

Pupil Premium

Pupil Premium is additional funding allocated to schools by the Department for Education to provide support or additional resources for specific groups of children who are vulnerable to possible underachievement.

Pupils who attract Pupil Premium are those who have either been registered for free school meals (FSM) at any point within the last six years, who have been on the Local Authority's looked after children register (LAC) and have been registered continuously for more than six months, or are children of service personnel.

Schools are free to spend the Pupil Premium as they see fit. They have the freedom to spend it in a way they believe will best support the raising of attainment of the most vulnerable pupils.

"It is for schools to decide how the Pupil Premium, allocated to schools is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility."

Source – DfE website.

Schools are however, accountable for how they use this additional funding to support pupils from these target groups. New measures are included in the performance tables to show the achievement of pupils who are eligible for Pupil Premium.

St Teresa's strives to provide a caring, supportive environment with high expectations for all our pupils. We believe in supporting all children to do as well as they can, both socially and academically believe in supporting our families with issues that may impact upon children's achievement and wellbeing.

Whilst we welcome Pupil Premium funding, we have always strived to support our children as best as we can. Because of this, the ways in which we are using the funding is not through all new initiatives but rather with some continuation or development of the good practice already in place. Pupil Premium is being used to enable initiatives and support to take place to ensure all children have the opportunity to succeed. Funding has been used to provide staff, engage services and extend the range of resources for Pupil Premium children. In many cases other children benefit as a consequence.

Key areas have been identified on which to focus to improve outcomes for pupils eligible for Pupil Premium funding.

- Support for learning. To enable pupils to attain at least age related expectations and / or make good progress in reading, writing and maths.
- Support for social development. To enable pupils to be ready for learning by providing targeted support for behaviour, emotional wellbeing and self-esteem.
- Support for the curriculum. To ensure that pupils are able to access all aspects of the curriculum including educational visits by providing financial support if necessary and / or additional resources.
- Support for the family. To ensure pupils are ready for learning by removing some of the barriers they experience through family support, work to improve attendance and punctuality and activities and information to help parents to support learning.

2012-2013

Pupil Premium received in the 2012-13 financial year was £43,487.

How was this money spent?

- A proportion of the staffing cost of an additional teacher to enable small group tuition in English and Maths to take place for identified pupils in order to accelerate progress and ensure children achieve the best possible results.
- A proportion of the cost of the support of Behaviour Support Team, including places at Turnaround.
- A proportion of the cost of Educational Psychologist support.
- To fund some training and development of staff to ensure up to date skills which can support pupils in making good progress, especially in the key areas of reading and phonics.
- To enable school to maintain a high level of teaching assistants who provide support both in and out of class, including at break times and lunchtimes for those with identified additional needs and support personalised learning for e.g. through the delivery of intervention programmes.
- To provide additional resources e.g. for small group tuition to accelerate pupils progress. (e.g. Comprehension Resources)
- Subsidies for curriculum enrichment activities e.g. for visitors to school / educational visits.

The impact of this funding can be illustrated by our performance 2012 – 2013. Pupils eligible for pupil premium funding achieve well across the school.

KEY STAGE 2. [2012 – 2013]

Attainment:

Pupil Premium pupils attained better than their peers nationally. Attainment is above the national at L4+ in all areas for Pupil Premium children.

There was an increase in the percentage of Pupil Premium pupils achieving L4+ across all areas and a narrowing of the gap in attainment between those eligible for Pupil Premium within school and those not.

There was an increase in the percentage of pupil premium pupils achieving L5 in maths, and a closing of the gap in attainment at L5+ in reading and maths between those within school eligible for pupil premium and those not.

At L5 pupil premium pupils attained better than their peers nationally in reading and maths.

Contrary to the national picture there is a narrower attainment gap at St. Teresa's between Pupil Premium pupils and non Pupil Premium pupils at L4+ in reading, writing and maths combined.

Progress:

In reading and maths the percentage of Pupil Premium pupils making expected progress exceeded the national.

All pupils eligible for pupil premium made expected progress in reading, 44% made more than expected progress. This is better than their peers nationally and better than other pupils at St. Teresa's.

Value added overall for pupil premium pupils was in line with the national average

KEY STAGE 1.

100% pupil premium pupils met the required standard in the phonic screening/ decoding test, an improvement on the previous year. This is significantly better than their peers nationally and better than their non-pupil premium classmates.

There was an increase in the percentage of pupil premium pupils achieving L2B across all areas and a closing of the gap in achievement between those eligible for pupil premium within school and those not. Pupil Premium pupils attained better at L2B than their peers nationally.

In Average Point scores pupil premium pupils performed better than, or in line with their peers nationally in reading, writing and maths, an improvement on 2011-2012.

