

St. Dominic's Premium Report
2017 – 2018

& Premium Plan
2018- 2019

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Premiums

| | |
|------------------|---------|
| Pupil Premium | £19,470 |
| Catch-up Premium | £5,000 |
| Sports Premium | £16,210 |
| Pupil Premium + | £11,800 |
| Total Premium | £52,480 |

Pupil Premium

Funding

In the 2018 to 2019 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

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

In total, St. Dominic's School expect to receive £19,470 pupil premium funding for the academic year 2018-19. 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 20 (24% based on an average of 83 pupils for the academic year 2017/18).

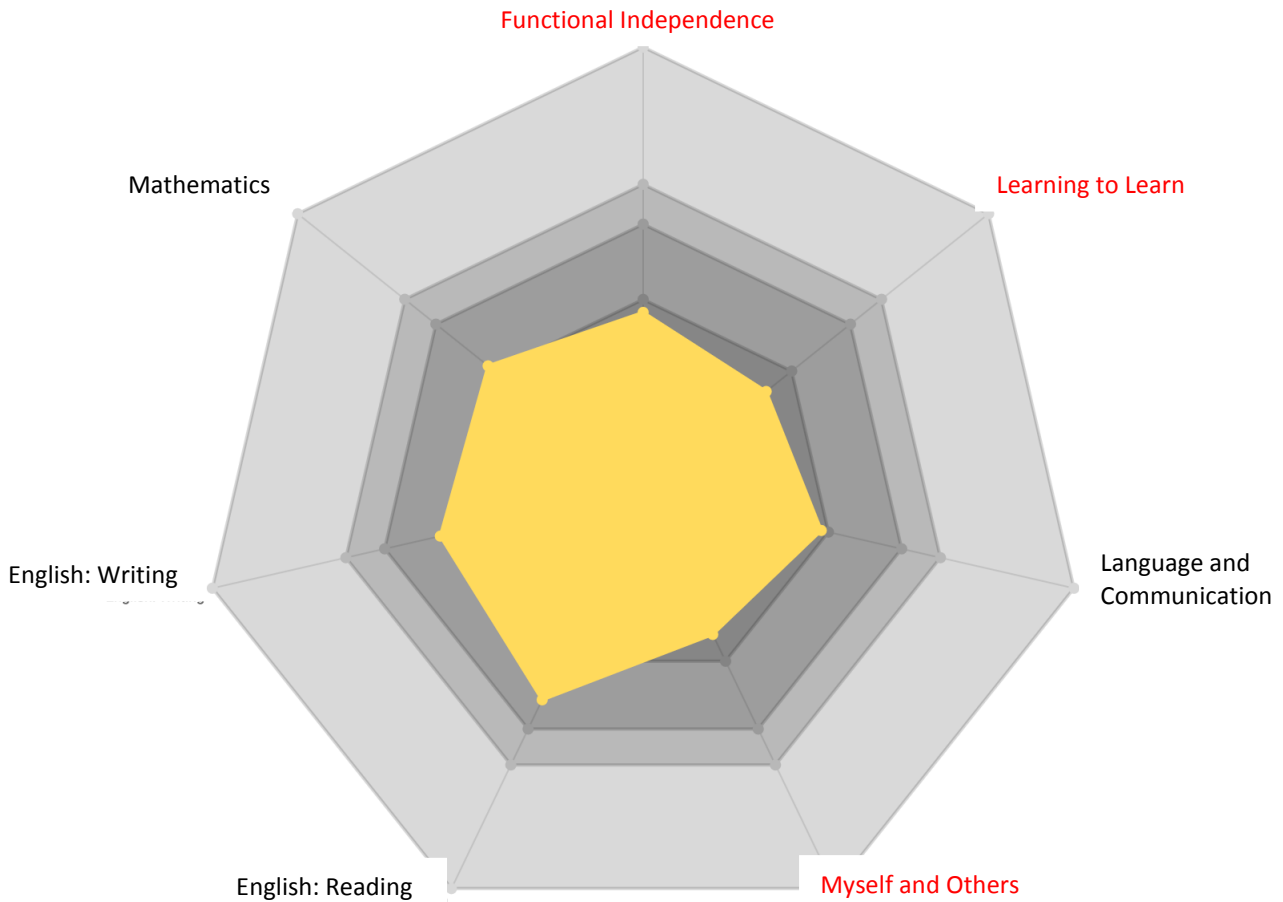
At St. Dominic's, Pupil Premium is dedicated to securing our learners' inclusion in and beyond our school, both now and in their future. Funds are allocated to staffing intervention programmes, to close personalised gaps, programmes to support pupils in overcoming barriers to reaching their academic potential and to prepare them for adulthood, ongoing education and employment by addressing other barriers such as communication and functional independence.

Barriers to Achievement

At St. Dominic's barriers to achievement can be varying and complex due to the nature of the needs of our pupils and students. Progress is measured through the needs led curriculum, which tracks academic and non-academic outcomes including therapeutic, behavioural and residential outcomes.

