

CORPUS CHRISTI CATHOLIC COLLEGE



**Pupil Premium Information –
March 2018**



The Pupil premium

Pupil premium was introduced in 2011 to break down barriers to achievement for students from lower income families and those from less stable backgrounds. It is hoped that this funding will level the playing field in education and close the gap between the achievement of the richest and poorest.

In the 2017 to 2018 financial year, colleges will receive the following funding for each child registered as eligible for free college meals at any point in the last 6 years.

Disadvantaged Student	Funding Available
Students in Yr7-11 entitled to FSM in previous 6 years (Ever 6)	£935
Looked after children (LAC)	£1900
Children adopted from care and children who have left care under a Special Guardianship or Residence Order	£1900
Students recorded as EVER 4 Service Child or in receipt of a child pension from the MoD (Service Children)	£300



Pupil premium at CCCC

At CCCC we believe that every student should have every opportunity to succeed and to maximise their potential, regardless of circumstances outside of college. Our college motto of "Together we work, learn, pray and grow," underpins all the systems and structures that are designed to maximise the progress, both academic and personal, that each child makes during their time at CCCC.

Pupil premium students are supported within the whole college structures but have access to extra resources available to ensure their inclusion into the everyday life of the college and to maximise their academic success. We believe that each student is an individual and that by targeting support we can ensure that any gaps that exist can be closed.

This plan highlights specifically: how much funding the college will receive in 2017-2018; as well as how the college's aims to spend the funding.

As a College we have a relentless approach to ensuring all of our students maximise the opportunities they during their time with us. In order to do this we will strive to:

- Ensure our Catholic Faith and Corpus Values are prevalent in all aspects of our work.
- Ensure that every student has their educational and social needs met- some of which will be shared with other students, some of which will be specific to that student, some of which will be of a temporary nature
- Ensure the progress of students, including all subgroups, is in line with national average.

The Pupil premium is central to achieving these goals. We believe that every single child has the right to succeed and maximise their potential, regardless of circumstances outside of college. Pupil premium students are supported and integrated within the whole college structures. However, they also have access to additional resources available in order to ensure their maximum inclusion into the everyday life of the college whilst maximising their academic and personal success.



In 2017-18, we have 405 students who are classified as Pupil premium, and 18 students who are LAC. This brings additional funding to the college of £412,875.

At present, we intend to spend in excess of £447,000 during 2017/18

Key Aims for PP spending at CCCC:

- To continually improve the provision and service we provide as a college to raise achievement (attainment, progress and personal development) of students who receive PP funding.
- To continually diminish the difference in achievement (both academic and personal) between Pupil premium students and their peers.
- To continually improve the attendance, behaviour and welfare of those students who receive the PP funding.



Academic Interventions (£180,000)

Assistant Head-teacher

The college employs an Assistant Head-teacher responsible for “Personalised Learning” to ensure the needs and weaknesses of any students from a disadvantaged background (as well as those with SEND/ EAL factors) are met.

Maths/ English intervention workers/ HLTA's

All Pupil premium students who are struggling to fulfil their potential in Maths and English receive 1-1 support in order to address any weaknesses they may have. This may take place on a rolling basis of withdrawal from other subjects, or before/ after college depending on the student's individual circumstances. HLTA's also provide targeted support to PP students within mainstream lessons.

Private tuition

The college uses a local charity based organisation to purchase 1-1 tuition sessions for students. All LAC students receive at least 1 hour of Maths and English tuition per week (after college), with regular communication between subject teachers and tutors to ensure progress is tracked and sessions are targeted well. In addition to LAC students, many Pupil premium students access these sessions during the college day as part of a bespoke approach to students' timetables.

Thorpe Park Revision Saturdays

In the run up to the GCSE exams in June 25, carefully chosen, PP students were chosen to attend revision days at a local hotel. Sessions were led by experienced staff from the Maths and English departments as well as other subjects. Transport was provided and meals were provided throughout the day. The aim of this initiative was to ensure some of our most disadvantaged students were accessing revision resources/ staff in the run up to their exams as well as giving students an experience of a hotel/ restaurant environment; which some students had not experienced before.



Personal Development (£181,000)

College trips/ extra-curricular activities

Departments have applied for, and received, funding to contribute towards any costs involved in students attending trips or other extra-curricular activities to ensure that financial constraints are not a barrier to students experiencing a rich and diverse curriculum.

Aspirational Mentoring

Throughout KS3 and KS4, groups of Pupil premium students are chosen to benefit from initiatives such as the Thomas Transition Programme and Mosaic. The aim of these initiatives is to raise aspirations and morale among some of our most disadvantaged students.

