

# CATHEDRAL ACADEMY



## PUPIL PREMIUM SPENDING PLAN 2017/2018

The Pupil Premium was introduced in April 2011. It is additional funding to raise the attainment of disadvantaged pupils. The funding is allocated to schools for pupils from Reception to Year 11 who are registered for Free School Meals in the last six years, are in Local Authority Care or have parents in the Armed Forces. (Please note that allocations are not made for pupils in the sixth form.)

### 1. Cathedral Academy Historical Pupil Premium Funding:

Funding received for the past 5 years:

2012/2013	£279,380
2013/2014	£330,397
2014/2015	£311,355
2015/2016	£311,000
2016/2017	£285,175

### 2. Current Numbers of Pupil Premium on Roll

Year	NOR	PP	Non PP
7	184	91	93
8	153	56	97
9	160	74	86
10	116	49	67
11	98	39	59

### 3. The impact of Pupil Premium Funding 2016-17

Impact can be measured most clearly through the performance of students at GCSE when compared to the gap between their performance and non-Pupil Premium students nationally (see the information below). We put in place a range of activities many of which we plan to continue this year. These activities included:

- Small group teaching-in key subjects to support literacy and maths.
- Small withdrawal groups for selected students at Key Stage 3.
- Period 6 targeted classes with subject specialists.

- Tutor time Maths and English with specialists.
- Additional staffing to support students in a range of subjects.
- ILC resources to support reading.
- Music Lessons.
- Accelerated reading.
- Holiday and revision programmes to prepare students for exams.
- Careers advice and guidance with off-site visits.
- Attendance rewards.
- Provision for in house behaviour team.
- EWO supporting Pupil Premium students.
- Staffing CPD.
- Educational Psychologist working with pupil premium pupils.
- S.L.O. support with key Pupil Premium students.
- EAL support staff to work with targeted Pupil Premium students.
- KS4 raising aspirations work with learning performance group.
- Transition mentor to work with future Pupil Premium students.

By focussing upon PP gaps we have successfully narrowed gaps in a number of areas. Eventually we aim to eradicate the gap entirely so that there is no difference in attainment and progress between Pupil Premium students at our academy and all other students nationally.

Key Indicators (most recent Year 11)	Data Source: ASP	Unvalidated	Validated
	Pupils eligible for PP (46)	Pupils not eligible for PP (national average)	
<b>Key Stage 2 Fine Point Level (Cohort size)</b>	<b>3.97</b>	Not available at the time of writing	
<b>% Attaining 9-7 in English (Best) and Maths</b>	<b>2.1%</b>	Not available at the time of writing	
<b>% Attaining 9-5 in English (Best) and Maths</b>	<b>17%</b>	Not available at the time of writing	
<b>% Attaining 9-4 in English (Best) and Maths</b>	<b>27.7%</b>	Not available at the time of writing	
<b>Progress 8 score average</b>	<b>0.22</b>	Not available at the time of writing	
<b>Progress 8 English</b>	<b>0.07</b>	Not available at the time of writing	
<b>Progress 8 Maths</b>	<b>0.15</b>	Not available at the time of writing	
<b>Progress 8 English Bacallaureate Slots</b>	<b>4.55</b>	Not available at the time of writing	

<b>Progress 8 Open Slots</b>	<b>2.85</b>	Not available at the time of writing
<b>Progress 8 score average for Higher Ability Pupils</b>	<b>0.55</b>	Not available at the time of writing
<b>Attainment 8 score average</b>	<b>35.57</b>	Not available at the time of writing
<b>% Entering the English Bacallaureate</b>	<b>4.3%</b>	Not available at the time of writing
<b>% Attaining 9-5 in the English Bacallaureate</b>	<b>2.1%</b>	Not available at the time of writing
<b>% Attendance</b>	<b>94.05%</b>	Not available at the time of writing
<b>% Persistently Absent</b>	<b>13.65%</b>	Not available at the time of writing

#### 4. Summary information 2017-18

<b>Total PP budget</b>	£283,305
<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils</b>	711
<b>Number of pupils eligible for PP</b>	309
<b>Date for next internal review of this strategy</b>	September 2018

#### 5. Barriers to future attainment (for pupils eligible for PP)

<b>In-school barriers</b>	
<b>A</b>	Literacy levels for students entering year 7 are lower for PP students which prevents them from making progress in subjects where English content is high.
<b>B</b>	Students have English as an Additional Language (EAL) and are PP have an additional burden and struggle to access the curriculum.
<b>C</b>	Numeracy levels for students entering year 7 are lower for PP students which prevents them from making progress in subjects where mathematical content is required.
<b>D</b>	Behavioural issues for some PP students are having a negative impact on their own, and others, academic progress and hindering life chances.

<b>External barriers</b>	
<b>E</b>	Attendance rates for PP students are below the target of 96%. This reduces their access to quality teaching and support and has a negative impact on progress.