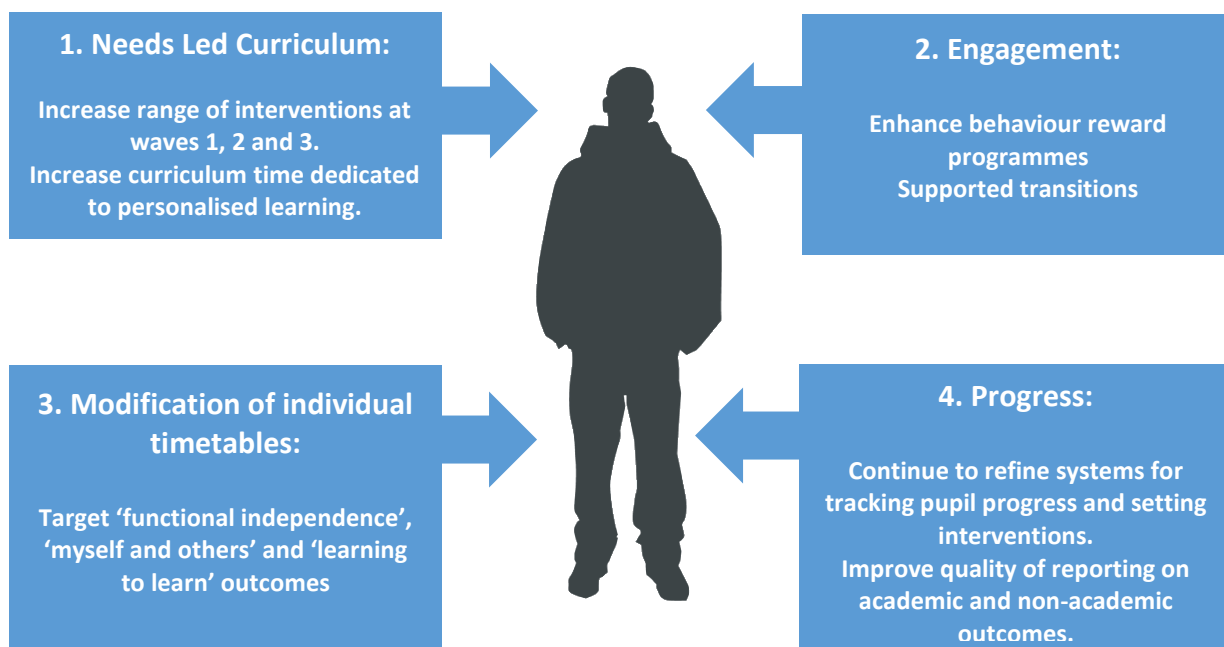
Progress data captured is used to target the pupil premium cohort as a whole through school-wide focusses, but also on an individual by individual basis through access to bespoke interventions, rewards and incentives programmes, modified timetables and personalised budgets.

For the pupil premium cohort the main barriers to learning in academic and non-academic outcomes are summarised in the radial diagram below for Summer 2017:



Summer 2017 Progress
Red Targeted outcomes for PP pupils

The common barriers for pupils with pupil premium funding are 'myself and others' (behavioural outcomes including **SCMC, British values and social interaction**), 'learning to learn' and 'functional independence'. These aspects of the needs led curriculum impact on the academic outcomes of pupils and are thus targeted though pupil premium funding through four key focusses.



