

Governors Pupil Premium Report May 2016

Updated from last report in February.

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) <small>(as at July 2015)</small>	96	107	107	105	61
Number (2015/16) <small>(as at September 2015)</small>	124	107	110	106	98
Figures as of 13/05/2016	121	103 (-3)	108 (-1)	95 (-3)	98 (-1)
As of 13/05/2016 – these figures include 525 PP students, 11 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)					

The number for PP in Years 8-11 have changed slightly since the last reports. This is due to pupils no longer being eligible.

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

	2015/16 (as of May 16) Outcome for FSM (based on internal analysis)	2015/16 (as of May 16) Outcome for non FSM (based on internal analysis)	2015/16 (as of May 16) Gap (based on internal analysis)
Attainment – Attainment 8	43.82	53.70	-9.88
Attainment – Progress 8	-0.20	0.15	-0.35
Attainment – Basics	47%	70.1%	-23.1%
Attainment – average points score in English	37.74	42.94	-5.2
Attainment – average points score in mathematics	35.22	40.80	-5.58
Attainment – average points score (best eight GCSEs)	285.90	338.93	-53.03
Attainment – average points score (best eight GCSEs including equivalents)	298.96	345.23	-46.27
Achievement – expected progress in English	63.3%	80.2%	-16.9%
Achievement – more than expected progress in English	18.4%	38.1%	-19.7%
Achievement – expected progress in mathematics	47.9%	67.5%	-19.6%
Achievement – more than expected progress in mathematics	10.6%	32.5%	-21.9%
Achievement – value-added score (best eight GCSEs)	993.575	1013.33	-19.755
Achievement – value-added score (best eight GCSEs including equivalents)	993.575	1013.33	-19.755

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

Homework Consequences Comparison – Spring Term 2015 vs Spring Term 2016

Count of Incident	Column Labels	Academic Year	Academic Year	Grand Total
Row Labels	Academic Year 2014/2015	2014/2015	2015/2016	
Non PP		1005	308	1313
PP		1374	448	1822
Grand Total		2379	756	3135

As we use 'Show my Homework' more and it is thorough. The data has risen for both groups. Issues regarding lack of completion needs to be investigated by Heads of Year.

Attendance – Comparison of 2014/15 with 2015/16

Data is collected half termly of attendance.

Spring Term 1 (14/15)	PP	Non-PP	Spring Term 2 (14/15)	PP	Non-PP
Year 7	94.25%	96.57%	Year 7	93.31%	96.06%
Year 8	92.65%	95.11%	Year 8	93.58%	96.48%
Year 9	92.52%	95.6%	Year 9	91.79%	95.55%
Year 10	92%	95.6%	Year 10	90.55%	95.22%
Year 11	92.13%	94.24%	Year 11	93.74%	96.35%
Year 12/13	86.12%	92.19%	Year 12/13	89.12%	93.72%

Spring Term 1 (15/16)	PP	Non-PP	Spring Term 2 (15/16)	PP	Non-PP
Year 7	95.25%	96.48%	Year 7	94.34%	95.76%
Year 8	94.22%	96.45%	Year 8	94.25%	97.01%
Year 9	93.02%	96.30%	Year 9	93.93%	96.54%
Year 10	91.99%	94.82%	Year 10	92.72%	96.49%
Year 11	91.73%	95.5%	Year 11	91.59%	94.8%
Year 12/13	82.07%	90.51%	Year 12/13	85.13%	90.02%

Generally the attendance this Spring Term compared to last year has improved. However, Year 11 and 12/13 attendance is a concern as it has dropped. In regards to Y12 and Y13 the reason for the drop in attendance since last year can be accounted to 4 students – 2 are permanently excluded but still on our register and 2 students have medical needs and have been in hospital for a substantial amount of time. With Year 11 there are at least 10 pupils on reduced timetables,

there are 3 pupils who have had at least 3 weeks absence due to medical issues. 1 student who was not in school and has only just been removed from the register.

Homework Club

	Nov-Dec 2015	Jan 2016	Feb 2016	March 2016
am				
PP	79	127	69	75
Non-PP	31	79	42	77
pm				
PP	93	108	104	115
Non-PP	223	287	203	176

Attendance has improved at Homework Club. However, PP still does not outnumber non-PP and suggest a promotion campaign in September to try and encourage more PP to attend.

This chart shows where the gaps are in present Year 10?

<u>Year 10</u> 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 as of May 2016	2015/2016 current outcome for non FSM as of May 2016	2015/2016 current gap as of May 2016
Attainment – average points score in English	33.31	36.95	-3.64	36.44	39.39	-2.95
Attainment – average points score in mathematics	31.45	35.56	-4.11	38.29	42.09	-3.8
Achievement – expected progress in English	32.3	37.8	-5.5	55.9%	68.3%	-12.4%
Achievement – more than expected progress in English	6.5	6.3	0.2	12.9%	27.8%	-14.9%
Achievement – expected progress in mathematics	11.2%	28.3%	-17.1%	60.2%	80.2%	-20%
Achievement – more than expected progress in mathematics	2.2%	7.9%	-5.7%	17.2%	41.3%	-24.1%

At the last AP point the students sat a full GCSE paper for the first time, so this would account for the drop in attainment across the board in English and Maths.

