

Pupil Premium



What is it?

The Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children registered for a free school meal and children that have been in care for more than six months.

Why was it introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Whilst schools are free to spend the Pupil Premium as they see fit, we are required to publish online information about how we have used the Premium.

Who is eligible?

Information is currently available at <https://www.gov.uk/apply-free-school-meals>

What has this meant for Our Lady of Fatima School?

- For the academic year, September 2014 to July 2015 our school receives **£48,100** of its budget allocation as Pupil Premium funding.

The percentage of our pupils in Years 1 - 6 (Sept 14) currently known to be eligible for Pupil Premium is 16.2%, this is below the national average.

During 2014/15 we are using the Pupil Premium to:

- Continue to develop and improve our pupil progress tracking procedures by the use of Primary Target Tracker and Early Years Foundation Stage Tracker. It is used by the Head Teacher, SMT & Classroom Teachers to enter, analyse and share assessment data. Whole Key Stage 1 and 2 tracking makes it easy to work with specific groups of pupils and identify trends. This includes pupil premium

and free school meal eligibility. Powerful and flexible reports are generated automatically including comparison with national data and expectations. The data is more secure and uses 'cloud' technology making data available instantly. It has also been updated in September 2014 to assess without levels (age related expectations).

- Continue to use the services of 'Malachi Family Support Service'. The school started to work with Malachi in 2012. At that time the primary consortium of local primary schools agreed to use 'Behaviour Support' funding collectively to purchase the service. By April 2013, the funding stream ceased completely but the school noted the very positive impact of the service as being so highly successful that we decided to use some of the Pupil Premium funding to enable us to continue using the service. There is now an excellent relationship between our appointed workers, and the school. Liz and Clare can and will work directly with KS2 pupils or children in Year 2 who show the social, intellectual and emotional capacity to do so. Supporting social, emotional and behavioural difficulties: the school identifies individual pupils who for various reasons are struggling with some demands of life in school and / or at home. There is an initial meeting with parents followed by our support workers from Malachi also meeting with parents to decide upon the level of support and intervention. Ongoing engagement with parents is a very effective aspect of this work. Case work can be short or long term as befits the needs of individuals and the priorities within school.
- Contribute additional funding to the teaching assistant ratio to increase support and improve quality intervention. Led by our Inclusion leader, teaching assistants have a targeted role to support the needs of individual pupils.
- Allocate an additional contribution to teaching salaries to increase the hours of the SENCo and provide additional teacher intervention in Year 6 in literacy and mathematics so that all pupils are prepared for transition to Key Stage 3.
- Identify and purchase further resources that enhance learning and raise self-esteem. This includes a contribution to the residential experience for Year 6 pupils (Alton Castle) and other educational visits that would otherwise be financially untenable but have high impact on pupils, for example Bear Creek.

What has been the impact of identifying and funding targeted support of pupils including using Pupil Premium so far?

In 2014 our KS2 pupils achieved the following results:

Year 6 SATs outcomes 2014	All cohort (30 Pupils)	Pupil Premium (6 Pupils) 20% of cohort
Read & Mathematics SAT 4B+ & TA writing 4+	97%	100%

Reading test 2 levels progress	100%	100%
Reading test 3 levels progress	55.2%	40%
Mathematics test 2 levels progress	100%	100%
Mathematics test 3 levels progress	72.4%	40%
Grammar, Punctuation & Spelling 4B+	100%	100%
Grammar, Punctuation & Spelling 5+	93.3%	100%
As only one child was eligible for FSM in the cohort, the broader and more useful measure of pupil premium eligibility is used.		

Year 6 SATs outcomes 2014	Boys (19 Pupils)	Pupil Premium (6 Pupils) 32% of boys in cohort
Read & Mathematics SAT 4B+ & TA writing 4+	95%	100%
Reading test 2 levels progress	100%	100%
Reading test 3 levels progress	61%	40%
Mathematics test 2 levels progress	100%	100%
Mathematics test 3 levels	72.2%	40%

progress		
Grammar, Punctuation & Spelling 4B+	89.5%	100%
Grammar, Punctuation & Spelling 5+	37%	100%
As all pupil premium eligibility corresponds with gender (male) a comparison within gender is useful.		