

Governors Pupil Premium Report 2014/15

Since the last Governors meeting in November 2015 we have updated the Pupil Premium (PP) Policy, which includes information about CLA (Children Looked After) PP students and Numeracy and Literacy Catch-Up Premium.

The Pupil Premium is a grant provided by central government to all schools in England. The amount of the grant for each school is calculated according to the Free School Meals students in our school. We also have an allocation for CLA (Children Looked After). As well as this we have an allocation of funding for Numeracy and Literacy Catch-Up for pupils below level 4. The DFE has given us the freedom to use the Pupil Premium grant as we see fit, based upon our knowledge of our students' needs. 'It is for the school to decide how the pupil premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for individual pupils within their responsibility.' However, we are accountable for the use of this additional Pupil Premium funding.

The Pupil Premium Criteria

This additional funding is allocated to schools on the basis of the number of students who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). It is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The grant also provides funding for children who have been looked after for at least one day as recorded in the March 2015 children looked-after data return and aged 4 to 15 at 31 August 2014 and the children of service personnel. The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals. In April 2012 this was increased to £623, and a further increase in this financial year means it is now £935 per eligible student. Children of service personnel receive a lower amount of £300. The pupil premium for 2016 to 2017 will include pupils recorded in the January 2016 school census who are known to have been eligible for free school meals (FSM) since May 2010, as well as those first known to be eligible at January 2016.

The Purpose of the Pupil Premium Policy

Statistics indicate that in England and Wales there is a significant gap in the academic performance (attainment and progress) of pupils who receive free school meals (and/or who are looked after) and those who are not. On average they underperform academically compared to their peers. The reason for this gap is complex but it should be noted that many Pupil Premium (PP) students do exceptionally well in school. However, the Government has stated their aim to reduce the gap; the purpose of our school policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged students and their peers.

We are keeping records of Governors report and minutes to demonstrate that PP is reported and discussed with Governors.

The breakdown of Pupil Premium Pupils at St Thomas More Catholic School (by Academic Year) is as follows:-

Year Group	7	8	9	10	11
Number (2013/14) <small>(taken from historical data)</small>	105	107	110	95	65
Number (2014/15) _(as at July 2015)	96	107	107	105	61
Number (2015/16) _(as at 01/02/2016)	124	107	110	106	98
Figures as of 12/02/2016	121	106	109	98	99
	As of 12/02/2016 – these figures include 523 PP students, 10 CLA (Child Looked After) or SGO (Special Guardianship) students and 0 service children (this is according to data currently held on SIMS as of 12/02/2016)				

Funding received for Pupil Premium in last 2 years (2014/15 and

2015/16) (Funding is based on the eligibility criteria set out by the DFE and explained on Page 1)

Financial year	Amount of Pupil Premium funding
2014-15	£458,000.00 (funding for 490 students)
2015-16	£444,125.00 (funding for 475 students)

Funding received for CLA Pupil Premium in last 2 years (2014/15 and 2015/16)

Financial year	Amount of CLA Pupil Premium funding
2014-15	£10385.00
2015-16	£12754.00**

** This is an estimated figure subject to PEP submissions to 4 different LA's.

Funding for Literacy & Numeracy Catch-Up in last 2 years (2014/15 and 2015/16)

Financial year	Amount of Catch-Up Premium funding
2014-15	£20000.00
2015-16	£20000.00

These figures show the number and allocation of Pupil Premium funds.

	2014-15	2015-16
Percentage of FSM (Ever 6) pupils	42%	40.3%
Number of pupils eligible for the Pupil Premium	490 @£935	475 @ £935
Number of looked after pupils eligible for the pupil premium	8 @£1900*	10 @£1900*
Number of service children eligible for the Pupil Premium	1 @£300	1 @£300

*This funding is given directly to the Local Authority whereby government guidelines are followed and monitor this. We do not necessarily receive all of this funding.

How our Pupil Premium Funding was used in 2014-2015

We used the Pupil Premium to fund three activity types:

1. Support
2. Intervention
3. Enrichment

Below are the strategies and impacts for 2014/15.

Support

- All students entitled to the pupil premium are highlighted on SIMS.
- There has been a whole school focus on feedback for learning with a priority focus on Pupil Premium students.
- The Pupil Premium profile has been raised through focused data.
- Revision guides have been purchased for students so that they can have their own copy for use at home.
- Financial support has been provided for students to wear the correct uniform.
- An Education Welfare Officer has prioritised support for the attendance of the Pupil Premium students.
- Parents of Pupil Premium students have been contacted about events in school in order to improve attendance and build relationships.
- Our Careers advisor has ensured priority support for Pupil Premium students so that they have been guided to the appropriate course and employment.
- Reward system – Vivos (please see Appendices 2 and 5)

Intervention

- Six data gathering points have been monitored throughout the key stages to track the progress of Pupil Premium students and adjust interventions where necessary.
- Regular meetings amongst key colleagues within the school focused upon student progress and removing barriers to learning.
- Additional classes in English for Key Stage 3.
- Intervention sessions in English, Maths and Science for targeted students supported these students to catch up.
- Individual amendments were made to some students' timetables. This supported extra study for Maths and English.
- Structured revision sessions were provided at February half term and Easter for Year 11 Pupil Premium students. The attendance was excellent and feedback was extremely positive.
- Reconciliation centre.
- New Consequences Ladder (for evidence please see Appendices 1 and 4).

Enrichment

- Enrichment opportunities have been subsidised.
- Two one week Summer Schools focused on securing engagement and raising the self-esteem of Pupil Premium students.
- Breakfast club
- Uniform
- Educational visits
- Food Technology ingredients

Item	Amount spent (£) 2014/15	Amount spent (£) (as of Jan '16)
Uniform	1045.69	694.67
Food Technology ingredients	147.17	232.55
Educational visits	14,218.50	6319.50

Catch up Premium

Overview

The Government allocates £500 in respect of each pupil who has not attained level 4 in reading and/or mathematics (maximum of £500 per pupil) upon entry to secondary school. This grant is in addition to main school funding and should be used to raise attainment of those pupils with the weakest literacy and numeracy levels.

Key Objectives

To narrow the gap by providing proactive and early intervention and raising the attainment of all identified students

To ensure all pupils, regardless of Key Stage 2 levels, make expected progress
During 2014-2015, our 'Catch-Up' pupils were taught in smaller Nurture Groups in English. This small group teaching has ensured that pupils are all making progress with greater opportunity for one-to-one tuition and targeted intervention. The impact of the premium is evident in the results produced by our pupils:

Below Level 4 English 2014-15

	KS2	Summer 2015
Year 7	23	5
Year 8	36	1

Below Level 4 Maths 2014-15

	KS2	Summer 2015
Year 7	28	17
Year 8	35	26

Summer School 2014/15

Summer School had 80 pupils attending, 60 of which were Pupil Premium and was based on the idea 'Best of British'. Pupils became involved in various activities including a film review, cookery classes, drama sessions, sporting activities for example bubble football, rounders, rock climbing, etc. as well as a week at PGL Osmington Bay, Weymouth. The students enjoyed and were very satisfied with the varied programme of activities.

Pupil Destinations in 2015

138 students from our Year 11 stayed on to study at our 6th form.

74% of our Year 11 Pupil Premium students progressed to level 3 courses.

26% of our Year 11 Pupil Premium students progressed to level 2 courses.

There were 25 Pupil Premium students in Year 13 who finished their A level study in 2015. 20 of these went to University and 1 who went into an apprenticeship scheme.

This shows that the majority of our Pupil Premium students are able to progress onto the next stage of their education.

Expenditure Plan for the 2014/15 Financial Year

2014/15 ACTUAL	458,000.00				
INCOME					
Actual Expenditure	451,468.05				
Difference	6,531.95				
SUPPORT	£	INTERVENTION	£	ENRICHMENT	£
In-Class Support (TAs)	96,533	Behaviour – Commando Joe’s + Staffing	78,475	School trips	14,218.50
Revision (bought in support, rev. guides)	5793.79	Intervention (staffing)	146,397.99	Uniform	1045.69
Training & PP Review	2544.84	Leadership & Support	37,742	Food Tech (Ingredients)	147.17
Homework	2,560	1:1 Tuition	22,748	Bus passes	198.70
Support for staff and students	14,713.90	Additional Eng/Maths lessons	3,969	Catering	274.18
Rewards	1,600	Alternative Curriculum	20,000	Breakfast Club	682.00
Laptop	865.80			Misc. items	235.49
Maths Software	723.00				
Total	125,334.33	Total	309,331.99	Total	16801.73

The Achievement of Yr 11 Pupil Premium students (2013-14) and (2014-15) (based on information from FFT)

In 2013-14 students entitled to free school meals achieved an Average Point Score (Best 8) of 337 which was significantly higher than the national average of 306. These students also achieved 51% 5A*-C inc. Eng & Maths compared to a national average of 41%.

