

Pupil Premium Spending Plan Review 2019- 20

Introduction

The following report outlines how the Pupil Premium funding from the 2019-2020 academic year was spent and allocated to different levels of intervention to support the pupil premium students at Christ the King Catholic Voluntary Academy.

The total money allocated for the 2019-2020 academic year for 149 Pupil Premium students was £138,384. This consisted of Pupil Premium funding and an extra 15000 funding for our 12 Pupil Premium Plus students.

As well as the Senior Leadership Team reviewing the spending plan on a termly basis, we also review how we spend Pupil Premium funding and analyse the success of the spending plan at the end of each academic year. The findings of this report are discussed with Governors at Local Governing Body meetings.

We have based on spending plan on research by the National Foundation for Educational Research (NFER) who identified seven 'building blocks' that are common in schools that have achieved more success in raising standards among disadvantaged students. Our strategy is based around these building blocks:

- Whole school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Data-driven and responding to evidence
- Clear and responsive leadership.

The evidence which has been used to assess the impact of each form of intervention has come from the quality assurance process and analysis of data.

<u>Intervention</u>	<u>Cost</u>	<u>Description of Activity</u>	<u>Evaluation of Impact</u>
Employment of an Assistant Principal with responsibility for Pupil Premium funding	£26585	<ul style="list-style-type: none"> • To take a strategic lead on implementing and developing the CTK Pupil Premium Strategy. • To raise the profile and awareness of the Pupil Premium strategy across school. • To regularly analyse Go4Schools data as per the Assessment, Recording and Reporting calendar and utilise intervention strategies. • To regularly analyse attendance and behaviour data and utilise intervention strategies. • To co-ordinate intervention strategies in conjunction with TG and the Pupil Premium Champions. • To monitor the effectiveness of the T & L Key Group Strategy. • To evaluate the impact of the Pupil Premium Strategy. 	<p>The response to CPD and INSET around PP and key groups was positively received by staff. All staff attended a weekly key group meeting to share, implement and review key T&L strategies for the key groups. However despite this, it is clear that the strategies used did not have the desired impact on Year 11 results, which due to Covid were Centre Assessed Grades.</p> <ul style="list-style-type: none"> • Progress 8 score indicates the gap was not narrowed as it was 0.8 compared to 0.6 in 2018-19 • Overall Year 11 attendance improved by 0.2 from 2018-19. • PA figures reduced by 1% • Increase in average AtL score if pupil premium students demonstrated increase engagement with learning.
Employment of a Behaviour for Learning Manager	£27642	<ul style="list-style-type: none"> • To develop a more consistent approach to B4L across the school which improves overall standards of behaviour and achievement for all. • To manage the behaviour of Pupil Premium students by identifying emotional and behaviour barriers. • To deliver interventions such as Stop and Think and one-to-one mentoring sessions in order to remove emotional and behavioural barriers. 	<ul style="list-style-type: none"> • There is a reduction in behaviour incidents (BP, On-call). • There is a reduction in fixed term exclusions. • There is a reduction in internal exclusions (ISR). • Average negative behaviour point total for Year 11 Pupil Premium student was 6.9 compared to 8 in 2018-19 • Average achievement point total for Year 11 Pupil Premium student was 31 compared to 41 for non-pupil premium – this to be focus for 2020-21

		<ul style="list-style-type: none"> To co-ordinate restorative meetings in order to facilitate positive changes to behaviour in the event of any high-level incidents. To support ALs to produce Pupil Premium Profiles. 	
Employment of an English Mentor	£14935	<ul style="list-style-type: none"> To deliver small group and one-to-one interventions To contribute to pupil premium profiles 	<ul style="list-style-type: none"> Progress 8 score in English did not improve and the gap widened to 0.9. However, they were unable to take up post until end of Autumn term so with lockdown only short amount of time for impact.
Employment of a Maths Mentor	£14935	<ul style="list-style-type: none"> To deliver small group and one-to-one interventions To contribute to pupil premium profiles 	<ul style="list-style-type: none"> Progress 8 score in maths improved from by 0.1 from -0.4 to -0.3, however the gap between PP and non-PP students widened to 0.5 Work needs to continue to support students so that gap narrows
Employment of a School Counsellor	£7673	<ul style="list-style-type: none"> To support and improve the emotional health and well-being of Pupil Premium students 	<ul style="list-style-type: none"> Of the 41 students to access mental health support – 44% were pupil premium students. 100% of students indicated the sessions had improved their overall mental well-being and supported their engagement in school.
To enrich Pupil Premium students' cultural capital	£6000	<ul style="list-style-type: none"> To offer financial support with the cost of residential trips To offer financial support with the cost of curriculum trips To offer financial support to ensure all students participate in theatre, art gallery and museum visits To increase music participation for Pupil Premium students by offering music lessons for all students in Year 7 (singing or instrument) 	<ul style="list-style-type: none"> Where these were allowed to take place in 2019-20, participation in school extra-curricular activities, clubs, trips and sports were financially supported so that there were no financial barriers.

