



## PUPIL PREMIUM AND YEAR 7 CATCH PREMIUM INFORMATION 2019/20

### What is the Pupil Premium?

The Pupil Premium is a Government initiative that targets extra money at students from deprived backgrounds. Research demonstrates that students from deprived backgrounds underachieve compared to their more affluent peers. The premium is provided in order to support these students to enable them to reach their full potential. The government acknowledges that school leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils' academic attainment. There is a growing body of evidence on how schools can best help disadvantaged pupils make progress. The needs of all pupils should be assessed and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address. There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis. When taking decisions on how to spend the grant we strongly encourage school leaders to consider evidence on what will have the most impact for their pupils. Some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.

### Accountability - DfE Statement

Schools are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- the reports for parents that schools publish online

How schools present the information in their online statement is a matter for each school. The DfE recommend the following:

- how much pupil premium funding was received for this academic year
- details of the main barriers to educational achievement that the disadvantaged children in the school face
- how pupil premium funding is spent to address these barriers and the reasons for the approach you've chosen
- how the impact of the pupil premium will be measured
- the date of the next pupil premium strategy review

For the previous academic year, they recommend the following:

- how the pupil premium funding was spent
- the impact that the pupil premium had on pupils

### Objectives

Our key objective in using the Pupil Premium Grant is to narrow any gaps in achievement between students from deprived backgrounds and their more affluent peers. Through targeted interventions we will work to eliminate barriers to learning and progress and provide our students with a high quality education thereby, 'improving young people's life chances, enabling them to progress into adulthood with the skills and confidence for success.' DfE.

We have high aspirations and ambitions for all our students and we are committed to ensuring that the Pupil Premium funding budget is spent to maximum effect to ensure that our students entitled to Pupil Premium funding achieve in line with our students that are not entitled to Pupil Premium funding.

We spend the Pupil Premium Grant to maximise achievement by:

- Carefully ring fencing funding spent on the target group of students
- Drawing on research and evidence such as; 'Literacy and numeracy catch-up strategies', DfE August 2018; 'Year 7 literacy and numeracy catch-up premium: guide for schools', DfE February 2019; Pupil premium: funding and accountability for schools, DfE June 2019; The EEF Guide to the Pupil Premium EEF June 2019; as well as our own to inform our decision making.
- Understanding the importance of ensuring that all teaching meets the needs of each learner as well as systematically focusing on giving students clear, useful feedback about their work and how to improve it.
- Using achievement data to monitor, evaluate and demonstrate the impact of our interventions.
- Making sure that Support Staff are highly trained and understand their role in helping students to achieve.

- Ensuring that a designated Senior Leader has a clear overview of how the funding is being allocated and the difference it is making to the outcome for our students.
- Providing well targeted support to improve attendance, behaviour and links with families where these are barriers to a student's learning.
- Involving Governors in the decision making and evaluation process.

### **Pupil Premium, successful approaches**

We share many of the characteristics of schools who spend the Pupil Premium funding successfully to improve achievement and narrow the gap:

We:

- Never confuse eligibility for the Pupil Premium with low ability
- Understand the importance of ensuring that day-to-day teaching meets the needs of each learner rather than relying on interventions to compensate for less than good teaching
- Track and monitor achievement data to check whether progress is being made and whether any interventions are working – and then make adjustments
- Ensure that the allocation and spending of the Pupil Premium is given a high priority in terms of staffing.

We do not:

- Spend the funding indiscriminately on teaching assistants with little impact and not manage their performance well.
- Spend the funding on one-to-one tuition and booster classes – that go on forever, do not relate to class teaching, and are not audited or quality-assured.
- Plan spending in isolation – not part of the school action plan.
- Compare the performance of pupils eligible for the Pupil Premium with other eligible pupils nationally, rather than all pupils thereby lowering expectations.

### **Year 7 Catch Up Premium**

Secondary schools receive the premium to help to support year 7 pupils who fail to reach the government's "expected standard" (scaled score of 100) in reading and maths by the time they leave primary school. This academic year we will be using the year 7 catch premium to help to support those students who have a reading age of less than 9 years and a standardized score of less than 85 or below in reading and students who had a standardized score of less than 100 and / or achieved very low grades in our baseline test in maths.