In 2014-15 the value added measure for the performance of the Pupil Premium students is 988 which is above the national average of 978. The EBACC performance of the Pupil Premium students has continued to be in line with the national average. The average point score (Best 8) of these students was 279 which was significantly above the national average of 262.

	2013/14 Outcome for FSM	2013/14 Outcome for non FSM	2013/14 Gap	2014/2015 (unvalidated) outcome for FSM	2014/2015 (unvalidated) outcome for non FSM	2014/2015 (unvalidated) Gap
Attainment – Attainment 8	40.03	49.97	-9.94	39.94	48.94	-9
Attainment – Progress 8	-0.49	-0.24	-0.25	-0.51	-0.13	-0.38
Attainment – Basics	41.4%	65.9%	-24.5%	45%	61%	-16%
Attainment – average points score in English	36.7	41.9	-5.2	37.0	40.5	-3.5
Attainment – average points score in mathematics	32.3	40.6	-8.3	33.3	38.4	-5.1
Attainment – average points score (capped 8)	244.23	300.37	-56.14	272.9	318.2	-45.3
Achievement – expected progress in English	50.5%	70.4%	-19.9%	59%	73%	-14%
Achievement – more than expected progress in English	12.1%	21.5%	-9.4%	12%	25%	-13%
Achievement – expected progress in mathematics	46.5%	65.2%	-18.7%	48%	65%	-17%
Achievement – more than expected progress in mathematics	14.1%	25.9%	-11.8%	15%	29%	-14%
Achievement – value-added score (best eight GCSEs)	970.016	988.652	-18.636	972.1	994.1	-22
Achievement – value-added score (best eight GCSEs including equivalentents)	970.016	988.652	-18.636	972.1	994.1	-22

Pupil Premium in 2015/16 – Reports to date February 2016

How our Pupil Premium Funding is to be used in 2015-2016

Our funding is as follows:-

2015/16 ACTUAL	444,125				
INCOME					
Actual Expenditure	444,125				
Difference	0				
SUPPORT	£	INTERVENTION	£	ENRICHMENT	£
In-Class Support (TAs)	106,033	Leadership & Support	37,546	School Trips	8,000
Revision	28,126	DEAR	500	Bus Passes	100
Miscellaneous student support	3,630	Students educated offsite	20,000	Uniform	250
Department Bidding	4,355	Intervention	142,430	Food Technology (ingredients)	50
Show my homework	3,168	External tuition	200	Breakfast Club	50
		Behaviour	89,687		
Total	145,312	Total	290,363	Total	8450

To help staff identify PP each department was offered identification booklets of SEN, PP and HAPs. These 3 groups were also identified in numbers for each staff member and small cards produced to fit into staff ID badge so they are knowledgeable of number of each in their teaching classes and this was updated again Jan 2016.

Our School Improvement Plan (SIP) 2015/16 indicates that PP achievement and aspirations is one of our main aims in our SIP. Using data we are aware that there are a number of PP students who have low reading ages, which affects their literacy skills and their ability to make progress across the curriculum. Therefore one of our other main focuses in the SIP is to enhance literacy skills in every way we can for all pupils. Our data also indicates that for a group of students basic numeracy skills are also lacking. All this data has provided evidence that these skills need to be our main aim in improving the life

chances of PP pupils. We have been allocated the £444,125 to various support programmes for these pupils.

From evidence of Sutton Trust gathering of PP opinions to find out where pupils were experiencing difficulties was noted as a factor that helped to reduce the gap.

School carried out questionnaires and interview sessions with these pupils and it revealed that a large number of pupils did not have

We have this year (2015/16) allocated the funding to three types of activity.

- 1) Support
- 2) Intervention
- 3) Enrichment

Support

- All students entitled to the pupil premium are highlighted on SIMS.
- There has been a whole school focus on feedback for learning with a priority focus on Pupil Premium students.
- The Pupil Premium profile has been raised through focused data.
- Classroom support by means of specialised TAs in English, Maths and Science.
- Development of revision, workshops, parents information evening, Easter and May revision.
- Financial support has been provided for students to wear the correct uniform.
- An Education Welfare Officer has prioritised support for the attendance of the Pupil Premium students.
- Parents of Pupil Premium students have been contacted about events in school in order to improve attendance and build relationships.
- Support offered to Leadership team of administrator.
- Introduction of 'Show my Homework' and after-school homework club.
- Support for Vivos and consequence administrator.
- Support of Primary schools to share good practice
- Discover the views of difficulties we have introduced interviews and questionnaires with students.
- Support aspirations at assemblies, British Values Day and entrepreneurial skills with Samaritan Days.

Intervention

As the procedures for specific intervention has changed from last year as we now have four centres each having a specific role of intervention.

- 1) Don Bosco
- 2) St Pauls
- 3) St Bernadette
- 4) St John Vianney
 - Regular meetings amongst key colleagues within the school focused upon student progress and removing barriers to learning.

Literacy

- Introduction of DEAR
- WOW (Word of the Week)
- Literacy intervention

Numeracy

- Numeracy audit
- Development of resources for departments to use good strategies.
- Numeracy intervention

Enrichment

- Enrichment opportunities have been subsidised.
- Breakfast club
- Uniform
- Educational visits
- Food Technology ingredients

We have specific development plan for Pupil Premium and Catch-Up Premium and this supports the School Development Plan 2015/16.

This is regularly updated and discussed with Governors.

Pupil Premium Improvement Plan 2015/16

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT - SCHOOL IMPROVEMENT PLAN 2015-16					
AIM	ACTIONS	IMPACT EXPECTED	ACTION BY	WHAT EXPECT TO SEE EACH TERM	RESOURCES
To raise achievement of groups (PP/SEND/HAPs) MBS	Develop monitoring and tracking systems focussed on Attainment 8 and Progress 8 achievement against targets. Produce summary assessment sheets for use by staff and governors following each assessment point. Regular Raising Achievement Meetings.	Students within the focus groups met and exceed expected progress in line with their Attainment 8 and Progress 8 targets. The progress of the majority of PP/SEND/Most able students is similar to other students nationally. Raise awareness of ongoing whole school outcomes for teachers and staff. Shared good practice relating to T&L strategies and interventions. Academic & Pastoral leaders have shared responsibility for student outcomes.	MBS. In line with school monitoring calendar Bi-weekly SLT link meeting. MBS. After each AP. MBS. As per school calendar. MBS. RA Meeting notes.		Time/Data Manager training Printing costs Time Time
To raise achievement of groups (PP/SEND/HAPs) Cont. MBS	Identify barriers to learning for all students via PASS survey. Mentoring programme for underperforming Y11 HAPs. Individual academic intervention for HAPs in English & Mathematics. Create base room and to base First Call there. 'First call' still discreet team but not based in particular room. Establish protocol for entry to room. Use AP data to challenge the intervention used.	Whole school strategies identified to remove any potential barriers to learning. Improved EofKS estimates for all targeted students All HAPs to achieve a positive P8 score for Basket 1 subjects. Improvements in small pockets of behaviour for learning issues. Engage all students for learning. Support mid-year admission or those with illness and NEET.	MBS. Oct half-term MBS/PRI. Data reviewed after each AP MBS/PRI. Data reviewed after each AP MBS MBS	Summer 2016 Monitor AP Check AP data and use of room.	£1,000 Time Time £4,000.00 (install 8 computers) Time

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT - SCHOOL IMPROVEMENT PLAN 2015-16					
AIM	ACTIONS	IMPACT EXPECTED	ACTION BY	WHAT EXPECT TO SEE EACH TERM	RESOURCES
To ensure pupil premium funding is allocated for appropriate resources and staff deployment. MBS	Establish protocol for entry to room.	Engage all students for learning.	MBS		
	Provide opportunities for out of hours provision with after school clubs and transport.	Reduce HWK consequences for targeted PP students Remove potential barrier for learning for some PP students.	MBS Oct 2015 MBS Oct 2015		Potential cost of transport
To raise attainment of Pupil Premium (PP) students. MBS	Data Analysis and compare to non-pupil premium.	Closing the gap of pupil premium students.	MBS/AVI	Analyse data.	Time
	Develop PP action plan.	Clear shared vision for raising the achievement of PP students across all year groups and all departments. Closing the gap with interventions	MBS. Oct half-term.	Analyse intense programme	Time
	Underachieving in Mathematics and English one hour intense programme for 10 weeks.	Revise intervention groups and methods.		Feedback of intervention from MBS.	Time
	Half-termly checks that intervention is working.	Half-termly analysis of PP and inform pastoral and intervention teams.	MBS/AVI	Data analysis.	Time
	Data analysis of attendance and behaviour, with monitoring and targeted support.	To engage 'hard to reach' parents and pupils. Pastoral staff come to know and take interest on their progress.	MBS/AVI HOYS		Time
	Interview PP Pupils twice a year, Commence links with Primary Schools on issues of PP.	Develop sharing ideas of interventions.	MBS/AVI		Time

