

# Our Lady of Perpetual Help Primary School



## Disadvantaged Pupils

**Mrs Gac** is the named lead teacher for Disadvantaged Pupils (previously known as Pupil Premium).

### **What is the Pupil Premium?**

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free schools meals (FSM) at any point in the last six years or are looked after continuously by the local authority for more than six months). Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers.

### **Isn't it too late to narrow attainment gaps once children start school?**

We acknowledge that high quality early years support can have a positive and lasting impact on children's lives. However, evidence is clear that schools have a direct impact on children's attainment as well as influencing the home environment. Life chances are not fixed at age five and schools are independently important for improving children's attainment and narrowing gaps.

Evidence shows that the most effective schools achieve this through a combination of:

- high quality teaching
- strong leadership
- a relevant and coherent curriculum
- a culture of high expectations
- targeted catch-up and enrichment activities.

Intensive support in the basics (via one-to-one tuition or as a group) can enable children from disadvantaged backgrounds to catch up with their peers. Schools also influence how parents support their child's learning and behaviour as they grow older and their needs develop. They can also help parents understand the breadth of possibilities open to their child and how their child can achieve their aspirations.

### **Do you think the Pupil Premium will really narrow attainment gaps?**

It is not the funding itself that will improve attainment gaps, but how schools use it. **Some** children require additional support to meet their potential, and the Pupil Premium will provide schools with the resources they need to provide that support. Where funding is carefully targeted, UK studies do show an impact on attainment gaps for disadvantaged pupils - particularly in English (reading and writing) and mathematics.

### **Our Philosophy and Approach at Our Lady of Perpetual Help Primary School**

At our school, we recognise that each child is unique and has completely different needs. Some of the pupils for whom the Pupil Premium provides support are working below the level of their peers and the school must identify the most appropriate support or intervention. This may be through one-to-one tuition or small group intervention based on their specific learning needs or gaps in understanding.

We also understand that there may be other social, emotional or psychological barriers to learning as a result of experiences in their lives. It is essential that we explore these issues and find the most appropriate way to address them. There are other pupils who are attaining at the same level or even at a higher level than their peers and we also recognise the need to provide additional support or fund additional opportunities for such pupils so that they have better life chances.

#### How do we invest the £50,700 per child?

- Accelerating Learning Opportunities:
  1. 1:1 tuition
  2. small group intervention
  3. Additional adult support within the classroom
  4. Access to a bilingual teaching assistant
  
- Activities to build self-esteem:
  1. Extra-curricular activities
  2. Residential visits
  3. Mentoring
  4. Social / emotional therapy
  
- Access to activities which are potentially inaccessible (removing financial barrier):
  1. Funding specific activities to ensure access is possible or targeting activities

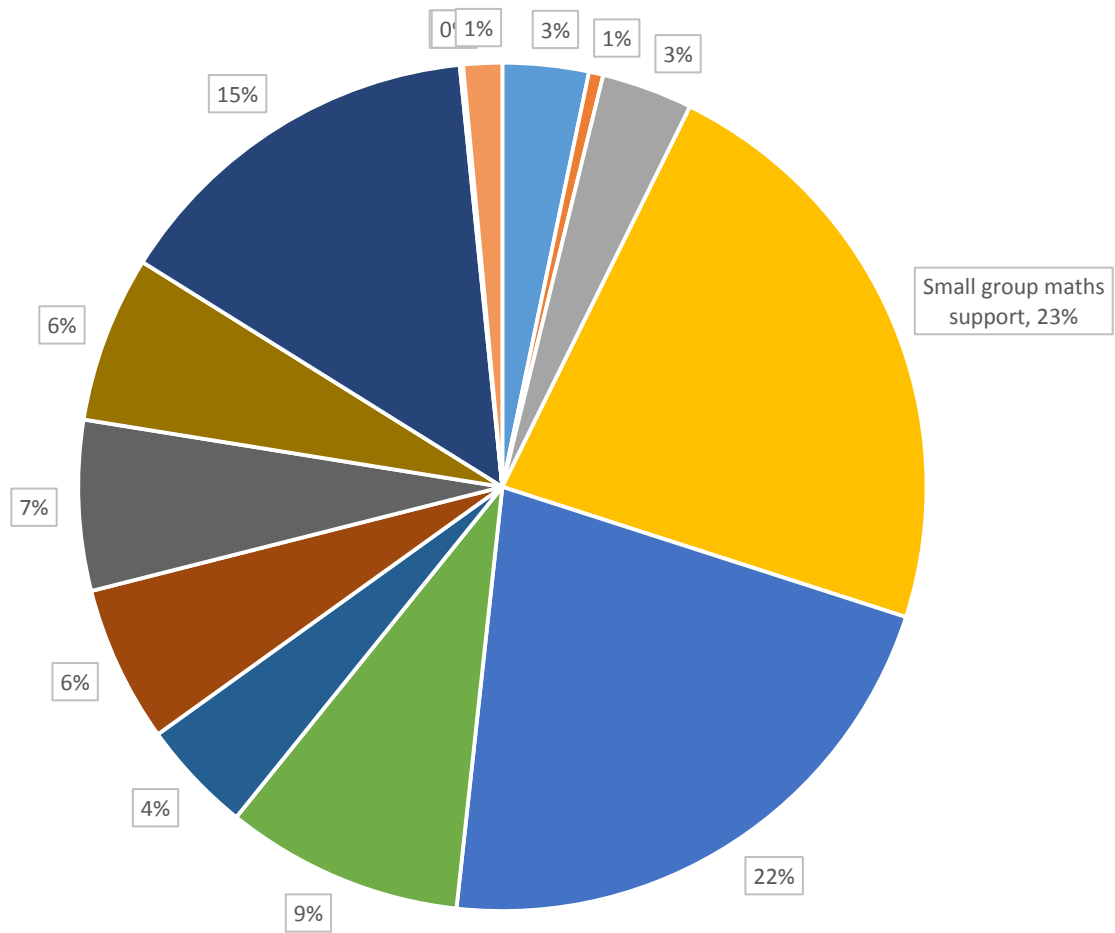
### Report on the impact of the Pupil Premium funding for 2014-2015

