

Pupil Premium Spending

2017 – 2018



St Peter's
Church of England
Aided School

Pupil Premium – Projected Spending 2017-18

A proportion of the funding is used to support a range of interventions to help students improve. Departments are able to bid for extra funding to support additional activities to help pupil premium students make progress. We can also consider contributing funding to support curricular activities for pupil premium students.

The following table outlines our projected Pupil Premium spending for the academic year (2016-17).

Figures given relate to the proportion of the total spending that is identified for pupil premium support

Area of Spend	Total Budgeted Cost	Contribution From Pupil Premium	Strategy	Impact	Evidence/ data source	Responsibility for monitoring and action
Pupil premium administration and Progress Tracking Support	£50000	£20000	The Pupil Premium administrator is responsible for monitoring the progress of pp students and liaising with heads of year and subject leaders to ensure that appropriate support for pp students can be arranged. Data team and admin support will keep records of spending on PP students and coordinate applications for funding support. They provide SLT, SLLs, HoYs and classroom teachers with appropriate data which enables the effective tracking and monitoring of the progress of PP students. Staff are able to clearly identify where intervention and support is necessary.	<ul style="list-style-type: none"> • HoYs/SLLs are informed about the progress of PP students, so that appropriate action is taken • There are accurate records for each PP student with evidence of current progress, specific needs and action taken. • Impact is measured by progress made or where there is a specific target relating to action taken. 	<ul style="list-style-type: none"> • Records of meetings • Student records (files) • SIMS database 	<p>PP administrator</p> <p>PP administrator and admin support</p> <p>SLLs/HoYs Classroom teachers</p>
Intervention Support Team	£90000	£30000	ISOs work directly with HoYs to identify strategies to improve progress. ISOs, with HoYs and SLLs, are responsible for assessing the needs of individuals to ensure that they make progress. This includes targeted work with PP students and children in care.	<ul style="list-style-type: none"> • Mentoring support improves progress (measured by report grades or specific testing) • Records are completed accurately • Where necessary, referrals are made for external support to enable progress • PP students and CIC have high attendance (above 95%) • Parents of PP students and CIC attend parents evenings and other meetings/activities to improve parental engagement • Teachers provide regular feedback about the progress of PP students and 	<ul style="list-style-type: none"> • SIMS database • Student files • Student files • SIMS database • Records of attendance • Student files • Register of attendance 	<p>ISO</p> <p>ISO/ PP administrator</p> <p>Attendance Officer HoYs/ ISO</p> <p>ISO/HoYs</p>

				<p>CIC. Teachers give written feedback about the progress of these students each half term, to include action taken to support progress. Half termly school progress reports are issued for all students</p> <ul style="list-style-type: none"> Attendance at parents evening is at least 90% for PP students 		<p>classroom teachers</p> <p>HoY/ ISO</p>
Teaching & Learning – staff training and support	£28000	£8000	<p>Training for all staff on Learning Habits and Growth Mindset. Also on how to improve the aspirations and motivation of underperforming students. Training and resources for supporting the teaching of habits for character.</p>	<ul style="list-style-type: none"> There is clear differentiation in lessons Teachers know their PP students and ensure that seating plans and specific action supports their progress Teachers are aware of the progress made by PP students and know the action needed to improve it Teachers are aware of strategies to encourage growth mindset. Teachers are aware and are promoting habits for character in lessons. 	<ul style="list-style-type: none"> Lesson observations Teachers planning Learning walks Book scrutinies 	<p>SLLs/ classroom teachers</p>
Attendance and education welfare support	£19000	£6000	<p>The attendance officer closely monitors the attendance of PP students and informs HoYs and ISOs for action</p>	<ul style="list-style-type: none"> Attendance officer provides weekly information to HoYs about attendance within each year group PP student attendance is equal to that of non pp (95%+) 	<ul style="list-style-type: none"> SIMS database 	<p>Attendance officer</p> <p>Attendance officer/HoY/ ISO</p>
Breakfast Club	£8000	£5000	<p>PP students are encouraged to attend breakfast club where there is an identified need.</p>	<ul style="list-style-type: none"> PP students have improved engagement at the start of the day 	<ul style="list-style-type: none"> Teacher feedback 	<p>HOY/ ISO</p>
Homework Club	£9000	£4000	<p>PP students are encouraged to attend homework club where there is an identified need by the HoY or other staff.</p>	<ul style="list-style-type: none"> PP students make expected progress 	<ul style="list-style-type: none"> SIMS database Learning walks 	<p>HoY/ISO</p>
Uniform	£3000	£3000	<p>PP students are entitled to help with purchasing uniform/PE kit to enable all students to feel equal.</p>	<p>Students feel part of the school and take responsibility for their learning</p>	<p>Positive attitudes to learning</p>	
Literacy and Numeracy	£140000	£45000	<p>A programme of intervention support is in place to improve reading, writing, communication and mathematics for the whole school. A member of the teaching staff and four specialist teaching assistants lead the intervention. Pupil premium</p>	<ul style="list-style-type: none"> Progress is evident from baseline tests. Students achieve four levels of progress from key stage 2 to key stage 4. PP students achieve equal progress to others 	<ul style="list-style-type: none"> Progress against targets is reviewed half termly 	<p>Classroom teachers</p> <p>SLLs</p> <p>HoYs</p>

