

## Pupil Premium Summary 2014 – 2015

### What is Pupil Premium?

Pupil Premium was introduced in April 2011. The funding is provided in addition to the main Special School funding from the LA and is intended to help disadvantaged pupils to 'close the gap' and to raise attainment and improve progress. An average percentage of our pupils receive Pupil Premium funding - we are in the third quintile on the Ofsted School Data Dashboard compared to all schools nationally.

Children who are eligible include:

- Pupils who have been registered for Free School Meals (FSM) at any point in the last six years
- Children who have been looked after continuously for more than six months
- Children of armed services personnel.

### Funding

Pupils eligible for Pupil Premium funding in 2014 – 2015 receive:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

In total, St. Dominic's School received £5,610 pupil premium funding in 2014/15. Some Local Authorities take the view that pupil premium funding is included in the fees paid for the pupil or student to attend St. Dominic's. Other Local Authorities pay pupil premium directly and separately to fees. This does not impact the amount of money St. Dominic's allocates to pupils and students eligible for pupil premium funding; all pupils and students and students eligible for pupil premium funding will receive the same allocation of monies regardless of the Local Authority they attend from.

The number of pupils eligible for Pupil Premium was 18 (19% based on an average of 93 pupils for the academic year 2014-15).

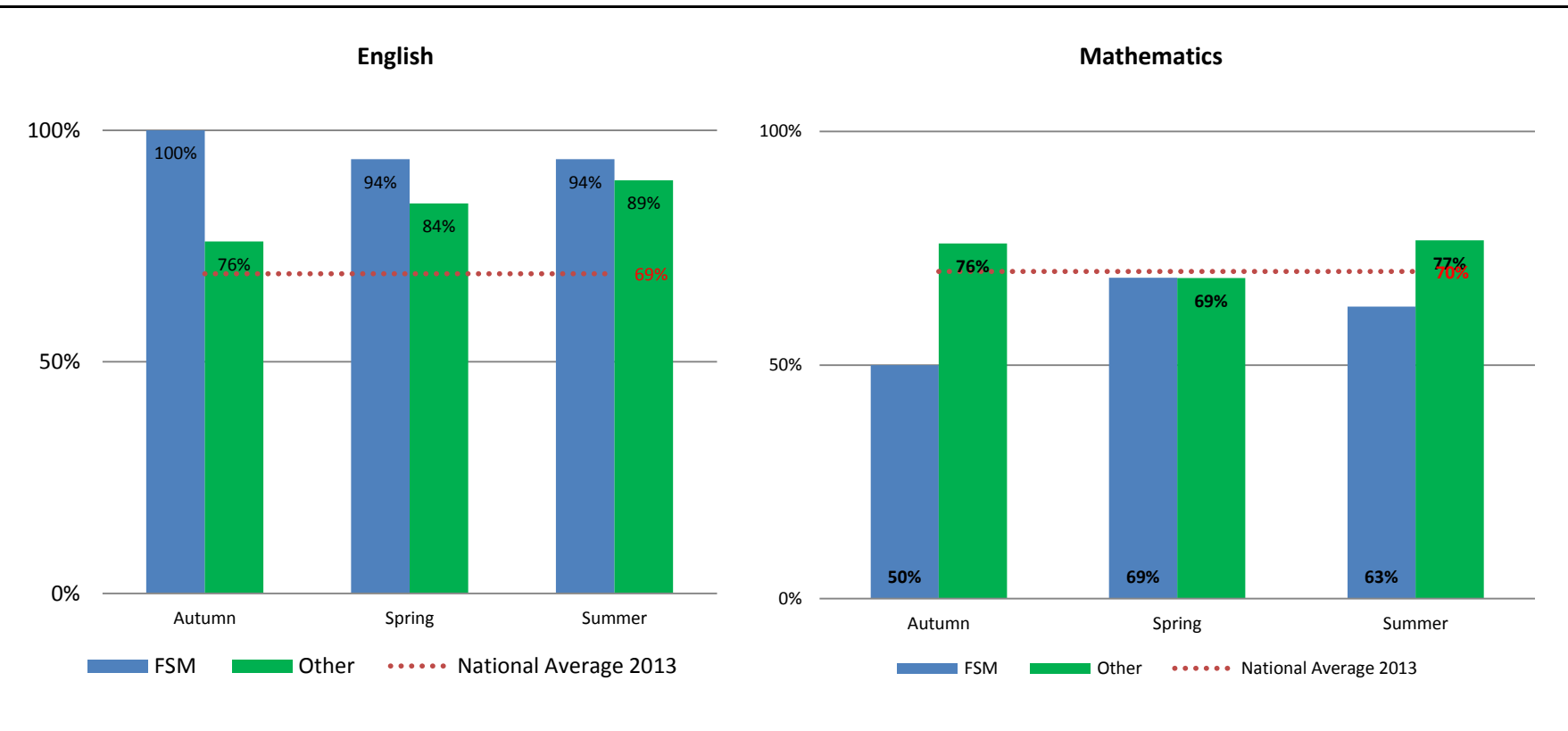
In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools