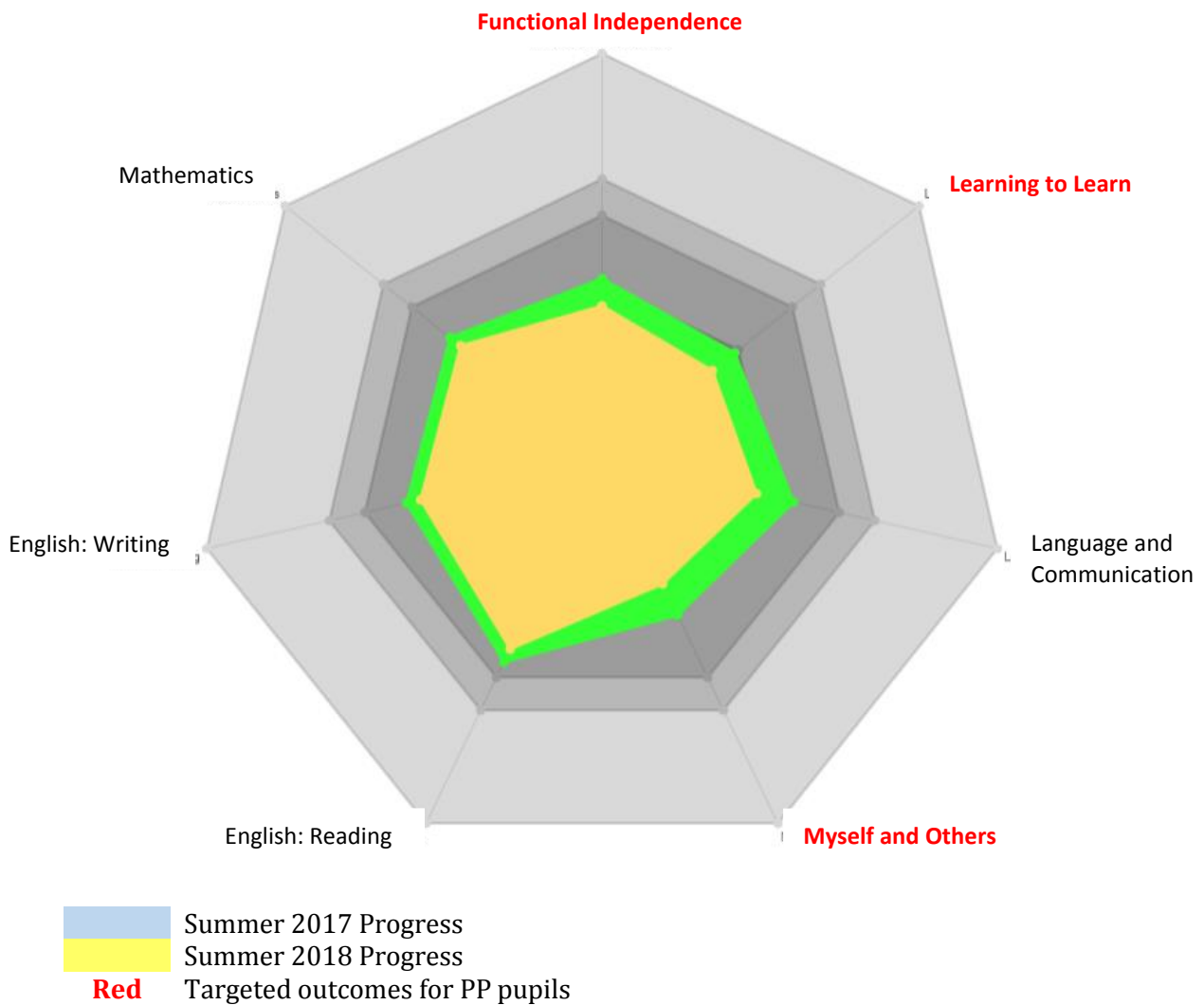
Expenditure

| | |
|--|---|
| 1. Needs Led Curriculum | <p>Range of interventions increased to include:</p> <p>Emotional Literacy Support Assistants, Read Write Inc (Fresh Start) interventions, Numicon based interventions.</p> <p>In the Autumn term, the Needs led curriculum will expand to include:</p> <p>Visual Perception, Creative thinking, Language of Maths, Gardening, Drama, Forest school, Scouts and Emotional Resilience.</p> |
| 2. Engagement: | <ul style="list-style-type: none"> • Sleuth introduced to better track pupils' positive and negative behaviours • Termly behaviour reward trips introduced • Behaviour blocks system implemented • TAs used to manage transition times for classes • Classes allocated specific support assistants to improve consistently • Focus on improving Year 6-7 transition – increased range of intervention |
| 3. Modification of individual timetables: | <ul style="list-style-type: none"> • Currently there are three pupils utilising pupil premium funding for a modified timetable. • 66% of pupils are closing the gap in Maths and Learning to Learn • 100% of pupils are closing the gap in Functional independence, Myself and Others, and Language and Communication. • 33% of pupils are closing the gap in English. |
| 4. Progress: | <p>Tracking systems enhanced to include:</p> <ul style="list-style-type: none"> • Dashboard reporting on individual pupils and cohorts |



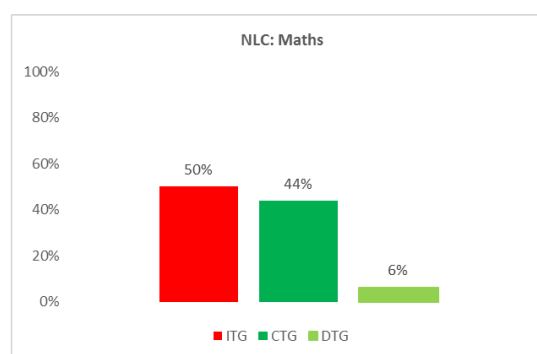
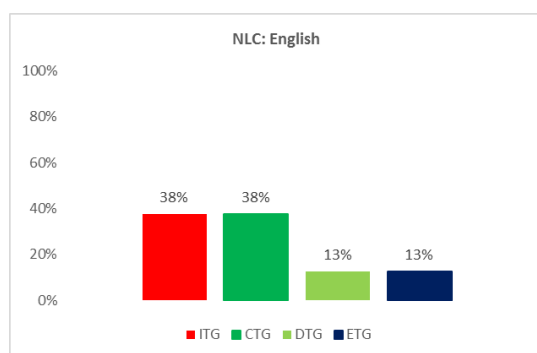
- Better tracking and mapping of PP Pupils barriers to learning
- More targeted approach to planning use of PP funding