		<ul style="list-style-type: none"> To encourage KS3 Pupil Premium students to audition for academies 	
Additional Careers Guidance	£700	<ul style="list-style-type: none"> Pupil Premium students are given additional careers guidance and advice in an attempt to prevent them becoming NEET the following year 	<ul style="list-style-type: none"> Although this was somewhat limited due to lockdown, all Year 11 pupil premium students have taken up a place at a school 6th form, at college or are on an apprenticeship.
Revision Guides	£3000	<ul style="list-style-type: none"> To ensure Pupil Premium students have access to revision material. 	<ul style="list-style-type: none"> Revision guides have been distributed to pupil premium students across all subjects as requested by the subject leader.
Individual Circumstances fund	£3000	<ul style="list-style-type: none"> To ensure Pupil Premium students have full access to the curriculum – uniform, bus passes etc. 	<ul style="list-style-type: none"> 6 pupil premium students received bus passes to enable them to attend school – all improved attendance on 2018-19 13 pupil premium students were given financial support for uniform so that they were equipped appropriately for school. Attendance improved and no negative behaviour points were received. 15 pupil premium students were equipped with additional stationary
Literacy Programme	£3500	<ul style="list-style-type: none"> To support an early intervention programme aimed at KS3 students to allow them to experience faster progress in literacy. To increase literacy and enjoyment of reading DEAR time extended to Year 9 To increase literacy and enjoyment of reading, reading books purchased for Pupil Premium Students. 	<ul style="list-style-type: none"> Regular assessment throughout Year 7 and 8 indicates increase in reading ages for all students. Reading improvement for Pupil premium students working at or above the 'expected reading benchmark' from October to February: <ul style="list-style-type: none"> Year 7 54% - increase to 62% Feb Year 8 50% - increase to 61% Increased access to books Increase in the number of students who read for enjoyment

After School Homework Club	£2500	<ul style="list-style-type: none"> To support Pupil Premium students with competition of homework - both facilities and teacher support. 	<ul style="list-style-type: none"> Of 310 students that received BP for missing homework only 26% were pupil premium students.
Challenge Program Assertive Mentoring	£0	<ul style="list-style-type: none"> To develop Pupil Premium students' confidence and preparation for their GCSE examinations To increase contact/parental engagement through liaising with parents on a regular basis 	<ul style="list-style-type: none"> Equipped students with revision techniques and strategies Increased contact between school and parents Provided all students with support in careers advice and guidance Of 52 students that were in challenge groups 20 of the 31 pupil premium students were in a challenge group. Despite this intervention the gap did not narrow.
Staff training & Pupil Premium Champions	£0	<ul style="list-style-type: none"> To improve awareness of staff with regards to PP students Staff to know Pupil Premium students in their teaching groups and utilise strategies to ensure progress Staff to plan lessons to maximise student progress Tutors encourage all Pupil Premium students to participate in 'Word of the Week' to develop vocabulary 	<ul style="list-style-type: none"> CPD, INSET and Key group meetings raised profile of pupil premium students. Each subject had a pupil premium champion that attended regular meetings and feedback strategies/information to the subject Despite this intervention Year 11 P8 and A8 were below the cohort and the gap widened.
Alternative Provision	£30,000	<ul style="list-style-type: none"> Pupil Premium students who are at risk of permanent exclusion are given a bespoke alternative curriculum package. 	<ul style="list-style-type: none"> 2 pupil premium students attended Alternative Provision during year 11 undertaking courses that they discussed and chose Both students achieved results that have allowed them to continue onto post 16 education at college Their 'life chances' have improved by gaining qualifications and continuing in education.
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