

# Pupil Premium Budget Statement

2018 – 19



## **Overarching principles**

At Trinity Catholic School, all members of staff and governors accept responsibility for those students recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs.

Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her potential, irrespective of disadvantage.

## **Background to the disadvantaged (Marist) student policy.**

Introduced in April 2011, the Pupil Premium Funding was a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that students from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium Funding was provided in order to support these students in reaching their potential by accelerating their progress. In December 2014 the government changed the term pupil premium to disadvantaged students.

The Government has used students entitled to Free School Meals and those looked after as an indicator for deprivation. They have given a fixed amount of money to schools per student, based on the number of students registered for Free School Meals (including those who have been on the FSM register in the last 6 years) and who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. This premium is designed to address the emotional and social well-being of these students.

## **Overall Objectives**

Our school will ensure that the disadvantaged students funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives. The disadvantaged students funding will be used to provide additional educational support to improve the progress and raise the achievement of these pupils.

The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.

The school will use the additional funding to address any underlying inequalities between children eligible for funding and others.

How we will ensure effective use of the disadvantaged student funding

The funding will be clearly identifiable within the budget.

The Principal in consultation with the governors, SLT and staff, will decide how the funding is spent for the benefit of the entitled students. Funding will be allocated following a needs analysis which will identify priority groups or individuals.

In making provision for socially disadvantaged pupils, we recognise that not all students who receive free school meals will be socially disadvantaged or under achieving. We therefore reserve the right to allocate the funding to support any groups of pupils the school has identified as being socially disadvantaged or vulnerable. The category "vulnerable" students may include students who have a statement, an EHCP, or receive SEN support for emotional or behavioural needs. Some of the above students will already be identified as disadvantaged.

The school will allocate the Pupil Premium funding to support any groups of pupils the school has legitimately identified as disadvantaged. These students will be identified as Marist students.

The school will assess what additional provision should be made for the individual students with special attention on early intervention to maintain high levels of attendance. The school will be accountable for how it has used the additional funding to support the achievement of our disadvantaged students.

The Acting Principal will report to the Interim Executive Board and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the funding has been used.

We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.

We will monitor and evaluate and review the success of the impact of the funding.

### **Provision**

We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these students. Examples of the range of provision we may put in place include:

Providing small groups or 1:1 support with an experienced member of staff to focus on overcoming barriers to learning

Facilitating pupil's access to education and the curriculum through additional or specialist resources for example specialist software

Additional teaching and learning opportunities provided through learning mentors, TA's, external agencies, careers advisor.

Access to School Counsellor

Financial support for hardship, uniforms, lunches, breakfast club, educational visits linked to the curriculum

Transition arrangements for Year 6 & 7 including Summer School

### **Reporting outcomes**

It will be the responsibility of the Principal to produce a report for the Governing Body that will include:

The progress made towards closing the gap, by year group, for disadvantaged students.

An outline of the provision made during the term since the last report

An evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support.

The governors will ensure that there is an annual statement to parents outlining how the disadvantaged students funding has been used to address the issue of closing the gap for socially disadvantaged students and uptake of extra curricular activities.

### Review of Pupil Premium 2017 to 18

For the year of 2017 the disadvantaged student funding had a value of £935 per eligible student and £1900 for CLA. This was provided for those students who had been on free school meals at any point over the last 6 six years (Ever6) or those children who were in care. We received additional funding for students who had a parent in the armed forces - £300. For the Financial year 2017 to 18 we received £107,525 plus £4799 to support 120 students who qualified for the pupil premium.

#### Actual Expenditure Pupil Premium 2017/18 (Financial Year)

Description	Proposed spend 17/18 Academic Year	Actual Spend 17/18 Financial Year
Staff Training – marking, feedback, metacognition model, homework model	£1560	£1560
40% of Inclusion salary	£21000	£21000
Pastoral Intervention and analysis 23% of HOY salaries	£26721	£26721
Maths and English Mentoring	£4800	£4800
Pupil Premium Co-ordinator % of salary plus additional responsibilities (5 months)	£15579	£12875
Inclusion support – 60% of Inclusion Co-ordinator’s salary	£9411	£9411
Intervention - Subscriptions SISRA, FFT, JUST MATHS, Teaching hours weekends and school holidays	£4480	£4480
Breakfast Club/Resources	£2300	£283
Uniforms	£1500	£503
Transport	£1000	£2481
Education Visits and extra curricular activities	£4500	£3896
Access to Careers advice	£680	£1840
Access to onsite School Counsellor- % salary costs	£8799	£8799
TS4YP (July 2017)	£5000	£1666 last of three
SAFELINE	£3000	£3000
Workshops	£0	£1225
Total 2017/18	£110330	£104540

#### Variations

TS4YP – cost for the academic year 16/17 was £5000 however only final payment from 16/17 included in the financial year. Invoice paid June 2018.

