

Caedmon School: Pupil and catch up premium

2012-2014(2015)



Preamble:

School year	Amount per pupil
2011-2012	£488
2012-2013	£623
2013-2014	£900
2014-2015	£935

Pupil premium was introduced in April 2011 and funding was increased in April 2012 and again in April 2013. It is allocated to children from low-income families based on free school meals (FSM) and those with FSM at any point over the last 6 years. *Schools are free to spend the pupil premium as they see fit* although this spending will be monitored by OFSTED and all schools have had to publish online information from September 2012 on how this will be used.

There is also a premium for services children and this has been allocated at £300.00 (2013-2014) and for “Looked After children”. (LAC)

Evidence suggests that the best way to use such funding is as follows:

- **Developing “Learning to Learn” strategies**
- **Digital technology**
- **Giving effective feedback to pupils**
- **Peer tutoring**
- **Peer assisted learning**
- **Homework provision**
- **Small group work**

Sutton Trust working with CEM Durham University

Not all recommended strategies are expensive and some which are have been judged to be less effective. However, this is not an inconsiderable sum of money and as such the school and its governors are charged to make the best of this funding and provide “best value.”

OFSTED in January 2014 were unhappy about how funding was targeted to individual learners and how the school analysed the impact of the strategies we have used. This is being addressed as part of our post OFSTED actions built within the whole school plan.

Allocations at Caedmon School

2012-2013	£64,675
2013-2014	£88,950
2014-2015	£88,825

Year	No of pupils
6	28
7	34
8	33
9	31

Use of Pupil Premium in 2013-2014

Focused use of pupil premium	Pupils accessing provision (updated monthly)	7	8	9
To support one to one tuition	28	0	19	16
Small group work (Learning unit)	89	8	37	24
Teacher mentoring	36	5	29	20
Supporting families (school visits, books and equipment, ingredients)(a)	6	NA	NA	NA
Supporting increased use of technology(b)	Head of English investigating new technologies for implementation in May 2014	NA	NA	NA
Homework club(To be known as the ELC – extended learning Club) : member of staff appointed.(c)	Established 23 April 2014 (6 initial members)	2	2	2
Accelerated reader(Lexia) (d)		24(4)	33(17)	31(6)
Bespoke activities (Outdoor education etc.)	Targeted group of pupils at L5 on entry eligible for PP)	1	3	3
Total students accessing to date(Can double count if given a range of interventions)		44	140	102

- (a) The school has begun to support individual pupils/families to remove barriers to learning. This has included school uniform, school equipment, non-fiction and fiction reading materials, and ingredients for food technology. Higher ability PP pupils have been identified and have been offered financial support for school trips and visits. This is intended to help raise aspirations especially for those where higher and further education are a distinct reality.
- (b) The head of the English faculty is researching the use of alternative technologies. This is to be coordinated in line with the experience of other local schools including Whitby Community college with which there is a planned amalgamation.
- (c) The extended learning Club has been established and the school is building its profile and accessibility.

- (d) The Lexia scheme is continuing. Analysis of impact shows mixed results with many students feeling the benefit. Some have been taken off the scheme. Others will remain and new students targeted. New timetable established for June 2014 until end of the year.

Catch up premium 2012-2014(2015)

New to the academic year 2012-2013 is the catch up premium for those pupils in year 7 who are below L3 in elements of English and mathematics. After discussions with primary colleagues at the Whitby area headteachers meetings we decided to employ a primary school specialist to work alongside our teachers and primary staff to support the transition from primary schools and embedding effective primary practise with these pupils on their transfer to Caedmon school. We do not believe that this will be a quick fix and as such intend to use the funding to support learners in year 6, 7 and 8 in the hope of enhancing their chances of reaching L4 in both subjects at the earliest opportunity. Funding received in January 2013 was £13,000. This has been allocated as:

£12,000 Salary for primary teacher to lead on catch-up premium

£1,000 Resources budget

February 2014 update

Code 9225 24 pupils identified Funding at £12,000

Note: Sarah Teasdale is working on the new intake and the expectation is that there will be a significant increase in need for 2014-2105. One school alone suggest that there will be 18 studnets below L4 in English and/or mathematics

OFSTED 2014:

The year 7 catch up premium funding is now being used effectively to fund a range of strategies targeted towards improving literacy and numeracy work for those falling behind. The appointment of a specialist primary practitioner has significantly enhanced the impact of this work.

Evaluation:

The school monitors all students and analysis their progress using a half termly monitoring system which is shared with parents on a termly basis (data sheet) and analysed by HOF through the "Subject SEF". ALL vulnerable groups are monitored, and this includes those students identified via pupil premium.

