

## Pupil Premium Report 2017 - 2018

### Overview

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant for pupils registered as eligible for Free School Meals from reception to Year 11 or those who are looked after by the Local Authority. The Pupil Premium will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

### Objectives

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils
- The funding will be used to narrow and close the gap between the achievements of these pupils and their peers according to national data.
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

### Funding

- In 2017 -2018 the school received a total of £172624 in additional funds.

### Pupil Premium Results 2017 – 2018

The overarching aim of our Pupil Premium strategy is to raise the performance of our Pupil Premium students so that they are in line with the national performance of all students. Below is a table which shows the current gaps in this measure:

KPI	National Average	St Edward's Disadvantaged	Gap
Eng & Maths Standard Pass	66%	43%	23%
Eng & Maths Strong Pass	45%	26%	19%
Progress 8	0.11	-0.16	0.27
Attainment 8	47.6	37.51	10.09

The figures demonstrate that there are still gaps in these key performance indicators, despite some pleasing individual performances by some students. This is partly due to judging the performance of disadvantaged students against the performance of all students nationally. We will continue to use this as a measure to judge performance, as we believe that being from a disadvantaged background should not be a barrier to achievement and therefore disadvantaged students should be able to achieve the same as their peers nationally. Over the coming years would want to see these gaps diminish to fewer than 10% and then be eradicated completely.

The figures for the Progress 8 measure are shown below:

Group	P8 Score	Gap
St Edwards PP	-0.16	
St Edwards Overall	0.3	-0.46
National Overall	0.02	-0.18
National PP (2016)	-0.4	0.24
South West PP (2016)	-0.56	0.4

The negative P8 score was disappointing and our aim remains to eradicate this. We will continue to work hard to try and ensure that this figure is a positive one and that all students at St Edward's continue to fulfil their potential.

However it is very pleasing that the P8 score has improved from last year by 0.27 and is also well ahead of both the regional and national data that is currently available. This shows that students from a disadvantaged background will achieve more highly at St Edward's than the average other schools in the region and nationally. The gap has closed significantly and it is our aim to continue to make progress in this area.

### Spending Summary 2017 – 2018

The overall aim in our spending was to ensure that all Pupil Premium students were equipped to learn and that any gaps that there were in their attainment were analysed and addressed. The strategies that have been selected have been based largely on the research that has been undertaken by the Education Endowment Foundation and our own experience over the past few years. Some of the strategies that have been employed have been aimed at individual or small groups of students and other strategies were aimed at the whole cohort. In line with Government advice the funding received was not tied to individual students but spent where the need was greatest.

The strategies and what was spent on them are itemised below:

#### Academic Spending:

Strategy	Process	Rationale	Cost
Attendance	Special focus on PP attendance including employment of an attendance officer to monitor attendance and intervene when necessary.	OFSTED best practice states PP funding should be used to provide well-targeted support to improve attendance, behaviour or links with families"	£22,710

Extra Literacy Support	Specialist literacy groups run to support PP students with low reading ages.	EEF identifies small group and 1:1 support as an effective way of accelerating progress.	£33,740
Extra Maths Support	Employment of extra staffing in Maths so that small group support can be run in Key Stage 4	EEF identifies small group and 1:1 support as an effective way of accelerating progress.	£6,698
Extra Tuition	1:1 tuition to support PP students who were struggling to engage with full time education	EEF identifies small group and 1:1 support as an effective way of accelerating progress.	£5,954
Specialist support for LAC.	Employment of specialist worker for LAC students. This will be combined with other support that is offered for these students.	OFSTED best practice states that there should be “unified but low profile support in school for each looked after child”	£18,111
Pastoral support for PP students.	Specialist provision available from the Student Engagement Team. This can be 1:1 or small group support. It includes trained counselling, safeguarding and family liaison.	There is a clear and well established link between well-being and academic performance. Mental health issues are also significant issue for a growing number of PP students.	£55,658
Strategic overview of PP progress and intervention	A member of the Senior Leadership to stratagise for and evaluate the progress of PP students	John Dunford (Former National Pupil Premium Champion) notes that “Evaluating the effectiveness of interventions and make adjustments as necessary” is vital in effectively supporting PP students.	£15,364
Revision Materials	Purchase of revision guides	According to Schools	£1,653

	and GCSE POD to support the independent work of PP students.	Improvement ““In terms of supporting our pupil premium students across the board, we are easily able to evidence impact of GCSE Pod”	
Music Tuition	Provision of 1:1 and small group music tuition	In the OFSTED guide to good practice, one of the schools highlighted said that it used part of the fund to ensure that “support was given to ensure that all pupils have full access to broad educational experiences”	£6,141
Support with educational trips	Financial support offered so that PP students could access educational trips and visits	In the OFSTED guide to good practice, one of the schools highlighted said that it used part of the fund to ensure that “support was given to ensure that all pupils have full access to broad educational experiences”	£1,441
Support with uniform and equipment	Uniform and equipment provided for some PP students.	In the OFSTED guide to good practice, one of the schools highlighted said that it used part of the fund to ensure that “support was given to ensure that all pupils have full access to broad educational experiences”	£2,468
Miscellaneous	Various small spending that was not linked to other spending.		£2,289
<b>Total Spend</b>			<b>£172,227</b>

**Summary**

The aim of this funding is to “close the gap” in achievement between those students who are considered to be “Pupil Premium” and those who are not. It is clearly not possible to outline the specific progress of each of these students here, but what we can say is that St Edwards School does everything possible, and more, to support students who need additional help and support. What matters to us are their individual needs which are often very specific and unique. You will see the range and nature of the support that we offer listed above, and what we have seen is significant gains in key areas such as reading ages and levels of progress for Pupil Premium students right throughout the school, and especially in key areas of achievement and progress at GCSE.

**Report prepared by Mr D Hurley October 2018**