In 2019 to 2020, funding should be allocated to schools on the basis that they receive the same overall amount of year 7 catch-up premium funding they received in 2018 to 2019. It is usually adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2018 to October 2019 censuses. (number of year 7 pupils recorded on the October 2018 school census ÷ number of year 7 pupils recorded on the October 2019 school census) × the 2018 to 2019 allocation. The Education and Skills Funding Agency (ESFA) usually sends academies and free schools their year 7 catch-up premium funding for the 2019 to 2020 academic year on 1 March 2020.

For students who start school with low attainment in reading and / or mathematics on entry, we use Year 7 Catch Up Premium to ensure that they make accelerated progress, in reading and / or maths in order to reach age related expectations +.

We will achieve this through:

- High quality first teaching
- Strong leadership
- A relevant and coherent curriculum
- A culture of high expectation
- Targeted catch-up sessions
- Enrichment activities
- Effective data tracking

**The Pupil Premium Grant per pupil for 2019-20 is as follows:**

#### **Disadvantaged Students:**

£935 Secondary Ever 6 FSM students (Ever 6 FSM)

£2300 Looked After Children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority

£2300 Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order (PLAC)

#### **Service Children:**

£300 Ever 6 Service Child or in receipt of a child pension from the MoD.

**Pupil Premium Numbers:**

Our numbers for this academic year 2019/20 (Sep 2019) are:

YEAR	YEAR GROUP	PP NUMBERS	% PP 2019/20
7	189	91	48%
8	177	97	55%
9	179	79	44%
10	179	72	40%
11	168	69	41%
TOTAL	892	408	<b>46%</b>

National Average = 28.5%

Croydon Average = 38.4%

Included in these figures are LAC or P-LAC students:

YEAR	YEAR GROUP	LAC / P-LAC NUMBERS	% LAC / P-LAC
7	189	2	1%
8	177	7	4%
9	179	5	3%
10	179	0	0%
11	168	2	1%
TOTAL	892	16	2%

**Catch Up Numbers 2019/20:**

18 / 189 = 9% Year 7 students are entitled to catch up funding for reading

42 / 189 = 22% Year 7 students are entitled to catch funding for mathematics

12 / 189 = 6% Year 7 students are entitled to catch up funding for both reading and maths

**Pupil Premium Use in 2018/19**

Our expenditure for Pupil Premium in the Academic Year 2018/19 was £353,748.00.

Key Priority	Expected Outcomes
<ul style="list-style-type: none"> <li>To reduce the attainment gaps between key groups of students and to remove the barriers to success and achievement</li> <li>To ensure that all disadvantaged students are provided with the opportunities and support to achieve their potential.</li> </ul>	<ul style="list-style-type: none"> <li>Improved levels of attainment of PP students</li> <li>Improved levels of progress of PP students</li> <li>Access to a broad and balanced curriculum that supports the achievement of disadvantaged students</li> <li>Access to a range of academic, extension and enrichment activities that allows disadvantaged students to reach their full potential.</li> </ul>