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decide how to use the funding, as they are best placed to assess what additional provision their pupils need.

For pupils from low-income families in non-mainstream settings the Local Authority decides how to allocate the Pupil Premium. The Authority must consult non-mainstream settings about how the Premium for these pupils should be used.

At St. Dominic's School, there is a culture of staff going the extra distance for pupils and students and a real drive and determination to ensure that all our pupils and students reach their full potential, regardless of background, gender, ethnicity or SEN, to achieve ambitious goals and live life to the full.



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In 2014 - 2015, 94% of disadvantaged pupils achieved expected progress in English, while 89% of other pupils achieved expected progress. 63% of disadvantaged pupils achieved expected progress in Mathematics, while 77% of other pupils achieved expected progress.

Year Group	Pupil	On Track English	On Track Maths	Interventions	Further Actions
5	1			<ul style="list-style-type: none"> <li>Needs Led Curricular interventions</li> <li>1-1 literacy per week</li> <li>Social skills group</li> <li>1-1 language and inference</li> <li>Individual programmes of OT and SaLT</li> <li>Access to enrichment curriculum through school trips and clubs</li> </ul>	<ul style="list-style-type: none"> <li>1:1 Numeracy intervention to be implemented</li> </ul>
7	2			<ul style="list-style-type: none"> <li>1-1 support in lessons to manage behaviour</li> <li>1-1 mentoring session per week</li> <li>Wave 3 literacy and numeracy interventions</li> <li>Individual programme of SaLT</li> <li>Access to enrichment curriculum through school trips and clubs</li> </ul>	<ul style="list-style-type: none"> <li>1:1 Numeracy intervention to be implemented</li> </ul>
7	3			<ul style="list-style-type: none"> <li>1:1 OT work on visual perceptual, fine and gross motor skills</li> <li>OT support in Maths, DT and PSHCE</li> <li>Therapy Assistant support in PE and Games</li> <li>Horse riding on Wednesday</li> <li>Equipment available such as ear defenders for sensory difficulties</li> <li>Individual therapy support</li> <li>Access to enrichment curriculum through school trips and clubs</li> <li>Gold flag progress programme</li> </ul>	<ul style="list-style-type: none"> <li>1:1 Numeracy intervention to be implemented</li> </ul>
8	4			<ul style="list-style-type: none"> <li>Modified timetable</li> <li>1-1 mentoring session per week</li> </ul>	<ul style="list-style-type: none"> <li>Targeted support for English as it is a core subject and pupil sometimes struggles to</li> </ul>

