

# St John Plessington Catholic College

## Pupil Premium Summary 2016-17



*(please note that this document should be read in conjunction with the Pupil Premium Strategy 2017-2018)*

The Government allocates a specific Pupil Premium grant to every school, to provide financial support for pupils who:

1. were registered as eligible for free school meals (FSM) in the last 6 years.
2. were adopted from care, left care under a special guardianship order, child arrangements order or residence order.

Children who have been in local-authority care for 1 day or more also attract pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child.

VSHs are responsible for managing pupil premium funding for looked-after children.

*The belief that every child regardless of background, culture, social deprivation, or any other potential barrier should be given every chance to succeed is at the heart of how we use the Pupil Premium grant at SJP.*

### **Key principle for the Pupil Premium grant**

To narrow the disadvantage gap by addressing inequalities and raising the attainment of those pupils in low-income families.

### **What we expect to see:**

Strategic, targeted additional support which enables all pupils, regardless of financial disadvantage, to be able to:

- improve their levels of attainment and progress
- close attainment gaps relative to school averages
- have full access to our curriculum
- access our extra-curricular provision

The initial impact of the support provided for pupils at SJP eligible for the Pupil Premium grant was seen clearly in the results achieved since its introduction. This work has received national recognition, including from the Deputy Prime Minister. Writing in March 2013, Nick Clegg said that

*"Your results show that you are among the top performing schools in England for boosting the performance of disadvantaged pupils since the Pupil Premium was introduced. This is a real testament to the hard work of staff, pupils, parents and governors. I would like to*

*congratulate you on your results and your proven commitment to making sure all children can succeed, whatever their background."*

The exceptional performance of our pupils eligible for Free School Meals was also highlighted by Her Majesty's Minister of State for Schools, the Rt Hon David Laws MP, who wrote in January 2013 to confirm that

*"Your results show that you are amongst the top 100 performing schools [in the country] in terms of the progress that your pupils on Free School Meals make between Key Stage 2 results and their GCSEs."*

Commenting on the provision that we make for this group, which makes up the overwhelming majority of our pupil cohort eligible for the Pupil Premium, he went on to add:

*"Your school is exceptionally effective in educating pupils on Free School Meals, and I commend you for everything that you are doing in this area."*

# How we used the grant:

## Academic Year 2016-2017

Qualifying students at St John Plessington for the academic year 2016/2017 are projected to result in funding of £ 393635

### Spending of this allocation

The funds will be used to help overcome barriers to educational achievement faced by disadvantaged pupils in the school. These include attendance & engagement with school life, making more limited progress by the end of Year 11 than the non-disadvantaged cohort and more restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum. Particular attention will be given to ensure the attainment of higher ability children in receipt of the Pupil Premium more closely aligns with the national figures for non-disadvantaged pupils. There will be a particular concentration in this regard to the progress and attainment of middle and high ability disadvantaged pupils in Humanities.

The strategic work with disadvantaged pupils is not only closely tied with our own experiences and evaluations, but is undertaken with an evidenced-based approach using the research of the Education Endowment Foundation.

The spending is allocated into the following broad areas:

#### *Investment in specialist teachers in English, Maths, Science, Humanities and Literacy support*

Such spending resulted in reduced class sizes (rated as +5 in the Sutton Trust-EEF Teaching & Learning Toolkit<sup>2</sup>) and increased non-contact time for teaching staff and subject leadership staff. This will allow the pedagogy to deliver greater, and higher quality, Feedback (+8 rating), identified as one of the top two most effective methods to improve the performance of those eligible for Pupil Premium. Further benefits include an increased capacity for properly-supported Collaborative Learning (+5 rating). Subject leaders are time-enabled to analyse performance and collaborate with key colleagues to draw up strategic responses to support pupils eligible for the Premium. This includes a series of AIM/'Totem Pole'/WAWN meetings which directs and evaluates additional support sessions for pupils, including additional teaching sessions during the school day alongside further teaching sessions after school and in holiday periods.