The expected progress for all learners is 3 levels (9 sub levels between KS2 and KS4). As a target we monitor subject areas and individual learners on the basis of 7 sub-levels progress as of January 2014 when OFSTED identified progress for pupil premium learners as not being rapid enough and that we should NOT use primary levels as a starting point as these learners may already have underachieved at KS2)

KS3 is expected to contribute approximately 5/6/7 sub levels of this with KS4 contributing 3 to 4 sub levels although there is a movement towards 4 levels (12 sub levels progress across the KS3/4 education). The school has reviewed this and is amending targets to become more demanding of teachers and learners. We now (Jan 2014) expect teachers and learners (PP) to work towards 3 levels progress to counter any perceived lower starting point. We will update this document when we have completed an analysis which will aid us in setting demanding but realistic targets for all our Pupil premium learners.

Early discussions suggest that ALL PP learners will be set 4 levels of progress so that any perceived under-achievement at KS2 is countered by a demanding and aspirational target. The new college is also investigating the grouping of learners to best accommodate this demand for rapid progress.

Data team:

To narrow the gap between the pupil premium group and the rest of the school cohort specific actions are planned for the current academic year (See above) which will be monitored by the data analysis and impact team (DAIT)

Tony Hewitt (Headteacher)	To support team and link to governing body group
Gill Maycroft (HOF: English)	English and literacy, PP and CUP
Karen Gray (HOF: Mathematics)	Mathematics and numeracy, PP and CUP
Richard Togwell (HOF : Science)	Most able, more able .

Pupil Premium 2013-2014(2015):

Funding is based on the previous academic year. Students in year 7 have no initial allocation as students in year 10 provide that indicative funding. There is therefore a financial time lag similar to all school funding, which the school will ignore, although we do identify PP pupils in year 7.

Budget spending 2014-2015:

Income:

9300	Pupil premium	£88825
	Service children	£ 2700

Expenditure 2013-2015:

Code	Purpose	Amount(2013-2014	2014-2015
E01	Teaching staff allocated to the learning unit	£61,272	£61885
E02	Supply staff for One2One tuition	£ 3,175	£3207
	Teaching assistant for targeted support	£12,082	£12203
E19	Learning resources to support families/students through literacy programme, enrichment programme and options afternoon.	£12,500	£13500
	Total funding in budget for 2013-2014	£89,029	£90795

Actions this academic year (2013-2104)

1. Monitoring of achievement by data manager
2. Monitoring of PP pupils within the learning unit
3. Targeted One2One tuition for PP pupils
4. Targeted TA support in small groups and with PP pupils
5. Inset programme for staff – improving literacy and quality of teaching
6. Monitoring of the work of the form tutor – mentoring programme
7. Monitoring of the work of the learning tutors – mentoring programme
- 8. Mentoring programme across the school(PP)**
- 9. Increased use of technology(PP)**
- 10. Homework club (PP)**

Purpose

The school wished to reduce the learning gap between pupils in each year group is in principle to remove the gap between PP pupils and other “disadvantaged learners in the school.” Progress for all learners is high and where achievement is high for non-FSM learners then the gap remains, but overall achievement for those FSM learners remains very positive. Post OFSTED it is clear that our philosophy has to change and we MUST remove the gap totally and show that the funding enables learners to make more rapid progress than the rest of the school cohort to overcome earlier under-performances

Narrowing and removing the gap:

The progress of PP learners is good by comparison with national levels. A gap still exists between those “Advantaged learners” and pupil premium learners. ***WE have therefore altered our target to NO GAP for the current year 9 and the expectation that those learners will make more rapid progress than the rest of the school cohort. Therefore we are reviewing targets for all year 7, 8 and 9 learners to reflect perceived lower levels on entry to the school. A key element of this will be improving literacy skills and reading age for all PP learners no matter what their individual starting points.***

Year 9 data

Comparison of the average point scores of pupil premium and the rest of the cohort.

Subject	Difference (Dec 2013)	Difference (Jan 2014)	Difference (Feb 2014)	Difference (Mar 2014)	Difference (May 2014)
Mathematics	1.61	1.51	1.57	1.86	1.93
English	1.95	1.55	1.48	1.42	2.28

The gap between the school and the PP learners does exist, despite a range of interventions used. However this data (year 9) does provide a benchmark so that the school can focus on removing the Caedmon gap before the end of the academic year and target a positive residual. Disappointing results but a starting point for more rapid interventions in September 2014 in the new Caedmon college. As work on T&L improves the overall quality of teaching the “Holy Grail” will be how to sustain RAPID PROGRESS.

Year 8 data:

Comparison of the average point scores of pupil premium and the rest of the cohort.

Subject	Difference (Dec 2013)	Difference (Feb 2014)	Difference (Mar 2014)	Difference (May 2014)
Mathematics	3.73	4.02	3.65	3.40
English	2.95	2.86	2.80	2.75

Year 7 data:

Comparison of the average point scores of pupil premium and the rest of the cohort.

Subject	Difference (Dec 2013)	Difference (Feb 2014)	Difference (Mar 2014)	Difference (May 2014)
Mathematics	0.40	0.74	0.57	1.02
English	0.80	1.11	1.09	0.90

April 2014