Pupil Premium Pupils' Progress against 'Needs Led' and Targeted Outcomes

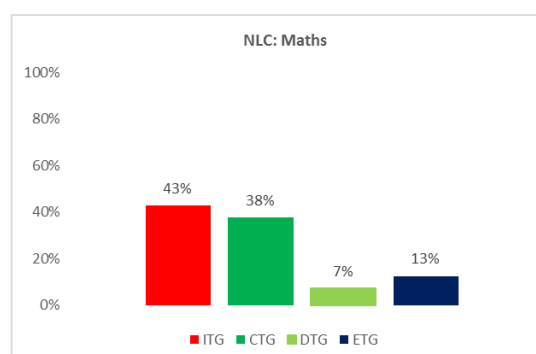
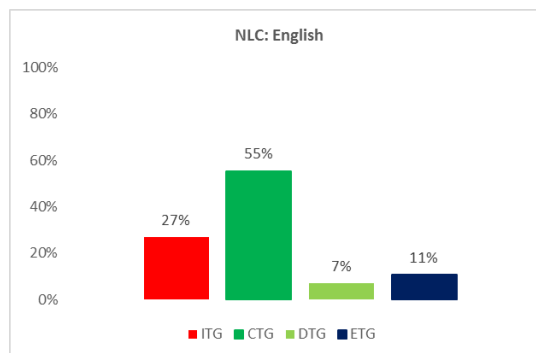


What can be seen for pupils with pupil premium funding is the accelerated progress in the targeted areas, compared to national curriculum subjects. This has resulted in an evening (i.e. less 'spiky') out of outcomes and profile of need so that the most progress is being made in the outcomes through the targeted use of pupil premium funding.

Disadvantaged



Non-disadvantaged



The graphs above demonstrate the percentage of pupils eligible for pupil premium who are 'closing the gap' between their current attainment and age related expectation. Compared to their non-disadvantaged counterparts, there is a slightly higher percentage of pupils in English and Maths that are making progress, but not closing the gap on age related expectations. However, this is not a significant difference.

Where pupils are not able to part of daily lessons because of their needs, Pupil Premium funding is used to support a modified timetable, where the pupils receive extra 1:1 support. We can see from the data that these pupils are closing the gap in attainment for almost all strands in our needs led curriculum.

| | NLC: Functional Independence | NLC: Learning to Learn | NLC: Language and Communication | NLC: Myself and Others | NLC: English | NLC: Maths |
|---------|------------------------------|------------------------|---------------------------------|------------------------|--------------|------------|
| Pupil 1 | CTG | CTG | CTG | CTG | DTG | ITG |
| Pupil 2 | CTG | CTG | ITG | CTG | ITG | CTG |
| Pupil 3 | ETG | CTG | ETG | ITG | ITG | DTG |

Pupil Premium Planning

Academic Year 2018-19

Funding

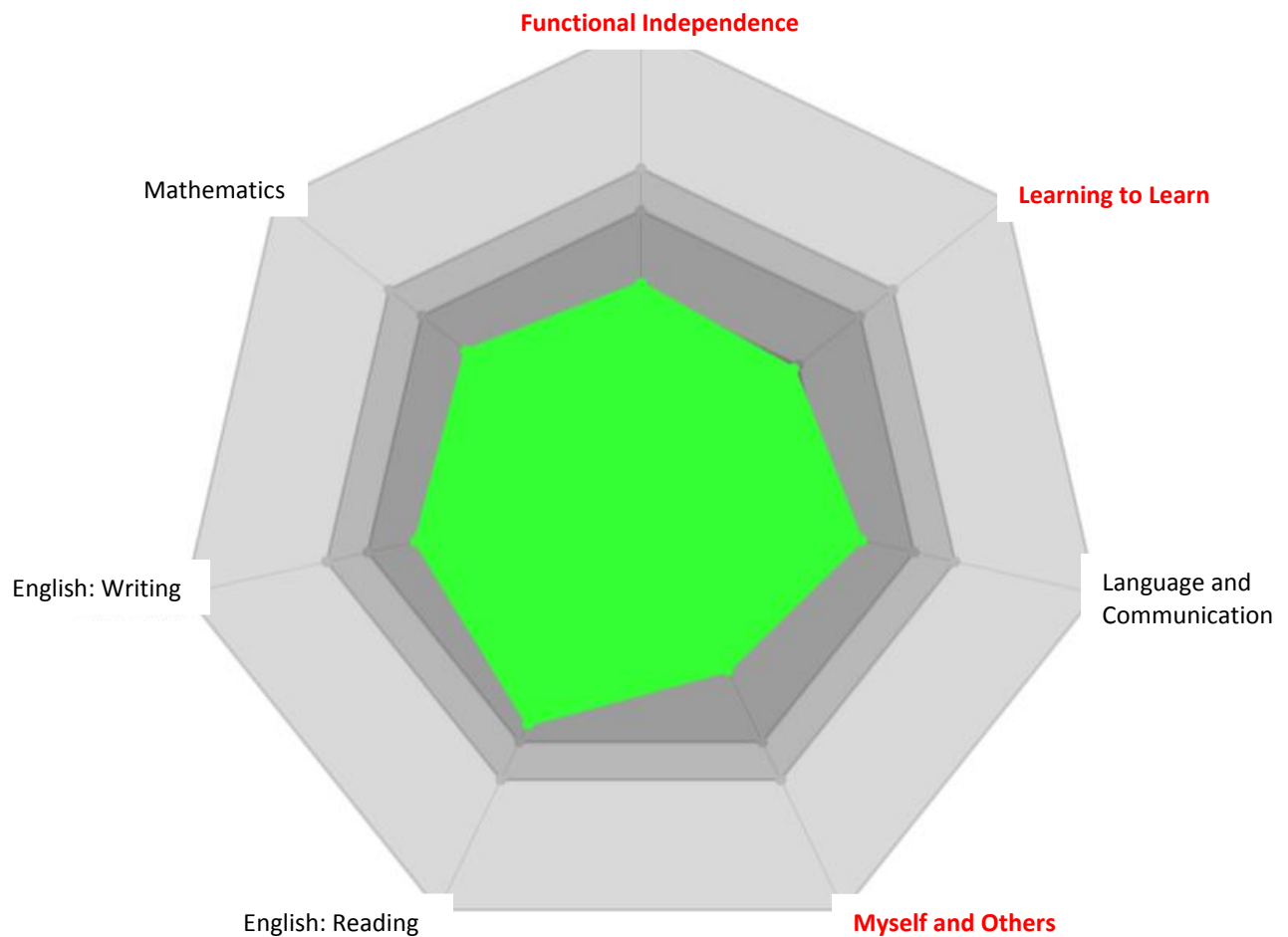
Pupils eligible for Pupil Premium funding in 2017-18 receive:

