

Impact of the Pupil Premium Grant Expenditure: 2015-16

Improvement Initiative	Amount (£)	Description	Impact	Next steps:
Improving Numeracy and Literacy				
Literacy/numeracy catch-up booster	10000	To supplement the catch up funding, Literacy and Numeracy lead Teaching Assistants are employed to booster literacy and numeracy in Years 7-8.	29 students: 19Disadvantged. (66%) Ave sub level prog: Dis vs non Dis Ma 3.7 Vs 3.1 Eng: 1.5 vs 2.4	Continue with intervention and use CAT and KS2 question analysis for More targeted intervention.
Dyslexia screening Reading Age software	151 310	Software to identify specific barriers to learning.	All students requiring dyslexia support identified and IPP in place.	All Y7 screened for dyslexia on entry.
Year 10 /11 English Intervention	1000	Resources and additional sessions for underperforming students including free revision resources for disadvantaged pupils	Ave level prog: Dis vs non Dis Eng: 2.3 vs 2.6	Data skewed by WBRI and HAT data. These to form key focus in 2016-2017
Small group intervention (2 staff 0.6 FTE + 0.5 FTE)	22825	Pupils are selected for small group intervention in Maths and English if they are not reaching their target grade. The length of the intervention depends on individual need.	Ave level prog: Dis vs non Dis Eng: 2.3 vs 2.6 Ma: 2.1 vs 3.0	Lead Practitioner in maths appointed to further improve outcomes.
1/2 term and Easter study support	1000	Revision sessions and coursework catch up take place in school holidays to ensure that all have every opportunity to succeed.	Coursework: greater number of students gaining grades on or above target.	Continue id demand from faculty Directors/Curriculum Leaders.
Homework Intervention	2000	Key students to be targeted for additional holiday homework.	For those engaging in the intervention, the average LOP maths = 3.10	Focus to move to HATs and English for 2016-2017.
Tutor Trust	1135	After school maths mentoring sessions for targeted	Improved rates of progress seen at each data collection point.	Focus in 206-7 to be HATs, in Maths.

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Associate leader appointments	3900	Three associate leader posts were created to improve the quality of 'first teaching' and to monitor all interventions to ensure all outcomes are maximised and any interventions not having impact are replaced.	The teaching for the disadvantaged strategy has had a positive impact. Evidence from key tracking points. (see separate statement)	Additional assistant Head teacher [position to replace the three Associate posts.
AHT for Disadvantaged students	34713	AHT Re allocation of duties to focus purely on disadvantaged students.	Effective use of PP funds to raise the attainment of disadvantaged pupils and close the gap with their peers.	To continue with additional focus on transition.
Appointment of Disadvantaged Champion	23766	Post created to develop & drive the RAISE project.	Average levels of progress (PC5) Whole cohort = 1.38 Disadvantaged = 1.26 Dis White British = 1.11 RAISE cohort = 1.38	Not to continue. Relocation of staff.
Higher level Leeds Learning Partnership (LLP) funding	780	Additional support from LLP to allow training and support for senior intervention co-ordinator.	Good practice shared and disseminated. E.g. disadvantaged only work scrutiny.	To continue.
Off-site provision	100152	Educational provision not provided at Mount St Mary's Catholic High School for Pupil Premium pupils who are offsite for part or all of their education (e.g 1 day at college or on the COSP (Catholic Off Site Provision).	100% of off-site pupils to entered for qualifications. All students to secure a progression route. See destination data.	Offer EDL to off-site students at MSM.

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Extra Maths set	7000	An extra Maths group in Year 11 has been created to accelerate progress.	Disadvantaged students made 0.7 LOP from September to June	Continue with additional maths set.
Improvement Initiative	Amount (£)	Description	Intended Impact	Next steps:
Late evenings (resources and refreshments)	1000	The school is open until 7pm on selected evenings to offer support to students who may not have access to IT or suitable learning environment elsewhere.	Disadvantaged students use up 10% higher than previous year.	To continue.
Extra set in English, Maths and Science in Key Stage 4	35000	Extra set created in English, Maths and Science in Key stage 4, raising set numbers from 7 to 8. Smaller group sizes allowing for more strategic grouping of pupil.	Improved outcomes in Maths & Science. Limited in English.	Faculty Director appointments to ensure better deployment of staff.
Y11 Residential	12000	Two, week long residential sessions to focus on improving attainment in maths and English	3LOP maths = 82% 4LOP maths = 36% 3LOP Eng = 46.7% 4LOP Eng = 20%	To continue.
Provision Writer	330	Tracking of macro and micro interventions for faster evaluation and modification.	Mixed impact. Only used by minority.	Not to continue.
SISRA	778	Investment in new data analysis package /Staff training for more effective monitoring of progress	Greater detail of data interrogation more rapid turn-around of data collection to action focussed interventions.	Continue develop SISRA for use with learning pathways.
Data team support	15600	Data manager employed to collect analyse and track data across all year groups.	Higher quality of data interrogation with greater flexibility.	To be continued.
UXPLORE	2185	Careers package to support students progression choices.	Positive student voice from all year groups. See Y11 destination data.	To be continued.

