



Pupil Premium is additional funding provided by the Department for Education to enhance the education and reduce inequalities and gaps in attainment between those students in specific socio-economic groups (namely those students entitled to free school meals, looked after children and children of service personnel) and their peers.

The amount of pupil premium allocated to Catmose College for the 2015-16 financial year is £136,144.

In March 2015 a thorough review of our Pupil Premium provision was undertaken, with the report made available on the College's website.

Catmose Federation has allocated expenditure from the pupil premium grant for the following initiatives:

Data tracking is used rigorously to identify those students under-performing against targets and those who enter the College on low levels of attainments, as identified through SATs / CATs scores. Under the leadership of our Intervention Manager, additional resources are allocated to ensure the closing of gaps for those students. At all Key Stages, funding is used to provide support, additional tuition, materials and resources. In order to ensure quality, the additional tuition is provided by a team of specialists, including former Team Leaders and those with a particular expertise (e.g. literacy). Key workers are allocated from the Intervention team and include senior staff where appropriate. A small team of Intervention TAs support students individually within lessons and on focused areas of work (e.g. around controlled assessment) where required.

A great deal of time was provided by colleagues at the College in order to close the attainment gap of disadvantaged students. These included running a number of after-school, holiday and weekend sessions. Breakfast clubs were introduced in some areas to increase the options for students.

For 2015-16 a great deal of focus has been placed on updating our assessment and reporting cycle in order to ensure that the performance of all groups of students is transparent and effective intervention can be put in place in a timely manner. Performance management targets have now been updated so that all teams have a Pupil Premium target.

The Pupil Premium has been used to provide targeted intervention for students with lower than age-expected literacy skills. Specifically we have invested in Read, Write, Inc. material. This has included a detailed two day training programme delivered by the Ruth Miskin foundation.

Funding has also been spent on providing additional resources for both students and staff involved in delivery of our provision. This has included revision programmes, and essential equipment. In Year 8 and 9, specific literacy sessions have been introduced into the curriculum to support those students with below age-related literacy skills.

We believe that students who are engaged by our ethos and come to school every day will achieve. Attendance is monitored closely and the link Vice Principal will engage with students, parents and the local authority to ensure attendance is in line with the school average.

The College's Elective programme plays a vital role in supporting those students from a disadvantaged background. The College provides over 90 electives across the year that are specifically designed to broaden and enhance all students' experiences. These include a range of sporting, musical, academic and cultural opportunities. Students are financially supported in order to access this provision which is run during the normal school day in order to remain as accessible as possible.

The College actively encourages engagement in all areas of College life and will provide financial assistance where appropriate. This includes academic scholarship, instrumental lessons, the Duke of Edinburgh award scheme, music tuition and access to a range of extra-curricular activities.

IMPACT OF PUPIL PREMIUM SPENDING ON OUTCOMES

The impact of this spending has been positive. This is illustrated through our whole-College results and those identified specifically in progress measures such as Raise Online.

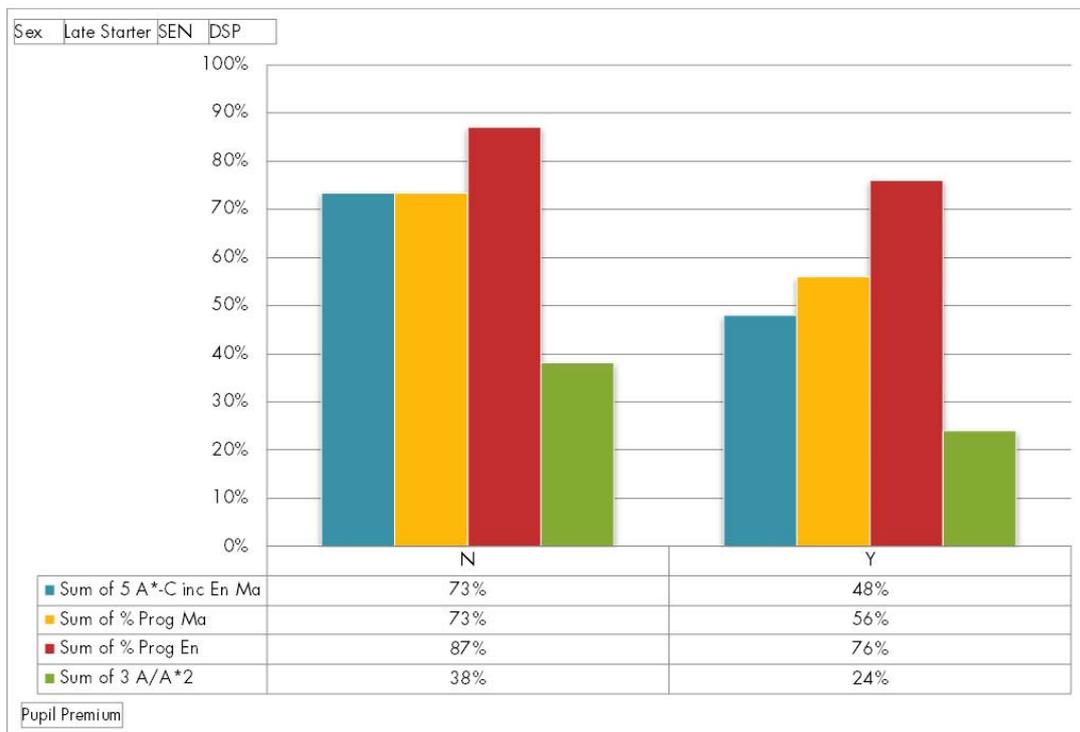
On attendance, students at the College on FSM missed 4.3% of sessions compared to the national average of 7.3%. This figure is below the national average for all students and is an improvement from 2014 (shown in brackets).

All Pupils	% of sessions missed due to Overall absence. Previous year's figures are in brackets.		% Persistent Absentees – absent for 15% or more sessions. Previous years' figures are in brackets.	
	College	National Average	College	National Average
All Pupils	3.0 (3.4)	5.1	1.4	5.8
Gender				
Male	3.0 (3.0)	4.9	1.1	5.5
Female	3.0 (3.3)	5.2	1.7	6.1
Free School Meals				
FSM	4.3 (5.8)	7.3	1.6	11.5
NFSM	2.9 (2.9)	4.1	0.8	3.4

PUPIL PREMIUM PERFORMANCE (EXCLUDING DSP)

The College continues to close the gap between the performance of financially disadvantaged students (those who have been eligible for free school meals in the last 6 years). Almost all such students are from white British backgrounds (WBRI) at the College; similar students nationally have the largest gap between themselves and their peers as shown in the graph below (source: national pupil database (2009/10 to 2012/13) and Key Stage 4 attainment data (2013/14)). From 2012 to 2014, nationally the gap did not close for WBRI disadvantaged students, however at the College the gap has closed each year.

There is still a gap however between these students and their peers in respect of both attainment and the progress they make from their starting points, which is a priority for the College to close further.



5A*-C performance was comparable to 2014 (50%), whilst progress in English was particularly strong and above national average for all students. Progress within Maths is a whole-College target and this is being led by a new Team Leader within this area.

The following chart illustrates the closing gap over time and the variation between FSM students from different ethnic backgrounds.

