



Our Lady of Pity Pupil Premium Report to Parents 2017

The Government allocates a specific Pupil Premium grant to every school, to provide financial support for pupils who:

1. were registered as eligible for free school meals (FSM) in the last 6 years.
2. were adopted from care, left care under a special guardianship order, child arrangements order or residence order.
3. are recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence.

**Children who have been in local authority care for 1 day or more also attract pupil premium funding. Funding for these pupils does not go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child.

VSHs are responsible for managing pupil premium funding for looked after children.

Barriers to Educational Achievement

At Our Lady of Pity School, there are a range of barriers faced by pupils eligible for Pupil Premium funding. These are complex and varied with no one single difficulty faced by all. Some common barriers include:

- Irregular attendance
- Access to high quality reading
- Spelling difficulties
- Language comprehension and development

The belief that every child, regardless of background, culture, social deprivation or any other potential barrier should be given every chance to succeed is at the heart of how we use the Pupil Premium grant at Our Lady of Pity.

Key principle for the Pupil Premium grant

To narrow the disadvantage gap by addressing inequalities and raising the attainment of those pupils in low-income families.

What we expect to see:

Strategic, targeted additional support which enables all pupils, regardless of financial disadvantage, to be able to:

- improve their levels of attainment and progress
 - close attainment gaps relative to school averages
- have full access to our curriculum
address inequalities between children eligible for Pupil Premium and others

Accountability

The Principal and Head of School, with the leadership team, will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium children and will report to the governing body on its progress and impact.

Planned Spending: Academic year 2016-17

In the academic year 2016-17, qualifying students for the academic year 2016-17 were predicted to result in funding of £51,560. Actual funding received for the period was: £44,303.00.

Analysing the needs of the children resulted in the following spending for 2016-17, all of which targets the disadvantaged children in a specific, strategic manner to accelerate progress, particularly in English and maths, closing the gap, bringing them closer to alignment with their peers in terms of attainment and progress.

Type of Provision	Cost	Intended Impact	Actual Impact	Lessons Learned
Attendance check and support	£570.00	Ensuring attendance data for PP children is high (95%+)	Attendance is very high - 96.43% Unauthorised absences 0.68%.	Effective PP fund spending. To be continued 2017-18.
Curriculum support teachers, within and additional to school hours.	£26,835.00	Closing the gap - English and maths. Accelerated learning in core skills for all PP children.	Good progress has been made, see tables below.	Effective PP fund spending. To be continued 2017-18. EEF research supports this approach.
Transition support teacher KS1-2	£4000.00	Accelerated progress for PP children in the first term of Y3.	Good progress has been made, see tables below.	Effective PP fund spending. To be continued 2017-18.
Play therapist - targeted emotional support	£2,880.00	Greater resilience and improved learning attitudes for PP children with fragile behaviour for learning.	Strength and Difficulties Questionnaires indicate improvement in all cases.	Effective PP fund spending. To be continued 2017-18.
Drawing and Talking support	£3835.00	Improved attitude and behaviour for learning for PP children with emotional barriers to learning.	Teacher assessments indicate improved attitudes in all cases.	Effective PP fund spending. To be continued 2017-18.
Socially Speaking support	£3000.00	Improved speaking and listening skills and socialisation for children with social/emotional barriers to learning.	Mixed impact.	This intervention will be replaced in 2017-18 by P4C - see EEF research findings.
Y2-3 phonic and reading support	£5000.00	Improved phonic screen scores for PP children.	KS1 Y2 scores have improved for PP children, though somewhat less successful for those who have SEN.	Effective PP fund spending. To be continued 2017-18.
Playground support	£1266.00	Improved playground behaviour and attitudes towards learning. for children with social/emotional barriers to learning.	Behaviour logs indicate sustained improvement in playtime behaviour.	Effective PP fund spending. To be continued 2017-18.