What did the school spend the funding on to improve life chances for those pupils supported by the Pupil premium?

**£50,700**

Activity	Cost/ money allocated
Attendance initiative - Breakfast club	£1,984.50
P.A.M Friday pm maths boosters	£329.06
Outstanding teaching programme	£2,100
Small group maths support	£13,710.94
RWI small group interventions	£13,162.50
Additional reading support (guided reading sessions)	£5,484.38
Gardening club	£1,193.40 + £1,404.00
F/stage additional support	£3,607.50
Learning mentor	£3,924.38
SEN support outside of Stated hours (TA)	£3,839.06
1:1 tuition	£8775
Educational visits (Robinwood)	£69.50
Day trips – educational visits	£6.60
Speech and language support	£895.05
<b>Total Spend</b>	<b>£60485.87</b>

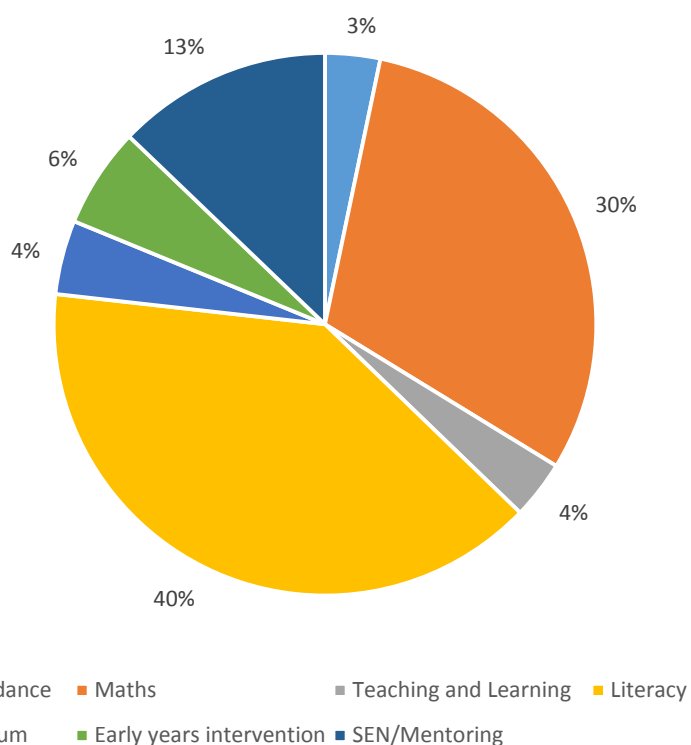
### Provision for Disadvantaged Pupils



- Attendance initiative - Breakfast club
- Small group maths support
- Gardening club
- SEN support sessions
- Educational visits
- PAM maths boosters
- RWI small group interventions
- Foundation Stage additional support
- 1:1 tuition
- In-house Speech and language
- Outstanding teaching programme
- Additional reading support
- Learning mentor support
- Residential visits

Spending at OLPH is targeted towards the areas identified on the School Development Plan (SDP) e.g. reading in KS2, writing in KS1 and maths in KS2. See graph below for the analysis of this:

## How does spending match school priority areas?



## How many 'Data entry points' progress have Y1 made?

We expect each class following the New Curriculum (Y1, 3, 4 and 5) to move 10 data entry points progress per year

	Reading Summer Progress (13)	Reading attainment	Writing Summer Progress (13)	Writing attainment	Maths Summer Progress (13)	Maths attainment
<b>Overall (13)</b>	14.77	69.54 (D1)	9.54	69.54 (D1)	10.31	71.54 (D1+)
<b>Disadvantaged Pupils (4)</b>	20.00	62.00 (S40-60+)	10.00	62.00 (S40-60+)	8.00	66.00 (E1+)
<b>Non Disadvantaged (9)</b>	12.44	72.89 (S1)	9.33	72.89 (S1)	11.33	74.00 (S1+)
<b>Difference</b>	+7.56 gap is closing		+0.77 gap is closing		-3.33 gap is widening	