Offsite Provision

Several of our Pupil premium Students attend offsite provision with providers such as Hunslet Girls and Boys Club or Excel. The use of these providers allows us to personalise curriculum packages for disadvantaged students where a full mainstream curriculum is not appropriate. A mainstream timetable may not be appropriate due to barriers such as attendance, behaviour or engagement and the use of other providers allows us to remove many of these barriers on an individually tailored basis whilst ensuring that all students continue to study towards Maths and English qualifications.



Pastoral Care and Inclusion (£161,000)

Breakfast club

Each morning before college, all students are able to attend a Breakfast Club to ensure that they start the day in the right way. Those students eligible for the Pupil premium are entitled to a free breakfast as well as support with homework in a warm and safe environment.

Attendance Officer

The college employs a designated attendance officer, who works in a full time capacity to support parents and students to attend college. She monitors, tracks and provides intervention for students whose attendance drops below 95%. The attendance officer's focus lies primarily on Pupil premium students. Her work may include; parental support, using the college minibus to pick up students from home, arranging alternative transport to college as well as mentoring for students with poor attendance.

Year managers

Each year Student Progress Leader is assisted by a Year Manager. Both the Student Progress Leaders and Year manager have appraisal targets around the attendance, achievement and progress of students in their year group; with a particular focus on the most disadvantaged. Year managers, in particular, play a vital role in the engagement, behaviour and attitude to learning of students who come from disadvantaged backgrounds.

The Learning Support Unit

The Learning Support Unit (LSU) provides a nurturing, short term, environment for some of our most disadvantaged/ vulnerable students; for whom mainstream lessons may not be appropriate. It is staffed by two behaviour specialists who provide mentoring activities/ strategies as well as ensuring that work provided by teaching staff is delivered. The LSU plays a vital role in improving the attendance of some of our most vulnerable students, who without such a nurturing environment may not have attended college.





Cashless catering system

The college has recently move to a cashless catering system, enabling students to receive “Free College Meals” without the stigma that may have been attached in previous years. It is also possible to track and analyse purchases to ensure that students, particularly our most disadvantaged, are eating suitable meals.

Transition

Additional support, for Pupil premium Students, is provided by the Year 7 Student Progress Leader, Assistant Head-teacher (Personalised Learning) and our Attendance Officer

Teaching and Learning (£24,000)

T&L idea bids

Individual members of teaching staff have applied for, and received, bids of up to £20 to trial new ideas in teaching and learning, with a particular focus on raising the attainment of our disadvantaged students.

Physical Barriers

Students eligible for the Pupil premium have been given physical resources such as calculators, revision guides, workbooks and materials to help with revision to ensure that financial constraints have not become a barrier to exam preparation.

Deputy Principal

The college employs a Deputy Principal who has overall responsibility for the teaching and learning of all students, with a particular focus on raising the achievement and progress of PP students.

Maths and English Tuition Groups

In Years 10 and 11 two registration groups, per year, have been created to aid Pupil premium students who require additional support in order to achieve their full potential. These forms are staffed by experienced specialists who informally mentor the students as well as delivering extra English/ Maths during daily form time.





Moving Forward:

As an organisation we continually review, evaluate and amend our practice to ensure the needs of our most disadvantaged students are met and that they receive the best education possible. Our planning for this year includes the following:

5pm Study Room

All students eligible for the Pupil premium will have the option of a supervised (by a member of SLT), quiet room to revise until 5pm each evening after college. Although this option will be available to all PP students, those who are particularly underachieving may be directed to attend as often as possible

Attendance Monitoring Groups

All Pupil premium students with attendance under 95% have been allocated an "Attendance Mentor;" an experienced member of staff who will meet with students on a weekly basis to discuss attendance and any possible barriers. Regular communication with parents will ensure that all stakeholders are involved in the process/ discussion. Weekly prizes/ incentives will be offered to students to encourage improved attendance.

Use of college minibus

The college minibus is used daily to collect students who are known to have barriers to attending college. The Attendance Officer, and other support staff, visit homes each morning to ensure our most vulnerable students attend college as often as possible. The mini bus is also available to parents who may require assistance in travelling to college for Parent's Evenings and meeting with staff.

Peripatetic Music Lessons

The music department has accessed additional funding to subsidise the cost of peripatetic music lessons for Pupil premium students to ensure that financial constraints are not a barrier to students experiencing a rich and diverse curriculum.



Parents Evening Attendance

Increasing the profile/ advertising for parent's evenings in order to increase the attendance of parents of Pupil premium students. Assistance with transport and booking appointments will also be offered to remove as many barriers to attendance as possible.