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT - SCHOOL IMPROVEMENT PLAN 2015-16

AIM	ACTIONS	IMPACT EXPECTED	ACTION BY	WHAT EXPECT TO SEE EACH TERM	RESOURCES
To raise attainment of pupil premium (PP) students cont. MBS	To make links with above students' parents via pastoral provision		SBO	Analysis "hard to reach" parents and how to contact.	Time
	To focus able students.	Achieve their personal best GCSE grades.	MBS All staff	Data of 2015.	Time
	To close the gap of PP students.	Make progress at accelerated rate.	MBS All staff	Data of able each year group.	Time
	Use of non-digital clock in teaching organisational skills and management.	Ensure all can read a clock and can complete a task within a given time.		Suggest week to use.	
	Reinforce the use of praise cards for Year 10.	Enhance Vivo system and develop students' self-esteem.	SBO	Raise use at end of term.	
	Develop a revision planner for Year 11 and calendar issue near parents' evening.	Combine with Year 11 parents' evening to raise awareness of importance of well-planned revision and techniques.	MBS	Make planner and give out at parents' evenings.	£100.00
	Ensure revision of study skills are in all schemes of work.	Raise the study skills and ability of all students.	MBS	Check SOW.	Time
	Gaps in Year 7 and Year 10 progress to have tailored intervention.	Regular ongoing analysis to ensure intervention is closing the gap.	MBS	Analyse intervention.	Time
Observation of teaching, marking and assessment feedback.	Ensure teaching and learning and assessment is achieving closing the gap.	MBS/AGB	Analysis of learning walks.	Time	
To raise attainment of pupil premium students cont. SBU To raise aspirations of all pupils. SBO	To ensure SEN are supported with resources and appropriate curriculum. Organise during the year:	Students become engaged and achieve appropriate certificates and GCSE grades.	SBU/SLT	Provide resources for SEN.	£2,000.00
	Assembly themes: Gap years; careers; local awareness; university; STM and industry.	Wide range of topics to inspire.	SBO/HOYs	Check assembly content.	Time
	Calendar British Values day/Careers week.	Raise aspirations.	SBO	Evaluate day.	
	Each year in Lent Enterprise Project from each form.	Inter-form competition.	SBO	Evaluate student voice.	
	To prepare pupil premium students for interview to develop interview skills and raise aspirations.	Develop interview techniques. Review of destinations.	SBU/JMA		

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT - SCHOOL IMPROVEMENT PLAN 2015-16

AIM	ACTIONS	IMPACT EXPECTED	ACTION BY	WHAT EXPECT TO SEE EACH TERM	RESOURCES
To raise aspiration of pupil premium students. DVI	Study Buddies from Year 12 for Year 9 students and other responsibilities. Interviewed and job roles distributed.	Raise the esteem of Year 9 pupil premium students and responsibility of Year12.	MBS/AVI/RSI	Student Voice outcomes.	Time
	PSHE programme offers careers, revision study skills.	Range of skills offered.	SBO	Check SOW.	Time
To develop teachers and Teaching Assistants' ability to meet needs of all learners cont. SBU	To have a performance target for all classroom staff to stretch able pupil premium 2015-16 in Years 7-11. Focusing on one class per year group.	Ensure pupil premium gap narrows rapidly.	SBU	Target for all staff.	Time

OUTCOMES FOR STUDENTS - SCHOOL IMPROVEMENT PLAN - 2015-16

AIM	ACTIONS	IMPACT EXPECTED	ACTION BY	WHAT EXPECT TO SEE EACH TERM	RESOURCES
To raise the achievement of group (PP/SEND/HAPs)	KS4 student targets set in line with national A8 and P8 estimates. Departmental moderation of targets to ensure targets are realistic yet challenging informed by CAT estimates and teacher judgement.	Students have clear understanding of age related expectation and can explain what they need to do to improve.	MBS Sept 2015 MBS After each AP. Progress of subjects/ classes monitored against targets.		Time
MBS					
To close the achievement gaps between groups of students, in particular the disadvantaged and those with special educational needs.	Monitor data and discuss with HOYs and HODs the progress of students. Develop the monitoring and tracking of systems of A8/P8. Produce summary assessment sheets to use with staff and governors at each Assessment Point.	Gaps in attainment between groups of students are reduced in line with national expectations and in school targets. To raise awareness of all staff to have students succeed. To analyse the progress of students and raise awareness of teachers and Governors.	SLT/ MBS MBS MBS	Compare data. Raise awareness at staff briefing. Analyse progress.	Time
MBS					

The Achievement of Pupil Premium students in present Year 11 to date Jan 2016

	2015/16 (as of Jan' 16) Outcome for FSM (based on internal analysis)	2015/16 (as of Jan' 16) Outcome for non FSM (based on internal analysis)	2015/16 (as of Jan' 16) Gap (based on internal analysis)
Attainment – Attainment 8	45.16	53.97	-8.81
Attainment – Progress 8	-0.06	0.23	-0.17
Attainment – Basics	48.5%	65.6%	-17.1%
Attainment – average points score in English	37.51	41.92	-4.41
Attainment – average points score in mathematics	37.59	42.39	-4.80
Attainment – average points score (best eight GCSEs)	298.26	341.05	-42.79
Attainment – average points score (best eight GCSEs including equivalents)	305.22	345.16	-39.94
Achievement – expected progress in English	62.1%	70.9%	-8.8%
Achievement – more than expected progress in English	15.8%	35.4%	-19.6%
Achievement – expected progress in mathematics	55.4%	77.2%	-21.8%
Achievement – more than expected progress in mathematics	13%	35.4%	-22.4%
Achievement – value-added score (best eight GCSEs)	1003.094	1017.331	-14.237
Achievement – value-added score (best eight GCSEs including equivalents)	1003.094	1017.331	-14.237

Pupil Premium impact progress of pupils – 2015/16 (up to Feb 2016)

Support

We offer to PP, staff enhancing classroom support, this has allowed lead practitioners to devise intervention work and monitor the impact. Together with specialised TAs in English, Maths and Science.

Appendix 9 gives details of Year 11 who are being supported in class by TAs. The evidence indicates that such support is having a positive impact on SEN and PP progress.

We allocated funds for the development of revision, sustaining good practice from last year of offering before and after school revision for exams groups in Y11, Y12 and Y13 which will be expanded to Easter and May revision. We provided Y11 with a revision technique workshop and parent's information evening to enhance understanding of skills of revision. We also offer one to one tuition after school for pupils falling behind due to absenteeism. (Please see Appendix 6 and 6a).

Leadership support is offered by Leadership Team and together with an administrator to ensure that PP is tracked and the impact of initiatives or interventions is interrogated.

Evidence provided last year indicated that pupils did not complete homework and it was difficult to manage and track, 'Show my Homework' is a new initiative and a good intervention to improve this as it also gives parent insight into the homework task. Consequences for homework have significantly dropped due to this intervention as per the evidence below.

Homework Consequences Comparison - Jan 2015 vs Jan 2016

Count of Incident	Column Labels Academic Year	Academic Year	Grand Total
Row Labels	2014/2015	2015/2016	Total
Non PP	1233	495	1728
PP	1662	752	2414
Grand Total	2895	1247	4142

Interventions to date:-

- All pupils have been invited to Maths Clinic which runs every Wednesday in S54 between 3.00pm and 4.00pm.
- All pupils have their own individual login to MyMaths.
- Y11 pupils were provided with a MathsWatch CD at the start of Y9.

- Y10 pupils have been provided with a new MathsWatch (1 to 9) CD this year.
- Y8/9 pupils were provided with a KS3 MathsWatch CD at the start of Y7 which supports basic revision.
- MathsWatch will be available on the VLE for all pupils to access before the end of term.
- MF – Maths Futures

The department have devised assessment sheet for each topic that gives pupils a better indication of what they are grasping from MyMaths and what they need to work on in order for them to visually see their improvements. Below is an example of Y11 pupils and the department's views from the assessment. Those green shows the students grasped the maths concept, those seen in orange are part way learning and those in red need to revisit the work to relearn the maths topic.

Level	Topic	Task Name	Student A	Student B	Student C	Student D	Student E
1	Number	Number facts and doubles 1	100%			100%	100%
1	Number	Place value to 30			100%	100%	100%
4	Number	Estimating introduction		70%	100%		100%
5	Six boosters	Angle sums	67%	100%	83%		83%
5	Shape	Metric conversion	81%	94%	81%		94%
5	Number	Multiply decimals by whole numbers	81%	44%			100%
5	D2C	Negative numbers 2	67%	79%	100%	96%	71%
5	Algebra	Simplifying 1		68%	100%		84%
6	Shape	Angles in parallel lines	43%	50%	50%		29%
6B	Six boosters	Algebra - OW	83%	52%	48%	26%	74%
6B	Six boosters	Probability - OW	89%	67%		100%	67%
DC	D2C	Constructions - OW	93%	100%	93%	93%	100%
DC	D2C	Equations - OW			88%	100%	
DC	D2C	Probability - OW				91%	
DC	D2C	Pythagoras - OW		100%		80%	
E	Shape	Pythagoras 3D	14%	57%	57%	57%	79%

Consequences

Evidence of consequences for inappropriate behaviour compared to last year indicates at present the number of incidents is down for PP students, SEN and EAL. Comparing term 1 with this terms incidents these too are down in numbers and bullying remains low (C7).

