

Pupil Premium Funding at Our Lady & St Thomas

What is Pupil Premium Funding?

Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils to try and ensure they; attain as well as and make as much progress as their peers. Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units.

How the funding is allocated?

It is paid to schools according to the number of pupils who have been: registered as eligible for free school meals at any point in the past six years or been in care for six months or longer. The amount of funding received for each child in this instance is £1,320 In addition Pupil Premium Funding is provided for pupils; Adopted from Care (£1,900) and Service Pupils (£300)

Summary of Barriers to Educational Achievement at Our Lady & St Thomas

The challenges faced by eligible pupils are wide ranging, their attainment on entry varies and the school takes account of each child's entry point and ensures they are well supported to achieve their potential. Below are shared some of these barriers which can apply to pupils in our school.

- Pupils entering school are in some instances enter school below the national expectation particularly in areas the areas of understanding, speaking, self-confidence and awareness, reading, numbers, the world, technology, expressive arts and design and lack confidence.
- Find it difficult to interact with other pupils
- Require additional support to access phonics, reading and developing their writing skills
- Require additional support in mathematics
- Attendance issues
- If parents have had poor educational experiences themselves we work hard to establish strong links.

We measure the impact of pupil premium by closely monitoring our intervention programmes through learning walks, pupil progress meetings, data and work scrutiny. We monitor the progress of these children and provide support as described below if it is required. These children have priority access to these interventions. In practice, this means that if their progress is border line for their ability they will receive the support. The impact of this will be reviewed during summer term 2017.

Funding Allocated in 2016-2017 is £41,640

PROVISION	COST	PROPOSED IMPACT and EVALUATION
Two additional Part Time Teaching Assistants to support phonics teaching, teaching reading and mathematics in EYFS and KS1.	£20,326	To enhance speaking and listening skills, to accelerate progress made in phonics, reading and mathematics. See Pupil Premium Evaluation Sheet below All children achieved phonics. KS1 SAT Results 2016 - 81% 2017 - 100%
Additional Teaching Assistant hours in the afternoon (8) and access to quality active outdoor provision (based on Forest School Activities)	£1,200	To provide further opportunities for child initiated activities to promote independence and self - esteem. To provide opportunities for active learning to support speaking and listening skills whilst providing a stimulus to write Outdoor provision is standard classroom practice and is provided by Sc-Out-Ed, which has impacted on Science, DT and Art across the school.
Better Reading Employing an additional adult to provide intensive reading support for Pupil Premium as required	£2,100	To promote reading for enjoyment with an adult three times a week for twenty minutes over a ten week period. To accelerate progress and attainment in reading Better Reading data: Cycle 1 - Progression between +16 and +33 months Cycle 2 - Progression between +6 and +20 months Cycle 3 - Progression between +8 and +34 months
Employing two support teachers to provide additional support for developing writing, handwriting comprehension skills and mathematics in Years 2 - 6	£28,669	To Improve the attainment and progress of pupils in writing, comprehension skills and mathematics. To enable pupils to have increased confidence in these subject areas. See Pupil Premium Evaluation Sheet below
Focus on number work for pupils requiring additional support at KS1 and KS2. At KS1 –First Class Maths £1000 KS2 -delivery of Success in Arithmetic £1500 Increasing confidence Maths Club £2,500	£5,000	To develop confidence in pupils own mathematical ability, to improve attainment and progress in Maths at KS1 (First Class Maths) and to improve attainment and progress in Maths at KS2 (Success in Arithmetic). See Pupil Premium Evaluation Sheet below
Employment of part-time PSA 1 day per week to focus on targeted pupils / vulnerable families	£5,900	To further develop family induction and engagement, improve attendance and provide Family Learning opportunities. induction. To enhance pupil voice and self-esteem. Lots of impact from PSA – including assisting with housing, benefits, foodbank, vouchers for fuel. Services are frequently used by parents. Support with child going to special School Supported parents/foster parents
		TOTAL SPEND £63,195

Pupil Premium Evaluation Sheet (2016-2017)

Data for Pupil Premium Pupils during academic year shows an improving trend and strong outcomes for disadvantaged pupils across the whole school from 2016.

EYFS	2016 (3 pupils)		2017 (1 pupil)	
Good Level of Development	67%		100%	
Excellent Level of Development	33%		0%	
Phonics	2016 (4 pupils)		2017 (3 pupils)	
	100%		100%	
KS1	2016 (5 pupils)		2017 (4 pupils)	
Reading	3 EXP 2 GD		2 EXP 2 GD	
Writing	4 EXP 1GD		4 EXP	
Maths	3 EXP 0 GD		4 EXP	
KS2	2016 (5 pupils)	Average Scaled Score	2017 (4 pupils)	Average Scaled Score
Reading	3 ARE 2 HS	106.6	2 ARE 1 HS	104.3
Writing	4 ARE 1 HS	105.6	3 ARE 1 HS	105.3
Maths	2 ARE 3 HS	107.0	4 ARE 0 HS	104.8

ARE = Age Related Expectations HS – High Score GD –Greater Depth EXP = Expected Above Average

KS2	2016 KS1 – 2 Value Added	2017 KS1 – 2 Value Added
Reading	6.2	2.3
Writing	3.5	5.2
Maths	6.1	2.6

Areas to develop further:

1. Proportions of disadvantaged pupils achieving an Excellent level of Development in EYFS.
2. Proportions of disadvantaged pupils achieving GD in Writing and Maths at Key Stage 1.
3. Proportions of disadvantaged pupils achieving ARE in Reading (2 missed by 1 mark)
4. Proportions of disadvantaged pupils achieving a HS in Maths

*Please be aware group size (below 5) is too small to make accurate statements about improvements.

*School has concentrated on general areas for this specific group.