

Pupil Premium Plan September 2016 - August 2017

Total Anticipated Pupil Premium	£ 160,450.00	Pupil premium is a source of funding allocated to schools on the basis of the number of pupils who have been eligible for free school meals during the last six years. The intention of the funding is to close the attainment gap between those who are socially disadvantaged and those who are not, by removing barriers to learning experienced as a consequence of their social disadvantage.
Total Planned Expenditure	£ 181,389.46	

Profile of our College

Year group	No of pupils	Eligible PP	% PP in cohort	% also SEN	PP KS2 Prior Attainment En (Re)	PP KS2 Prior Attainment Ma
Year 7	144	28	19.4%	4.9%	101.15	102.74
Year 8	155	45	29.0%	7.1%	4.46	4.55
Year 9	141	46	32.6%	10.6%	4.44	4.5
Year 10	148	32	21.6%	5.4%	4.28	4.46
Year 11	137	28	20.4%	7.3%	4.32	4.42

Current Attainment and Progress

Year group	% of pupils at expected attainment	% PP pupils at expected attainment	Cohort Gap	Gap vs. all pupils nationally	Attainment 8 score whole cohort	PP Attainment 8 score	Cohort gap	Gap vs. all pupils nationally
Year 7			0.0%	66.500%			0	49.34
Year 8	52.0%	40.9%	11.1%	14.473%	54.55	48.11	6.44	1.23
Year 9	49.3%	26.0%	23.3%	17.246%	52.61	45.98	6.63	3.36
Year 10	22.5%	3.1%	19.4%	43.965%	47.66	40.41	7.25	8.93
Year 11	13.9%	10.7%	3.2%	52.600%	46.57	36.07	10.5	13.27

Statement of intent

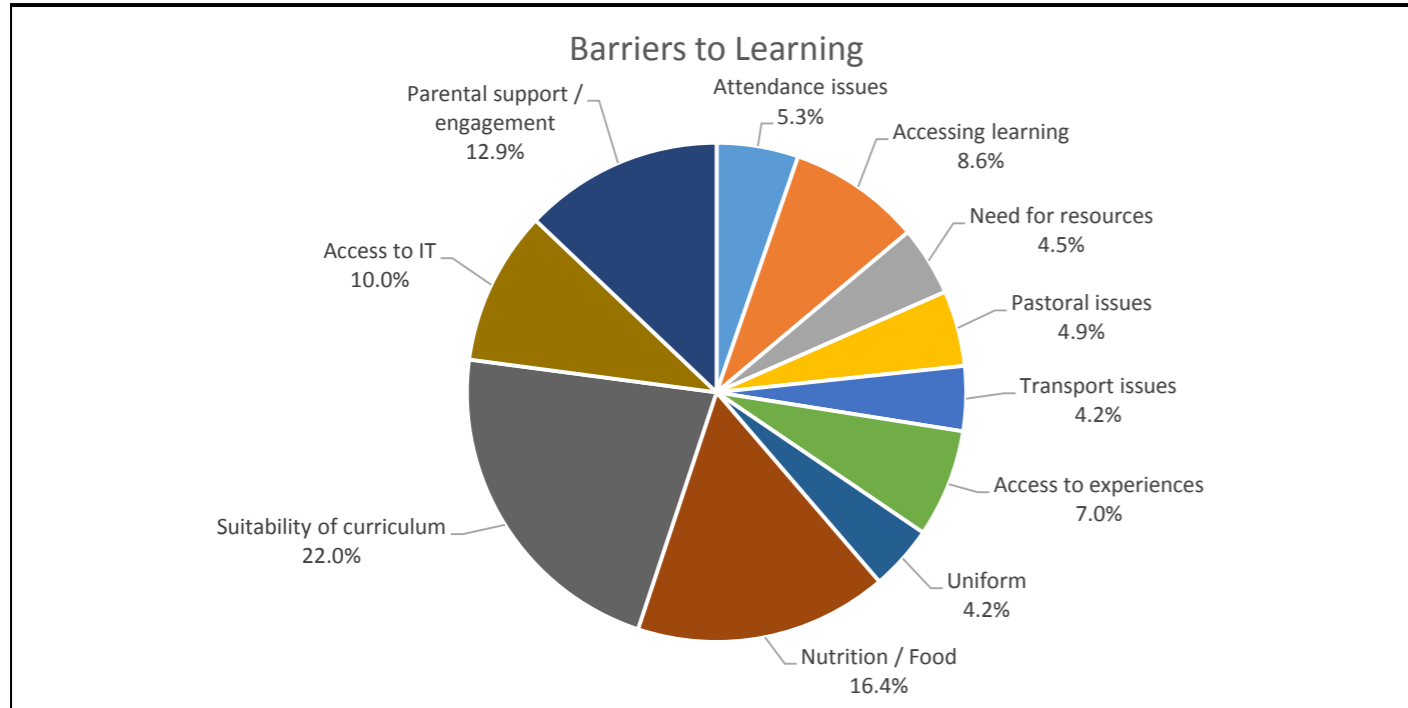
At Cardinal Griffin Catholic College we recognise that social disadvantage creates barriers to learning which inhibit the achievement of some pupils. We are determined to ensure that pupils receive the highest standards of teaching through delivering Quality First Teaching (QFT). Additionally, we believe that Pupil Premium funding should be used to provide additional support and resources which enable barriers to learning to be removed.

