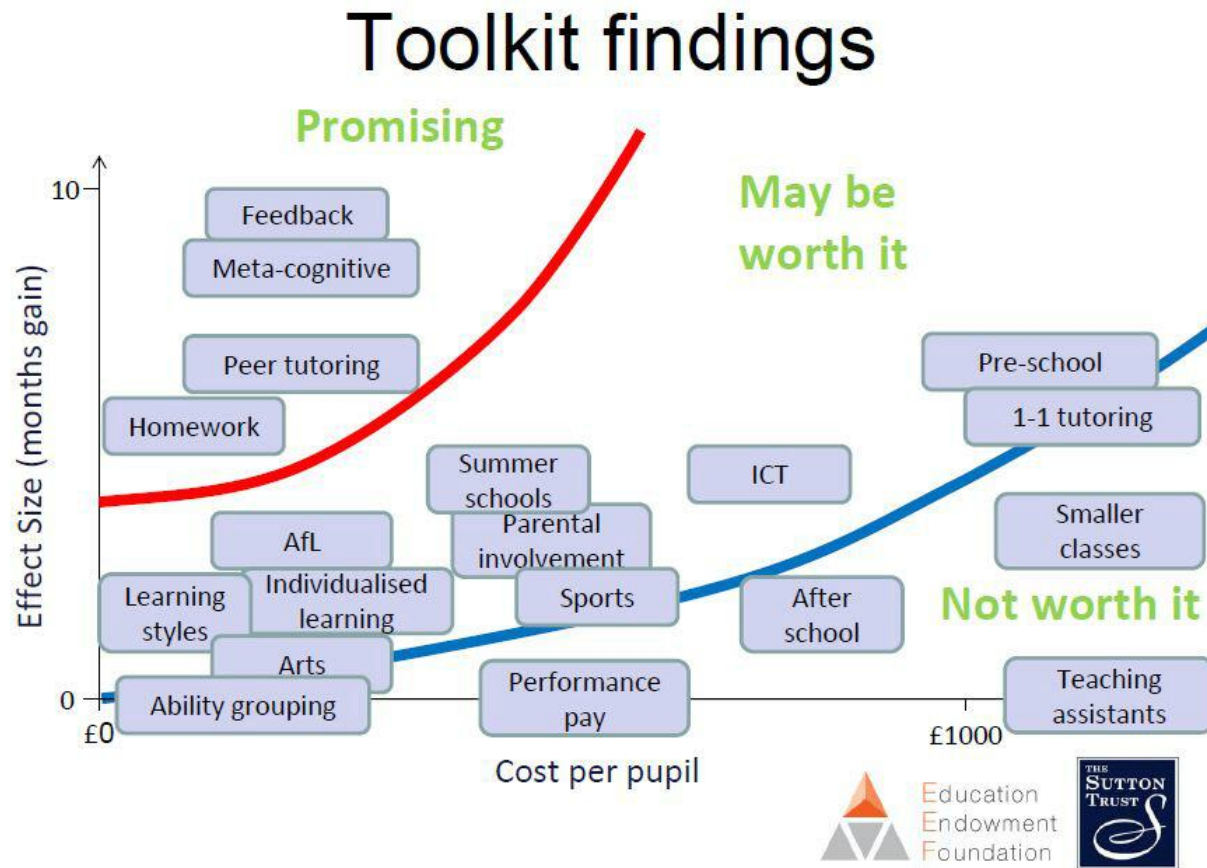
The government believes that it is for schools to decide how the Pupil Premium, allocated to schools per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Whilst schools are free to spend the Pupil Premium, they are held accountable for how they have used the additional funding to support pupils from low-income families. From September 2012, the government required schools to publish online information about how they have used, and are using, the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the premium.

## Rationale

The spending of pupil premium funding has been decided by external research such as the Sutton Trust Tool Kit (Fig.1), the experience of staff as to what has worked well before and collaborations with other schools in order to ascertain where they have found success with the funding.

Figure 1 – The Sutton Trust and Education Endowment Foundation Toolkit Findings



## 2014 / 2015 Spend and Impact

At St Edmund Arrowsmith School this money is used in a number of different ways to support the learning of the students concerned.

### Pupil Premium 2015-2016 Key Priorities

1. Close the whole school attainment gap.
2. Increase the whole school focus on disadvantaged students.
3. Increase the provision for disadvantaged students in order to remove barriers to learning.