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<sup>2</sup> aggregated research identified through the Sutton Trust-EEF Teaching & Learning Toolkit, which contains full references for all relevant research cited. See <http://educationendowmentfoundation.org.uk/toolkit/> for further information

Addressing the specific issues identified in Humanities, there has been a restructure of the relevant subjects; this includes bringing the subjects under one faculty model, the appointment of a Faculty Director and additional staffing in the subject. This is allowing for reduced class sizes in all year groups, enabling more personalised learning and teaching throughout the school which will be to the direct benefit of the pupil premium cohort not just in the short term, but as a mid- long term strategic solution. The additional staffing includes the appointment of two Lead Practitioners, highly qualified teachers in the subject areas, which adds a wealth of proven successful professional experience to the faculty team.

### **Investment in specialist support staff**

In tandem with the areas above, specialist staff have been funded to focus on specific areas of support and strategic response. This includes identified pastoral support through ECM Co-ordinators and Chaplain as well as wider contributions to meetings to analyse performance and collaborate with key colleagues to draw up strategic responses to support pupils eligible for the Premium. This work is specifically designed to secure good attendance to school from the identified pupils, supporting the work of the Year Teams, and to support engagement within school life through improved behaviour strategies, as well as one-to-one reflection and support.

In particular, the funding is being deployed to allow for the provision of Learning Coaches. This is a support model explicitly designed to boost the progress and learning of pupils, in line with the model of Meta-cognition and Self-Regulation (+8 rating) identified as one of the top two most effective methods to improve the performance of those eligible for Pupil Premium. The Learning Coaches are tasked with meeting pupils on a regular basis (a minimum of a substantial meeting once each term, with frequent additional meetings scheduled in response to individual needs). These meetings focus on the progress the pupils are making and form both an evaluative and responsive dialogue, developing meta-cognition and self-regulation skill sets within the school context. There is a 'compensatory significant adult supervision' model in place where appropriate, allowing pupils to feel secure in their learning and development within the school.

This work dovetails into the introduction of 'Flightpaths' – a model of learning progression throughout the school from entry in Year 7 onwards. Progress is measured against pre-set 'baseline' rates of progress to ensure this minimum level, but with teachers and support staff working collaboratively to enable the children to achieve good and outstanding progression rates. Flightpath stickers and other materials will provide immediate and ongoing reminders of the challenge and expectation, as well as allowing the pupils to engage in self-direction towards these goals (with the coaching of specialist staff explicitly to develop these skills) - Meta-cognition and Self-Regulation (+8 rating).

This approach also now underpins the strategy for subject-specific intervention throughout the school, to identify where pupils may be falling below expectations for good or outstanding progress. AIM and Totem Pole meetings retain an explicit remit for ensuring additional provision is secured (and reviewed) for the identified disadvantaged cohorts in

particular. The schedule for monitoring and review is half termly, to ensure the timely enabling of strategic responses and review where appropriate.

The role of the 'Every Child Matters' co-ordinator has been designed to support pupils and their families in engaging as fully as possible with attendance and school life in general. The identified pupils receive ongoing support which enables them to discuss and address barriers to attendance (whether emotional, educational or practical). This work forms a key part of the outreach activities to ensure as full engagement as possible with families in disadvantaged circumstances.

In addition to the above, specialist staff will deliver Reading Comprehension Strategies (+5 rating) as well as Phonics (+4 rating) and Small Group Tuition (+4 rating) in identified areas.

### **Targeted support for high-impact extra-curricular provision and specific projects**

A range of further projects and initiatives will be funded through the Pupil Premium. These include support for a systematic programme of extra-curricular learning (the 'SJP Experience') which incorporates a school-wide commitment to Outdoor Adventure Learning (+3 rating), and Peer Tutoring (+6 rating). Further activities are linked to Social & Emotional Learning (+4 rating), the use of Digital Technology (+4 rating); all of these initiatives have a strongly positive impact on engagement and progress and represent good value for money (as identified through the EFA research).