However, in all year groups Y7-11 PP pupils were given more points for poor behaviour. (Please refer to Appendices 1 and 4)

Vivos

The last report 2nd-8th Nov indicated that the number of Vivos given to PP pupils was slightly lower than non-PP except in Y12. Consideration is now to be given to asking staff to increase Vivos to PP to see if this improves PP momentum to work. (Please refer to Appendices 2 and 5).

Exclusions

The number of fixed term and permanent exclusions are reducing. This we believe is due to the introduction of consequences and vivo system. Pupils such as PP and other disadvantaged pupils i.e. SEN have also reduced in number of exclusions. (Please refer to Appendices 3 and 8).

Attendance – Comparison of 2014/15 with 2015/16

Data is collected half termly of attendance.

Autumn Term 1 (14/15)	PP	Non-PP	Autumn Term 2 (14/15)	PP	Non-PP
Year 7	95.55%	98.24%	Year 7	93.12%	95.17%
Year 8	93.39%	97.16%	Year 8	92.94%	95.97%
Year 9	93.78%	97.04%	Year 9	91.09%	95.28%
Year 10	92.59%	95.99%	Year 10	93.26%	95.12%
Year 11	94.03%	96.15%	Year 11	91.59%	94.88%
Year 12/13	94.99%	95.16%	Year 12/13	87.74%	92.75%

Autumn Term 1 (15/16)	PP	Non-PP	Autumn Term 2 (15/16)	PP	Non-PP
Year 7	96.44%	98.03%	Year 7	94.85%	96.14%
Year 8	94.6%	96.97%	Year 8	93.89%	96.65%
Year 9	95.03%	97.22%	Year 9	93.24%	96.48%
Year 10	93.1%	96.47%	Year 10	92.9%	96.18%
Year 11	92.4%	96.59%	Year 11	90.99%	95.7%
Year 12/13	89.64%	91.66%	Year 12/13	82.00%	90.36%

Data for Autumn term 1 indicates that PP do not attend as well as non-PP. Year 10 and 11 have PP attendance of 92% compared to 96% for non-PP.

Persistent non-attenders have been identified – PP = 43 and Non-PP = 17 and reasons and actions taken for poor attendance was provided by EWO.

Primary School Workshop

A further PP workshop was offered for 30th November 2015. From this workshop we now have a member of staff as a Governor at St Giles Primary School to build up links with PP work. We have established that Y6 teacher from St Joseph's Catholic Primary will visit to view Y7 work and give observation feedback.

PP Interviews/Questionnaires

As a result of reading Sutton Trust PP Toolkit we embarked on interviewing and giving questionnaires for all PP in June. The evidence found was shared with HODS and HOYS and they offered ideas to help support PP.

Some of these ideas have been added to SIP 2015/16, such as Revision diary, raising aspirations, including those at assemblies, cross-curricular days more careers work and entrepreneurial skills during Samaritan days.

PP felt special being asked to complete a questionnaire and discuss their work with staff. We have therefore planned two more for this academic year.

The first of these was in October 2015 and findings were cascaded to HOYS/HODs and form tutors, specific concerns were noted to HOYS and feedback requested.

Questionnaires were analysed for similarities and the main subjects that pupils expressed learning difficulties were Maths, English and Science. Names of students were sent to HODs/HOYS whereby actions taken were recorded and fed back to SLT.

One of the pieces of evidence from first interview questionnaires in June 2015 was that there were a number of pupils who could not tell the time. We gave a small exercise of 4 clock faces and discovered in every class there were pupils who could not tell the time. Not all were PP – 81 were non-PP students compared to 48 PP students. Form tutors at the end of January spent form time looking at the clock. We will retest the week before half term February 2016.

Intervention

As the procedures for specific intervention has changed from last year as we now have four centres:-

- 1) Don Bosco – Catch-up, persistent absence, refusal to complete coursework.
- 2) St Pauls – catch-up with Maths, English and Science, a tailored course for each pupil.
- 3) St Bernadette – Centre of support of TA s for SEN.
- 4) St John Vianney – intervention for poor behaviour.

In order to sustain good behaviour we have an intervention worker in St John Vianney centre and an administrator of Vivo and consequence systems, they keep staff informed of pupils' good behaviour records and also of pupils not adhering to school policy. This data is analysed half-termly. (See Appendices 1, 2, 4 and 5).

We have sustained our intervention staff in English and Maths and reallocated other intervention/raising achievement personnel to manage the pupils in the Don Bosco and St Paul centres. These staff target different pupils and in different year groups for a flexible time scale to seek to break poor study habits or to catch up controlled or coursework that has not been completed.

A review of all the centres on their work is being carried out to assess if the identification and intervention is appropriate (see Appendix 7).

Another new initiative has been the introduction of DEAR – Drop Everything And Read” for Y7 and Y8, books were purchased for those pupils who would not have a book. We hope this will encourage pupils to read. Pupil voice tells us that pupils like this opportunity to read as per the evidence below.

- Out of the 37 students, 20 have improved their reading age by an average of 1yr 10 months. 10 of these students are PP and their reading age has improved by an average of 1yr 5 months.
- 11 of the PP students made no progress.
- Although a couple of students who completed the questionnaire have said they didn't enjoy DEAR all of their reading ages have improved.
- Only 1 of the students who said they didn't enjoy it was not reading a novel.
- Overall: Pupils enjoyed DEAR and understood its purpose. The majority of students are currently reading a novel and have said that their interest in reading has grown.

Enrichment

PP are helped with uniform, school bus passes, food tech ingredients and educational visits to ensure they attend school and have the opportunities that are offered to all students.

Current spending to date (since April 2015) on uniform, food technology ingredients and educational visits.

Item	Amount spent (£) 2014/15	Amount spent (£) (as of Jan '16)
Uniform	1045.69	694.67
Food Technology ingredients	147.17	232.55
Educational visits	14,218.50	6319.50

Breakfast Club continues to be very popular and gives an opportunity for pupils to have breakfast before school. We have just introduced a homework club and it is beginning to make momentum.

Since starting in November 2015 426 students have attended the homework club and 40% of the students attending are Pupil Premium students.

	23-Nov-15	24-Nov-15	25-Nov-15	26-Nov-15	27-Nov-15	30-Nov-15	01-Dec-15	02-Dec-15	03-Dec-15	04-Dec-15	07-Dec-15	08-Dec-15	09-Dec-15	10-Dec-15	11-Dec-15
am															
PP	1	3	4	6	3	6	4	11	7	6	6	5	5	4	8
Non-PP	0	1	0	2	2	2	1	5	2	1	1	0	5	3	6
pm															
PP	3	8	5	5	4	4	14	9	12	4	0	6	10	6	3
Non-PP	7	18	18	17	12	17	15	22	26	10	0	20	16	13	12
Total	11	30	27	30	21	29	34	47	47	21	7	31	36	26	29

A further analysis of how this helpful Homework Club is planned for Summer term.

Our School Website gives evidence of the last 2 years use of Pupil Premium funding. It provides evidence of Year 11 results and how the gap has closed by 14%. We also

indicate the cost allocation and the progress of Y7-11 (2015/16) to date using Assessment Point data and compare this data with the same time in 2014/15 to gauge if the gap is decreasing.

We demonstrate the use of the PP funding through reporting to Governors and parents and this information is also on the school website.

Catch-Up Premium 2015/16

In 2015-2016 funding of £20,000 has been provided. In brief, the allocation will allow us to provide:

- Reading test at the beginning of the year and followed with end of term tests to be able to measure progress
- extra English lessons provision including TA support.
- differentiated schemes of work, targeting key skills that are integral for pupil success in English and Maths
- There are discrete Literacy lessons.
- Accelerated Reading Scheme to encourage regular reading and comprehension skills.
- We have purchased Lexia and MyMaths licenses.
- small group intervention sessions on a rota in lesson time in English
- resources specifically designed for supporting pupils' transition between Key Stage 2 and Key Stage 3 English and Maths
- Show my homework to ensure that parents and pupils know what is expected.
- literacy and numeracy programme during form time
- CPD and training opportunities for staff who are responsible for the progress of our eligible pupils
- strategies used to improve literacy will be shared with all staff and used across the curriculum e.g. WOW, DEAR and a monthly literacy focus.
- strategies for numeracy with common powerpoints for departments to use in delivery of numeracy.