- Increasing parental engagement (Yr11 Parents info evening)
- Enhance the role of the Year Managers
- Track each intervention group (EVA etc) to measure impact
- Additional support for our more disadvantaged learners during the transition from Primary College



Case Study 1: Student A

Student A couldn't speak English when she arrived in the UK in 2005 and joined us in 2012 from St Nicholas Primary College. Prior to this she had spent a short time at a primary college in Hull after emigrating from the Philippines. Student A embraced all we have on offer at CCCC during her time with us.

She accessed the following with support from PP Funding:

Year 7 – Kingswood Residential Trip, Stem O2 Visit, Library Event, ongoing EAL intervention.

Year 8 – Big Sing, Barcelona Residential Trip, ongoing EAL intervention

Year 9 – Grand Theatre & Blood Brothers Trip

Year 10 - Geog Fieldwork Trip, Student Librarian, Maths Challenge, Madrid Residential Trip, University Trip

Year 11 – Thomas Transition Programme, Notre Dame Taster Day, Grammar College At Leeds Project, PP Funding accessed for a laptop.

Unfortunately, Student A's attendance was lower than expected during Key stage 3. Support was put in via attendance/pastoral team over a number of years and attendance increased again during Ks4. During Y9 Student A's mother was away from home visiting relatives overseas. The pastoral team/Chaplaincy supported Student A throughout mother's absence with support such as grocery shopping, money for trips from disadvantaged fund, buying uniform and equipment etc.

During KS4 support was given to Student A to enable her to take part in the Madrid Residential trip, Geography Fieldwork trip and funding was used to allow her a laptop to access the internet at home. Student A needed and received constant and ongoing support from the college pastoral team to ensure her good attendance was maintained. Student A achieved excellent GCSE results & is now at GSAL on a full scholarship, where she acts as an ambassador for the college to encourage others to follow her path.

Measure	Outcome
KS2 Fine Score	3.8
5A*-C (inc English and Maths 4+)	Yes
English P8 Score	+1.32
English Grade Achieved	9
Maths P8 Score	+0.32
Maths Grade Achieved	8
Overall P8 Score	+0.47

College Year	Attendance
7	93.9%
8	79.9%
9	85.2%
10	92%
11	91%



Student B

Originally from Nigeria, Student B joined CCCC in Sept 2012 after 2 years at Meadowfields Primary College.

During her time at CCCC Student B accessed the following with support from PP Funding:

Year 7 – Extra English & Maths lessons. Herd Farm Educational visit, Theatre Visit

Year 8 – Pastoral support – equipment, Getaway Girls group

Year 9 – Pastoral support – uniform, University visit

Year 10 – Trip to Saltaire, Joined DofE , Thorpe Park revision days

Year 11 - Notre Dame Taster Day, National Citizen Service Residential, Thorpe Park revision days

Student B improved her ATL during KS4 – attended all interventions & studied independently in the library on many occasions. Her final GCSE results reflected her hard work. She is now studying A Levels at Notre Dame.

Measure	Outcome
KS2 Fine Score	3.6
5A*-C (inc English and Maths 4+)	Yes
English P8 Score	+2.27
English Grade Achieved	5
Maths P8 Score	+0.27
Maths Grade Achieved	3
Overall P8 Score	+1.22

College Year	Attendance
7	100%
8	100%
9	100%
10	100%
11	100%



Student C

Student C joined us in 2012 from St Augustine's Primary College. Poor attendance hampered Student C's progression at college with her progress throughout KS3 falling below that of her peers. Attendance issues also led to difficulties in creating and sustaining meaningful friendships which impacted further upon Student C's happiness in college. Student C had poor relationships with her peers, and as a result, some staff. Excuses were often made by parents for Student C's poor attendance and refusal to attend catch up/ intervention sessions. This did, however, improve during Year 11 and significant progress was made in improving Student C's grades.

Student C accessed the following as a result of PP funding:

Year 7 – Extra Maths & English

Year 8 – Seal Group with cluster (friendships)

Year 9 – Chaplaincy group

Year 10 – Visit to Saltaire Thorpe Park revision day

Year 11 – Prefect (as improved attendance) Thorpe Park revision days

Despite an improvement in Student C's attendance in Year 11, Student C did not fulfil her potential at CCCC and this was reflected in her final GCSE results. Student C did, however, achieve the necessary grades to take up her place at Notre Dame Sixth Form College where she is resitting her English GCSE alongside her further studies.

Measure	Outcome
KS2 Fine Score	3.9
5A*-C (inc English and Maths 4+)	No
English P8 Score	-0.01
English Grade Achieved	3
Maths P8 Score	+0.99
Maths Grade Achieved	4
Overall P8 Score	-0.21

College Year	Attendance
7	93.7%
8	90.5%
9	96.9%
10	89.1%
11	96.9%