A major undertaking in the cycle 2016-17 is the extensive and ongoing series of collaborative action-research projects undertaken by staff which already shaping adopted practice (for example, broadening of the 'walking/talking' exam preparation session programme). There is a particular focus on differentiation (in the classroom and with homework) as well as related development of the VLE provision (such as introduction of Show My Homework). This will include enhancement of the provision for pupils to learn independently before and after regular lesson times, linked to the library provision (Homework –Secondary is rated +5; Meta-cognition/self-regulation rated +8).

The impact of the provision for disadvantaged pupils will be evaluated on an ongoing basis through half-termly data reviews for all year groups (the schedule included at KS4 'Totem Pole' meetings, and for KS3 Additional Intervention meetings), with all outcomes evidenced through measures such as progress (for all subjects) and attendance.

## Spending of our allocation 2016-17

Detail	No	Total
English Teacher	2	£75,557.09
Maths Teacher	2	£78,607.29
Maths Teaching Assistant to support additional interventions	1	£17,061.93
Science Teacher	1	£29,807.12
Humanities Teacher	1	£29,807.12
Lexia Intervention strategist (including contribution from Catchup Funding)	1	£43,047.21
Lexia Intervention strategist	1	£27,554.82
Chaplain	1	£36,824.60
Learning Coach SEN	1	£33,900.65
ECM Co-ordinator	1	£36,962.97
Attendance Co-ordinator	1	£34,202.64
SJP Experience	1	£15,150.00
D of E	1	£15,150.00
Lexia resources	1	£12,120.00
<b>GRAND TOTAL</b>		<b>£485,753.44</b>

## Pupils Eligible for the Pupil Premium 2016-2017

Year	Total pupils	No of PP	% of Year	No of CLA	Ability band % of Pupil Premium pupils			Ability band % of Non Pupil Premium pupils		
					L	M	H	L	M	H
7	258	87	33.7	7						
8	255	89	34.9	4	6.7	56.2	37.1	7.8	59.0	32.5
9	241	94	39.0	5	16.0	62.8	20.2	10.9	61.9	25.9
10	241	89	36.9	4	20.2	58.4	20.2	6.6	66.4	22.4
11	215	78	36.3	3	16.7	57.7	25.6	10.2	60.6	36.2
<b>TOTAL</b>	<b>1210</b>	<b>437</b>	<b>36.1</b>	<b>23</b>						

## Pupils eligible for pupil premium with additional educational needs 2016-2017

This table shows the proportion of our FSM cohort with identified additional educational needs (K code) or a Statement/EHCP:

Year 7	Year 8	Year 9	Year 10	Year 11
32.2%	28.1%	17.0%	24.7%	30.6%

## Average Class sizes 2016-2017

	English	Maths	Science	History	Geography
KS3	21	21	21	25	25
KS4	17	17	19		
Y7-11	19	19	20		

The overall strategy for Pupil Premium spending is scheduled to be reviewed in Spring 2017.

## Impact Summary 2016-17

Initial data indicates the following 'headline' figures for 2016-2017:

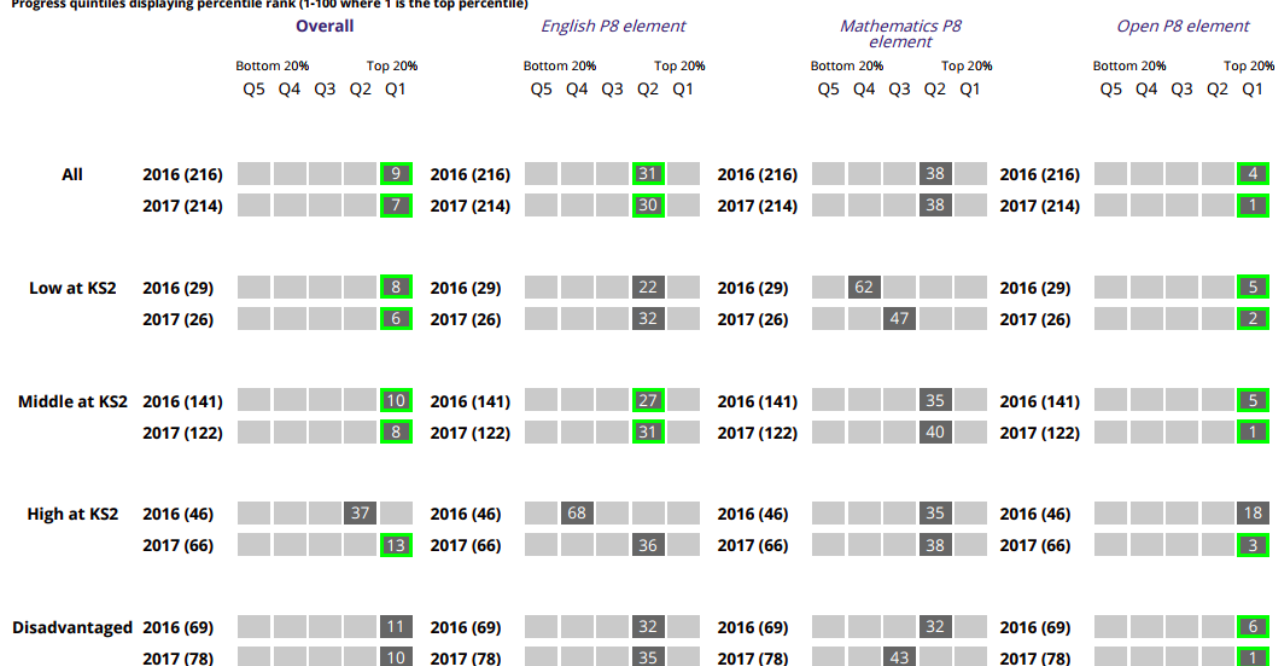
	All	Disadvantaged	National Non-Disadvantaged
<b>P8 - All</b>	<b>0.68</b>	<b>0.36</b>	<b>0.11</b>
<b>P8 – Low</b>	<b>0.84</b>	<b>0.67</b>	<b>0.03</b>
<b>P8 – Middle</b>	<b>0.77</b>	<b>0.50</b>	<b>0.15</b>
<b>P8 - High</b>	<b>0.46</b>	<b>-0.17</b>	<b>0.10</b>

(ASP unvalidated data, November 2017)

This table shows how our pupils did compared to how pupils did nationally who aren't disadvantaged. The cohort altogether performed 0.25 of a grade better across their 8 P8 subjects, our low ability pupils performed 0.64 of a grade better across their 8 P8 subjects and our middle ability pupils performed 0.35 of a grade better across their 8 P8 subjects. While the data indicates that the attainment of the 20 high ability disadvantaged pupils is lower than the national picture, our internal review shows that this reflects the results of 5 pupils who, in spite of the best efforts of the school and the strategies deployed as outlined above, were not able to overcome the barriers to their learning in a sufficient way. Our evaluations of these pupils have been used to refine the strategic approach to this cohort in the coming year. Our high ability cohort of 20 is skewed in particular by one outlier pupil and removing this result from the cohort gives us a P8 score for the 19 pupils of 0.11 which is just above the national comparator.

### Trends over time

Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)



Note: 2016 and 2017 quintiles are based on Progress 8 measures.