In addition to these provisions, we will provide opportunities for eligible families to speak to representatives from both departments about techniques that can be used to support their child.

Literacy

All pupils are tested for reading ages at the beginning and end of the school year to check improvement in reading.

Year 7 are provided with catch-up work, a short course 8/10 weeks to develop their reading skills.

A variety of other tests are executed including grammar test for Year 7, Literacy staff now offer grammar learning in all lesson, lunchtime literacy for Y7 and Y8, spelling test, Literacy buddies.

There are a number of whole school strategies:-

- 1) Marking for Literacy
- 2) Y7 online testing and interventions for those below L3.
- 3) 61 pupils about RA of 9 years but below chronological age withdrawn for reading comprehension skills.
- 4) Year 9 Accelerated Reading programme offered for first time.
- 5) DEAR offered to Y7 and Y8.
- 6) WOW to encourage challenging vocabulary.

Small impacts noticed to date, as time progresses more hard evidence / data can be offered.

Progression Breakdown by Cohort Groups				
Cohort	AP1	AP2	Average Progression	Difference
Pupil Premium	7/9	9/1	16 months +	-4 months
Non-Pupil Premium	8/0	9/8	20 months +	
SEN	7/4	9/0	20 months +	5 months
Non-SEN	8/5	9/8	15 months +	
EAL	7/7	9/2	18 months +	-1 month
Non-EAL	8/0	9/7	19 months +	
Female	8/6	9/0	4 months +	-20 months
Male	7/6	9/6	24 months +	

Year 7 students below Level 4 in Numeracy are offered catch-up sessions during form-time. 41 students were identified as being below Level 4 on joining. The table below shows how they have progressed.

Numeracy Catch-up evidence Year 7 – January 2016

% of PP students making progress	22%
% of non-PP students making progress	17%

% of PP students making progress (below Level 4)	34%
% of PP students making progress (below Level 4)	29%

Numeracy across Curriculum

All departments have completed a Numeracy Audit highlighting aspects of numeracy that are delivered in their subject. These fell into 5 key areas of numeracy – being numerate, operations, handling information and shape, space and measure. The purpose of the audit was to give an overview of how and where numeracy is delivered across the school and also to encourage subject leaders to think how numeracy fits into their subject. Following analysis of the completed audit resources will be developed to support the consistent delivery of numeracy across all subjects including a range of ‘how to’ powerpoints/flipcharts for use in lessons and encourage sharing good practice of numeracy strategies in briefings.

Where the gaps are in present Year 11?

	2014/2015 (unvalidated) outcome for FS	2014/2015 (unvalidated) outcome for non FSM	2014/2015 (unvalidated) Gap	2015/2016 (as of Nov' 15) current outcome for FSM (based on internal analysis)	2015/2016 (as of Nov' 15) current outcome for non FSM (based on internal analysis)	2015/2016 (as of Nov' 15) current gap (based on internal analysis)
Attainment – Attainment 8	39.94	48.94	-9	45.13	53.81	-8.68
Attainment – Progress 8	-0.51	-0.13	-0.38	-0.06	0.21	-0.27
Attainment – Basics	45%	61%	-16%	49%	65.4%	-16.4%
Attainment – average points score in English	37.0	40.5	-3.5	37.42	41.94	-4.52
Attainment – average points score in mathematics	33.3	38.4	-5.1	37.63	42.31	-4.68
Attainment – average points score (capped 8)	272.9	318.2	-45.3	297.92	340.02	-42.1
Achievement – expected progress in English	59%	73%	-14%	61.7%	70.5%	-8.8%
Achievement – more than expected progress in English	12%	25%	-13%	16%	34.9%	-18.9%
Achievement – expected progress in mathematics	48%	65%	-17%	56%	76%	20%
Achievement – more than expected progress in mathematics	15%	29%	-14%	13.2%	34.9%	-21.7%
Achievement – value-added score (best eight GCSEs)	972.1	994.1	-22	1003.059	1016.178	-13.119
Achievement – value-added score (best eight GCSEs including equivalents)	972.1	994.1	-22	1003.059	1016.178	-13.119

Both charts show where the gaps are in present Year 10?

Measure	2014/15 (Term 1 data)				2015/16 (Term 1 data)				2014/15 vs 2015/16
	Dis. Pupils	Cohort	Percent	Gap	Dis. Pupils	Cohort	Percent	Gap	
Eng Comb A*-C	F	128	57%	-22.6%	F	133	39.8%	-21.1%	2.95%*
	T	96	34.4%		T	107	18.7%		
Eng Lit A*-C (15/16)					F	133	40.6%	-18.2%	2.95%*
					T	107	22.4%		
Maths A*-C	F	128	37.5%	-22.6%	F	133	34.6%	-16.5%	6.1%
	T	94	14.9%		T	105	18.1%		
Biology A*-C (14/15)	F	128	21.1%	-13.8%					
	T	96	7.3%						
Chemistry A*-C (14/15)	F	128	36.7%	-26.2%					
	T	95	10.5%						
Physics A*-C (14/15)	F	128	46.1%	-20.1%					
	T	96	26.0%						
Science Additional (15/16)					F	133	46.6%	-25.6%	-5.6%*
					T	105	21%		
Science Core (15/16)					F	133	48.9%	-25.1%	-5.1%*
					T	105	23.8%		

*Based on average gap (Eng Lang / Eng Lit) 2015/16

*Based on average gap (Eng Lang / Eng Lit) 2015/16

*Based on average gap (Biology / Chemistry / Physics) 2014/15

*Based on average gap (Biology / Chemistry / Physics) 2014/15

Year 10	2014/2015 outcome for FSM	2014/2015 outcome for non FSM	2014/2015 gap	2015/2016 current outcome for FSM	2015/2016 current outcome for non FSM	2015/2016 current gap
Based on Attainment 8 figures						
Attainment – average points score in English	33.31	36.95	-3.64	27.71	32.38	-5.17
Attainment – average points score in mathematics	31.45	35.56	-4.11	31.37	34.38	-3.01
Achievement – expected progress in English	32.3	37.8	-5.5	6%	15%	-9%
Achievement – more than expected progress in English	6.5	6.3	0.2	0%	1.7%	-1.7%
Achievement – expected progress in mathematics	11.2%	28.3%	-17.1%	13%	24%	-11%
Achievement – more than expected progress in mathematics	2.2%	7.9%	-5.7%	0%	2.5%	-2.5%

Both charts show where the gaps are in present Year 9?

Measure	2014/15 (AP1 data)				2015/16 (AP1 data)				2014/15 vs 2015/16
	Dis. Pupils	Cohort	Percent	Gap	Dis. Pupils	Cohort	Percent	Gap	
Eng Lang A*-C	F	123	22.0%	-14.2%	F	133	21.8%	-6.4%	7.1%*
	T	103	7.8%		T	109	14.7%		
Eng Lit A*-C (15/16)					F	133	18.8%	-7.8%	7.1%*
					T	109	11.0%		
Maths A*-C	F	125	22.4%	-12.5%	F	132	30.3%	-16.4%	-3.9%
	T	101	9.9%		T	108	13.9%		
Biology A*-C (14/15)	F	125	7.2%	-7.2%					
	T	103	0.0%						
Chemistry A*-C (14/15)	F	125	9.6%	-4.8%					
	T	104	4.8%						
Physics A*-C (14/15)	F	125	8.8%	-3%					
	T	104	5.8%						
Science Core (15/16)					F	132	26.5%	-5.4%	-0.4%
					T	109	21.1%		

*Based on average gap (Eng Lang / Eng Lit) 2015/16

*Based on average gap (Eng Lang / Eng Lit) 2015/16

*Based on average gap (Biology / Chemistry / Physics) 2014/15

Year 9 Based on Attainment 8 figures	2014/2015 outcome for FSM	2014/2015 outcome for non FSM	2014/2015 gap	2015/2016 current outcome for FSM	2015/2016 current outcome for non FSM	2015/2016 current gap
Attainment – average points score in English	26.91	31.32	-4.41	27.90	31.12	-3.22
Attainment – average points score in mathematics	29.07	32.03	-2.96	29.50	32.55	-3.05
Achievement – expected progress in English	3.0%	12.4%	-9.4%	6.6%	14.5%	-7.9%
Achievement – more than expected progress in English	0%	3.3%	-3.3%	0.9%	4.8%	-3.9%
Achievement – expected progress in mathematics	1.0%	8.2%	-7.2%	1%	4.8%	-3.8%
Achievement – more than expected progress in mathematics	0.0%	0.0%	0.0%	0%	0%	0%

Where are the gaps in present Year 8?