- £1,320 for pupils in years 3 to 6
- £935 for pupils in year 7 to year 11

In total, St. Dominic’s School is projected to receive £ 17,765 pupil premium funding in 2017-18.

Excluding new starters, the number of pupils eligible for Pupil Premium this year is 17.

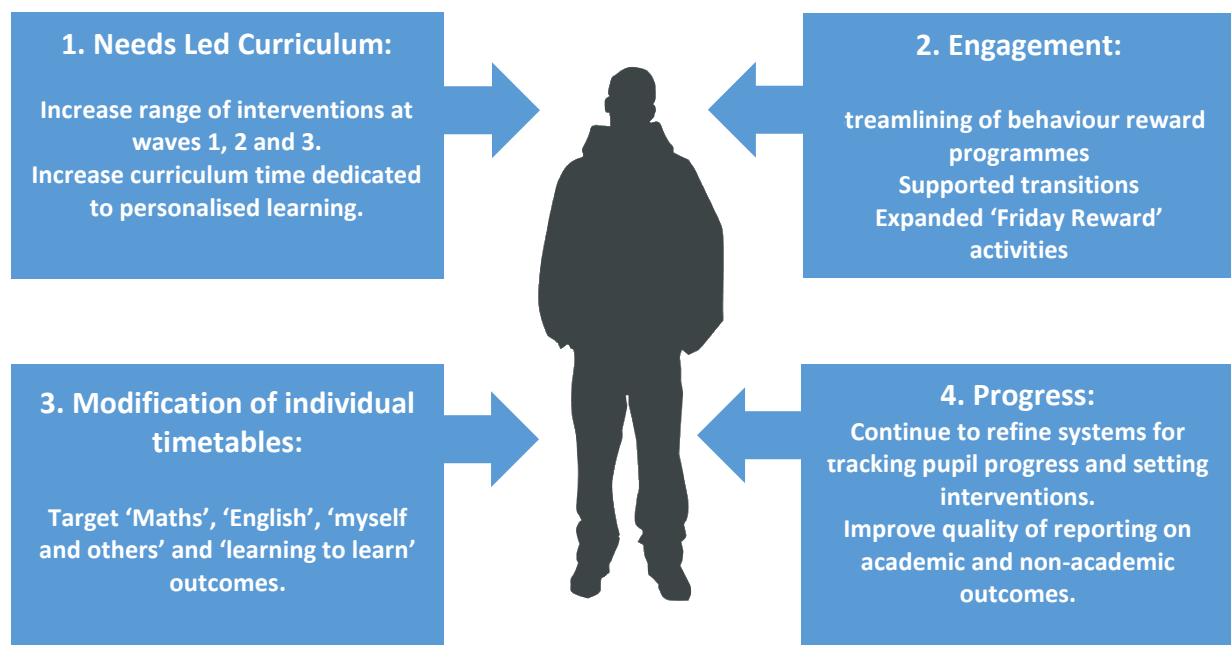
Barriers to Achievement:



Summer 2017 Progress

Over the past two years, Pupil premium funding has been used to target the areas set out above. Across this time span, pupils allocated pupil premium funding have made considerable and significant progress in these targeted areas, to the point where there is no longer a significant difference between those and the national curriculum related subjects. We are also down to two pupils on modified timetable. Although the same areas will continue to be targeted this year, extra funding will be allocated to supporting other areas of the Needs Led Curriculum, to ensure that pupils are able to accelerate the closing of the gaps in these areas.