What we did
<ul style="list-style-type: none"> <li>Reading groups for students with low reading ages in Years 7 and 8 taught by specialist teachers.</li> <li>Maths groups for students with low baseline test scores in Years 7 and 8 taught by specialist teachers.</li> <li>Social skills groups for students with friendship / relationships with peers and/or staff issues in Years 7 &amp; 8; Anger Management groups for students in need of strategies to cope in and out of the classroom in Years 7 – 11; Healthy Relationships groups for students with issues with forming or maintaining healthy relationships or who have witnessed or experienced unhealthy relationships in Years 7 – 11; Self-esteem groups for students with low self-esteem, body issues etc in Years 7 – 11.</li> <li>Year 6/7 transition support through allocation of an SSA to each Year 7 tutor group.</li> <li>Assessment software to assess all students' on entry to the school at Year 7 in reading accuracy, reading comprehension, reading speed and spelling.</li> <li>Systematic approach to the teaching of literacy through L4L (school literacy programme), library skills &amp; reading programme and numeracy through R.E.A.L (school numeracy programme) for all students.</li> <li>Smaller teaching groups are formed in Years 9-11, thereby increasing the teacher to pupil ratio in order to increase impact of quality first teaching.</li> <li>Dedicated student support option for students with literacy and numeracy difficulties in Years 9 – 11 staffed by specialist teachers.</li> <li>Graduate SSAs are timetabled to support English and Maths for identified PP students.</li> <li>1:1 pastoral and / or academic intervention for targeted students at risk of not achieving their FFT (Fischer Family Trust) 50 targets.</li> <li>All groups were targeted to achieve FFT 50 targets through quality first teaching.</li> <li>Specialist intervention teachers in English and Maths used for 1:2 or small group work with PP students in Year 11</li> <li>Provision of bespoke Year 11 revision classes including study days, workshops, exam preparation after school and during school holidays.</li> <li>Provision of bespoke, personalised resources to PP students as necessary to support learning and achievement.</li> <li>On-site education provision for students in need of nurture, an alternative curriculum or respite to fulfil their potential.</li> <li>1:1 support in French and Spanish from the Modern Foreign Languages Assistant.</li> <li>Staffed lunchtime and after school homework clubs for students who have difficulty in completing homework due to lack of resources, or suitable space, or suitable help.</li> <li>Staffed LRC (Learning Resource Centre) and ICT rooms available for students to complete work or research as required.</li> <li>Full time Attendance &amp; Welfare Assistant to assist the Attendance Welfare Officer in driving on excellent attendance and punctuality for all.</li> <li>Provision of laptops / netbooks to students requiring them for curriculum access.</li> <li>Appointment of a whole school mentoring coordinator to implement and assess the impact of mentoring. 2 x behaviour mentors to undertake 1:1 and group work with targeted students; Training of Year 12 mentors to support identified students in Years 7 – 11; staff mentors allocated to LAC students.</li> <li>School counselling provision increased to offer counselling to our vulnerable students, full time.</li> <li>Provision of pastoral support also available through the personal development programme so that pastoral issues are not a barrier to learning and achievement.</li> <li>School enrolment on the PiXL (Partners in Excellence) programme.</li> <li>WRL (Work Related Learning) programme ensuring all Year 10 students undertake a Work Experience placement and Year 11 students undergo a Mock Interview.</li> <li>Early careers and additional guidance is offered to students eligible for the Pupil Premium Grant to ensure that they can be supported to pursue aspirational futures.</li> <li>CPD (Continuing Professional Development) for staff including; Teaching and Learning strategies (Think Hard, higher Order Thinking Skills, strategies to improve QFT); Making Marking Meaningful (use of effective feedback, peer and self-assessment and effective use of student response); Language For Learning (focus on literacy across the curriculum); Behaviour for Learning.</li> <li>Inclusion CPD for staff including; effective use of SSAs (Student Support Assistants), differentiation and access arrangements.</li> <li>Designated Senior Leader in post with an overview of funding allocations, PP interventions and the impact.</li> </ul>

## The effect of this expenditure on the attainment and achievement of those students for whom the funding was allocated

### Year 11 Pupil Premium students' 2019 attainment (71 / 174 students):

- 46% students achieved 5 x A\* - C (2018 = 22% students achieved 5 x A\* - C)
- 9-4 English = 69% (2018 = 58%) PP v NPP Gap = -6.19 (2018 = -21.23%)
- 9-4 Maths = 40% (2018 = 32%) PP v NPP Gap = -17.84 (2018 = -38.35%)
- PP VA = 977.27 (2018 = 946.80) PP v NPP Gap = -11.96 (2018 = -16.20)

Ofsted January 2019:

'Leaders have a clear understanding of the purpose of the pupil premium grant and can account for their spending of it.'

### Year 7 Catch Up Students:

- 94% of Year 7 students receiving catch up lessons in reading made progress by the end of Year 7
- 96% of Year 7 students receiving catch up lessons in maths made progress by the end of Year 7.

