

Convent of Jesus and Mary Language College

Pupil Premium Funding 2017-18



With God's grace, we excel and lead

What is Pupil Premium Funding?

Pupil Premium funding is allocated to children from families who are eligible for Free School Meals (FSM) or have been eligible for FSM at any point in the past six years. This is referred to as the Ever 6 model. Additionally, Children Looked After (CLA) and children of serving Armed Forces personnel receive Pupil Premium funding. CJM's key priority with the Pupil Premium Grant is to close the gap in attainment between Ever 6 pupils and non-Ever 6 pupils. CJM has an ethos built on a culture of aiming for excellence. The school recognises that poverty and the consequent material, emotional and physical deprivation, plus parental disengagement with the education process, affects life chances for pupils. Our Pupil Premium pledge guarantees equal access to learning opportunities and a positive educational experience for all. The school will also continue to support students on the Child in Need Register and Child Protection Register to enable them to overcome social disadvantage. Pupil Premium funding is used to remove the barriers to learning for these pupils and so improve their life chances.

All members of teaching staff, support staff and governors accept responsibility for those pupils who qualify for pupil premium and are committed to meeting their pastoral, social and academic needs within a Catholic environment. This is an essential and fundamental in living our mission statement: 'With God's grace, we excel and lead'.

Funding allocation:

The School's Pupil Premium allocation for 2016-2017 was £322,575 and for 2017-2018 is £300,135. Funding was and will be continue to be deployed to

remove barriers to learning and support a wide range of intervention strategies that are proven to have a positive impact on accelerating pupil progress.

Barriers to learning:

- Underperformance at KS2 meaning a gap already exists.
- Welfare issues.
- Literacy issues.
- Numeracy issues.
- Lack of aspiration. / No history of post-16 education in the family.
- Lack of access to computers and / or the internet.
- Limited or in some cases no area within the home to engage in private study.
- Lack of educational resources in the family home.
- Students who are not making good progress at KS3.
- English is not spoken at home.

2017 – 2018 Action Plan

The National Foundation for Educational Research (NFER) has found that the following approaches are most effective in supporting disadvantaged pupils' achievement:

1. Whole school ethos of attainment for all
2. High quality teaching for all
3. Addressing behaviour and attendance
4. Meeting individual learning needs
5. Deploying staff effectively
6. Tracking data and responding to evidence
7. Clear, responsive leadership

In 2017 – 2018, the funding has and will support the following

NFER Approach	Actions
1. Whole school ethos of attainment for all	<ul style="list-style-type: none"> • Aspirational targets for all • High expectations in attainment and conduct • Celebration of success • Whole school focus on Literacy • KS3 reading for pleasure programme • Subsidised music lessons • Enrichment opportunities • Subsidised Activities Week
2. High quality teaching for all	<ul style="list-style-type: none"> • Set high expectations and goals which inspire, motivate and challenge all our students • Expect and model high levels of literacy within and without the classroom • Plan well-structured lessons that are interesting and engaging for all students • Use a wide variety of teaching methods and styles to meet the different needs of our learners. • Differentiate our teaching according to the individual students' in our classrooms. • Assess students through a meaningful assessment policy which encourages and values student – teacher dialogue. • Set homework that consolidates and extends the students' learning.
3. Addressing behaviour and attendance	<ul style="list-style-type: none"> • Pastoral Support Manager, Safeguarding Officer, Attendance Officer and Inclusion Team will ensure that students attend school regularly and that social and emotional barriers to learning are removed • Celebration of good behaviour and attendance • Behaviour Mentoring • SIMS/Bromcom behaviour package • A dedicated team of staff to ensure that student behaviour and attitudes ensure a positive climate for learning and that students

	are rewarded for consistently demonstrating high standards of effort and behaviour
4. Meeting individual learning needs	<ul style="list-style-type: none"> • Tailored/targeted curriculum pathways • Additional support for examination preparation in all KS4 subjects • Extra-curricular enrichment activities and school trips • One-to-one careers interviews where appropriate • Counselling sessions • Mentoring sessions • Speech, Language and Communication support • Specialist Teacher support • Summer School • Year 7 Nurture Group • EAL Support • Extra-curricular activities for High Achievers including debating, book club and trips
5. Deploying staff effectively	<ul style="list-style-type: none"> • Additional staff to support intervention across all year groups in English, Maths and Science • Smaller class sizes • Smaller tutor groups at KS4 • Homework clubs – during and after the school day • Small group teaching
6. Tracking data and responding to evidence	<ul style="list-style-type: none"> • Student data tracking • Saturday, Easter and holiday revision classes • Targeted support for students at risk of exclusion • Targeted intervention planned for individuals as identified through data analysis • Focus groups
7. Clear, responsive leadership	<ul style="list-style-type: none"> • Strategic examination policy • Tailored/targeted curriculum pathways

2016-2017 Evaluation

In 2016 – 2017, we believe that the actions undertaken throughout the academic year have positively affected the attainment and achievement of students eligible for Pupils Premium Funding.

The school performance summary of GCSE results for 2016/2017 shows the overall P8 for disadvantaged pupils -0.04. The National benchmark P8 for disadvantaged pupils was 0.11. At CJM 33% of disadvantaged pupils achieved a Grade 5 or above in English and Maths compared to 41% of non-disadvantaged pupils.

94% of disadvantaged pupils at CJM stayed in sustained education, training or employment.