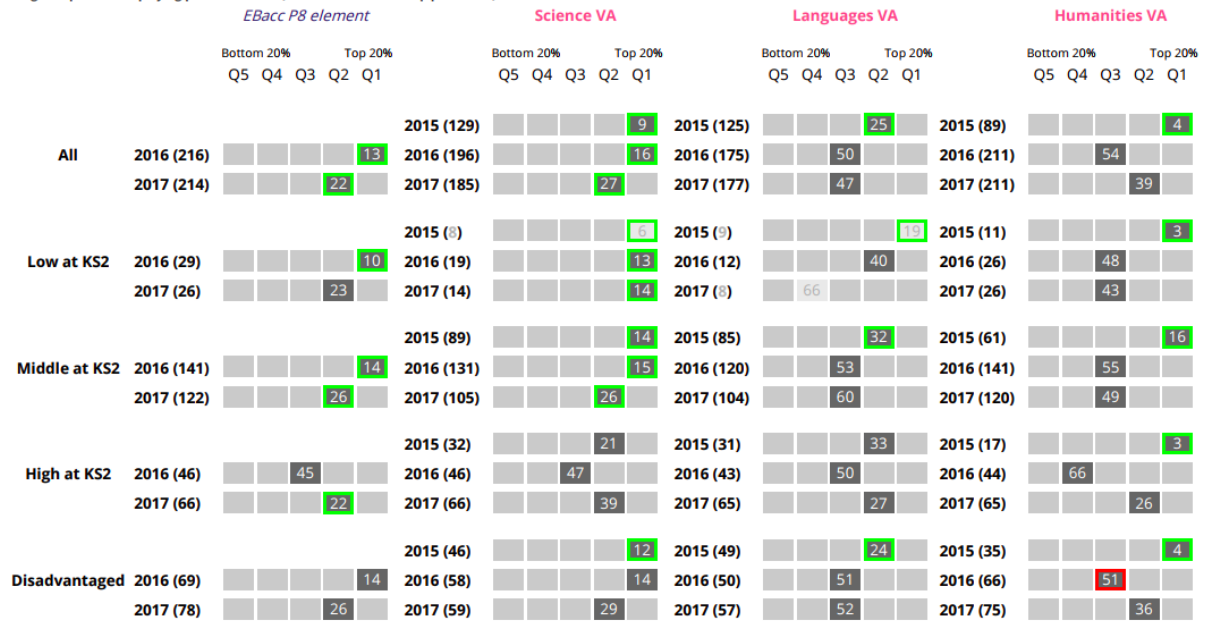
For quintile boundaries, see guidance documents on <https://www.gov.uk/government/collections/using-ofsted-inspection-dashboard>.

() Cohort Significantly below national Significantly above national Change in methodology or calculations -----

This is taken from the IDSR and is showing the performance of pupils by prior attainment and on the bottom row looking at performance of disadvantaged pupils. This table is separating progress scores by the elements. Progress in the open element for disadvantaged pupils is in the top 1% nationally. Performance overall for disadvantaged pupils is in the top 10% of schools nationally.

**Trends over time**

Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)



Note: For EBacc P8 element, 2016 and 2017 quintiles are based on Progress 8 measures. For quintile boundaries, see guidance documents on <https://www.gov.uk/government/collections/using-ofsted-inspection-dashboard>.

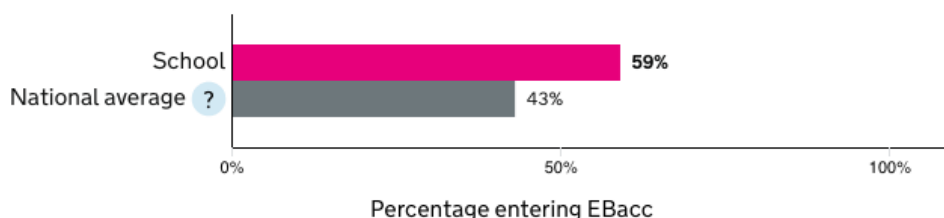
( ) Cohort Significantly below national Significantly above national Change in methodology or calculations -----

The red outline under the Humanities element is highlighting a significantly below national performance in 2016. This was addressed with introduction of Director of Humanities and recruitment of two Lead Practitioners in the Humanities department to drive up standards. Summer 2017 results show that there has been a positive shift made with regards to progress in this area. Performance in Languages continues to fall behind that of other progress 8 elements, but our entries, and in particular MFL ones are way ahead of national averages for disadvantaged pupils. As part of the College’s continual raising of aspirations the table below shows the high proportion of our disadvantaged pupils who are entering the EBACC compared to the national trend.

