



St Patrick's Catholic College Pupil Premium

Impact and Action Report 2015-16

Key Priority on College Development Plan

To narrow the gaps between key groups in our school and reduce barriers to success and achievement for pupils who are in receipt of the Pupil Premium.

Allocation and Budget						
Amount PP Allocated 1/9/15 - 31/8/16						£180,455.00
Service children						NIL
Looked After Children (not FSM)						£2,800
Carried Forward from 1.4.15 – 31.8.15						£19,221.30
Total to spend:						£202,476.30
Total spent:						£198,305.29
Pupil Premium Student Profile (As of December 2015)						
Year	Current FSM	% age	PP	%age	LAC	SP
7	32	30	49/105	47	1	0
8	27	25	44/111	40	0	0
9	20	22	31/91	34	1	0
10	26	25	40/104	38	0	0
11	16	17	38/95	40	3	0
Total	121	24	202/506	40	5	0



Action 1: (Cost: £7480)

Action: Alternative Education provision where appropriate for pupils

Impact:

- 8 Disadvantaged pupils that were disengaged with school have been able to continue with their education
- Specialist provision procured e.g. vocational courses that have enabled pupils to gain some qualifications that will help them to progress further in their education
- Pupils remained in education
 - Pupil 1: 3 GCSEs / Equivalent
 - Pupil 2: 1 GCSE Equivalent
 - Pupil 3: 4 GCSEs/ Equivalent
 - Pupil 4 : GCSEs / Equivalent

Comments: The College used two main providers –*The Compass Centre* based at Thornaby Academy and *Aspire*, through Stockton LA. Pupils that would have otherwise completely disengaged with education were able to continue and gain some qualifications to use Post 16. (*Awaiting destination data regarding next steps for these pupils.*) The other 4 pupils accessed provision at the Bishopton Centre to ensure appropriate provision to keep these young people in education.

Action 2:

Action: Staffing: Employment of an Attendance Officer

Impact:

- 2015-16 saw attendance figures of 92% for the whole school. Without the dedication of a full time Attendance Officer, these would have been much lower. Issues are still evident in attendance for a significant number of Disadvantaged pupils.

Comments:

There is a definite problem within the community where attendance at school is not seen as a concern by many parents. There are a proportion of pupils in the school whose attendance is below 90% and this is a target area for 2015-16.

Moving forward into 2016/17:

- Updated Attendance Policy
- Much closer liaison with LA attendance services



Action 3:

Action: Staffing - Employment of a Lead Teacher of Chemistry (Sept. 2015) & employment of a Lead Teacher of Physics (Sept. 2015)

Impact:

Results 2016

Class	PP	A*-A %	A*-C %	A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Avg Pts	Avg Grade
Chemistry	All	13	78.3	100	59.1	13.6	0	23	23	41.57	C+
Chemistry	F	10.5	73.7	100	50	11.1	0	19	19	40.95	C
Chemistry	T	25	100	100	100	25	0	4	4	44.5	B-

Class	PP	A*-A %	A*-C %	A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Avg Pts	Avg Grade
Physics	All	8.7	78.3	100	54.5	9.1	0	23	23	41.3	C+
Physics	F	5.3	78.9	100	50	5.6	0	19	19	40.95	C
Physics	T	25	75	100	75	25	0	4	4	43	B-

Comments:

With only one data set since using Disadvantaged pupil funding to support more focused teaching for all pupils, but particularly Disadvantaged pupils, outcomes have improved in these two areas for Disadvantaged pupils from 2015. Caveats however, include differences in cohort – ability & application and the small number of Disadvantaged pupils in Triple Science.

Action 4:

Action: Staffing - Employment of one permanent and one temporary supplementary mathematics teacher

Impact:

- Outcomes for Y11 PP pupils in **Maths 2016**

	P P	A*-A %	A*-C %	A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Avg Pts	Avg Grade
Summary for Maths	All	8.4	78.9	96.8	73.1	17.2	2.2	95	95	39.12	C
Summary for Maths	F	8.8	84.2	100	78.6	19.6	3.6	57	57	41.47	C+
Summary for Maths	T	7.9	71.1	92.1	64.9	13.5	0	38	38	35.58	D+

- Improvement in outcomes for Y11 PP pupils in **Maths 2015**

Class Name	P P	A* A %	A* C %	A* G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Coun t	Entrie s	Avg Pts	Avg Grade
Summary for Maths	All	18.5	83.2	97.5	72.6	24.8	5.1	119	119	41.61	C+
Summary for Maths	F	22.4	90.6	98.8	80.7	30.1	6	85	85	43.55	B-
Summary for Maths	T	↑ 8.8	↑ 64.7	↓ 94.1	↑ 52.9	↑ 11.8	↑ 2.9	34	34	↑ 36.76	↑ D+

- Results in **Maths 2014**

Class Name	P P	A* A %	A* C %	A* G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Coun t	Entrie s	Avg Pts	Avg Grade
Summary for Best Maths	All	13.5	60.4	98.2	53.6	20.9	5.5	111	111	37.33	C-
Summary for Best Maths	F	19.4	75	98.6	66.7	29.2	8.3	72	72	40.61	C
Summary for Best Maths	T	2.6	33.3	97.4	28.9	5.3	0	39	39	31.28	D-

Comments:

Results in maths, year on year, have improved for Disadvantaged pupils using the strategy of employing a supplementary mathematics teacher to enable very specific and personalised maths teaching. Since the 2014 results, A*-C grade passes for Disadvantaged pupils have risen by 37.8% for this group and *Expected Progress* outcomes have risen by 36%.