	2014/2015 outcome for FSM	2014/2015 outcome for non FSM	2014/2015 gap
Attainment – average points score in English	29.70	31.11	-1.41
Attainment – average points score in mathematics	31.45	33.14	-1.69
Achievement – expected progress in English	39.2%	53.5%	-14.3%
Achievement – more than expected progress in English	23.5%	19.7%	-3.8%
Achievement – expected progress in mathematics	56.4%	75.6%	-19.2%
Achievement – more than expected progress in mathematics	37.6%	53.5%	-15.9%

Since September we have made significant changes to the assessment structure in KS3. This has been done partly due to the removal of the system of levels used to assess in KS2 and also to ensure our students are being given the opportunity to deepen their knowledge, skills and understanding across all subjects as a solid foundation for KS4.

Our assessment structure in KS3 is based on subject specific assessment objectives (AOs), which are underpinned by age specific criteria linked to the new National Curriculum document (2014/15). These age specific criteria are then placed on a four point scale – known as STM Steps.

The STM Steps are

EXCEEDING (E)	Students demonstrate knowledge, skills, and understanding that is above that expected of their age group
SECURE (S)	Students demonstrate knowledge, skills, and understanding that is in line with that expected of their age group
DEVELOPING (D)	Students demonstrate knowledge, skills, and understanding that is not yet secure for their age group
FOUNDATION (F)	Students demonstrate knowledge, skills, and understanding that require more support and guidance to be in line with expectations for their age group

This structure allows an increased focus on formative assessment, identifying knowledge gaps, consolidating understanding, and supporting skills whilst also challenging and extending learning.

What does progress look like at STM?

Each student who enters KS3 is assigned a baseline threshold target – this target is used to internally track and monitor progress from their individual starting points.

For each year group an STM estimated attainment score is produced (average baseline score multiplied by the number of subjects studied) this is known as EstAtt.

The attainment points for each STM Step achieved by each student, in each subject, are added together to give an individual attainment score, known as KS3Att.

The EstAtt is taken from the KS3Att to give a progress score for each student, known as STMP_r. Each STM Step equates to 2 points therefore progress can be shown as:

Below -4	Between -2 and -4	Between 0 and -2	0	Between 0 and 2	Between 2 and 4	Above 4
More than 2 steps below expectations	Between 1 and 2 steps below expectations	Less than 1 step below expectations	In line with expectations	Less than 1 step above expectations	Between 1 and 2 steps above expectations	More than 2 steps above expectations

Where are the gaps in present Year 8 progress in English and Maths?

English	
Whole Cohort	-2.90
PP	-2.84
Non-PP	-2.94
Gap	-0.10

Maths	
Whole Cohort	-1.80
PP	-1.81
Non-PP	-1.78
Gap	0.03

Where are the gaps in present Year 7 progress in English and Maths?

English	
Whole Cohort	-2.66
PP	-2.51
Non-PP	-2.82
Gap	-0.31

Maths	
Whole Cohort	-0.86
PP	-0.85
Non-PP	-0.87
Gap	-0.02

Leaders and Governors

Leaders and Governors consider research and reports to inform their decision about pupil premium such as;

- Education Endowment Foundation Toolkit
- The Inclusion Expert Guide to Pupil Premium
- The Sutton Trust Videos and Case Studies
- Ofsted – The Pupil Premium Analysis and challenge tools for schools (Jan 2013)
- Walsall Council Pupil Premium Guide for Walsall Schools (Nov 2014)

Senior Leader responsible for Pupil Premium attends the Governors resources committee to share the PP report with governors and to prove the PP financial spends. A PP report is presented termly to the full governors.

The rationale for spending PP allocation is shared with Governors, Staff and Parents by means of the school website.

PP is a standing item for departments and their SLT Link Director.

Leaders present to Governors the PP improvement plan termly and discuss the progress being made to close the gap. Interventions used are; coursework clinics, bespoke revision timetables, individual intervention programmes and information learnt from the pp interview /questionnaire to focus on individual barriers.

St Don Bosco, St John Vianney, St Bernadette are the centres with different empathises for Intervention work and evidence of their impact is seen on Appendix 7.

Educational visits to ensure that pupils are able to partake in Educational Visits provide a subsidy of up to 50% is offered to PP students.

Staff are asked to track PP outcomes and to endeavour to reduce the gap in each Key Stage by interrogation of data at each Assessment Point in order to make decisions where the intervention is required.

Data tracking of attendance, punctuality and behaviour is monitored half-termly to ascertain the rewards and consequences and whether the persistent absences of students is reducing by various intervention methods of Pastoral staff and EWO.

The PP Link Governor meets the PP SLT leadership member each term to discuss all aspects of Pupil Premium and this report is forwarded to Full Governors where it is discussed.

Appendix 1

CONSEQUENCES COMPARISON – 2014/15 BY HALF TERM

½ terms	14/15						15/16	Grand Total
	1	2	3	4	5	6	1a	
(blank)	2341	3369	2532	2512	2444	2259	2286	17743
PP	4151	5433	4217	4558	4477	3781	3802	30419
Grand Total	6492	8802	6749	7070	6921	6040	6088	48162

½ terms	14/15						15/16	Grand Total
	1	2	3	4	5	6	1a	
LAC	36	44	59	53	54	38	45	329
Grand Total	36	44	59	53	54	38	45	329

½ terms	14/15						15/16	Grand Total
	1	2	3	4	5	6	1a	
SEN Support	2234	2516	1784	1929	1776	1433	1394	13066
Statement	148	169	114	131	121	98	117	898
Grand Total	2382	2685	1898	2060	1897	1531	1511	13964

½ terms	14/15						15/16	Grand Total
	1	2	3	4	5	6	1a	
EAL	696	904	742	637	596	560	485	4620
Grand Total	696	904	742	637	596	560	485	4620

Incident C3 Not completing homework

½ terms	14/15		15/16	Grand Total
	5	6	1a	
PP	386	89	397	872
(blank)	252	59	261	572
Grand Total	638	148	658	1444

Incident C7 Bullying

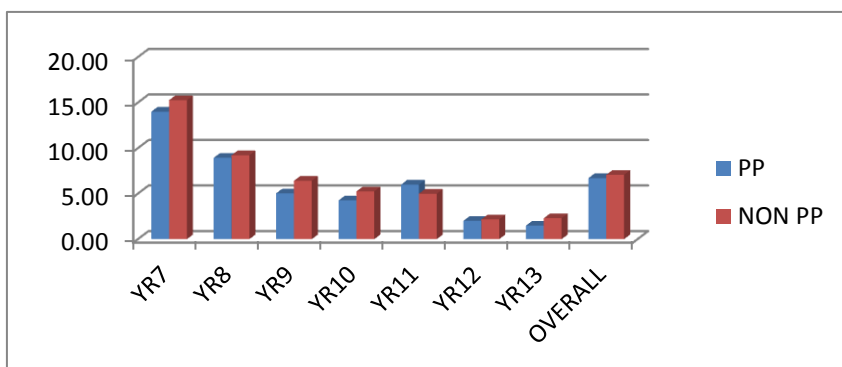
½ terms	15/16	Grand Total
	1a	
PP	1	1
(blank)	3	3
Grand Total	4	4

Appendix 2 – Vivos – our praise system

Vivos - Nov 2014 vs Nov 2015

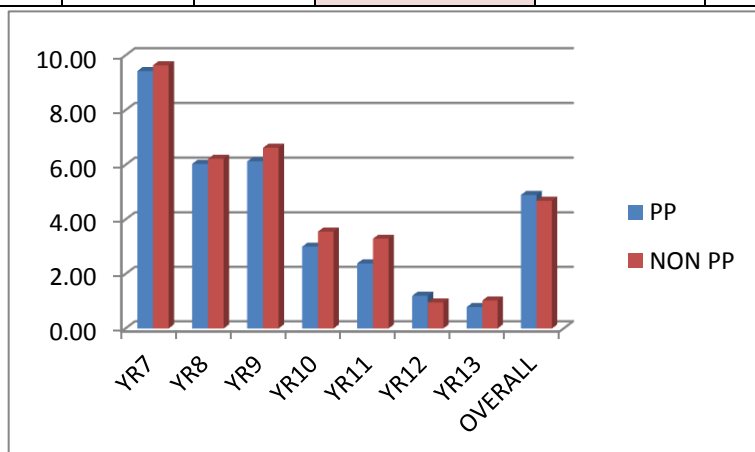
3rd November - 9th November 2014

	NO OF PP	VIVOS	AV PER PP STUDENT	NO OF NON PP	VIVOS	AV PER NON PP STUDENT	DIF
YEAR 7	95	1330	14.00	148	2259	15.26	-1.26
YEAR 8	104	929	8.93	135	1244	9.21	-0.28
YEAR 9	109	549	5.04	131	840	6.41	-1.38
YEAR 10	105	447	4.26	126	661	5.25	-0.99
YEAR 11	92	551	5.99	136	678	4.99	1.00
YEAR 12	53	107	2.02	96	208	2.17	-0.15
YEAR 13	33	49	1.48	91	209	2.30	-0.81
TOTALS	591	3962	6.70	863	6099	7.07	-0.36