## Percentage of disadvantaged pupils entering the English Baccalaureate ?

Number of disadvantaged pupils = 78

[View as table](#)

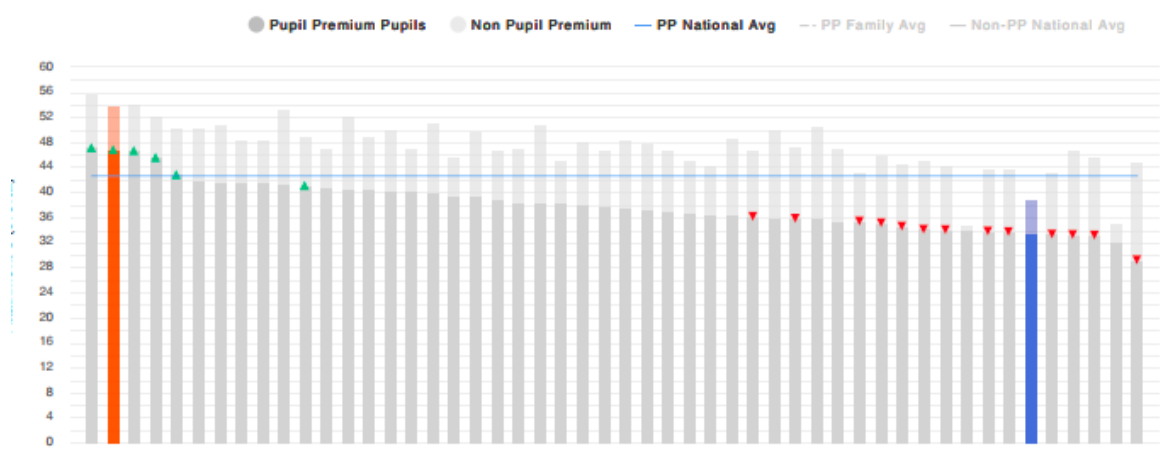


(taken from ASP, unvalidated data, November 2017)