We believe the benefits provided by the extra funding should be available to all our children within College who could be considered to be vulnerable irrespective of whether they receive Pupil Premium funding. It should be noted that the children identified as requiring the additional levels of support are not necessarily those who fulfil the above criteria and upon which the College receives the Pupil Premium funding. There is no expectation that all Pupil Premium children will receive identical support; indeed the allocation of budget for each child feeds into the College budget for pupil premium, rather being ring fenced for an individual child. Some children will need more than others and each child is individual with individual circumstances. The College considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of the children within this group. This plan considers strategic top level outcomes in broad terms, but specific intended outcomes are monitored internally.

The Action Plan for Pupil Premium spending focuses on whole-College strategies that impact all pupils, strategies that target under-performing pupils, and specific strategies targeting pupil premium pupils. We have a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress. Strong leadership ensures that Pupil Premium funding has the necessary impact on achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium, the Assistant Head teacher and SENDCo leading the development plan, devolving some responsibility for Pupil Premium to Head's of Subject and a coordinated wider disseminated leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors Progress and Leadership and Management Committees, ensuring that the College is held to account for the impact of spending. Ensuring all staff take responsibility for Pupil Premium actions enables school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for all children.

In allocating the funding, we look first to ensure that we have correctly identified barriers to learning at a pupil level and at a year group level. We then look to implement evidence based strategies which have been validated as effective externally or which we have used effectively in the past. The use of the funding, in our view, is not to provide 'nice' experiences or to create an 'entitlement' or 'dependece' culture, but to remove barriers to pupils becoming resourceful, self-motivated, life-long learners and to achieving their full potential.

Barriers to Learning



Pie chart above based on pupil information and interviews

Identified barriers to Learning

A key priority for 2016-2017 is to become more focused on identifying specific barriers faced by individual pupils through interview and collation of information from other sources

A significant barrier to learning is the availability of suitable qualifications at Key Stage 4 for Pupil Premium and other disadvantaged pupils

A further barrier to learning is the lack of parental engagement and support for some Pupil Premium pupils and therefore access to an adult to encourage their learning

The level of nutrition and availability of regular meals for some of our pupils presents a challenge as does their attendance at the College

The ability to access extended learning opportunities outside of the College day is a barrier for some of our Pupil Premium pupils due to lack of access to technology

Social disadvantage experienced by some pupils prevents their participation in extra curricular activities, music tuition, school trips which have important social and learning outcomes

We have identified that the five most significant barriers to learning for our pupils are:

Suitability of curriculum, Nutrition / Food, Parental support / engagement, Access to IT and Accessing learning

Comentary on deprivation and barriers to learning within our pupil cohorts

The introduction of Pupil Premium funding for disadvantaged pupils is central government's facilitation, for all publicly funded schools to eliminate the attainment gap which has historically existed between pupils from deprived backgrounds and other pupils. The Department for Education perceive Pupil Premium as an important tool for schools to administer, with the expectation that they will reflect through self-evaluation to analyse impact. Michael Gove MP, whilst discussing Pupil Premium, said that "...schools should be engines of social mobility. They should provide the knowledge, and the tools, to enable talented young people to overcome accidents of birth and an inheritance of disadvantage in order to enjoy greater opportunities" (Government announces pupil premium to raise achievement 2010).

