

PUPIL PREMIUM EXPLAINED

Introduced in 2011, the Pupil Premium Grant (PPG) is Government funding that is allocated to assist disadvantaged children in maximising their potential whilst in education. This funding is issued to schools for children who have registered for free school meals in the last six years from Reception to Year 11, are in care, or have parents in the Armed Forces. Since 2016/2017 the National PPG funding was £935 per eligible pupil, £1,900 per LAC or post LAC child and £300 for children of Armed Forces families. This remains the same for the academic year 2019-20.

OUR MISSION AND AIMS

At Coloma, we work hard to ensure that all pupils have access to *quality-first* teaching in each and every lesson. We strive to enhance and accelerate their progress and achievements whilst ensuring that they encounter an overall enriched educational experience. This is because we help pupils – whether inside or outside the classroom - to benefit from the essential intervention tools that equip them to fully experience and achieve in their time at Coloma.

Our aims are:

- to provide additional educational support/intervention to improve pupils' progress. Furthermore, to accelerate the rate of their ongoing progress so that they all make good or better progress;
- to remove barriers which could impede pupils' progress in order that the attainment gaps between PP students and non PP students are eliminated where they currently exist within Coloma (PP students at Coloma currently do better than PP students nationally);
- to ensure that all disadvantaged pupils are provided with the opportunities and support to achieve their absolute best;
- to ensure that funding is used strategically, based on the barriers to learning for PP pupils through ongoing analysis of data, ongoing formal and informal quality assurance of teaching and learning, as well as ongoing evaluation of pupils' progress based on these different sources of evidence.

OUR BARRIERS

The possible barriers identified for PP students studying at Coloma are listed below. These barriers will inform how PP funding is to be targeted in 2019-20. It is important to note that each student is considered individually whether they are eligible for pupil premium or not and not all students will experience the same barriers. Therefore, interventions will apply where the relevant barrier applies.

In-School Barriers	1. PP students on average enter Y7 at Coloma with a lower average CATs score than the non-PP students. They also have on average weaker KS2 reading and mathematics scores. This can make it harder from them to make progress across the curriculum.
	2. More PP students experience social and emotional difficulties which can result in low self-esteem.
	3. A small number of PP students have poorer behaviour than others resulting in more behaviour points and detentions than non-PP students.
External Barriers	4. Some of the PP learners with the highest prior attainment have a lack of support and resources outside of school to sustain accelerated progress.
	5a. Attendance on average for PP students is around 1% lower than non-PP students. However all year groups average attendance is above the national average. 5b. Persistent absence is higher among PP students compared to non-PP students.
	6. Aspirations for PP students are often lower with more of these parents not having high aspirations or not having been to university.

DESIRED OUTCOMES – Linked to barriers 1-6 above

In-School Barriers	1. There is no gap between progress of pupil premium and non-pupil premium students.
	2. PP students are known by the pastoral team and all learners feel safe and secure.
	3. Reduction in the difference in number of behaviour points awarded to PP students compared to non-PP students.
External Barriers	4. All KS4 PP students have revision guides and resources. All PP students have a quiet space to do private study. The number of misconducts issued for not handing in homework is the same for PP and non-PP students.
	5. No difference in attendance statistics between PP and non-PP students and whole school attendance above national average.
	6. PP students are able to make informed choices about their futures and have high aspirations.

BREAKDOWN OF PUPIL PREMIUM ELIGIBLE STUDENTS

Number of pupils in each year group in each academic year eligible for PP funding that Coloma will receive	7	8	9	10	11	Total PP on roll/Total on roll
Sept 2018- Aug 19	22	30	17	15	22	106/780
Sept 2019- Aug 20	34*	22	30	17	15	118/792

	Number of students Sept 2018- Aug 19	Predicted* number of students Sept 2019- Aug 20	Grant provided per student	Approximate Total for Sept 19- Aug 20
Number of students eligible for deprivation PP allowance	103	114	£935	£101,447
Number of students eligible for post-LAC PP allowance	13	12	£2,300	£28,750
Number of students eligible for LAC PP allowance	2	2	£2,300 (this however is held by the local authority not Coloma)	£0
Y7 Catch Up				£5196
				£135,393*

* confirmed after January census

This PPG strategy was created in September 2019 and will be subject to an ongoing termly review.