Planned Focusses for 2017-18:



Expenditure

| | |
|---------------------------------------|---|
| <p>1. Needs Led Curriculum</p> | <p>Range of interventions increased to include:</p> <ul style="list-style-type: none"> • A range of emotional literacy (Myself and Others, Learning to Learn) based interventions • Expansion of RWI (literacy) up to year 9 • Numicon (Numeracy) based interventions (up to year 10), • expansion of outdoor learning based interventions (whole school) <p>In the Autumn term, the Needs led curriculum will expand to include:</p> <ul style="list-style-type: none"> • |
| <p>2. Resources</p> | <ul style="list-style-type: none"> • Expand physical and digital book library to include a range of reading schemes. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Purchase electronic equipment, to increase engagement and aid access to Needs Led areas |
| 3. Engagement: | <ul style="list-style-type: none"> • |
| 4. Modification of individual timetables: | <ul style="list-style-type: none"> • Currently there are two pupils utilising pupil premium funding for a modified timetable. • 50% of pupils are closing the gap in Maths, English and Language and communication. • 100% of pupils are closing the gap in Functional independence, Myself and Others, and Learning to Learn. |
| 5. Progress: | <ul style="list-style-type: none"> • |

Measuring Impact

Pupil progress will be tracked half termly through assessment team meetings in which academic progress data, behaviour data, attendance data, residential outcomes and therapeutic outcomes are tracked. This will be looked at alongside interventions data taken from the provision map on a half-termly basis.

For progress to be considered 'good' and the strategy successful, pupils will need to be closing the gap between their starting point and age related expectation. For interventions data, each half term we would be expecting to see an incremental increase of 1 point which equates to an increase in level of mastery.

Reviewing Pupil Premium Strategy

Pupil progress is the best indicator of the success of the strategy. It will be reviewed along with school data at each half termly assessment team meeting. A full review will be undertaken in July 2019 with new reporting published.

Section 2: Whole school intervention analysis

| | Average Number of sessions assessed per half-term | Average points gain per Pupil/Student per half-term | Average Effect Size of Interventions |
|------------------|---|---|--------------------------------------|
| Minimum expected | >600 | 1.00 | 0.55 |
| Actual Average | 456 | 0.81 | 1 |

Section 4: Interventions by Area of Need

| | Average number of sessions (per half-term) | Average Points gained per pupil outcome (per half-term) | Average Effectiveness of interventions in this area |
|-------------------------------------|--|---|---|
| Cognition and Learning | 182 | 0.74 | 0.63 |
| Language and Communication | 127 | 0.80 | 0.99 |
| Social, Emotional and Mental Health | 151 | 0.93 | 1.41 |
| Physical and Sensory | 155 | 0.80 | 1.04 |

Section 5: Intervention Progress and Cost Effectiveness across the Year

Cost to outcome

| Interventions | Number of sessions logged | Average points gain (per half term) | Effect size of intervention | Cost per student per half term (based on a 6 week half term) | Cost to outcome |
|---|---------------------------|-------------------------------------|-----------------------------|--|-----------------|
| 1:1 Literacy Intervention | 155 | 0.59 | 0.64 | £83.56 | £566.51 |
| 1:1 Numeracy Support | 211 | 0.64 | 0.65 | £83.56 | £522.25 |
| 1:1 Therapy (Occupational) | 136 | 0.59 | 0.85 | £134.36 | £910.92 |
| 1:1 Therapy (SaLT) | 86 | 0.61 | 0.69 | £134.36 | £881.05 |
| ELSA: 1:1 therapy (KS2) | 16 | 1.67 | 5.77 | £83.56 | £200.14 |
| ELSA: Zippy's Friends | 5 | 0.67 | 0.85 | £83.56 | £498.87 |
| Forest School (KS2) | 67 | 0.08 | 0.06 | £101.84 | £5,092.00 |
| In class Literacy Support | 34 | 0.6 | 0.83 | £83.56 | £557.07 |
| In Class Numeracy Support | 16 | 0.31 | 0.32 | £83.56 | £1,078.19 |
| NLC: Art KS2 | 6 | 2 | #DIV/0! | £129.87 | £259.74 |
| NLC: Book Project - Narrative | 75 | 0.44 | 0.35 | £129.87 | £1,180.64 |
| NLC: Cooking (KS2) | 5 | 1 | #DIV/0! | £129.87 | £519.48 |
| NLC: Cultural intervention | 111 | 0.89 | 0.77 | £129.87 | £583.69 |
| NLC: ELSA KS2 | 13 | 1.75 | 1.51 | £129.87 | £296.85 |
| NLC: Fine Motor Skills | 16 | 0.33 | 0.25 | £129.87 | £1,574.18 |
| NLC: Football Coaching | 2 | 1 | #DIV/0! | £129.87 | £519.48 |
| Forest School (KS2) | 172 | 0.2 | 0.17 | £129.87 | £2,597.40 |
| NLC: Functional Maths - Cooking | 40 | 0.75 | 1.08 | £129.87 | £692.64 |
| NLC: Gardening | 14 | 1 | #DIV/0! | £129.87 | £519.48 |
| NLC: Geometry and Measurement | 42 | 1.5 | 1.6 | £129.87 | £346.32 |
| NLC: Handwriting | 15 | 1.57 | 2.05 | £129.87 | £330.88 |
| NLC: Higher Level Language | 15 | 0.67 | 1.15 | £129.87 | £775.34 |
| NLC: Independent Living Skills | 10 | 1 | #DIV/0! | £129.87 | £519.48 |
| NLC: Language of Computing | 0 | 1 | #DIV/0! | £129.87 | £519.48 |
| NLC: Language of Maths | 25 | 0.67 | 0.55 | £129.87 | £775.34 |
| NLC: Lego Tx (KS2) | 8 | 1 | #DIV/0! | £129.87 | £519.48 |
| NLC: Literacy Support (KS2) | 23 | 0.33 | 0.33 | £129.87 | £1,574.18 |
| NLC: Memory Strategies | 9 | 1 | 0.47 | £129.87 | £519.48 |
| NLC: Morals | 62 | 0.81 | 0.68 | £129.87 | £641.33 |
| NLC: Movement Group | 27 | 1.4 | 1.41 | £129.87 | £371.06 |
| NLC: Myself and Others | 6 | 0 | #DIV/0! | £129.87 | #DIV/0! |
| NLC: Numeracy Catch-up | 35 | 0.71 | 0.93 | £129.87 | £731.66 |
| NLC: Organisation and Preperation for work | 28 | 0.6 | 0.36 | £129.87 | £865.80 |