Action 5: Cost: £177,581 (including all staffing costs)

Action: Other supplementary Teaching & Support staff

Impact:

- Specialist provision in Humanities (History in particular) has raised expectations of pupils across the Humanities department
- TA support for the first half-term of 2015-16 academic year.

Comment:

Figures for History at the end of KS4 are not reflective of the significant changes made to aspiration & expectation in this area, they are reflective however, of the Maternity Leave of the Head of department and History Specialist.



Action 6:

Action: Pupil resourcing of Equipment across all subject areas

Impact:

- Pupils are prepared for learning enabling all lesson time to be spent with focused teaching.
- Pupils can access GCSE subjects where specialist equipment is needed e.g. GCSE Art.
- Supporting Disadvantaged pupils in taking an active role in Food & Nutrition lessons across both key stages, where otherwise, the cost could become prohibitive, particularly at GCSE level
- Pupils have been able to complete all Home Learning tasks to consolidate learning in class because they had the correct equipment to complete Home learning.

Comment:

Disadvantaged pupils have been given a Maths set and a calculator by the Maths department when they have asked for them. This has supported pupil learning by enabling them to complete all Maths tasks set. Maths sets and scientific calculators have been provided. PE/RE/ English have all given out revision guides.

Art prepared special Art GCSE equipment sets to provide PP pupils with the specialist equipment needed. In Food Technology, Disadvantaged pupils are supported throughout with the ingredients needed to make sure that they are fully included in learning.

Action 7: Cost: £2797.29 including Action 6

Action: Uniform/ Trip allowances

Impact:

- Disadvantaged pupils were able to participate in trips that supported learning – inclusion.
- Disadvantaged pupils could be in school and not have to worry that they look different to other pupils and could therefore just focus on learning

Comment:

A personal allowance is offered to all parents of Disadvantaged pupils – some parents use this and others don't. A strategy to be implemented in the 2016-17 Pupil Premium Action Plan, is to raise parental awareness of this personal budget (£50 in 2015-16) once again. A number of pupils in the college are heavily dependent on the college to provide uniform and contributions towards educational trips.



Action 8: Cost: £3,000 – flat rate contribution (approx. 1/3 of TAMHS costs per year) and an additional £208 SARC support

Action: Alliance support (TAMHS)

Impact:

- Removed barriers to learning for pupils with difficulties that have hindered learning
- Extra support for TAMHS pupils enabling fuller participation in school life

Comment:

This has impacted in an indirect way in that pupils concerned have still been engaging with their learning whilst working through personal issues.

Action 9: Cost: £1,123.50

Action: ECDL Qualification

Impact:

- Enabled pupils to gain a recognised ICT qualification to support/ enable access to studies at the next level

Class	PP	A*-A %	A*-C %	A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Entries	Residual	Avg Pts	Avg Grade
ECDL	All	37.2	100	100	97.7	76.7	25.6	43	11.7	48.37	B+
ECDL	F	31	100	100	96.6	75.9	17.2	29	8.9	47.66	B+
ECDL	T	50	100	100	100	78.6	42.9	14	17.3	49.86	A-

Comment:

As a school we became aware that many schools were now offering this examination to all pupils to ensure that they had some ICT qualification. In order to make sure that pupils' at St. Patrick's were on a '*level playing field*' with other pupils across the Tees Valley area when challenging for apprenticeship & FE places.

The qualification allowed our Disadvantaged pupils that took the exam to achieve highly and support their access to FE.



Action 10: Cost: £3,660

Action: Purchase of Show My Home Work (SMHW)

Impact:

- Has allowed parents to become more involved in their children's education by using an app
- Greater consistency in the setting of Home Learning across the school
- Monitoring by Department Leads has led to better quality Home Learning tasks
- More pupils completing Home Learning to consolidate class activities

Comment:

The app allows parents to see what home learning their children have been set, whether they have completed it and in some cases the parent can see the mark given for the homework too.

Action 10: Cost: £2,455.50

Action: Purchase of Class Charts (EDUKEY)

Impact:

- Has allowed parents to become more involved in their children's education by looking at behaviour, rewards and sanctions on a daily basis
- Greater consistency in the use of sanctions and rewards across the school
- Monitoring by Department Leads has led to better Behaviour support for pupils
- Allows greater support of our vulnerable/ less engaged pupils by allowing quicker intervention and a more rapid response for support

Comment:

Parents have verbally commented on the use Class charts as a way in which they can support their child whilst they are at school. It also enables parents to have frank conversations with their children when issues may have arisen and parents are positive about this.