Pupil Premium co-ordinator role changed during the academic year, September 2017.

## PUPIL PREMIUM 2018 to 2019

For the year of 2018 the disadvantaged student funding has a value of £935 per eligible student and £1900 for Post CLA. This is provided for those students who have been on free school meals at any point over the last 6 six years (Ever6) or those children who are in care. We receive additional funding for students who have a parent in the armed forces £300. For the Financial year 2018 to 19 we expect to receive £129575 to support our students (not including Sixth Form students). At the 14<sup>th</sup> February 2018 these students are distributed across the school as shown below in figure 1.

Figure 1 -

At 14/2/18	Total boys	PP boys	Total girls	PP girls	Total students	Total PP	% PP in year group
Year 7	53	12	56	18	109	30	28
Year 8	53	11	56	12	109	23	21
Year 9	48	9	49	14	97	23	23
Year 10	53	9	50	15	103	24	23
Year 11	67	17	62	12	129	29	22
Year 12	8	1	14	2	22	3	13
Year 13	17	0	36	5	53	5	9
Total	299	59	323	78	622	137	22

## Proposed Spend for 2018 – 19

For the academic year 2018 – 19, we expect to receive a basic allocation £129,575 to support our students who qualify for the pupil premium. We intend to continue to fund many of the interventions, with fine tuning being implemented. The table below identifies how the basic allocation will be spent.

EXPENDITURE	DETAILS	AMOUNT
<b>STAFFING COSTS</b>		
Intervention %	Teaching staff and TA salary costs	£76575
Counselling %	Access to School Counsellor	£5400
Careers Support %	Bought in advice	£1500
Attendance Officer %	Monitoring and family liaison	£5500
Year 7 Transition %	Head of Year Teaching Assistant (visits, one to one, Summer School)	£7000 £3300
Year Head 8 to 11 Support	Heads of Year 8 - 11	£8750
Total Staffing Cost		£108025
<b>INTERVENTION Non Staffing Costs</b>		
Subscriptions %	Just Maths, Mathswatch, FFT, Kudos, SISRA, PIXL. To aid and support students in their learning.	£1600
Learning resources	Provision of revision guides for English, Maths and Science plus other subjects as necessary £790. Food supplies, books etc £210	£1000

Alternative Provision	Lamp, Vineyard & access to Flexible Learning Team	£5500
Professional Services	WCC, SEND, One to one, Safeline	£4500
Mentoring	One to one tuition	£1000
<b><u>ENRICHMENT</u></b>		
Extra curricular activities	Music Tuition	£1000
Rewards	Trips, refreshments, Year 11	£200
Summer School	Transition for Year 6 to 7	£1000
<b><u>PASTORAL/HARDSHIP</u></b>		
Transport	Bus passes	£3000
Uniform	Available to all Year groups	£250
Lunches	Available to all Year groups	£250
Breakfast Club	Year 11 in exam period	£250
Educational visits	Coursework related	£2000
<b>Total Non Staffing Costs</b>		<b>£21,550</b>
<b>Total Expenditure</b>		<b>£129575</b>

### Strategies for narrowing the gap

Trinity Catholic School is a voluntary aided Catholic School with approximately 22% of pupils being eligible for disadvantaged student funding.

No single intervention provides a complete solution to the complex educational issue in any school and it is therefore a multi-faceted approach that offers the best opportunity for our pupils to succeed. Careful monitoring and tracking of their progress is taken. Regular data collection to cover academic achievement and attitude to learning takes place which then identifies areas for intervention. Improving and maintaining attendance plays a key role in improving standards as we know that attendance is the key to success.

Initiative	Strategy	Intended Impact	Students affected
	Use PM system to set specific targets for staff where data shows that the performance of Marist students is a concern.	Target and focus on areas of particular concern.	All students
Feedback +8 months	Monitoring and evaluation of teaching and learning within Depts	Increase staff awareness of Marist students within lessons leading to quality first teaching.	All students
Behaviour Interventions +4months	Coordinate the monitoring and evaluation of Marist students through Pastoral coordination of attendance, homework, behaviour, punctuality, behaviour, enrichment and rewards	Gaps close in Inclusion measures within the Marist priorities and targets	Students whose progress is below expected.
	Weekly Pastoral newsletter contains suggested strategies to use with Marist students.	Remind and increase awareness of strategies to engage and close	Focus on students