This chart shows where the gaps are in present Year 9?

<u>Year 9</u> 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 as of May 2016	2015/2016 current outcome for non FSM as of May 2016	2015/2016 current gap as of May 2016
Attainment – average points score in English	26.91	31.32	-4.41	38.82	40.54	-1.72
Attainment – average points score in mathematics	29.07	32.03	-2.96	39.89	42.84	-2.95
Achievement – expected progress in English	3.0%	12.4%	-9.4%	59.6%	71%	-11.4%
Achievement – more than expected progress in English	0%	3.3%	-3.3%	18.3%	25%	-6.7%
Achievement – expected progress in mathematics	1.0%	8.2%	-7.2%	70.5%	86.5%	-16%
Achievement – more than expected progress in mathematics	0.0%	0.0%	0.0%	15.2%	37.3%	-22.1%

Where are the gaps in present Year 8?

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

Consequences Comparison to date (Sept 2014 - May 2015) vs (Sept 2015 – May 2016)

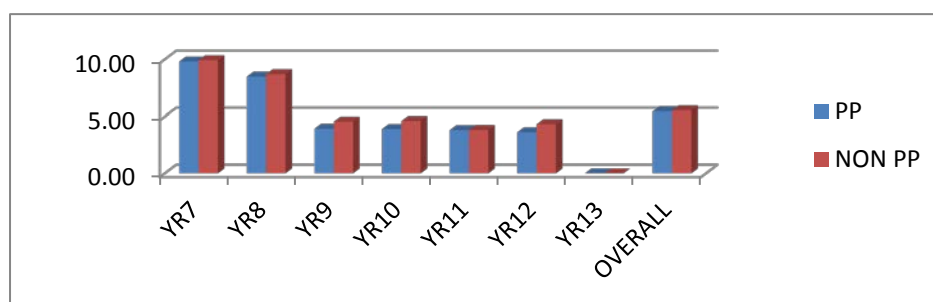
Count of Incident	Column Labels		Grand Total
	14/15	15/16	
Non PP	18967	11233	30200
PP	28824	18031	46855
Grand Total	47791	29264	77055

A continuing trend that consequences are reducing across the school and PP group are still the larger of the two groups for consequences.

Vivo comparison – May 2015 vs May 2016

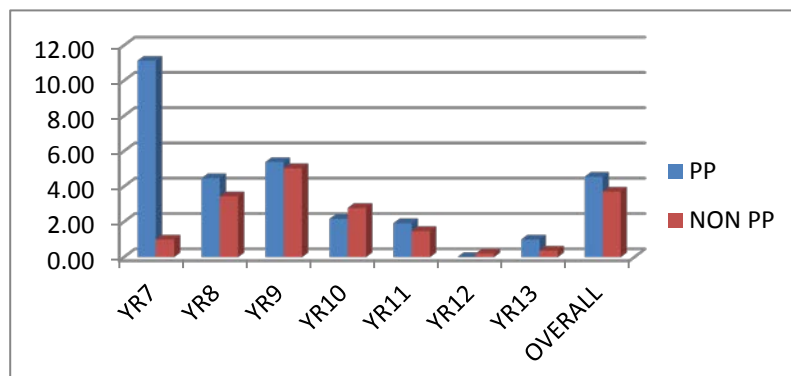
4th May 2015 – 8th May 2015

	NO OF PP	VIVOS	AV PER PP STUDENT	NO OF NON PP	VIVOS	AV PER NON PP STUDENT	DIF
YEAR 7	95	932	9.81	147	1459	9.93	-0.11
YEAR 8	106	899	8.48	137	1192	8.70	-0.22
YEAR 9	108	426	3.94	131	598	4.56	-0.62
YEAR 10	105	411	3.91	126	582	4.62	-0.70
YEAR 11	93	355	3.82	135	517	3.83	-0.01
YEAR 12	49	178	3.63	92	399	4.34	-0.70
YEAR 13	32		0.00	91		0.00	0.00
TOTALS	588	3201	5.44	859	4747	5.53	-0.08



2nd May 2016 - 6th May 2016

	NO OF PP	VIVOS	AV PER PP STUDENT	NO OF NON PP	VIVOS	AV PER NON PP STUDENT	DIF
YEAR 7	122	1358	11.13	121	1406	1.00	10.13
YEAR 8	107	478	4.47	139	478	3.44	1.03
YEAR 9	110	592	5.38	132	664	5.03	0.35
YEAR 10	109	236	2.17	134	373	2.78	-0.62
YEAR 11	98	188	1.92	130	192	1.48	0.44
YEAR 12	45	0	0.00	106	22	0.21	-0.21
YEAR 13	46	46	1.00	93	34	0.37	0.63
TOTALS	637	2898	4.55	855	3169	3.71	0.84



Appendix 11

Exclusions to date (May 2016) for the past 3 academic years

Count of Nm	Column Labels												
	Fixed Term							Permanent					Grand Total
Row Labels	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 7	Year 8	Year 9	Year 10	Year 11	
2013/2014													
PP	4	13	30	15	19			1				1	83
Non PP		9	6		12	6							33
2014/2015													
PP	1	4	3	3	1	3	2				1		18
Non PP		2	1	2		1				1			7
2015/2016													
PP	1	1	2		6				2				12
Non PP		1		2	3				1				7