



St Mary
Magdalene
Academy

THE COURTYARD

PUPIL PREMIUM REPORT 2014 - 2015

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”
James 3.13

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ST MARY MAGDALENE ACADEMY THE COURTYARD

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1. PUPIL PREMIUM FUNDING

- 1.2 Pupil Premium Funding refers to the part of the school's budget which must be used to tackle disadvantage and provide additional support to those students who need it most. This funding is allocated to schools according to the number of students who are eligible for free school meals or who have been eligible, at any point, in the last six years. The funding also takes into account the number of Looked after Children in the school and the number of children whose parents are members of the armed forces.
- 1.3 The school has to decide how best to use this funding to meet the needs of those students most at risk of underachievement and must publish information about this on the school website. This funding is to be used to support students across years 7 to 11.
- 1.4 The Courtyard school received £6,545 Pupil Premium funding during the school year 2014-2015 to be spent on resources and activities to improve the progress and attainment of students at risk of underachievement. This funding was used to close the gap in achievement between students in disadvantaged groups and those achieving at and above school averages.
- 1.5 This report is an evaluation of the impact of Pupil Premium Funding on outcomes for students at the Courtyard school. This report accounts for £6,545 expenditure which includes Pupil Premium Funding. In some cases it has been possible to separate out the allocation of amounts of Pupil Premium Funding used for particular groups of students.

2. PUPIL PREMIUM FUNDING PROGRESS ANALYSIS

INTERVENTION	COST £	PURPOSE	IMPACT: PROGRESS/ GRADE IMPROVEMENT
Catch-up reading	2,145	Structured 1:1 intervention for learners who find reading difficult. Suitable for struggling readers whose reading age is significantly below their chronological age.	1 student, KS2 result – TA Level 1, End of KS3 – reading age of 7 years, 6 months. Progress since introduction of intervention: End of Y11 – reading age of 13 years, 11 months. GCSE Grade D. 2 students, KS2 results TA Level 1 /

INTERVENTION	COST £	PURPOSE	IMPACT: PROGRESS/ GRADE IMPROVEMENT
			Level 2. End of KS3 – reading age approximately 7 years below chronological age. Progress since introduction of intervention: accessing Functional Skills Level 1; reading age approximately 2 years below chronological age.
Maths tutoring	1,046	All payment for individual 1:1 tuition for 2 hours per week.	1 student: End of KS2 result – TA Level 4. End of KS3 result – GCSE Grade G. Progress since the introduction of intervention: End of Y11 – GCSE Maths Grade B,
BTEC Hair and Beauty – Samuel Rhodes School,	1,114	The Courtyard works with Samuel Rhodes School to offer vocational BTEC courses in Hair and Beauty and Construction. These courses allow the students to develop practical skills which put them in a positive position when seeking employment in these industries.	2 students on this course have made good progress and have both achieved a BTEC Level 1.
Enrichment – Basketball	1,430	SMMA have a number of competitive teams which compete against other schools locally and nationally. Courtyard students have the opportunity to work towards becoming part of these teams. Attendance in these teams supports the development of their social communication and	The student developed social communication and interpretation. All social communication, independence and inclusion targets on the student's IEP were achieved. The student is currently a member of the SMMA basketball team.

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		Inclusion skills, alongside improving their fitness, fine and gross motor skills, co-ordination and health awareness.	
Literacy across the curriculum	220	Fiction novels for study in self-discovery and PSD. Allows the students to access the subject matter in a fictional form, thereby supporting the students in developing their theory of mind (empathy) while also providing further curriculum time to develop their literacy skills (reading comprehension). 2 sets of 10 texts 3 Comprehension Boxes	100% of Pupil Premium subjects have made good (2 sub-levels) or better progress.
Additional CAMHS (Children and Adolescents Mental Health Service) intervention.	590	Support for students in need of accessible professional psychological help. CAMHS provides a service to help children, young people (aged 0-18) and families with behavioural, emotional and mental-health difficulties.	The CAMHS support has contributed to students developing strategies to reduce their anxiety. Students supported are no longer experiencing angry and rude outbursts towards staff and their peers.