2nd November - 8th November 2015

	NO OF PP	VIVOS	AV PER PP STUDENT	NO OF NON PP	VIVOS	AV PER NON PP STUDENT	DIF
YEAR 7	122	1150	9.43	121	1166	9.64	-0.21
YEAR 8	107	646	6.04	139	864	6.22	-0.18
YEAR 9	110	674	6.13	132	874	6.62	-0.49
YEAR 10	109	327	3.00	134	476	3.55	-0.55
YEAR 11	98	234	2.39	130	428	3.29	-0.90
YEAR 12	45	54	1.20	106	101	0.95	0.25
YEAR 13	46	36	0.78	93	95	1.02	-0.24
TOTALS	637	3121	4.90	855	4004	4.68	0.22



EXCLUSIONS INFORMATION

HALF TERM 1 - AUTUMN

AS AT 02 NOV 2015

Exclusion Data - Last 3 years - 2013/14 - 2014/15 - 2015/16 (Nov 2015)

EXCLUSIONS BY GENDER/TOTALS/DAYS

Term	1
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Row Labels	Column Labels							Permanent	Grand Total
	Fixed Term	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13		
2013/2014	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 11	
F									
Exclusions			4		4	4		1	13
Students			3		2	2		1	8
Total Days			4		34	10			48
M									
Exclusions	1	6	5	2	7	1			22
Students	1	5	4	2	7	1			20
Total Days	2	45	7	7	7	1			69
2014/2015									
F									
Exclusions				3					3
Students				1					1
Total Days				12					12
M									
Exclusions		3				2	1		6
Students		2				2	1		5
Total Days		11				4	7		22
2015/2016									
M									
Exclusions	1		2	1	1				5
Students	1		1	1	1				4
Total Days	1		8	1	7				17

FSM STATUS

Term	1
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Row Labels	Column Labels							Permanent	Grand Total
	Fixed Term	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13		
2013/2014	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 11	
FSM	1	2	1	2	1			1	8
Non FSM		3	6		8	3			20
2014/2015									
FSM		1					1		2
Non FSM		1		1		2			4
2015/2016									
FSM			1		1				2
Non FSM	1			1					2

REASONS

Term	1
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Row Labels	Column Labels							Permanent	Grand Total
	Fixed Term	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13		
2013/2014	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 11	
Drug and alcohol related					1	1		1	3
Persistent disruptive behaviour	1	1	2		5	3			12
Physical assault against a pupil			2	1	1				4
Sexual misconduct			1		1				2
Verbal abuse/threatening behaviour against a pupil		2	1			1			4
Verbal abuse/threatening behaviour against an adult		3	3	1	3				10
2014/2015									
Drug and alcohol related						1			1
Persistent disruptive behaviour				2					2
Physical assault against an adult		1							1
Sexual misconduct							1		1
Verbal abuse/threatening behaviour against a pupil		2							2
Verbal abuse/threatening behaviour against an adult				1		1			2
2015/2016									
Persistent disruptive behaviour					1				1
Physical assault against a pupil				1					1
Verbal abuse/threatening behaviour against an adult	1		2						3

NUMBER OF EXCLUSIONS

Term	1
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Row Labels	Column Labels							Permanent	Grand Total
	Fixed Term	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13		
2013/2014	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 11	
1	1	4	5	2	8	2		1	23
2		1	2						3
3 OR MORE					1	1			2
2014/2015									
1		1				2	1		4
2		1							1
3 OR MORE				1					1
2015/2016									
1	1			1	1				3
2			1						1

PUPIL PREMIUM

Term	1
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Row Labels	Column Labels							Permanent	Grand Total
	Fixed Term	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13		
2013/2014	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 11	
PP	1	2	7	2	2			1	15
Non PP		3			7	3			13
2014/2015									
PP		2		1		1	1		5
Non PP						1			1
2015/2016									
PP	1		2		1				4
Non PP				1					1

SEN STATUS

Term	1
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Row Labels	Column Labels							Permanent	Grand Total
	Fixed Term	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13		
2013/2014	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 11	
SEN	1	3	6	2	5	1	0	0	18
Non SEN	0	2	1	0	4	2	0	1	10
2014/2015									
Non SEN	0	1	0	0	0	2	1	0	4
SEN Support	0	1	0	1	0	0	0	0	2
2015/2016									
SEN Support	1	0	1	1	1	0	0	0	4

EXCLUSIONS BY ETHNICITY

Term	1
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Row Labels	Column Labels							Permanent	Grand Total
	Fixed Term	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13		
2013/2014	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 11	
Any other mixed background				1					1
Indian				1					1
White - British	1	5	7		9	2		1	25
White and Black Caribbean						1			1
2014/2015									
Indian		1							1
White - British		1		1		2	1		5
2015/2016									
White - British	1		1	1	1				4

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Appendix 4

Consequences Comparison to date (Jan 2016)

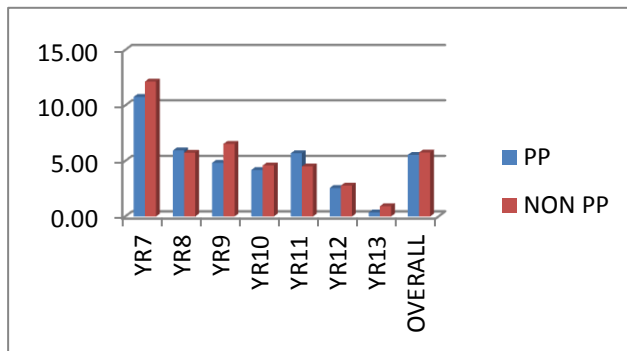
Count of Incident	Column Labels		Grand Total
	14/15	15/16	
Non PP	336	443	779
PP	432	769	1201
Grand Total	768	1212	1980

Appendix 5

Vivos Comparison – Jan 2015 vs Jan 2016

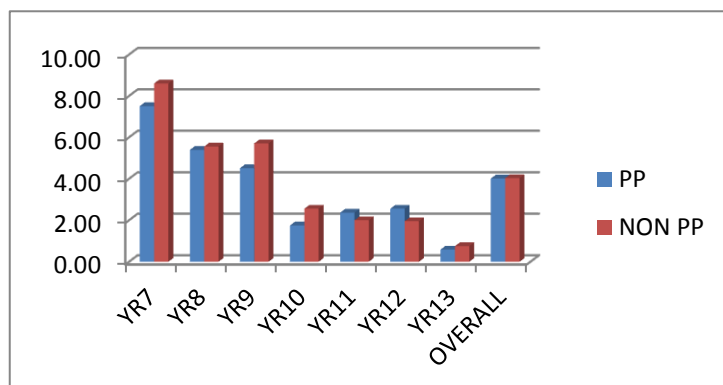
5th January 2015 - 11th January 2015

	NO OF PP	VIVOS	AV PER PP STUDENT	NO OF NON PP	VIVOS	AV PER NON PP STUDENT	DIF
YEAR 7	95	1023	10.77	148	1798	12.15	-1.38
YEAR 8	104	618	5.94	135	775	5.74	0.20
YEAR 9	108	522	4.83	131	856	6.53	-1.70
YEAR 10	105	440	4.19	126	578	4.59	-0.40
YEAR 11	92	523	5.68	136	612	4.50	1.18
YEAR 12	53	136	2.57	96	266	2.77	-0.20
YEAR 13	33	12	0.36	91	84	0.92	-0.56
TOTALS	590	3274	5.55	863	4969	5.76	-0.21



4th January 2016 - 10th January 2016

	NO OF PP	VIVOS	AV PER PP STUDENT	NO OF NON PP	VIVOS	AV PER NON PP STUDENT	DIF
YEAR 7	122	916	7.51	121	1041	8.60	-1.10
YEAR 8	107	577	5.39	139	772	5.55	-0.16
YEAR 9	110	496	4.51	132	753	5.70	-1.20
YEAR 10	109	191	1.75	134	343	2.56	-0.81
YEAR 11	98	232	2.37	130	260	2.00	0.37
YEAR 12	45	115	2.56	106	207	1.95	0.60
YEAR 13	46	27	0.59	93	70	0.75	-0.17
TOTALS	637	2554	4.01	855	3446	4.03	-0.02



Appendix 6

Evidence from student Y11 revision workshop 19.01.15

50% claimed they had started revision

50% confessed they had not started to revise

Reasons Y11 gave for finding revision difficult were predictable.

- concentration
- focusing
- how to revise
- too much to learn
- motivation
- remember
- distraction

From the workshop Y11 pupils learnt

- revision techniques
- mnemonics
- staying on tasks
- revising in 45 minute chunks
- work cards or recording work to listen to
- timetable

What would they do differently

- start to revise
- use a timetable
- ask others to help
- try some other techniques
- use past papers
- divide time into 45 minute chunks
- attend after school revision
- prioritise revision

Appendix 6a

Evidence from parent/carers revision help workshop (Jan 2016).