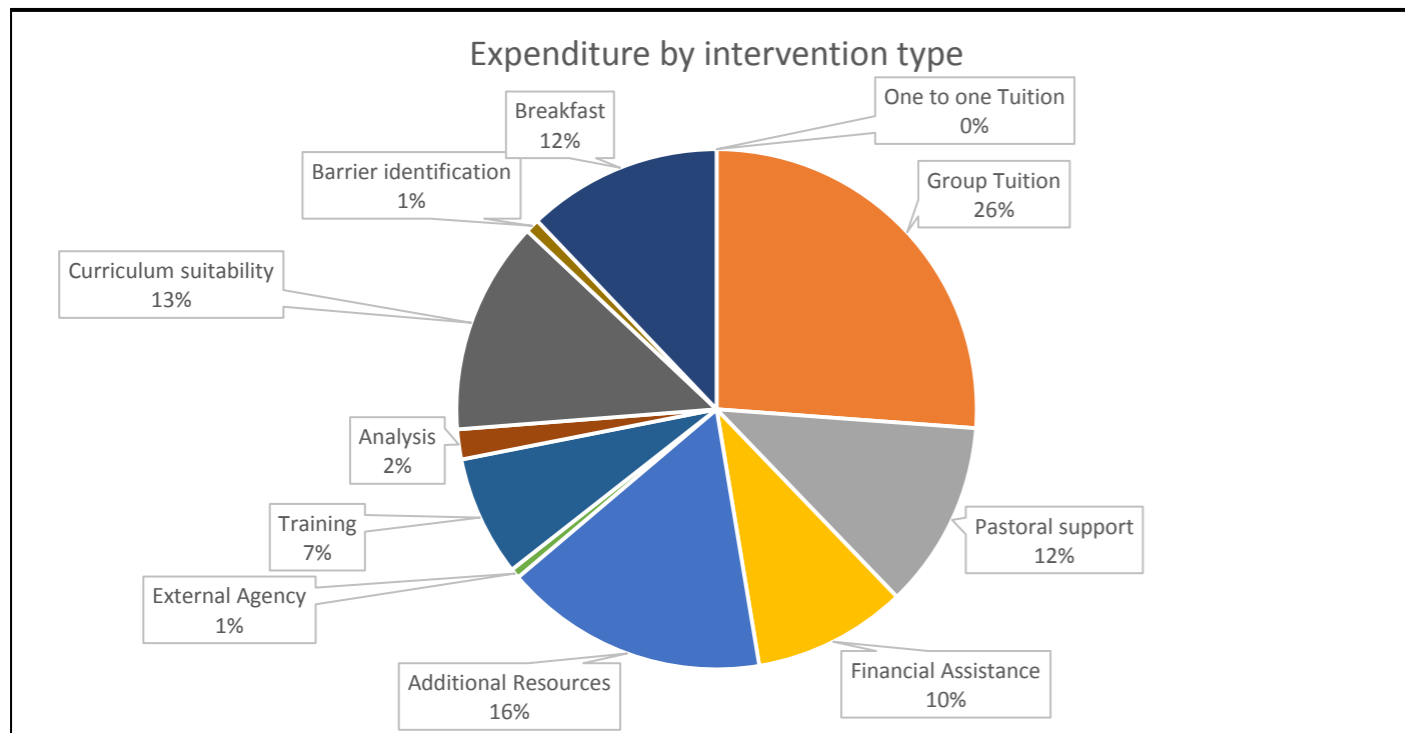
Eligibility for Pupil Premium is determined by whether a pupil has been eligible for Free School Meals (FSM) at any time in the preceding six years. This is seen by the Government as a proxy for family income. However, FSM eligibility is a "useful", but not "optimal" measure of socio-economic status because Free School Meals Eligibility is not an absolute measure of a family's core income. Consequently, socio-economic status can vary significantly for Pupil Premium Pupils and schools wishing to raise the attainment of disadvantaged pupils need to evaluate their social and cultural differences and not treat them as a homogenous group that have the same needs. There is also increasing recognition that some pupils live in households which are 'Just About Managing' (JAMs), and that this group often suffer from the same lack of opportunity as Pupil Premium pupils. It is therefore crucial to understand that deprivation is not exclusive to only those pupils who are identified as eligible for Pupil Premium and that the barriers which exist for disadvantaged pupils will likely vary significantly for pupil to pupil.