| | | | | | |
|--|----|------|---------|---------|-----------|
| NLC: OT KS2 | 12 | 0.75 | 1.39 | £129.87 | £692.64 |
| NLC: Personal Safety and Welfare | 14 | 1 | 1.41 | £129.87 | £519.48 |
| NLC: Positive thinking (KS2 - Aut 2) | 12 | 1 | #DIV/0! | £129.87 | £519.48 |
| NLC: SaLT - Social Skills (KS2) | 23 | 1.5 | 2.06 | £129.87 | £346.32 |
| NLC: Sensory Art (KS2) | 5 | 1 | #DIV/0! | £129.87 | £519.48 |
| NLC: Social Interaction and Communication Group | 64 | 0.73 | 1.8 | £129.87 | £711.62 |
| NLC: Social skills | 7 | 1 | #DIV/0! | £129.87 | £519.48 |
| NLC: Spiritual Development | 21 | 1 | 1.12 | £129.87 | £519.48 |
| NLC: Therapy - Cooking (KS2) | 6 | 1 | 1.41 | £129.87 | £519.48 |
| NLC: Art KS2 | 17 | 1.33 | 1.69 | £129.87 | £390.59 |
| NLC: Vocabulary | 30 | 0.8 | 1.39 | £129.87 | £649.35 |
| NLC: WEx | 16 | 0.83 | 1.3 | £129.87 | £625.88 |
| Small Group (Occupational) | 16 | 0.5 | 1.83 | £134.36 | £1,074.88 |
| Small Group (SaLT) | 47 | 0.19 | 0.18 | £134.36 | £2,828.63 |
| Targeted in class support (Occupational) | 9 | 0 | 0 | £134.36 | N/A |
| Targeted in Class Support (SaLT) | 38 | 0.43 | 0.63 | £134.36 | £1,249.86 |
| Wave 2 Numeracy Intervention | 2 | 0.25 | 0.12 | £129.87 | £2,077.92 |

Year 7 Catch-up Funding

Academic Year 2017-18

How was Year 7 Catch-up funding utilised?

In the autumn term, there were 5 pupils on role in year 7. In KS2, some of these pupils were placed at St. Dominic's School, Schools within the Surrey LEA and neighbouring local authorities.

- Upon entering KS3 at St. Dominic's School, 60% of pupils were increasing the gap in their Maths skills and knowledge.
- Upon entering KS3 at St. Dominic's School, 40% of pupils were increasing the gap in their English skills and knowledge.

During the academic year a Needs Led Curriculum was put in place to target three main areas: English Needs, Maths Needs and Therapeutic Needs. This involved focused small group sessions, targeting areas of need. Pupils also received in class support and/or 1:1 support from English and Maths learning support assistants. 1:1 interventions from a Learning Support Assistant.

What was the impact of the spending?

At the end of the Summer term there were 10 pupils in year 7.

- Upon finishing year 7 at St. Dominic's School, 90% of pupils were closing the gap in their Maths skills and knowledge.
- Upon finishing year 7 at St. Dominic's School, 80% of pupils were closing the gap in their English skills and knowledge.