Ofsted January 2019:

'Teachers responsible for supporting pupils who start secondary school with low levels of literacy and numeracy provide effective support for these pupils. The impact of this support is carefully monitored and evaluated.'

### Attendance:

Attendance of PP students 2018 – 2019 = 94.8% (2017 – 2018 = 94.3%). Our attendance PP v NPP gap 2018 – 2019 = 1.6% (2017 – 2018 = 1.9%).  
55 out of 104 students who were persistently absent 2018 – 2019 were PP (2017 – 2018 = 58 out of 98). The PP v NPP gap 2018 – 2019 = 6% (2017 – 2018 = 16%)

Ofsted January 2019:

'Attendance has consistently been better than the national average in recent years, and remains high this year. Levels of persistent absence are below the national average.'

### Behaviour:

- More PP students received fixed term exclusions than NPP students in 2018/19. Fixed term exclusions for PP students rose from 11 in 2017/18 to 20 in 2018/19.
- There was a significant reduction in internal fixed term exclusions (seclusions) for PP students. 2018/19 = 51 (2017/18 = 79)

Ofsted January 2019:

'The behaviour of pupils is good.'

'Systems to support behaviour are effective. They are understood by pupils and well used by teachers. Trainee teachers feel supported by colleagues and leaders. Disruption in lessons is rare, and there is consistency in the quality of behaviour across year groups and subjects.'

'The use of fixed-term exclusions and internal seclusion is declining. Pupils at risk of exclusion are well supported. Recently established on-site provision for vulnerable learners helps to keep pupils in school.'

### Pupil Premium Income and Expenditure 2018 – 2019

<b>Income</b>	<b>Total</b>
Pupil Premium & Catch-up Premium	£353,748.00
<b>Total Income</b>	<b>£353,748.00</b>

<b>Expenditure Items</b>	<b>Year end position 2018-19</b>
Catch up classes & associated resources	£56,000.00
Dedicated Student Support	£59,878.00
Alternative Education Provision	£29,620.00
Teaching, Learning, Intervention	£84,000.00
Staffed Independent Study Time	£14,000.00
Staffing	£79,800.00
Pastoral Support	£24,700.00
Additional Resources	£5,750.00
<b>Total Expenditure 18/19</b>	<b>£353,748.00</b>

<b>Total Income 17/18</b>	<b>£353,748.00</b>
<b>Total Expenditure 17/18</b>	<b>£353,748.00</b>
<b>Carried Forward</b>	<b>£0.00</b>

**Pupil Premium Proposed Income and Expenditure 2019 - 2020**

Pupil Premium & Catch Up	£350,000
<b>Total Expected Income 2019/20</b>	<b>£350,000</b>

**'Improve pupils' outcomes by ensuring that: support for disadvantaged pupils enables more of them to leave with good achievement in English and mathematics' Ofsted Jan 2019**