Type of Provision	Cost	Intended Impact	Actual Impact	Lessons Learned
Therapeutic interventions and coaching	£1500.00	Improved attitudes, resilience and behaviour for learning for children with social/emotional barriers to learning. Support for families to increase access to learning.	Children and families accessing coaching and therapeutic support have benefited significantly.	Effective PP fund spending. To be continued 2017-18.
Grammar support	£3684.00	Improved SPAG outcomes at KS1 and 2.	Good progress has been made - see tables below.	Effective PP fund spending. To be continued 2017-18.
Lexia - phonic / reading resource	£875	Improved reading outcomes KS1 and 2	Middle and High attaining children have made good progress as a result of Lexia - see tables below.	Effective PP fund spending for most children. To be continued 2017-18 for high and middle attaining PP children. NESSY to be used for lowest attainers - following advice from Orretts Meadow SEN specialist outreach team.
Speech and Language provision	£2052.00	Accelerated progress in literacy and numeracy.	Good progress has resulted for the children accessing support. See tables below.	Effective PP fund spending. To be continued 2017-18.
Access to enrichment - London Trip/ Colomendy	£423.00	Improved behaviour for learning, resilience and confidence for disadvantaged children.	Targeted children have benefited from assistance enabling them to access the curriculum.	Effective PP fund spending. To be repeated as appropriate - 2017-18.
Learning mentors	£5,448.00	Improved attitude and behaviour for learning for PP children with emotional barriers to learning.	Behaviour logs indicate generally improved behaviour for learning for targeted children.	Improvement is compromised with a 1:1 model - dependency issues result. Next year, 'Boost and Nurture' group to be led by a team of two skilled TAs with an emphasis on boosting academic ability through pre-teach.
TOTAL	£61,548.00			

The funding has been used to provide a more personalised approach to tuition across all subjects. In the case of English and Maths in particular, it has enabled a significant reduction in teaching group sizes through the engagement of additional members of staff.

Impact statements 2016-17 are based on evidenced outcomes.

Based on 2016-17 funding and subsequent specific provision, impact on the following outcomes, for pupils eligible for pupil premium funding, have been considered:

- The impact of pupil premium funding on attainment children at or exceeding Age Related Expectations - in reading, writing, spelling and grammar, mathematics at KS1 and 2
- Phonic screen scores
- EYFS data
- The impact of pupil premium funding on overall absence

Our Lady of Pity Primary School - Headline Data 2017

KS2 Results	Reading	Writing	Maths	Combined
OLOP Expected	91%	91%	90%	84%
National Expected	71%	76%	75%	61%
OLOP Exceeding	48%	26%	38%	19%
National Exceeding	25%	18%	23%	9%

KS2 Progress	Reading	Writing	Maths
OLOP Progress Score	2.68 (Above national average)	0.3 (Average)	1.71 (Above national average)

KS2 Scaled Scores	Reading	Maths
OLOP Average Score	109.6	108.4
National Average Score	104.1	104.2

KS1 Results	Reading	Writing	Maths
OLOP Expected	78%	70%	82%
National Expected	74%	65%	73%
OLOP Exceeding	42%	27%	45%

National Exceeding	24%	13%	18%
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Year 1 Phonics Screen	
OLOP % Passed	90%
National % Passed	81%

	F2 % of pupils achieving good level of development (GLD)
OLOP %	83%
National (2016) %	69%

Vulnerable Pupils

KS2 Results (Pupils who receive free school meals – 6 pupils)	Reading	Writing	Maths
OLOP FSM pupils at expected level	67%	67%	50%
National non-FSM pupils at expected level	77%	81%	80%
OLOP FSM pupils at higher standard	50%	17%	0%
National non-FSM pupils exceeding the expected level	29%	21%	27%

KS2 Progress (Pupils who receive free school meals – 6 pupils)	Reading	Writing	Maths
OLOP Average Progress Score	4.23	1.67	-1.82

KS2 average score (Pupils who receive free school meals – 6 pupils)	Reading	Writing	Maths

OLOP Average Scaled Score	105.5	N/A	105.3
KS1 Results (Disadvantaged pupils – 7 pupils)	Reading	Writing	Maths
OLOP Disadvantaged pupils at expected level	71%	43%	57%
National non-disadvantaged pupils at expected level	78%	70%	77%
OLOP Disadvantaged pupils at higher standard	0%	0%	0%
National non-disadvantaged pupils exceeding the expected level	27%	15%	20%