Sixty parents attended the workshop. To save parents taking notes we have placed the powerpoint on the website.

Responses to the exit questionnaire were very positive. All stated they found it helpful, with suggestions, tips and techniques. All stated that they had two strategies to use at home with their son/daughter. Some parents spoke to staff individually at the end about specific concerns or reassurances. These concerned, health problems, subjects struggling with and coping with stress. All these concerns were reassured by staff.

Staff and parents felt this needed to be continued in future years.

Appendix 7

Analysis of Intervention (St. Paul's) to date (Jan 2016)

Cohort	Cohort No.	KS2 Eng/Mat Avg	Estimated Att 8 Avg	September 2015							November 2015							July 15 EOKe v Nov 15 EOKe (Avg)	PP vs Non-PP
				English Prog 8 Avg	Maths Prog 8 Avg	Ebacc Prog 8 Avg	Open Prog 8 Avg	Attainment 8 Avg	Avg Att 8 Grade	Progress 8 Avg	English Prog 8 Avg	Maths Prog 8 Avg	Ebacc Prog 8 Avg	Open Prog 8 Avg	Attainment 8 Avg	Avg Att 8 Grade	Progress 8 Avg		
PP	99	4.41	45.6	0.13	0.33	0.19	0.31	47.9	4.8	0.24	-0.48	-0.1	0.05	0.17	45.2	4.5	-0.04	-0.28	-0.18
Non-PP	130	4.73	51.83	0.19	0.34	0.19	0.45	54.61	5.46	0.30	-0.16	0.15	0.29	0.39	53.8	5.38	0.20	-0.10	

Surname Forename	Pupil Premium Indicator	SEN Status	EAL	Reg Group	*STM Reading Age Y7 AP1	*STM Reading Age Y7 AP2
Student A	Y		N	7N	10/7	14/0
Student B	Y	K	N	7G	9/11	8/6
Student C	Y		Y	7A	9/3	9/11
Student D	Y		N	7O	10/7	10/7
Student E	Y	N	N	7V	9/3	12/3
Student F	Y			7D	9/11	10/7
Student G	Y		N	7D	10/7	13/3

Surname Forename	Pupil Premium Indicator	SEN Status	EAL	Reg Group	*STM Reading Age Y7 AP1	*STM Reading Age Y7 AP2
Student H	Y			7E	10/11	12/0
Student I	Y	N		7S	9/11	11/4
Student J	Y	K	N	7S	9/3	
Student K	Y			7R	10/11	10/11
Student L	Y	K		7G	9/7	9/3
Student M	Y		N	7V	9/3	9/3
Student N	Y		N	7D	10/11	13/9

Appendix 7 cont.

Surname Forename	Pupil Premium Indicator	SEN Status	EAL	Reg Group	*STM Reading Age Y7 AP1	*STM Reading Age Y7 AP2
Student O	Y	N		7D	9/3	9/3
Student P	Y	N	N	7G	10/3	10/3
Student Q	Y	K	N	7S	9/7	
Student R	Y			7O	10/11	12/3
Student S	Y		N	7N	9/11	13/0
Student T	Y			7S	9/7	11/4
Student U	Y	K		7R	9/7	9/11
Student V	Y		N	7A	9/3	
Student W	Y		N	7G	9/7	12/0
Student X	Y		N	7A	9/7	14/0
Student Y	Y			7V	9/11	13/9
Student Z	Y		N	7G	10/7	9/11

Surname Forename	Pupil Premium Indicator	SEN Status	EAL	Reg Group	*STM Reading Age Y7 AP1	*STM Reading Age Y7 AP2
Student AA	Y		N	7S	10/11	12/0
Student BB	Y		N	7D	9/11	9/11
Student CC	Y		N	7N	10/11	12/9
Student DD	Y	N	Y	7N	9/11	9/3
Student EE	Y	N		7O	9/11	9/11
Student FF	Y		N	7D	9/7	10/11
Student GG	Y			7E	9/11	11/8
Student HH	Y	N	Y	7S	9/11	13/3
Student II	Y		N	7O	8/10	10/7
Student JJ	Y	K		7D	9/3	9/7
Student KK	Y		Y	7D	8/10	8/10
Student LL	Y	N	N	7N	9/3	10/3

66 students

AP1 to AP2

43 students improved by more than 4 months $43/66 = 65\%$ made more than expected progress

Of the 43 students 11 students to be moved on = 17%

38 students = PP = 57.6%

Of the 11 students to move on 8 were PP (73%) but of all PP 21% compared to only 11% of non-PP

Appendix 8

Exclusion data to date (Sept 2015 - Jan 2016)

EXCLUSIONS BY GENDER/TOTALS/DAYS

Term	1
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Row Labels	Column Labels				Grand Total
	Fixed Term	Year 9	Year 10	Year 11	
2015/2016					
M					
Exclusions	2	4	2	4	12
Students	1	2	2	4	9
Total Days	3	18	5	13	39

FSM STATUS

Term	1
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Count of Ct	Column Labels				Grand Total
	Fixed Term	Year 9	Year 10	Year 11	
2015/2016					
FSM		1		3	4
Non FSM	1	1	2	1	5

REASONS

Term	1
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Count of Name	Column Labels				Grand Total
	Fixed Term	Year 9	Year 10	Year 11	
2015/2016					
Persistent disruptive behaviour			1	3	4
Physical assault against a pupil		2	1	1	4
Verbal abuse/threatening behaviour against an adult	2	2			4

NUMBER OF EXCLUSIONS

Term	1
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Count of Ct	Column Labels				Grand Total
	Fixed Term	Year 9	Year 10	Year 11	
2015/2016					
1		1	2	4	7
2	1				1
3 OR MORE		1			1

PUPIL PREMIUM

Term	1
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Count of Nm	Column Labels				Grand Total
	Fixed Term	Year 9	Year 10	Year 11	
2015/2016					
PP	1	2		4	7
Non PP			2		2

SEN STATUS

Term	1
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Count of Ct	Column Labels				Grand Total
	Fixed Term	Year 9	Year 10	Year 11	
2015/2016					
Non SEN	0	1	0	3	4
SEN Support	1	1	2	1	5

EXCLUSIONS BY ETHNICITY

Term	1
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Count of Ct	Column Labels				Grand Total
	Fixed Term	Year 9	Year 10	Year 11	
2015/2016					
Indian		1			1
White - British	1	1	2	4	8

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Appendix 9

Pupil progress in class where there is TA support

11T3 NHA

What % of PP students have made progress between AP1 and AP2?	6/14= 43%
What % of HAPS have made progress between AP1 and AP2?	0/1= 0%
What % of SEN students have made progress between AP1 and AP2?	0/2= 0%
What % of WBRI boys have made progress between AP1 and AP2?	2/8=25%
What % of students are working at their 3LOP target?	5/23=22%
What % of students are working at their 4LOP target?	0

11T4 LTO

What % of PP students have made progress between AP1 and AP2?	1/10 = 10% moved up grades 7/10 = 70% have moved up within a fine grade eg D- to D
What % of HAPS have made progress between AP1 and AP2?	3/4 = 75% have moved D to C 1/4 = 25% have moved up within a fine grade eg D- to D
What % of SEN students have made progress between AP1 and AP2?	0/4 have moved up grades 4/4 = 100% have moved up within a fine grade (D- to D or C- to C)
What % of WBRI boys have made progress between AP1 and AP2?	4/9 = 44% have moved up a grade 3/9 = 33% have moved up a fine grade or more
What % of students are working at their 3LOP target?	13 out of 28 = 46%
What % of students are working at their 4LOP target?	2 out of 28 = 7%

Appendix 9 cont.

11M3 ETA

What % of PP students have made progress between AP1 and AP2?	41% OF THE GROUP ARE PP 9/22 6/9 HAVE MADE PROGRESS BETWEEN AP1 AND AP2. % WHO HAVE MADE PROGRESS: 66.67%
What % of HAPS have made progress between AP1 and AP2?	No HAPS STUDENTS
What % of SEN students have made progress between AP1 and AP2?	All 10/22 SEN students made progress between AP1 and AP2. PROGRESS: 45%
What % of WBRI boys have made progress between AP1 and AP2?	8/22 WBRI 7/8 have made progress between ap1 and ap2. PROGRESS: 87.5%
What % of students are working at their 3LOP target?	14%
What % of students are working at their 4LOP target?	0%

11M4 CJE

What % of PP students have made progress between AP1 and AP2?	9/13=69%
What % of HAPS have made progress between AP1 and AP2?	No HAPS STUDENTS
What % of SEN students have made progress between AP1 and AP2?	5/9=56%
What % of WBRI boys have made progress between AP1 and AP2?	5/10=50%
What % of students are working at their 3LOP target?	8/19 =42%
What % of students are working at their 4LOP target?	10/19=53%