1st PP Review	Last week before Christmas holidays	With support of the head teacher or deputy head teacher, the SLT in charge of PPG will review the progress of actions taken towards implementing the desired outcomes stated above in this document. A brief written report of the finding of the review will be shared with SLT and Governors. The findings will also inform whether changes to the proposed actions stated in this plan will need to be amended.
Next Internal Review	2 nd week after February half term	With support of the head teacher or deputy head teacher, the SLT in charge of PPG will review the progress of actions taken towards implementing the desired outcomes stated above in this document. A brief written report of the finding of the review will be shared with SLT and Governors. The findings will also inform whether changes to the proposed actions stated in this plan will need to be amended.
Final Internal Review	First week after May half term	With support of the senior leadership team, the SLT in charge of PPG will review the progress of actions taken towards implementing the desired outcomes stated above in this document. A brief written report of the finding of the review will be shared with SLT and Governors. The findings will also inform the plan for the following academic year

TRACKING OF SPENDING AND IMPACT

The impact of the PP strategy will be assessed at the time that the strategy is reviewed – see table above. Tracking the use of the funding will be done by the SLT in charge of PP through ongoing meetings with the Coloma Finance department (when appropriate).

EXPENDITURE PLANS FOR 2019-2020

Explanation

The table below outline the various interventions used across Coloma which are subject to on-going further funding through the PPG. **These strategies aim to eradicate the small difference in the achievement and progress between PPG pupils in Coloma and non-PP students. They also support the learning of all pupils in the 2019-2020 cohort which includes** disadvantaged pupils (PPG).

Barrier	Strategy	Cost	Intended Impact
1. Progress in the curriculum	Reduced class sizes for low prior attainment learners.	£15,000	Progress accelerated for our lowest prior attainment learners for which a disproportionate number are PP.
	Students sit CATs test on entry to school to further identify those needing literacy and numeracy support to close the gap.	£2,035	Data available to staff at start of year to inform them in their planning. Also to identify those needing support outside the classroom.
	Early morning maths sessions are provided for those with the lowest numeracy CATs scores on a 1:1 basis.	£1,237	Gap in entry levels for numeracy between PP and non-PP students is removed by the end of Y7.
	Morning literacy groups are run in Y7 for students with low reading CATs scores.	£1,237	Gap in entry levels for literacy between PP and non-PP students is removed by the end of Y7.
	Y11 booster/revision sessions run outside of curriculum time for targeted pupils including study skills course.	£7,600	Progress accelerated to target grade for those PP students who are underachieving in a specific subject.
	Staff training on how to access and analyse data relating to PP students.	£3,380	Staff are aware of who in their class is PP. Staff analyse their data with a focus on any gaps between PP and non-PP. Staff use this data when planning to accelerate progress for PP students.
	Staff training on quality first teaching. Great teaching is proven to accelerate progress of PP students significantly more than all students.	£3,380	All teaching is good or better. All students are engaged in their learning. Outcomes at GCSE improve year or year.

2. Social and emotional difficulties	SENDCO and assistant head with responsibility for pastoral employed to liaise with external agencies where students involved in multi-agency support.	£9600	SENDCO to share key information regarding specific learning needs of PP learners with teaching and support staff. SENDCO to assess students with undiagnosed learning needs and ensure appropriate support is in place.
	Social skills groups are run for Y7's where this is identified as needing development.	£400	Students who are socially the most vulnerable improve their social skills and therefore their ability to participate fully in lessons.
	New PSHE program being implemented across the school to tackle social and emotional difficulties that affect all girls with a focus on issues that can lead to low self-esteem.	£1000	Knowledge surrounding rights and the law in relation to personal, social and health issues are improved.
	School counselor to work with girls with social and emotional difficulties on a 1:1 basis.	£3,800	The most vulnerable students have 1:1 time to discuss any social or emotional issues they are facing.
3. Behaviour	SLT member appointed to oversee attendance and behaviour at a whole school level and with a focus on the PP subgroup.	£11,800	No difference in number of behaviour points awarded to PP and non-PP students due to improved behaviour of PP students.
	INSET day from external expert with a focus on behaviour for learning and language of choice.	£3,380	No difference in number of behaviour points awarded to PP and non-PP students due to improved behaviour of PP students.
4. Support and resources	Private music lessons subsidised	£4,000	PP students have equal opportunity to access the music curriculum.
	Revision guides/ textbooks/ resources purchased for those in financial hardship	£1,000	No PP student is without the resources to revise.
	Homework club for those students who do not have access to ICT facilities at home (includes the staffing and refurbishment of HW area).	£8250	No PP student is without the facilities to study. No difference in number of behaviour points awarded to PP students for non-completion of homework compared to non-PP students.
	Any student sitting a detention for organisational reasons will receive a 1:1 to give them support in improving these skills.	£550	PP students have access to an adult who can equip them with the organizational skills needed to be successful at school