			students are given priority support. Ideally a new intervention room would become available.			
Curriculum Development	£10000	£8000	Subject teams/Year teams are able to access funding for curriculum development to support the progress of PP students.	<ul style="list-style-type: none"> Half termly data collection shows that the attainment gap is closing in subject areas. 	<ul style="list-style-type: none"> Progress data 	Class teachers SLLs HoYs
Intervention Tutor Groups	£10000	£5000	Intervention tutors groups created in Year 11. One Maths, one English, one underachieving boys and one underachieving girls. Support given in the build up to GCSEs. PP students identified to be part of these groups. Additional year 11 PP tutor group where progress is monitored and there is regular parent contact.	<ul style="list-style-type: none"> Students achieve four levels of progress from key stage 2 to key stage 4. PP students achieve equal progress to others Students make expected or above expected progress in all subjects. 	<ul style="list-style-type: none"> Progress against targets is reviewed half termly Progress is reviewed half termly 	Tutor Classroom teachers SLLs HoYs Tutor(PP administrator)
Emotional, Social and Mental Health Support	£108000	£35000	Our student support team work with all students and PP students are given high priority for support. The development of <i>Thrive</i> as one of our therapeutic interventions will help support gaps in development that could be caused by trauma, deprivation, distress or abuse. Counselling support helps students overcome the emotional barriers that can inhibit learning. Our counsellor works with individuals and families to help our students to do their best at school. Priority is given to supporting PP students.	<ul style="list-style-type: none"> Students given support with ESMH make improved progress following the intervention. Evidence from progress reports and any individual assessment, evidence from behaviour and achievement logs, improved attendance Where appropriate, PP students have access to counselling support to improve, for example, attendance and attitudes to learning. For individuals this would show improved attendance and improved behaviour for learning 	<ul style="list-style-type: none"> Progress reports Behaviour and achievement logs Improved attendance 	HLTA (ESMH) ISO HoY
Extra-Curricular /Enrichment Activities/ Trips and Visits	£12000	£12000	PP students have the opportunity to take part in extra-curricular/enrichment activities /trips and visits that will enhance their learning, social skills and emotional well-being.	<ul style="list-style-type: none"> Students are supported and able to access activities that help engage them in school life and the wider world. Evidence from progress data, attendance and attitude to learning information (eg homework completion) 	<ul style="list-style-type: none"> Engagement in extra- curricular activities Progress data Attendance Attitude to learning 	Tutor/HoY/ ISO/SLLs Class Teachers
Additional resources	£10000	£10000	PP students are provided with specific resources that will help them with their learning, eg access to a tablet/iPad or lap top.	<ul style="list-style-type: none"> Students have improved access to learning opportunities and there is corresponding evidence of progress in subjects 	<ul style="list-style-type: none"> Progress data 	HoYs Student Support

Careers IAG	£23000	£2715	Expert careers information and guidance support means that students of all ages are better able to set their own goals and plan for the future, understanding how to make their education work for them.	<ul style="list-style-type: none"> • All students are able to access education or training at the end of year 11 • Students are motivated and well informed about how to achieve their goals from an early stage. Each PP student and CIC receives IAG from key stage 3 to reinforce ambition 	<ul style="list-style-type: none"> • Register of students who have had an IAG interview 	Head of Careers
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Total planned expenditure for pupil premium provision: £193,715