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Attendance Office support	9105	A pupil's attendance is a key indicator of future success. We employ 1 full time Attendance Officer who also gets administrative support.	PA – reduced by 13% overall, PP reduced by 2%, NPP reduced by 9%, WBRI reduced by 8%,	To be continued.
Incentive Rewards	1000	A number of incentive rewards for improved attendance, punctuality, academic progress and behaviour for learning.	Attendance improvements in key cohorts. See above.	To be continued.
Key Stage 3 & 4 student advocates	58500	Student Advocates (SA) are employed who work closely with pupils in Key Stage 3 and 4. This involves both academic and pastoral mentoring.	Improved attendance. (see above) Y7: 2subLOP 8 + EnMa Gap 2015 -7.9 2016 = -1.3% Y8: 4 Sub LOP 8+ EnMa Gap 2015 -8.2 2016 – 0.1%	To be continued.
Primary Liaison	950	Core subjects spend time supporting Literacy, numeracy & science within our primary feeder schools.	Smoother transition. Subject staff more aware of the skills covered in primary schools.	To be continued. Dissemination of KS2 curriculum changes in whole staff training.
Lead TA & additional TA for EAL	22,740	A specific EAL team to support students who join us with little or no ability to speak/write English.	Disadvantaged EAL students' Progress 8 = +0.25. Att 8: = 46.45	Lead TA reduced days. Additional LSA appointed.

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Summer Activities	1720	Summer school offered to disadvantaged students in the transition holiday between Y6 & Y7.	3 key students excluded from KS2 made successful transition. 20 out of the 24 students showed significant improvement in descriptive writing and literacy skills.	To continue and widen in 2017.																																																								
Year team pastoral workers 5 x Support Workers	65590	A Pastoral Support Worker has been recruited to work alongside the Year leader in each year group.	<p>Data for 2016: colour coding against 2015 data</p> <table border="1"> <thead> <tr> <th colspan="7">Sept – June 2016 Vs Sept June 2015</th> </tr> <tr> <td></td> <td>Purple + 2+%</td> <td>Blue + 1- 1.99%</td> <td>Green + 0.01 – 0.9%</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Amber - 0.01 – 0.9%</td> <td>Red – 1.0+</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th></th> <th>Overall</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>95.07</td> <td>96.93</td> <td>96.19</td> <td>94.82</td> <td>94.12</td> <td>95.59</td> </tr> <tr> <td>PP</td> <td>93.58</td> <td>96.31</td> <td>95.02</td> <td>93.20</td> <td>92.24</td> <td>94.01</td> </tr> <tr> <td>WBRI</td> <td>93.63</td> <td>95.87</td> <td>93.85</td> <td>93.53</td> <td>94.71</td> <td>93.76</td> </tr> <tr> <td>NPP</td> <td>96.72</td> <td>97.62</td> <td>97.71</td> <td>96.44</td> <td>95.97</td> <td>97.39</td> </tr> </tbody> </table> <p>Attendance data</p>	Sept – June 2016 Vs Sept June 2015								Purple + 2+%	Blue + 1- 1.99%	Green + 0.01 – 0.9%					Amber - 0.01 – 0.9%	Red – 1.0+						Overall	7	8	9	10	11	Overall	95.07	96.93	96.19	94.82	94.12	95.59	PP	93.58	96.31	95.02	93.20	92.24	94.01	WBRI	93.63	95.87	93.85	93.53	94.71	93.76	NPP	96.72	97.62	97.71	96.44	95.97	97.39	To be continued.
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Y10 Young Leader Residential And activities.	12000	Two week long residential programme to develop young leadership and peer mentoring skills. This has a particular focus on Literacy and Numeracy leaders that support Y7 & Y8 form classes.	<p><i>Improved self-esteem of Young Leaders. (Student Voice)</i></p> <p>Y7: 2subLOP 8 + EnMa Gap 2015 -7.9 2016 = -1.3%</p> <p>Y8: 4 Sub LOP 8+ EnMa Gap 2015 -8.2 2016 – 0.1%</p>	To be continued.																																																								
Pupil support (including trips)	8400	Money spent supporting pupils with purchasing uniform, equipment, revision guides/workbooks and other essentials.	Disadvantaged students were able to access all enrichment activities.	To be continued.																																																								
2 x Laptops LAC pupils	600	Provision of Laptop to support out of class learning.	Limited impact evidenced.	As directed in PEP.																																																								

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Careers advice/service	8500	Money spent ensuring that pupil premium pupils make appropriate choices and are offered good advice concerning their future.	Aspirations raised. Progression routes secured. (see destination data)	To be continued.
Total expenditure	466230			

Where any of the above initiatives cover whole school activities, 52% of the costs are allocated against PP funds to reflect the numbers of disadvantaged students within the school.