



Pupil Premium Report September 2017-2018



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>

The main barriers for children in receipt of the Pupil Premium Grant

At Our Lady of Fatima, we endeavour to treat all children as individuals, with their own strengths and areas to develop. As a result, many the reasons listed below may not apply to children in receipt of the PPG, however, these are just some of the barriers to achievements these children may encounter:

- Low attendance
- Punctuality
- A special educational need – learning, speech and language, sensory etc.
- A behaviour, emotional or social need
- Outside challenges i.e. family break down or bereavement
- Financial issues which result in the family being unable to contribute full amounts to residential or school trips

Pupil Premium Grant breakdown for 2016/2017 at Our Lady of Fatima RC Primary School

Number of pupils and Pupil Premium grant (PPG) received (Sept 2016-August 2017)	
Number of pupils on roll (Year R-6)	210
Total number of pupils eligible for PPG	39 (Years 1-6)
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£52,250

How Our Lady of Fatima utilised the PPG during 2016/17

- Staff Professional Development – enhanced marking procedures, embedding the new school policy, so that PP children are targeted and enabled to progress. Specific training was also provided for TAs (Friday morning assembly times). Some of these training sessions related directly to the SDP i.e. Maths reasoning and Guided Reading and some sessions were more consolidation meetings such as ‘delivering effective Interventions’ and Target Tracker.
- Continued to develop and improve our pupil progress tracking procedures by the use of Primary Target Tracker and Early Years Foundation Stage Tracker.
- Accessed the services of the ‘Malachi Family Support Service’.
- Interventions such as pre-tutoring and social skills were provided to certain targeted children on a weekly basis.
- ‘Top-up’ of the salary of a 1:1 TA for two Pupil Premium children with considerable special needs.
- Provided additional booster sessions in Year 6 – better adult:child ratio in Literacy and Maths sessions, particularly in the Spring Term 2016
- Subsidised Educational Visits to Alton Castle in Autumn Term 2016 (Year 6)
- Developed transition groups in Year 6. They discussed issues and scenarios relating to transition to Secondary School. Transition work was also completed in other year groups for children who presented themselves as more vulnerable than their peers.

- Identified and purchased further resources to enhance learning and raise self-esteem. This included a contribution to the residential experience for Year 6 pupils (Alton Castle).
- Forest school was greatly enhanced and accessed by the children.
- The purchase and training relating to the implementation of *Read, Write Inc.* in certain year groups. As this was a success, it will be implemented across further year groups in school i.e. all of EYFS, KS1 and for certain groups of children in Years 3 and 4.

What has been the impact of identifying and funding targeted support of pupils including using Pupil Premium? (Year 6 SATs results July 2017)

Year 6 SATs outcomes 2016	All cohort (30 Pupils)	Pupil Premium (8 Pupils) 27% of cohort	National
Reading test 100+	93%	88% *38%	71%
Writing at Expected Standard	100%	63% *38%	76%
Mathematics test 100+	93%	75% *25%	75%
Grammar, Punctuation & Spelling 100+	100%	100% *63%	77%
Combined Read & Mathematics SAT 100+ & TA writing AXS	90%	75% *25%	61%
One pupil who qualified for the Pupil Premium funding also qualified for Free School Meals.			

**Indicates the % of those who are in receipt of Pupil Premium funding who are classed as 'working at greater depth'.*

What is planned for the PPG for 2016/2017?