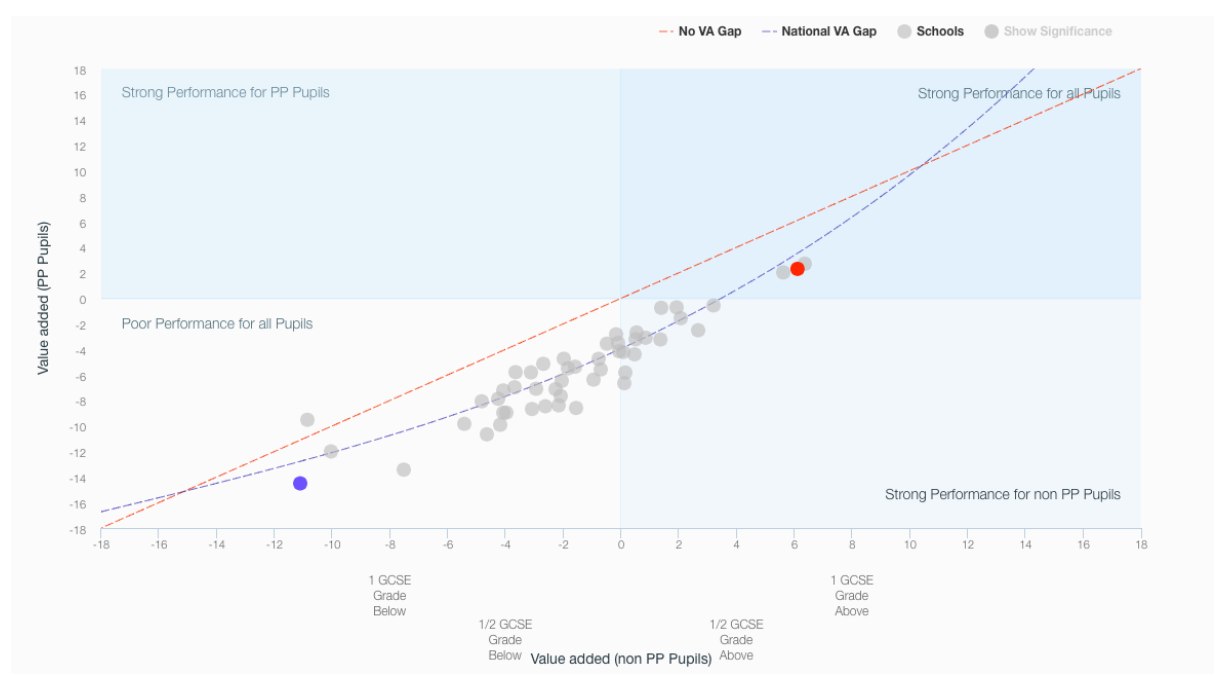


The Education Endowment Fund provide a 'Family of Schools' data base that allows comparison of schools they classify as most similar, based on the characteristics of pupil intake. The orange bar below is SJP and the blue bar is the most statistically similar school to us. This graph is presenting the Attainment 8 GCSE score, arranged in order of overall performance for Pupil Premium pupils. This places SJP 2<sup>nd</sup> and also shows Pupil Premium pupils have performed well above the national average.

Your Family of Schools presents the characteristics and performance of your most similar schools.  
 The figures combine data from 2014, 2015 and 2016, to produce an overall three year average. The national average line for Pupil Premium pupils is shown automatically.

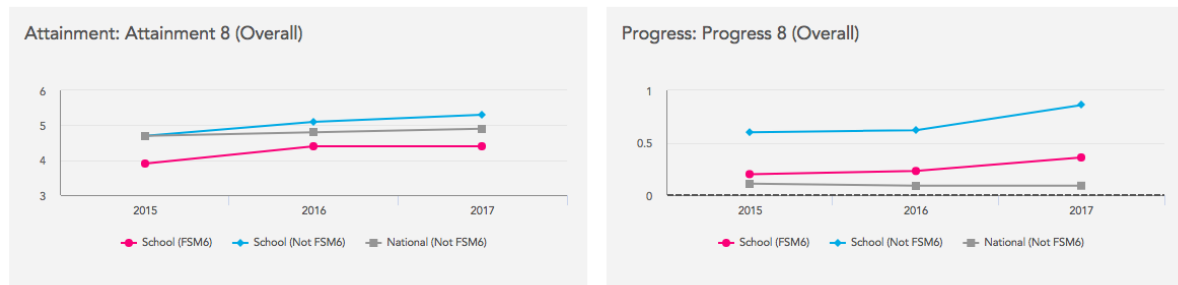


The graph below is plotting the same family of schools and is highlighting the strong performance of both our Pupil Premium and Non Pupil Premium pupils which has placed SJP in the top right quadrant on the graph.



In addition to the ASP/RAISE/EEF data indicators above, the following ‘dashboard’ has been prepared by FFT which presents analysis predicated on the initial DfE data release (October 2017). This clearly indicates that disadvantaged pupils in the school (those eligible for the Pupil Premium) significantly out-perform in terms of the national picture on all attainment measures, and are at least positive in terms of all progress measures. Also, the trend is one in which SJP disadvantaged pupils progress is increasing from the national figure.

**KS4 Performance for disadvantaged pupils 2017**



Below is an FFT table for unvalidated data from summer 2017 showing how these results compare nationally across all pupil groups and just how positive the progress of our disadvantaged pupils is.