## Average Point Score (APS) Progress for Autumn Term 2014/2015

Children still following the old National Curriculum – they should have achieved 5 APS by this point

	Reading Summer Progress (22)	Reading attainment	Writing Summer Progress (22)	Writing attainment	Maths Summer Progress (22)	Maths attainment
<b>Overall (22)</b>	4.82	16.73 (2B+)	5.41	15.64 (2B)	5.23	16.64 (2B+)
<b>Disadvantaged Pupils (7)</b>	5.29	15.00 (2B)	4.43	13.57 (2C)	3.86	14.14 (2C+)
<b>Non Disadvantaged (15)</b>	4.60	17.53 (2A)	5.87	16.60 (2B+)	5.87	17.80 (2A)
<b>Difference</b>	+0.69 gap is closing		-1.44 gap is widening		-2.01 gap is widening	

### How many 'Data entry points' progress have Y3 made?

We expect each class following the New Curriculum (Y1, 3, 4 and 5) to move 10 data entry points progress per year

	Reading Summer Progress (16)	Reading attainment	Writing Summer Progress (16)	Writing attainment	Maths Summer Progress (16)	Maths attainment
<b>Overall (16)</b>	11.00	92.25 (D3)	11.88	88.63 (E3)	10.63	94.38 (D3+)
<b>Disadvantaged Pupils (7)</b>	12.57	86.86 (S2+)	11.43	82.86 (D2+)	9.43	90.00 (E3+)
<b>Non Disadvantaged (9)</b>	9.78	96.44 (S3)	12.22	93.11 (D3)	11.56	97.78 (S3)
<b>Difference</b>	+2.79 gap is closing		-0.79 gap is widening		-2.13 gap is widening	

### How many 'Data entry points' progress have Y4 made?

We expect each class following the New Curriculum (Y1, 3, 4 and 5) to move 10 data entry points progress per year

Y4	Reading Summer Progress (15)	Reading attainment	Writing Summer Progress (15)	Writing attainment	Maths Summer Progress (15)	Maths attainment
<b>Overall (15)</b>	18.93	104.93 (D4)	13.47	99.07 (S3+)	14.93	106.67 (D4+)
<b>Disadvantaged Pupils (5)</b>	22.00	102.40 (E4+)	14.80	94.80 (D3+)	13.60	104.80 (D4)
<b>Non Disadvantaged (10)</b>	17.40	106.20 (D4+)	12.80	101.20 (E4)	15.60	107.60 (D4+)
<b>Difference</b>	+2.60 gap is closing		+2.00 gap is closing		-2.00 gap is widening	

### How many 'Data entry points' progress have Y5 made?

We expect each class following the New Curriculum (Y1, 3, 4 and 5) to move 10 data entry points progress per year

Y5	Reading Summer Progress (19)	Reading attainment	Writing Summer Progress (19)	Writing attainment	Maths Summer Progress (19)	Maths attainment
<b>Overall (19)</b>	21.79	115.16 (E5+)	17.58	108.74 (S4)	18.11	113.68 (E5)
<b>Disadvantaged Pupils (5)</b>	26.40	113.60 (E5)	20.00	106.40 (D4+)	20.40	110.80 (S4+)
<b>Non Disadvantaged (14)</b>	20.14	115.71 (E5+)	16.71	109.57 (S4)	17.29	114.71 (E5+)
<b>Difference</b>	+6.26 gap is closing		+3.29 gap is closing		+3.11 gap is closing	

### In year progress – whilst in Y6 (Summer 2014 – Summer 2)

	Reading Summer Progress (14)	Reading attainment	Writing Summer Progress (14)	Writing attainment	Maths Summer Progress (14)	Maths attainment
<b>Overall (14)</b>	5.71	28.93 (4B+)	6.00	28.71 (4B+)	5.57	29.07 (4A)
<b>Disadvantaged Pupils (4)</b>	7.75	29.50 (4A)	6.00	28.00 (4B+)	6.50	27.50 (4B)
<b>Non Disadvantaged</b>	4.90	28.70 (4B+)	6.00	29.00 (4A)	5.20	29.70 (4A)

(10)						
Difference	+2.85 gap is closing		0 gap is the same		+1.30 gap is closing	

**Some of the outcomes that are harder to measure but extremely pleasing are:**

- Increased self-esteem
- Increased confidence
- Being able to manage difficult feelings/emotions

**How does our school plan to invest the pupil premium money in 2015-2016?**

- Additional reading support
- Small group maths support
- Small group RWI support
- Maths boosters
- Speech and language in-house support
- Gardening club- this is an enrichment activity
- Trips/educational visits
- Mentoring programme
- Breakfast club - attendance
- One to one tuition (teacher led)
- Adult TA support in early years (Foundation Stage)