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				<ul style="list-style-type: none"> <li>• 1-1 music lesson per week</li> <li>• Access to enrichment curriculum through school trips and clubs.</li> <li>• 1:1 OT weekly</li> <li>• Individual support for DT, maths and PSHCE</li> </ul>	<ul style="list-style-type: none"> <li>• understand what is required of him.</li> <li>• Specific Anger management sessions to manage his outbursts.</li> </ul>
9	5			<ul style="list-style-type: none"> <li>• Access to extended day and boarding two nights per week</li> <li>• Access to enrichment curriculum through school trips and clubs</li> </ul>	
	6			<ul style="list-style-type: none"> <li>• Access to enrichment curriculum through school trips and clubs</li> <li>• Gold flag progress programme</li> </ul>	
10	7			<ul style="list-style-type: none"> <li>• Personalised programme of SaLT beyond statemented provision. Blended provision within classroom as well as specific 1:1 within classroom with specific focus regarding humanities.</li> <li>• 1:1 support with SaLT as and when he needs it to discuss anxieties.</li> <li>• Personalised programme of OT to support with handwriting.</li> <li>• Access to enrichment curriculum through school trips and clubs</li> <li>• Provision of a model to help pupil accept support in the classroom.</li> <li>• Behaviour tracking sheet to monitor POINTs- if over 20 per day then reward.</li> </ul>	<ul style="list-style-type: none"> <li>• SaLT within classroom to provide 1:1 support to manage anxiety and support learning.</li> <li>• Implement tracking sheet after half term and link to chapel and registration monitoring.</li> <li>• OT within lessons to provide support with handwriting tasks.</li> </ul>
	8			<ul style="list-style-type: none"> <li>• Personalised programme of SaLT beyond statemented provision</li> <li>• Homework support</li> <li>• Forest schools mentoring programme</li> <li>• Access to enrichment curriculum through school trips and clubs</li> </ul>	

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	9			<ul style="list-style-type: none"> <li>• Literacy and numeracy 1-1 additional support</li> <li>• Access to enrichment curriculum through school trips and clubs</li> <li>• 1:1 support to monitor transitions, breaks/lunch times and after meals.</li> </ul>	
11	10			<ul style="list-style-type: none"> <li>• 1-1 numeracy intervention in the lead up to Year 11 exams</li> <li>• Access to enrichment curriculum through school trips and clubs</li> </ul>	
	11			<ul style="list-style-type: none"> <li>• 1-1 mentoring and support in class</li> <li>• Access to 1 night boarding and drama club</li> <li>• Access to enrichment curriculum through school trips and clubs</li> </ul>	
	12			<ul style="list-style-type: none"> <li>• Literacy and numeracy 1-1 additional support</li> <li>• Access to enrichment curriculum through school trips and clubs</li> </ul>	
12	13			<ul style="list-style-type: none"> <li>• Extended days and boarding two nights per week</li> <li>• Access to enrichment curriculum through school trips and clubs</li> </ul>	
	14			<ul style="list-style-type: none"> <li>• Access to enrichment curriculum through school trips and clubs.</li> <li>• Cost of activities covered to enable pupil to participate.</li> <li>• Personalised programme of work experience</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure funds are agreed before an activity takes place discreetly, to enable pupil to take part and not feel embarrassed.</li> <li>• To look into voice recognition software to increase independence when working.</li> </ul>
	15			<ul style="list-style-type: none"> <li>• Laptop and dongle provided by school</li> <li>• Access to enrichment curriculum through school trips and clubs</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure funds are agreed before an activity takes place discreetly, to enable pupil to take part and not feel embarrassed.</li> <li>• To look into voice recognition software to increase independence when working.</li> </ul>
	16			<ul style="list-style-type: none"> <li>• Access to enrichment curriculum through school trips and</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure funds are agreed before an</li> </ul>

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				clubs. • Cost of activities covered to enable pupil to participate.	activity takes place discreetly to enable student to take part and not feel embarrassed.
	17			• Access to enrichment curriculum through school trips and clubs. • Cost of activities covered to enable pupil to participate. • Speech recognition programme for recording	
13	18			• Personalised programme of work experience • Access to enrichment curriculum through school trips and clubs	
<b>Total</b>	<b>18</b>	<b>100%</b>	<b>78%</b>		

	More than expected progress
	Expected progress
	Less than expected progress

### Summary

In 2014 – 2015, Pupil Premium funding was used to remove barriers to learning for pupils and students who are disadvantaged and all of whom have a statement of special education needs. While pupils and students make outstanding progress in English, and this is demonstrable for individuals and the whole school, in Mathematics there is a difference of 14% that needs to be addressed. Key actions include:

- On-going interventions to allow pupils and students with specific barriers to learning to access the curriculum
- Numeracy support training in 'Catch Up Maths' to increase effectiveness of interventions
- Additional Needs Led Curriculum intervention groups for Key Stages 2 and 3
- Purchase iPad apps and further software to increase numeracy engagement

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- Further develop and refine the tracking of pupil progress through the development of the Needs Led Curriculum software application for pupils, parents and staff