			Actual results	Pupil progress
			Attainment 8 (Overall)	Progress 8 (Overall)
		Pupils		
<b>Summary</b>	All Pupils	215	5.0+	+0.68+
<b>Gender</b>	Male	131	4.9+	+0.57+
	Female	84	5.1	+0.86+
<b>Prior Attainment</b>	Higher attainers	40	6.3	+0.39
	Middle attainers	88	5.2+	+0.62+
	Lower attainers	86	4.1+↑	+0.89+
<b>Pupil Premium</b>	FSM (in last 6 years)	77	4.4+	+0.36+
	Not FSM (in last 6 years)	138	5.3+	+0.86+↑
<b>FSM</b>	FSM	36	4.4+	+0.44+
	Not FSM	179	5.1+	+0.73+
<b>FSM Ever</b>	FSM (ever)	80	4.5+	+0.37+
	Not FSM (ever)	135	5.3	+0.87+↑
<b>Term of Birth</b>	Autumn Term	76	5.2+	+0.59+
	Spring Term	71	4.8	+0.83+
	Summer Term	68	5.0+	+0.64+
<b>SEN Group</b>	SEN Support	36	4.1+	+0.69+
	EHC Plan	3	3.0	-1.42
	No SEN	176	5.2+	+0.72+
<b>EAL</b>	First language not English	9	5.4	+1.18+
	First language English	206	5.0+	+0.66+↑

## Attendance

One of the key indicators of the success of our Pupil Premium strategy is the attendance of disadvantaged pupils. The most recently published data for this indicator shows clearly that disadvantaged pupils at SJP have lower absence rates compared to the national figure; additionally, the proportion of disadvantaged pupils who fall into the category of 'persistent absentee' is approximately 5% below the national figure.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 10% or more sessions	
	School	National average for secondary schools	School	National average for secondary schools
<b>All Pupils</b>	4.6	5.0	10.0	12.4
<b>Gender</b>				
Male	4.5	4.9	10.0	12.2
Female	4.7	5.0	10.1	12.7
<b>Free School Meals*</b>				
FSM	6.4	7.2	16.7	21.6
Non FSM	3.5	4.1	5.9	8.3

(RAISE, unvalidated report, November 2016)

The school will continue to concentrate its efforts in the 2017-18 cycle, as part of an overall pupil premium strategy, to secure good attendance for pupils and to ensure that pupils are well engaged with school life (as evidenced by exclusion figures.)

## **The impact of the Year 7 Catch-up Premium (to be updated for 2016-17)**

The government has also identified funding to support the progress of pupils in Year 7 joining the school below the expected level of attainment (standardised score of 100) in Reading and Mathematics.

In addition to the above initiatives, we have invested in training and resource provision to ensure that we have early intervention with pupils in the cohort who join the school already below the expected level of attainment for KS2 (in Maths and Literacy / Reading). The primary focus of deployment of these funds is to further create provision of the individual/small groups in conjunction with a range of additional initiatives. Specifically with reading, this involves to specific initiatives: the delivery of a robust and consistent phonics programme especially tailored to suit secondary pupils (delivered by trained staff) and also through a powerful computer-based literacy support package (Lexia) which compliments and reinforces the phonics sessions. Average class size in English for this year group is 11 pupils in the groups with the lowest ability profile. In Maths, average class sizes have also been reduced – currently the groups with the lowest ability profile average 13 pupils. In addition, a revised whole-school Numeracy Across the Curriculum initiative has begun.

In 2015-16 the Year 7 Catch-up Premium was £15500.

### *Progress of Lexia cohort: KS2 Reading to Y7 LP6 2015*

Sub Levels of Progress:

- 1 - 82%
- 2 - 58%
- 3 - 11%
- 4 - 9%

In 2015-16 78% of the Lexia cohort made at least 2 sublevels of progress by the end of the year. 2 sublevels of progress in Year 7 equates to a flightpath resulting in more than expected progress in Key Stages 3 and 4 (under the former curriculum assessment arrangements). This demonstrates that Year 7 Catch Up Premium is being used effectively to enable pupils to make accelerated progress from their lower starting points.