<b>Desired outcomes</b>	<b>Success criteria</b>
<b>A</b>	Improved rates of progress across school for pupils who are Pupils eligible for PP achieve P8 scores that are at national averages. Where they are not being met departments

	eligible for PP are a direct result of a quality teaching for all approach.	are putting in place wave 1 interventions, monitored by Curriculum Leaders (CLs), Year Leaders (YLS) and Senior Leadership Team (SLT).
<b>B</b>	Behavioural issues of PP students who need support are addressed.	Fewer behaviour incidents recorded for these pupils on the school system. Fewer FTEs for PP students.
<b>C</b>	High rates of progress in literacy and numeracy for pupils eligible for PP.	Pupils eligible for PP in rapid progress and reach expected standards by the end of the year. Evidenced using accelerated reader assessments and English & Maths written assessments at each intervention window.
<b>D</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to below 10%. Overall attendance among pupils eligible for PP improves 96% in line with 'other' pupils.

## 6. Planned Expenditure 2017-2018

6.1 Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that all Pupil Premium students receive quality first teaching.	Use a variety of measures to support and ensure that they are subjected to consistently good teaching.	EEF (Education Endowment Foundation) – High impact, strong evidence base.	Quality CPD  Rigorous systems of assessment  Close monitoring of standards  Internal and Cross MAT QA	KCY	Termly Review  Final Review October 2018
<b>Total budgeted cost</b>					£20,716

6.2 Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

High rates of progress in literacy and numeracy for Year 7 pupils eligible for PP.	DCL positions in Maths and English  Salary contributions (£3,790)	EEF Mentoring DFE Guidance on small group intervention approaches	Short programmes of intervention that are reviewed half termly QA from VP Progress rates measured	KCY, MLS, PPE, GSH, RPG	Half termly Review  Final Review October 2018
Improved progress rates in English and Maths	Mentors – English & Maths delivering 1:1 and small group intervention to PP students.  Salary contributions (£44,142)	EEF 1:1 Tutoring	Short programmes of intervention that are reviewed half termly QA from VP Progress rates measured	KCY, MLS, PPE, GSH, RPG	Progress monitored at each Assessment window  Half termly Review through QA  Final Review October 2018
Improved transition from Primary to secondary for Year 7 PP students.	Transition Mentor – Y6 transition work and support for Y7 PP students.  Salary contributions (£7820)	EEF Mentoring	SLT support for the role Close links with Primary schools	LNN/STT	October 2018
Nurture Support Pathway that enables students to improve their literacy skills in order to access the whole curriculum.	To increase literacy skills of those students with the lowest reading ages on arrival at CA.  (£6497.37)	Internal data and previous experiences.	Improved literacy proficiency of Pupil Premium students with the lowest reading ages.	KCY/OHN	October 2018
Improved rates of progress in Maths and English for PP students	Additional Maths and English Teachers to reduce class sizes or increase time allocated to core subjects.  Salary contributions (£39,700)	EEF Quality first teaching	Quality CPD  Rigorous systems of assessment  Close monitoring of standards  Internal and Cross MAT QA	KCY, MLS, PPE, GSH, RPG	Progress monitored at each Assessment window  Half termly Review through QA  Final Review October 2018

Behavioural issues of PP students who need support are addressed.  Salary contributions for Key staff to improve the Attitude for Learning of Key PP students	SLOs & Student Welfare – working with PP students and families.  Salary contributions (£109,571)	EEF Mentoring	Monitoring of SLO role by SLT  YL to review data at each assessment window	JHN, LMH, SLOs, YLs	Weekly monitoring.  Half term and end of term review.  Full review October 2018
Increased attendance rates for pupils eligible for PP.	EWO provision- improving the attendance of PP students, liaising with families.  Salary contribution (£18,197)	Good attendance leads to stronger rates of progress	Weekly attendance monitored  Specific PP attendance monitored	JHN, JTR, YLs, JLN	Weekly monitoring.  Half term and end of term review.  Full review October 2018
Increased attendance rates for pupils eligible for PP.	Attendance of PP students Monitored closely by Attendance officer.  Salary contribution (£19,632)	Good attendance leads to stronger rates of progress	Weekly attendance monitored  Specific PP attendance monitored	JHN, JTR, YLs, JLN	Weekly monitoring.  Half term and end of term review.  Full review October 2018
Ensure that students have the independent study skills to succeed in examinations.	The introduction of a 'Revise' study skills programme.  (£3887.63)	EEF – Meta cognitive strategies	Impact reviewed at internal examinations	KCY, T&L Team	Half term and end of term review.  Full review October 2018
<b>Total budgeted cost</b>					<b>£253,237</b>

### 6.3 Other approaches

Chosen action /	What is the evidence and rationale for	How will you ensure it is	Staff lead	When will you review implementation?
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approach	this choice?	implemented well?		
Close monitoring of significant groups in classrooms	Clear evidence linking awareness of individual need to students' progress.  (£1500)	All teachers effectively use mint class.	SPR	October 2018
To provide students with additional support in their GCSE core subject areas.	EEF (Education Endowment Foundation) – High impact, strong evidence base.  (£7852)	Holiday schools and P6 are a key priority for students and are well attended.	JHN, ABE, LCO, CLs	P6 - weekly  Holiday school - Easter & Spring 2018
<b>Total budgeted cost</b>				<b>£9352</b>