		learning gaps for Marist students in lesson	identified in the newsletter
Parental Engagement + 3 months	HOY specific focus on engaging students and parents in learning conversations.	With the growing demand on students to attend a variety of interventions,	
Parental Engagement + 3 months	Contact all Marist parents by telephone and prioritise Parent evening appts before releasing appts on the system to	Increase Marist parent attendance at Parent evenings. Increase parental engagement	Marist students
Aspiration interventions	Enhance career and higher education opportunities.	Open and secure pathways to universities and engage with local partners	Students with no history of parents continuing into Higher Ed.
Mentoring +1 month	SLT to mentor Year 11 Pupil Premium students	Improve attainment and attitudes towards learning of all Marist students who are underperforming in Year 11	Yr11 Pupils
Feedback +8 months	Termly meeting between Deputy Principal, Head of Maths, Head of English and HoY to improve attainment through identifying students not yet making adequate progress in English and Maths and to plan for specific teaching to occur to support improved progress	To improve attainment by identifying students not yet making adequate progress in English and Maths and to plan specific teaching to occur to support improved grades.	Any student not making adequate progress.
Behaviour Intervention +4 months	Meet with SENCO to establish correct pathways for Marist students	Establish pathways and interventions that right for Marist students. Individualised pathways for some students led to improved progress.	SEN Marist students
Behaviour interventions +4months	Use of ABP to secure alternative provision for students at risk of Pex	Improve outcomes for students and avoid becoming NEET	Individual Marist students
Behaviour Intervention +4months	Via inclusion panel: Make adaptations to the timetables of individuals	Improve progress of Marist students to be in line with other students	Individual Marist students
Individualised Instruction	Eng and Maths teachers allocated as Year 11 form tutors to allow students registration specific subject morning intervention classes. leading sessions	Progress gaps close in all subjects in all year groups in line with Marist Priorities and Targets	All Yr11 students
After School programmes +2 months &	Extended intervention slots between 3:15 and 4.15 pm at least two nights per week across the Spring Term Improve attainment through the provision of additional teaching hours.	Keep all students, but particularly Marist students, in touch with a culture of learning Improve attainment through the provision	Key focus is Marist students but other students may access these interventions

Extended School time		of additional teaching hours.	
After school programmes +2 months	Coordinate a structure of academic enrichment through after school and holiday sessions	Improve progress of Marist students in identified KS3/4 areas	All students
After School Programmes +2 months	Provide breakfast for all Y11 Marist students	Students are physically and mentally prepared for exams	All Marist students
Digital Technology +4 months	Continued subscription to SISRA analytical, Maths Watch, FFT, Kudos	Improve attainment through improved diagnosis of under performance	All students
School Uniforms	Contribute uniform items when families are unable to support	Student self esteem improved.	Marist Students that request support
Individualised instruction +2 months	Contribute to Yr11 revision resources	Improved attainment of Marist students through provision of useful resources to aid revision	All Marist students
	Contribute to transport costs when families are unable to support		Individual requests
	Contribute to curriculum trip costs when families are unable to support	Allow fair access for Marist students on curriculum trips	Individual requests
Aspiration Interventions	Coordinate early IAG pathway interview sessions.	Secure next steps for Marist students to avoid becoming NEET	All Marist students involved in a series of career interviews during year 10/11.
Aspiration Intervention	Support of Marist students in attending college interviews, work experience and open days	Secure positive destinations for all Marist students	Students requiring costs to cover transportation
Social & Emotional learning +4 months	Provide CBT counselling, support and guidance via the on site school counsellor. Sessions are scheduled in accordance with need but will not be less frequent than one every two weeks	Improve resilience and mental health of Marist students	Students directed to school counsellor
	Continued employment of Attendance Officer To improve attendance of all, but particularly pupil premium students	Improved attendance for students with attendance below 90%	Students with poor attendance
Mentoring +1 month	Use spare staffing capacity to provide weekly mentoring for KS3 Marist students with attendance/behaviour/ progress concerns	Improve attainment and attitudes towards learning of all Marist students who are underperforming.	Students not making expected progress
Summer School	Head of Transition and Transfer works with Primary schools to aid	Families and students are supported at key points of transition and	Disadvantaged and students in Year 6



	<b>the smooth transition from primary to secondary</b>	<b>have additional support to enable them to engage with school and feel a sense of belonging</b>	
<b>Mentoring +1 month</b>	<b>Use Year 10 Learning Mentors to facilitate subject specific lunchtime and after school homework clubs for KS3</b>	<b>Improve attainment and attitudes towards learning of all Marist students who are underperforming.</b>	<b>All KS 3 Students</b>
	<b>Raise awareness of disadvantaged with Governing Body</b>	<b>All Governors are aware of how the money is spent</b>	

**We aim that there is no difference between the progress of Pupil Premium and Non- Pupil Premium students. This will be measured using our in school tracking mechanisms and will focus upon 'on or above target' measures. IEB members will have full access to our data tracking software and be able to access this information at each reporting window (approximately every 4 weeks). IEB members will also receive summaries of progress status through monthly IEB meetings.**