Number of pupils and Pupil Premium grant (PPG) received (Sept 2017-August 2018)	
Number of pupils on roll (Year R-6)	210
Total number of pupils eligible for PPG (Year 1-6)	32 in Years 1-6
Amount of PPG received per pupil	£1,320
Total amount of PPG	£51,480

Approximate planned spend and why:

£44,000 will be put towards staffing which includes:

- Interventions such as pre-tutoring by class teachers and TAs, social skills groups, language groups, booster groups in year 6 for Literacy and Numeracy and in Year 2 for Phonics.
- Pupil Progress Meeting time where SLT, Inclusion Leader and Class Teacher discuss vulnerable groups within each class. These meetings will occur every half term.
- Focused implementation of the school's marking policy with emphasises quick, accessible feedback to children which could then result in 'GAP' tasks thereby narrowing the gap between the child's answer and the correct or 'uplevelled' response.
- Monitoring of the progress of the children in receipt of the PPG by the Inclusion Leader thereby contributing to the Pupil Progress meetings (using Target Tracker)
- Monitoring of the children entitled to PPG in each class by individual Class Teachers through the use of Target Tracker

It is intended that, by spending the majority of the PPG on staffing, outcomes for all children will be improved. Some children in receipt of the PPG are also More Able and therefore require challenge that needs to be carefully planned and implemented. Furthermore, all staff will be held to account to ensure that challenge is provided to all children regardless of ability.

£1,000 towards the purchase and implementation of the intervention *Read, Write Inc.* This will also require training for staff which will be part of the sum described in the point above. This will seek to narrow gaps in areas of literacy that have been noted and presented in the SDP, namely spelling and handwriting. It will also provide a more holistic approach to KS1 literacy which will filter through to KS2 thereby resulting in improved results.

£4,000 will be put towards continued Malachi involvement with vulnerable children and families. Malachi has been an incredibly useful resource in previous years we have used

them. Certain children in receipt of the PPG use their services and so some PPG is used in this way.

£1,000 towards any additional resources required to narrow the gap between pupils eligible for PPG and their peers. This may include any resources a child may need if they have an SEND i.e. a sensory cushion, weighted pencil etc. This is to ensure access to the mainstream curriculum as much as possible.

£1,000 towards Educational Visits. Certain families will find it difficult to fund the full amounts of school trips therefore most trips are subsidised, especially the longer residential trip in Year 6.

Further details:

- Subsidising school trips (day and residential) for vulnerable children
- To 'top-up' the salary of a 1:1 TA for two Pupil Premium children with considerable special needs.
- Continued use of Primary Target Tracker and Early Years Foundation Stage Tracker to track pupil progress effectively.
- Continued access for families to use the Malachi support agency when required.
- Staff INSET and development – as OLOF is now part of a Multi Academy, sharing skills and expertise across the 6 schools will be invaluable.
- The access to Forest school by wider groups of children – 1 TA trained in the Forest school curriculum will be focussed on providing Forest school 1 afternoon per week.
- Implementation of the Wellcomm pack in Reception class – an evidence-based language intervention.
- The implementation of Read, Write Inc. in further classes.
- Inspire Workshops – encouraging parental involvement
- Transition groups and enhanced work relating to a smooth move from primary to secondary school (Summer 2018)
- Pupil Progress meetings will specifically consider the needs and interventions implemented with regard to children in receipt of the PPG.
- Targeted interventions in Literacy and Numeracy sessions for children who need additional help – some will be led by TAs, some will be led by teachers (pre-tutoring in assembly slots.)

- Booster classes in Year 6 in Spring Term 2018
- To purchase any additional equipment and resources that may be necessary to enhance learning and self-esteem.
- The school also considers the possibility of 'wrap-around' care for vulnerable children. This means subsidising the fees of any child wishing to attend the Before and After School Club which is onsite.

How will we measure the impact?

The progress and attainment of children in receipt of the PPG will be closely monitored and reviewed by:

- Half termly Pupil Progress meetings (between HT, DHT, Class teacher and Inclusion Leader).
- Book scrutinies
- The monitoring of planning by class teachers to ensure all children's needs are being met as much as possible
- Data tracking using Target Tracker. The books, planning and data are then triangulated to ensure all three match up thereby improving the outcomes for the children. Half-termly monitoring will then be submitted to the SLT by staff with TLRs to show that their subjects are being rigorously monitored.
- Progress and attainment of Pupil Premium children are also considered during the School Improvement Partner visits

Date of next review: **October 2018**