5. Attendance	Heads of Year trained in tracking attendance for PP students and meeting with persistent absentees and at risk students to put personalised support in place.	£30,000	Weekly monitoring of attendance. Clear actions identified and carried out each week to improve attendance.
	SLT member appointed to oversee attendance and behaviour at a whole school level and with a focus on the PP subgroup.	Included above in Section 3.	Weekly monitoring of attendance. Clear actions identified and carried out each week to improve attendance.
6. Aspirations	Trips subsidised	£5,000	All students able to participate in school trips regardless of their background.
	Priority given to PP students for any trip where a limited number of students can attend.	No cost.	PP students have more opportunity to increase their cultural capital and aspirations through exposure to experiences outside of the classroom.
	Assistant head in charge of careers having 1:1 meetings with PP students regarding their plans for the future.	£1000	PP students have the opportunity to consider aspirations and create goals to work towards.
Other	Uniform purchased for those in financial hardship	£2,000	All students have equal access to uniform.
	Pot of money that members of staff can 'apply' for to facilitate specific needs of learners or wider projects to support PP students.	£1600	Teachers have the opportunity to be creative and think beyond this policy to support their PP students to the best of their ability.
	Appointment of SLT member to re-develop the PP policy	£12,200	PP is a consistent focus in the school and this is monitored by a specific member of SLT.

Total: £129,029 + 5% admin costs = £135,480.45

Pupil Premium Strategy 2018-2019 Evaluation

The PP students at Coloma continue to outperform both PP and non-PP students combined nationally. We feel it is important to benchmark against all pupils nationally as opposed to PP students nationally as across the country PP students perform worse than non-PP students. The percentage of PP students at Coloma achieving 5 GCSE's at grade 9-4 including English and Maths has dropped since last year but is above the previous year. It is also lower than all students at Coloma despite our efforts to narrow this gap. Both the P8 and A8 scores have fallen this year on the whole for PP students at Coloma but they are still higher than all students nationally and considerably higher than PP students nationally.

Year	5 Grade 9 to 4 or A*-C inc. En 4+ Ma 4+			Progress 8			Attainment 8		
	National (En 4+ Ma 4+, other results not counted)	Coloma PP	Coloma	National	Coloma PP	Coloma	National	Coloma PP	Coloma
2018-2019	64.2%	73%	90%	-0.03	+0.22	+0.89	46.5	48.95	64.11
2017-2018	64%	79%	91%	0	+0.71	+0.90	44.3	60.04	62.55
2016-2017	63%	71%	87%	0	+0.47	+0.61	44.6	55.54	60.62

However, at the end of year exams for our year 10 students the gap between PP and all students was much smaller for P8 with a difference of only 0.12. The table below shows the gap between PP and all students for KS3. At KS3 the gap is considerably smaller and with the implementation of the plan outlined in this document we hope to eradicate this gap so every child has the same life chances regardless of their background.

Year Group	A8 Score for All Students	A8 Score for PP Students
9	40	37
8	30	29
7	22	19

The number of pupil premium students within the school is rising year on year and with this in mind, we are launching a new PP strategy for 2019-2020 as detailed in this document. We continue to believe that quality first teaching is the most important strategy to support our pupil premium students. The training done through CPD and coaching with our staff continues to improve teaching and learning across the school. We will continue to focus on this as a key strategy moving forward.

The extra study classes built into the curriculum for underperforming students were not the highest impact and as such, these have been discontinued. PP students benefited from a range of interventions in Y11 including holiday revision classes, after school intervention classes as well as access to drop in clinics across all their subjects. These enabled them to access small group/1:1 help to support them in their academic progress. However, these could only be successful for those who attended them. Moving forward, we need to consider how to ensure all the students who need the support the most will accept this support.

Appendix 1: Pupil premium strategy historical information 2018/19

1. Summary information					
School	Coloma Convent Girl's School				
Financial Year	2018/19	Total PP budget	£124,542	Date of most recent PP Review	NA
Total number of pupils	780	Number of pupils eligible for PP	106	Date for next internal review of this strategy	December 2019

2. Historical attainment – Academic Year 2018/19		
	Pupils eligible for PP (your school)	All
% achieving 5 GCSE's grade A*-C incl. EM at grade 4+	68%	89%
Progress 8	0.21	0.88
Attainment 8	48.9	61.8