<b><u>Expenditure Items</u></b>	<b>Amount allocated 2019-20</b>	<b>INTENT (Rationale and Response)</b>	<b>IMPLEMENTATION (Proposed Action)</b>	<b>IMPACT (Success Criteria)</b>
<b>Catch up classes &amp; associated resources</b>	<b>£53,500</b>	<ul style="list-style-type: none"> <li>This academic year 9% of Year 7 students are below the standards we have set for them in reading and 22% in Maths. 12% are below in both reading and Maths.</li> <li>Funding will be used to ensure that 80% of these low attainers make expected progress in reading and maths in Year 7, taking into account entry levels and SEND/EAL status, so that the gaps between them and their peers are significantly reduced.</li> </ul>	<ul style="list-style-type: none"> <li>Accurate identification of students who are eligible for the pupil premium and Year 7 catch premium as well as those who are vulnerable so that appropriate intervention is identified according to need and put into place.</li> <li>Year 7 catch up students for reading and / or mathematics receive lessons from specialist teachers.</li> <li>Resources including software are used to aid teaching and testing of students in both literacy and maths.</li> <li>Admin and coordination of Year 7 &amp; 8 reading and maths programme by Head of Inclusion &amp; Student Support, Higher Level Teaching Assistant (HLTA) and Senior Vice Principal (SVP).</li> <li>7 x SSAs are employed to support Year 7 students with general transition, reading and organisation at tutor time.</li> <li>Staffed literacy catch up sessions run 3 mornings every week before school by SSAs.</li> </ul>	<ul style="list-style-type: none"> <li>80% of identified low attainers make expected progress in reading and maths by the end of Year 7, taking into account entry levels and SEND/EAL status.</li> </ul>
<b>Dedicated Student Support</b>	<b>£61,700</b>	<ul style="list-style-type: none"> <li>A proportion of our students in Year 8 – 11 require extra support in reading, English and Maths to enable them to reach their potential in their GCSE courses and achieve their Shirley targets. Without this additional support it is less likely that they will achieve in line with their non-disadvantaged peers.</li> <li>Funding will be used to put dedicated student support into place. (specialist teachers, graduate SSAs, EP provision, in school counselling)</li> </ul>	<ul style="list-style-type: none"> <li>SSAs run reading clinics for low ability readers.</li> <li>Identified students are supported with literacy, numeracy and completion of work in all GCSE courses.</li> <li>Graduate SSAs are timetabled to support English and Maths for identified PP students.</li> <li>SSAs continue to run dedicated Homework clubs</li> <li>HLTA is timetabled to work with Year 10 &amp; 11 PP and targeted Maths students.</li> <li>SSA staffing increase in hours to run reading groups before school for low ability readers. 2 x Support Option groups run alongside GCSE</li> </ul>	<ul style="list-style-type: none"> <li>Attainment of targeted students improves and brings them in line with achieving targets.</li> <li>80% PP students to achieve a positive P8 score. Increase % of PP students achieving L5+ (20% 2019 Results) and L4+ (40% 2019 Results) in Maths.</li> </ul>

			<p>option groups staffed by specialist English and SEND teachers.</p> <ul style="list-style-type: none"> <li>• MFL assistant works with targeted Key Stage 4 students to improve their outcomes through support or extension.</li> </ul>	
<b>Alternative Education Provision</b>	<b>£28,430</b>	<ul style="list-style-type: none"> <li>• Some students are unable to fully access mainstream education.</li> <li>• Funding will be used to provide additional bespoke support through suitable alternative education provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate identification of students who are to be referred for Alternative Education and liaison undertaken with the AEP throughout referral period.</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment of AEP students improves and brings them in line with achieving targets.</li> </ul>
<b>Teaching, Learning, Intervention</b>	<b>£84,000</b>	<ul style="list-style-type: none"> <li>• National statistics indicate that disadvantaged students can do less well than their peers. In school data reflects this.</li> <li>• Ofsted January 2019 stated the need to 'Improve pupils' outcomes by ensuring that: support for disadvantaged pupils enables more of them to leave with good achievement in English and mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Smaller teaching groups are formed in Years 9-11, thereby increasing the teacher to pupil ratio in order to increase impact of quality first teaching.</li> <li>• All groups are stretched but especially the more able through quality first teaching and appropriate differentiation.</li> <li>• Specialist intervention teachers are used for English &amp; Maths PP groups in Year 8 - 11.</li> <li>• There is a systematic approach to the teaching of literacy, library skills &amp; our reading programme for Key Stage 3 students.</li> <li>• Intervention programme in place for Year 11 students from the start of the academic year.</li> <li>• Saturday School to be established and utilised as added intervention for PP students.</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions are effective and lead to an increase in progress and attainment for PP students</li> <li>• Appropriate and rapid progress is made in English and Maths with the performance gap closing at least in line with the national percentage gap between pupil premium and non-premium students. More able pupil premium students make expected progress in English and Maths.</li> <li>• A systematic approach to the teaching of literacy, library skills &amp; reading is evident.</li> <li>• PP students attainment and application is improved for targeted students</li> <li>• 80% PP students to achieve a positive P8 score. Increase % of PP students achieving L5+ (20% 2019 Results) and L4+ (40% 2019 Results) in Maths.</li> </ul>
<b>Staffed Independent Study Time</b>	<b>£14,000</b>	<ul style="list-style-type: none"> <li>• In school data analysis indicates that there are more issues with the completion and submission of HW by PP students than non PP students.</li> <li>• Funding will be used to increase accessibility and opportunities for students to complete homework in school and receive support in doing so, where required.</li> </ul>	<ul style="list-style-type: none"> <li>• SSAs provide dedicated, supported homework clubs at lunchtimes and after school.</li> <li>• Staff provide support and supervision in ITC rooms and LRC for students to complete research and homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Issues and sanctions received by PP students concerning the completion and submission of homework are reduced.</li> </ul>