We recognise that barriers to learning may fall into distinct categories relating to financial barriers, barriers relating to reduced social capital, barriers relating to lack of cultural opportunity, barriers relating to the ability of parents to support pupils in their learning, barriers relating to challenging home circumstances, barriers relating to low prior attainment, barriers of aspiration and ambition and specific personal circumstances. There is therefore no single approach to the way that pupil premium should be targeted to remove barriers to learning for pupils.

The trend at Cardinal Griffin is for an increase in the proportion of pupils coming from disadvantaged backgrounds. The West Midlands as a whole and Cannock in particular have been hit hard by the shift away from manufacturing and mining industries. As a consequence Cannock has a high proportion of small businesses and self-employed workers, who have been strongly impacted by the economic crisis of 2008. This has led to an increase in financial disadvantage. The high proportion of small businesses also means that pupils can face aspiration barriers as they expect to be employed in a family business on leaving full time education. Low levels of participation in Higher Education mean that for many pupils they may be in the first generation of a family that has the possibility of accessing Higher Education.

In 2016 we intend to have a major review for all Pupil Premium pupils, and those facing disadvantage, which will pull together information about barriers that they face in their learning. This information will be used to shape the interventions which we use moving forward.

Use of Resources to address barriers



Our priorities for expenditure Are:

Developing a suitable curriculum offer, which includes vocational and technical qualifications. Entry for Pupil Premium pupils to ECDL

Provision of study areas, text books and access to technology

Targetted small group tuition, particularly in English and Maths

Allocation of 10% departmental capitation to removing barriers to learning at a departmental level

Provision of a subsidised breakfast provision

Subsidy of extra curricular, trips, music and sports provision

The top five areas to which we have allocated our funding are:

Group Tuition (24%), Additional Resources (15%), Curriculum suitability (12%), Breakfast (11%) and Pastoral support (11%).

In total this makes up 73% of our total expenditure.

How we will measure the impact of our plan

At a strategic level Governors will receive regular updates on the progress and attainment of Pupil Premium pupils and will hold the Headteacher and Leadership Team to account for outcomes. The Leadership Team will monitor the performance of Pupil Premium Pupils through PPE assessments and through book scrutiny throughout the year. This monitoring will be fed-forward into line management meetings for Raising Standards Leaders, Head's of Subject and ultimately classroom teachers.

As a grass roots level, individual interventions will be monitored for effectiveness by the SENDCo and Assistant Headteacher. Key performance indicators will be set for each intervention and these will be reviewed once per team. Further detail about intended high level outcomes can be seen in the action plan detail below.

A report detailing the use and impact of our spending is produced annually, with a mid-point update, and published on our website. The mid-point review for 2016-2017 will be published after March 2017.

Detailed summary of planned expenditure and evaluation of impact:

Outcomes at this stage are broad, specific outcomes are reported back on in the annual report