FOUNDATION STAGE.

All EYFS pupils for whom funding was received [2 pupils] achieved or exceeded the Prime Learning Goals.

Funding ensured that all pupils were able to access all activities which enrich their learning experiences, support their progress and contribute to their overall health and wellbeing.

TREND.

Attainment is better for pupil premium pupils in 2012/2013 than in 2011/2012.

The gap in attainment between pupil premium pupils and the national average is less in 2012/13 than in 2011/12

2013-2014

Pupil Premium received for the financial year 2013-2014 £53,400.

We will continue with and develop the successful initiatives from 2012-2013.

How will the money be spent?

- To provide an additional part time teacher in Y6 to enable smaller, more focused teaching to ensure that children achieve the best possible results in their SAT and transition year.
- To enable one to two and / or small group tuition to take place in English and Maths for identified pupils.
- A proportion of the cost to provide access to the support of the Behaviour Support Team, including places at Turnaround, so that negative pupil behaviour has minimum impact on pupil progress.
- A proportion of the cost of increased Educational Psychologist support in order that children can be assessed and needs clearly identified so that they can be supported effectively.
- To enable school to maintain a high level of teaching assistants who provide support both in and out of class, including at break times and lunchtimes for those with identified additional needs and support personalised learning for e.g. Through the delivery of intervention programmes.
- Contribute towards the procurement of additional software and resources to support the learning of Pupil Premium pupils.
- A proportion of the cost of participating in the Be The Best You Can Be programme,
- To fund some training and development of staff to ensure up to date skills which can support pupils in making good progress for e.g. Participation in the Improving Teacher Programme; Early Language Development training; support for developing writing.
- Subsidies for curriculum enrichment activities.

The impact of this funding can be illustrated by our performance 2013-2014.

Pupils eligible for pupil premium funding (known as disadvantaged pupils) achieve well across the school.

Key Stage 2 (2013-2014)

Progress (2013-2014)

School has a high proportion of disadvantaged pupils achieving expected progress in past years, but in 2014 **all** disadvantaged pupils achieved the expected 2 levels progress in maths, reading and writing, at 100% exceeding the national average.

The proportion of disadvantaged pupils achieving more than expected progress improved in 2013-2014, with proportionally more disadvantaged pupils achieving more than expected progress than seen nationally. 63% of disadvantaged pupils achieved more than expected progress in maths and writing, a significant improvement from 2012-13. 50% of disadvantaged pupils achieved more than expected progress in reading. Disadvantaged

pupils matched or exceeded the progress of their classmates. The value added scores for the disadvantaged pupil group improved in 2013-2014 in each subject and these exceeded that of their classmates.

Attainment. (2013-2014)

2014 saw improvement in the proportion of disadvantaged pupils achieving L4+.

The proportion of disadvantaged pupils achieving L4+ matched or was above that of their non-pupil premium/ disadvantaged class peers in each subject, and above that of disadvantaged pupils nationally.

There was also improvement in the proportion of disadvantaged pupils achieving L5+ in each subject. The proportion of disadvantaged pupils achieving L5+ was above that of disadvantaged pupils nationally and in maths and Grammar, punctuation and spelling, above that of other pupils in school.

Key Stage1 2013-14

Year 2 (2013-2014)

Over the last two years there has been a significant improvement in the average point score of disadvantaged pupils in reading and maths, though not in writing. The average point score of disadvantaged pupils is strong in maths and above that of their non-pupil premium class peers and the national average point score for disadvantaged pupils. The average point score for reading is also above the national average for disadvantaged pupils.

In 2013 and 2014, all disadvantaged pupils achieved L2 in reading, and, in 2014, all disadvantaged pupils achieved L2 + in maths.

In 2014 all disadvantaged pupils achieved L2B in reading and maths, an improvement on 2012 and 2013 and at 100% is above, disadvantaged pupils nationally and that of their non pupil premium class peers, The proportion of disadvantaged pupils achieving L2+ and L2B in writing however fluctuates and fell in 2014.

The proportion of disadvantaged pupils achieving L3+ in reading and maths also improved in 2014, exceeding the national average for disadvantaged pupils.

Phonics Check Year 1

2/3rd of the small group of disadvantaged pupils achieved the required standard, above that of their national group.

In the Early Years Foundation Stage there was an improvement in the percentage of disadvantaged pupils achieving a good level of development in the Prime learning goals and an increase in the percentage of pupils achieving or exceeding the expected level of development in the specific Learning goals of reading, writing and number.

Across Key Stage 2 and Key Stage 1 there has been a closing of the attainment gap between disadvantaged and non-disadvantaged pupils. Pupil tracking and the monitoring of interventions across school evidences the progress made by pupils attracting pupil premium funding.