



What is pupil premium?

The pupil premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free school meals (FSM) at any point in the last six years or are looked after continuously by the local authority for more than six months). Schools receive this funding to support their eligible pupils and narrow the attainment gap between these pupils and their peers.

School priorities/Aims

Through effective use of the pupil premium allocation St Matthew's aims for the following:

- To ensure all disadvantaged pupils leave school making optimum progress according to their ability.
- To ensure that pupils achieve well, according to their level of entry at GCSE level including English and Maths in order to prepare them for life after St. Matthew's
- For all staff to have high expectations of all pupils to make at least expected progress in all subject areas.
- To improve attendance/punctuality of those eligible for pupil premium.
- To increase enjoyment/engagement of the school curriculum.
- To increase participation, where appropriate, in a range of extra-curricular activities and clubs to allow as broad an experience of school life as possible
- To encourage parental participation in supporting learning, achievement and attainment
- To raise aspirations in school and beyond through an effective and appropriate careers package and through planned support from the Attainment and Achievement coach

Pupil premium allocation:

2017/18	£460,955
2018/19	£506,770

How do we decide how the funding is allocated?

St. Matthew's is committed to allocating the pupil premium funding in a way that will have the greatest impact on attainment and achievement. Funding has been allocated based on rigorous and regular tracking of pupils initially to see where the need for intervention is greatest. However much use has been made of research from charities such as The Education Endowment Fund (the Sutton Trust) which highlight best cost/impact initiatives.

The experiences of other schools have also informed the spending of pupil premium funding at St. Matthew's. In this way classes, groups and individuals have been prioritised.

Individual Departments, teachers and support staff are also able to apply to help pupils both inside and outside of lessons. This is done through an application process which now addresses forward planning for intervention to close gaps in outcomes. To ensure effective and efficient use of pupil premium funding, activities and interventions are now evaluated regularly through data collection, including the impact of progress of pupils in all years at the end of each academic year.

2017-2018 Allocation:

Pupils eligible for pupil premium have been able to access:

Teaching and Learning

- Planned employment of additional Lead Practitioner in Science to further strengthen capacity in this subject area
- Targeted Lesson 6 intervention for Year 11 pupils, as well as in class support for disadvantaged pupils identified by teachers as part of the school QA process
- Targeted Easter school and weekend revision sessions in preparation for GCSE examinations
- Provision of revision materials for disadvantaged Year 11 pupils across a range of subject areas to support examination preparation
- All KS4 disadvantaged pupils participated in study skills workshops delivered by an external provider, in preparation for PPE and end of year examinations
- More Able disadvantaged pupils became a focus, in particular a review of the setting of these pupils led to set changes for key pupils, in order to improve progress for these individuals

Curriculum Enrichment

- Subsidised trips and outside activities to enhance the curriculum, for example R.E. retreats in Year 7, KS4 Geography and History trips and DPs were also subsidised for foreign trips to Italy and Barcelona
- Raising aspirational goals e.g. going to university (visits to Manchester University) and an extensive CEIAG programme within school, including priority careers meetings for all Year 11 disadvantaged pupils.
- Extensive work with 'Greater Manchester Higher' has enabled Year 8-11 disadvantaged pupils to participate in a range of activities and visits, again with the aim of raising aspirations and focussing on Post 16 choices. All Year 10 disadvantaged pupils participated in 'Futures Week', when they were able to participate in workshops and visits which enabled them to focus on their post 16 choices and opportunities.

Personal Development, Behaviour and Welfare

- Targeted pastoral support for individuals and small groups based on needs analysis by Year Heads, discussions with Parents, form teachers and support staff, particularly with regard to attendance, PA and punctuality.
request of teaching and support staff for example articles of uniform and transport to increase/encourage good attendance at school.

(See Pupil Premium Strategy 2017-18 for a breakdown of the spending plan for each of the above areas).

Overall impact on Attainment and Progress for Disadvantaged Pupils 2017-18

Year 11	Summer 2018 provisional results –progress gap of progress gap of -0.27 between disadvantaged and non-disadvantaged pupils. 2017 progress gap was -0.45 so this is a reduction of the gap by 0.18 . Current provisional positive progress gaps (disadvantaged pupils make better progress than non-disadvantaged peers) for; Computer Science French German Art Resistant Materials
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Year 10	<p>End of Year data indicates a progress gap of -0.18 between disadvantaged and non-disadvantaged pupils.</p> <p>Current positive progress gaps for;</p> <p>Biology & Physics Geography French & German Drama Music P.E. Food Business Studies DT</p>
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	Average EOY target	Average EOY Grade	Distance to average EOY target GAP*	Distance to EOY target GAP* ENGLISH	Distance to EOY target GAP* MATHS
Year 7	1.63	1.79	0.12	0.17	-0.01
Year 8	2.43	2.27	-0.08	0.1	-0.1
Year 9	3.8	3.34	-0.08	0.08	-0.28

*'GAP' indicated the distance disadvantaged pupils were from their EOY target versus non-disadvantaged pupils from their target.

Curriculum Enrichment

- Through priority careers meetings and support from Achievement coach, 100% of disadvantaged pupils in school have an intended destination for 2018/19
- Action research project conducted identified through pupil voice what pupils' barriers to learning are. As a result of this, all year 11 pupils who were part of the project received the necessary support and materials to prepare for GCSEs. Further to this, a series of three career-focussed workshops were held for DPs, which helped to improve their engagement and means that a further programme of workshops can be put in place next year.
- Disadvantaged pupils were able to access all extra-curricular clubs, trips and visits and where appropriate, these activities were subsidised using pupil premium funding.

(See Action Research report and Achievement Coach report for further details of impact in this area).

Personal Development, Behaviour and Welfare

Fixed Term Exclusions

	2016-17 (% of cohort)	2017-18 (% of cohort)
DP	25.23	30.8
NON DP	7.62	19.1
GAP	17.61	11.7 (5.91% decrease)

Although DP FTE have increased in 2017-18, the gap between DP and non-DP FTE has decreased by **5.91%** from 2016-17.

Average Behaviour for Learning (Whole Grades)

	DP	NON- DP	UPPER DP	UPPER ALL
YEAR 7	2	2	2	2
YEAR 8	2	2	2	2
YEAR 9	3 (-0.27 gap)	2	2	2
YEAR 10	3 (-0.28 gap)	2	2	2
YEAR 11	3 (-0.22 gap)	2	2	2

Behaviour for Learning is graded 1-6, 1 as the highest BfL grade

Attendance

DP Cohort Year 15/16 = **93.06%** (gap to all 1.88%)

DP Cohort Year 16/17 = **92.16%** (gap to all 2.43%)

DP Cohort Year 17/18 (provisional) = **91.30%** (gap to all **2.33%**)

Please see **Pupil Premium Strategy 2018-19** for planned spending this academic year.