<b>1. Key Objective: Close the whole school attainment gap.</b>			
<b>Action: Specialist one-to-one and small group tuition in English and mathematics for identified students in Key Stage 3 and Key Stage 4.</b>			
<b>Rational :</b> Sutton document 'One-to-one tutoring+5 months moderate impact'  <i>'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition.'</i> Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP.			
<b>Success Criteria:</b> A reduction in the attainment gap of PP and non non PP students in year 11 when compared with the 2014 exam results.			
<b>Dates</b> Sept 2014- June 2015	<b>Person responsible</b> AMO	<b>Monitoring and Evaluation</b> Tracking and monitoring data of PP cohort via data collection, student feedback, exit data, progress coordinator data analysis. Lesson observation schedule of intervention lessons as part of performance management. <b>Impact:</b> the attainment gap narrowed from 29% (2014 GCSE Results) to 19.9% (2015 GCSE Results). There was also a 4.1% increase in the number of disadvantaged students achieving 5 ACEM. The same comparative results showed the continuation of a narrow gap in	<b>Cost</b> <b>£68,763</b>

		English for expected progress (1.2%) and an 5% narrowing of the gap in maths for expected progress.	
--	--	---	--

**Action: Provision of two learning support assistants to provide individual pupils with extra help in classes.**

Across the school disadvantaged pupils were targeted for additional in class support. Rather than removing them from lessons, the strategy has been to help facilitate quality first teaching across the school.

**Rational:** Quality first teaching has a disproportionate impact on disadvantaged students when compared with their peers (Sutton Trust 2011). Therefore it is essential that all barriers be removed through the initial provision of the teacher and subsequently the additional classroom support.

**Success Criteria:** Narrow gaps in subjects across the school alongside improved performance of disadvantaged pupils.

<b>Dates</b> Sept 2014 – June 2015	<b>Person responsible</b> AMO	<b>Monitoring and Evaluation</b> Data analysis KS2 – first Y7 data entry. Data review points allowed for analysis of the gaps from first the teacher, then HoD, then cluster leader and finally, the headteacher. Overall 9% reduction in 5ACEM indicates an improved picture across the school for disadvantaged students.	<b>Cost</b> <b>£32,778</b>
---------------------------------------	----------------------------------	---	-------------------------------

**2. Key Objective: Increase the whole school focus on disadvantaged students.**

**Action: Appointment of Pupil Premium Learning Champions – A member of staff for each year group targeting each cohort**

**Rational:** Recommendations from the best practice guide from Ofsted suggest named members of SLT and key stakeholders to lead on provision for disadvantaged students.

**Success Criteria:** Narrowing gaps across each year group through the focussed work of the learning champions.

<b>Dates</b> Starting Sept 2014	<b>Person responsible</b> AMO/LCs	<b>Monitoring and Evaluation</b> Assessment at each data point. Year 11 showed a narrower gap and improved PP performance.	<b>Cost</b> <b>£12,658</b>
------------------------------------	--------------------------------------	---	-------------------------------

### 3. Key Objective: Increase the provision for disadvantaged students in order to remove barriers to learning.

**Action:** Provision of learning resources to enhance and facilitate curriculum and enrichment activities, specifically targeted at disadvantaged students

**Rational:** Sutton document 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'

**Success Criteria:** Attainment gap between PP and non PP reduces. PP students make progress in line with expectations.

<b>Dates</b>	<b>Person responsible</b>	<b>Monitoring and Evaluation</b>	<b>Cost</b>
From Sept 2014	AMO/LCs	Progress of students provided with support to be monitored to ensure value for money.	<b>£1,913</b>

**Action:** Funding to support specific needs including assistance with transport costs, school meals, enrichment activities and music tuition.

**Rational:** Removing obstacles to students learning is aligned with our school mission and allows for disadvantaged students to access the same opportunities as their peers.

**Success Criteria:** Improved attendance for disadvantaged students and increased involvement in extracurricular activities.

<b>Dates</b>	<b>Person responsible</b>	<b>Monitoring and Evaluation</b>	<b>Cost</b>
Sept 2014	AMO	PP attendance of extended curriculum, activities, activities day support. Support PP students in peripatetic lessons	<b>£7,478</b>

**Total proposed spend 2015/2016**

**£128,596**