

Caedmon College Whitby

Pupil Premium Report for September 2019-20

Caedmon College Whitby receives additional funding through the Government's 'Pupil Premium' funding which helps the College Governing Body's and staff's ambition to ensure that every student at the College can be successful. All members of our staff and governors accept responsibility for all learners and are committed to meeting their pastoral, social and academic needs. The College is committed to 'narrowing the gap' for vulnerable students and the Pupil Premium forms a vital part of this process. We hope that every student will be able to make a contribution to the life of the College, through participating in both academic and extracurricular activities. At present, the level of premium received for the children who have received free school meals, at any time in the last six years (known as the 'ever-6 FSM' measure), is £935 per student for pupils in years 7-11 (£1,320 for Reception age children to Year 6). The level of Pupil Premium received for service children is £300 and, for those who are 'looked after' children (LAC) or children adopted from care, the College is able to receive £2,300.

The College received a total of £143,390.41 for students eligible for Pupil Premium funding during the academic period of September 2019 to August 2020. Provision was made for these students by:

- facilitating their access to education
- facilitating students' access to the curriculum through support staffing and tailored resources
- providing alternative support and a wide range of tailored interventions and resources to support learning
- ensuring that students are provided with access to enrichment activities which support their learning.

Pupil Premium expenditure is explained to parents and made public in the form of this annual statement that is uploaded to the College website. This report provides information to how the Pupil Premium funding has been used over the past academic year and will also cover how we plan to spend the funds in the current academic year. Regular, detailed reports are presented to College governors on the progress of students who are supported by Pupil Premium funding.

Impact on spend 2019/20

Cohort context

Year	All	Pupil Premium	Non-Pupil Premium
11	113	23 (20%)	90
10	101	35 (35%)	66
9	129	35 (27%)	94
8	119	33 (28%)	86
7	139	29 (40%)	110

CCW - Impact of Strategies

Key Aim: to raise overall attainment and progress of disadvantaged students

Key measures for exam results - August 2020

	All Students CCW	Disadvantaged students CCW
Progress 8	0.09	-0.53
Attainment 8	4.75	3.56
Basics		
9-5 inc Eng & Maths	45%	26%
9-4 inc Eng & Maths	69%	39%
Ebacc achieved Standard Pass	30%	17%

Maths

	All Students CCW	Disadvantaged students CCW
9-5%	51%	26%
9-4%	74%	52%

English

	All Students CCW	Disadvantaged students CCW
9-5%	60%	35%
9-4%	80%	52%

Tracking Student progress

Progress	2017-18		2018-19		2019-20	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Overall progress 8	0.02	-0.92	0.05	-0.5	0.09	-0.53
English P8 Element	-0.01	-1.05	0.21	-0.09	0.12	-0.5
Maths P8 Element	0.06	-0.49	0.09	-0.43	0.21	-0.32
Open P8 Element	-0.08	-1.26	-0.05	-0.65	0.07	-0.66
Science VA	0.32	-0.23	0.1	-0.44	0.23	-0.04
Languages VA	-0.33	-1.08	-1.07	-1.23	-0.06	-0.32
Humanities VA	0.20	-0.86	-0.14	-0.86	0.07	-0.2

Spend 2019/20

Resources funded	2019-20 expenditure against PP funding
Raising-attainment Learning Support staff and mentor support staffing hours	92,500
iCollege support resources	£2,300
Revision sessions and guides	£1,250
Before and after-College study support resources	£2,450

Enrichment, including trips, music lessons; careers guidance, specialist services	£6,250
Raising achievement staffing to track impact on spend – welfare support, uniform, food, resources and staffing	£6,400
ICT - netbooks, laptop, Chromebooks and software expenditure	£17,340
Counselling	£15,000

The Strategic Team have considered the following actions for this year's Pupil Premium (September 2020-21) students:

- ongoing staff training on metacognition and the 'Pivotal' behaviour strategies for all staff to support the progress of PP students and vulnerable learners
- post monitoring for pupil premium students (PMIS) through Subject Leaders to have greater emphasis in terms of staff accountability
- Year 11, High Aspiration students receiving PP funding to be provided with more academic support, working with the High Aspirations Co-ordinator
- to monitor and track how pupil premium students are rewarded - to be individualised for each student. Student rewards/awards to be monitored for these students
- Careers Education, Information and Guidance (CEIAG) - the College makes this a priority for Year 11 Pupil Premium students; Sixth Form peer mentors to be used where possible, eg, Oxbridge students
- PP Student voice to be developed - to be completed during tutorial time
- Counselling - £15,000 allocated each year; whilst it is difficult to clearly track the impact of this, students are able to maintain stability, rather than accelerated progress, with this approach (already purchased).
- School Attendance officer role supports PP students and contact with home
- school uniform support provided based on individual need (ongoing)
- school equipment support provided based on individual need (ongoing)
- school trips - criteria established; a personalised decision will be made dependent on a number of factors. The College cannot pay for more than half of a trip. Decision to be made dependent on whether the trip is a reward, curriculum-based or an enrichment activity (ongoing)
- focus on the development of student response to enhanced feedback for progress - pupil premium students' books to be marked first; the impact is difficult to measure but feedback is known to be a key factor in helping students to make progress
- revision guides to be purchased for relevant subjects for PP students where required
- PP attainment and progress is led by a member of ST
- developing a Pupil Premium strategy through the Key Stage 3 curriculum involving a nurture group and coaching focus - impact as no 'exits' and engagement with learning
- support via the School within a School project to improve P8. Ongoing CPD for staff mentors/LSAs
- parental engagement to be increased
- relevant Esk Valley research projects to be undertaken, eg, Maths for disadvantaged boys
- develop individual tracking of progress through the School within a School project.