Intervention	Intervention type	Amount	% of budget	Target Group	Monitored by	Intended Outcomes
English Support LSA	Group Tuition	£ 18,311.33	10.10%	Targeted pupils	DGI/AKe	Closing the gap in English for all PP pupils targeted
Library / Literacy Support LSA	Group Tuition	£ 14,466.67	7.98%	All PP Pupils	DGI/AKe	Improving reading ages for all PP pupils
Maths / Numeracy Support LSA	Group Tuition	£ 10,343.00	5.70%	Targeted pupils	SFo/AKe	Closing the gap in Maths for all PP pupils targeted
Learning Mentor	Pastoral support	£ 9,355.67	5.16%	Targeted pupils	PAr	Reduced behaviour points for PP pupils
Literacy co-ordinator	Training	£ 9,830.93	5.42%	All PP Pupils	DGI/AKe	Closing the gap in English for all PP pupils
SENDCo	Pastoral support	£ 3,473.80	1.92%	All PP Pupils	PAr	Strategic monitoring of intervention effectiveness
Inclusion Manager	Analysis	£ 2,574.40	1.42%	All PP Pupils	AKe	Analysis of pupil data to inform intervention
Star Reader	Additional Resources	£ 250.00	0.14%	Targeted pupils	AKe	Closing the gap in Reading for all PP pupils targeted
Lexia	Additional Resources	£ 3,466.00	1.91%	Targeted pupils	AKe	Closing the gap in Reading for all PP pupils targeted
AR Reader	Additional Resources	£ 5,000.00	2.76%	All PP Pupils	AKe	Facilitate accurate dignosis of reading ability
Bushcraft	Financial Assistance	£ 2,000.00	1.10%	All PP Pupils	DCa	Development of life skills, confidence and integration
Retreats	Financial Assistance	£ 1,600.00	0.88%	All PP Pupils	MBu	Improved social integration in College community
Library books	Additional Resources	£ 1,500.00	0.83%	All Pupils	MBu	Increase access to suitable reading material
Wifi	Additional Resources	£ 6,000.00	3.31%	Pupils without home internet	Kwa	Increased access to technology
Music Lessons	Financial Assistance	£ 5,000.00	2.76%	PP pupils who are musical	DCa	To enable PP pupils to participate in Music lessons
Training	Training	£ 2,500.00	1.38%	All PP Pupils	PAr	Improve 'reasonable adjustments' for PP Pupils

Homework books	Additional Resources	£ 5,000.00	2.76%	All pupils	MBu	Remove financial barrier of purchasing books
Uniform	Financial Assistance	£ 500.00	0.28%	As required	PAr	Remove social stigma faced by disadvantaged parents
Departmental Capitation	Additional Resources	£ 3,500.00	1.93%	All PP Pupils	PAr	Remove subject related barriers to learning
Educational Visits	Financial Assistance	£ 1,500.00	0.83%	All PP Pupils	DCa	Facilitate PP pupils accessing learning experiences
4 Matrix	Analysis	£ 500.00	0.28%	All pupils	Tfu	Improve tracking 'to take action'
Show My homework	Additional Resources	£ 1,500.00	0.83%	All Pupils	JFb	Make homework tasks more easily accessed by pupils
Summer School	Pastoral support	£ 2,000.00	1.10%	All Pupils	PAr	Provide transition support for vulnerable PP pupils in Y6
Bursaries	Financial Assistance	£ 2,500.00	1.38%	Specific nominated pupils	MBu	Remove financial barriers to attending the College
Magis Curriculum	Financial Assistance	£ 150.00	0.08%	All PP Pupils	JFb / RSh	Remove financial barrier to participating in Magis activities
Transport Subsidy	Financial Assistance	£ 2,500.00	1.38%	PP pupils >3 miles from college	DCa	Remove financial barrier to attending the College
Raising Standards Leader for Y7-11 (TLR and release)	Academic support	£ 16,561.81	9.13%	PP Pupils	MBu	Provide 'champions' for pupil progress
Careers service	External Agency	£ 1,000.00	0.55%	PP Pupils	PAr	Improve aspirations / 6th Form retention of PP pupils
European Computer Driving Licence	Curriculum suitability	£ 7,500.00	4.13%	PP pupils with <5 GCSE 'passes'	DDu	Ensure pupils leave with good suite of qualifications
Attendance Officer	Pastoral support	£ 4,382.00	2.42%	Poor PP attendees	PAr	Improved attendance by PP pupils
Consumables	Additional Resources	£ 887.35	0.49%	All PP Pupils	DCa	Remove financial barriers of purchasing resources
E-Learning Manager	Curriculum suitability	£ 14,349.00	7.91%	All pupils	Ddu	Make learning materials more accessible to PP pupils
Pupil interviews	Barrier identification	£ 937.50	0.52%	All PP Pupils	PAr	Increased accuracy of information and targeting support
Collation of barrier information	Barrier identification	£ 500.00	0.28%	All PP Pupils	PAr	Increased accuracy of information and targeting support
Breakfast subsidy	Breakfast	£ 19,950.00	11.00%	All PP Pupils	DCa	Improve attendance and health behaviours for learning
Full KS3-5 curriculum review	Curriculum suitability	£ -	0.00%	PP pupils with low Prior Att.	JFb	To introduce a vocational pathway for KS4 and KS5