<b>Staffing</b>	<b>£79,800</b>	<ul style="list-style-type: none"> <li>National statistics indicate that disadvantaged students can do less well than their peers. In school data reflects this. Having a key member of staff with an overview of PP students in the school as well as ensuring staff demonstrate quality first teaching is the key to ensuring that all students can learn and reach their potential.</li> <li>Funding will be used to continue providing CPD for staff to maintain quality first teaching thereby raising the attainment of disadvantaged students and closing the gaps between them and their peers.</li> </ul>	<ul style="list-style-type: none"> <li>SVP with responsibility for PP in post.</li> <li>CPD is provided for staff and SSAs to raise the quality of quality first teaching and learning at all levels. (Wave 1 – 3) and implement a systematic approach to the teaching of Literacy, library skills &amp; reading programme to catch up students.</li> <li>Intervention staff are timetabled to work with PP students – academically and pastorally.</li> </ul>	<ul style="list-style-type: none"> <li>The pupil premium funding is spent effectively and the gaps in attainment between PP and Non PP are reduced.</li> <li>Intervention teachers are timetabled for 1:1, small group work with Yr 10 &amp; 11 PP students; academic and / or pastoral mentoring with Yr 7-11 PP students</li> <li>Staff CPD programme runs effectively with focus on raising the quality QFT.</li> </ul>
<b>Pastoral Support</b>	<b>£23,070</b>	<ul style="list-style-type: none"> <li>As well as there being statistical evidence that pastoral issues disproportionately affect the most disadvantaged students, we also have evidence to show there is a gap in attainment between our pupil premium students with significant pastoral issues and our pupil premium who do not have these issues.</li> <li>Funding will be used to provide pastoral support through in school counselling, mentoring and support through the PSHEE and EHWP programme so that pastoral issues are not a barrier to learning and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>School counselling team available for 5 days a week.</li> <li>Mentoring service available for targeted Year students weekly.</li> <li>Behaviour mentors allocated to designated PP students and meetings are held weekly.</li> <li>PSHEE &amp; EHWP resources purchased.</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in pastoral issues affecting the achievement and attainment of targeted students.</li> </ul>
<b>Additional Resources (including Careers Advice and Guidance)</b>	<b>£5,500</b>	<ul style="list-style-type: none"> <li>PP students may be placed at a disadvantage through not being able to access all the school resources available due to family lack of funds. This in turn can impact on motivation and attainment, thereby affecting learning and achievement.</li> <li>Funding will be used to ensure students have access to school resources irrespective of disadvantage to enrich their curriculum and remove barriers to learning and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Extra English and Maths tuition to be implemented for targeted PP students.</li> <li>Assistance with costs for additional curriculum trips and resources that would improve the attainment of PP students.</li> <li>Provision of bespoke, personalised resources to PP students as necessary to support learning and achievement.</li> <li>Early and additional guidance is offered to PP students to ensure that they can be supported to pursue aspirational futures.</li> </ul>	<ul style="list-style-type: none"> <li>All students have access to school resources irrespective of disadvantage to enrich their curriculum and remove barriers to learning and achievement.</li> <li>80% students achieve FFT 50</li> </ul>
<b>Total Allocated Expenditure 19/20</b>	<b>£350,000</b>	<b>Our Pupil Premium budget and strategy is reviewed annually. The next review will be October 2020.</b>		