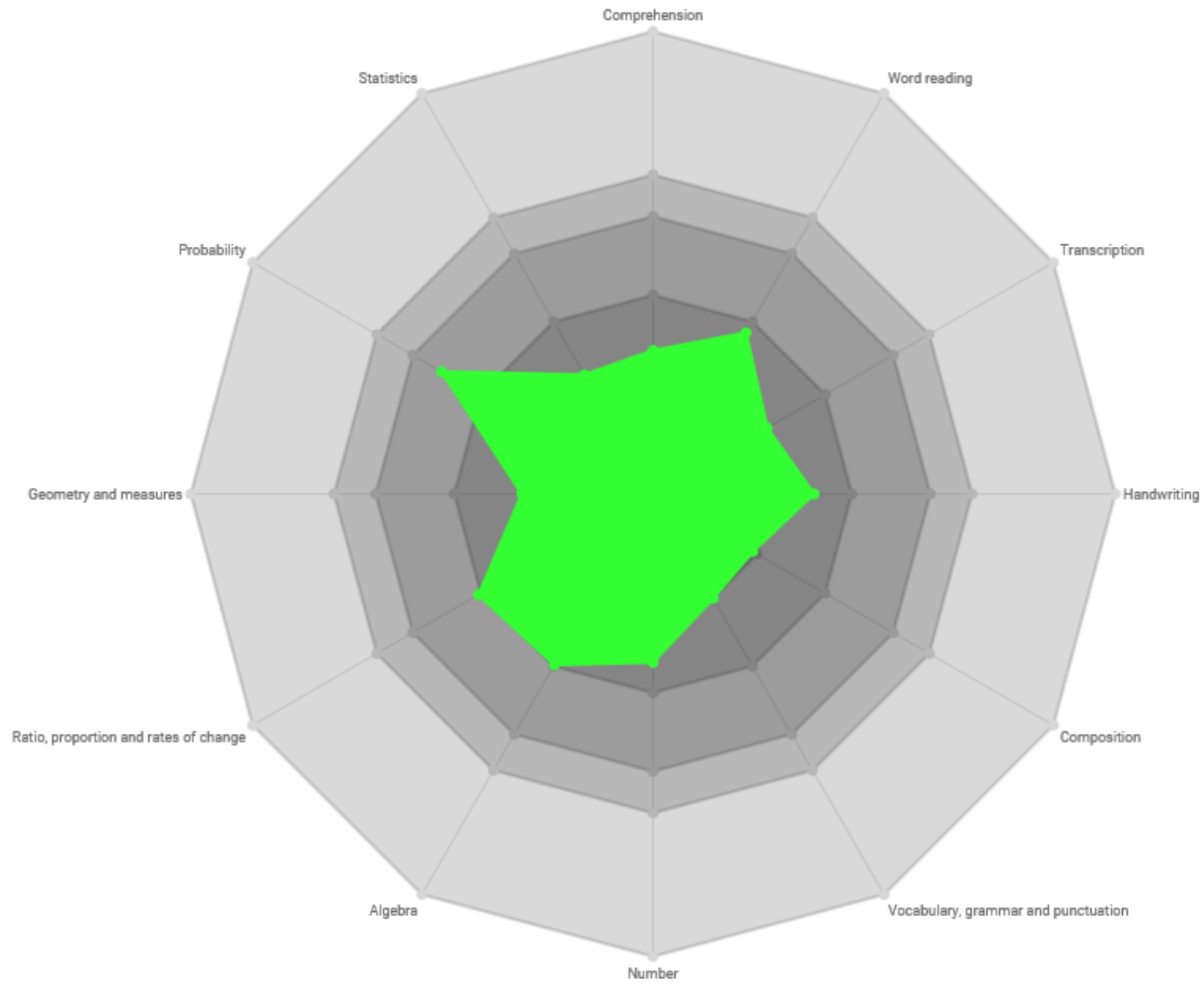
Academic Year 2018-19

How much money did the school expect to receive?

500 per pupil. There were 10 pupils on role at the beginning of the year.

5000 total

How will the Year 7 Catch-up funding be utilised?



Sport Premium Report

Academic Year 2016-17

How much money did the school expect to receive?

£7,500

How did the school spend the money?

This academic Year 2017- 2018 the planned spend of the Sport Premium is to explore and improve the quality of teaching across the waking day curriculum. The proposal is for St Dominic's School to use the funding gain access into the Youth Sports Trust at a Level 3 membership and gain a Quality Mark of Silver above. This would show a nationally recognised accreditation that we have the health and wellbeing at the heart of our learners.

Having access to the Youth Sports Trust means, we can have a wider range of CPD opportunities for staff working in the Physical Education Department. Furthermore, we can develop other key members of staff within the school setting to have a greater understanding of Physical Education and to gain an understanding of what it means for pupils to be physically literate. The school with membership will have access to online resources giving examples and ideas of best practice in Physical Education. Additionally, the school will receive consultancy visits from the Youth Sports Trust to advice and ensure best practice is delivered. The membership will allow use a place at the Youth Sport National Conference giving further CPD development for staff.

In addition, the Physical Education Department are exploring the possibility of funding and developing a 3G artificial pitch to replace the current pitch. This would affect upon the whole school and develop physical literacy across the waking day and residential curriculum.

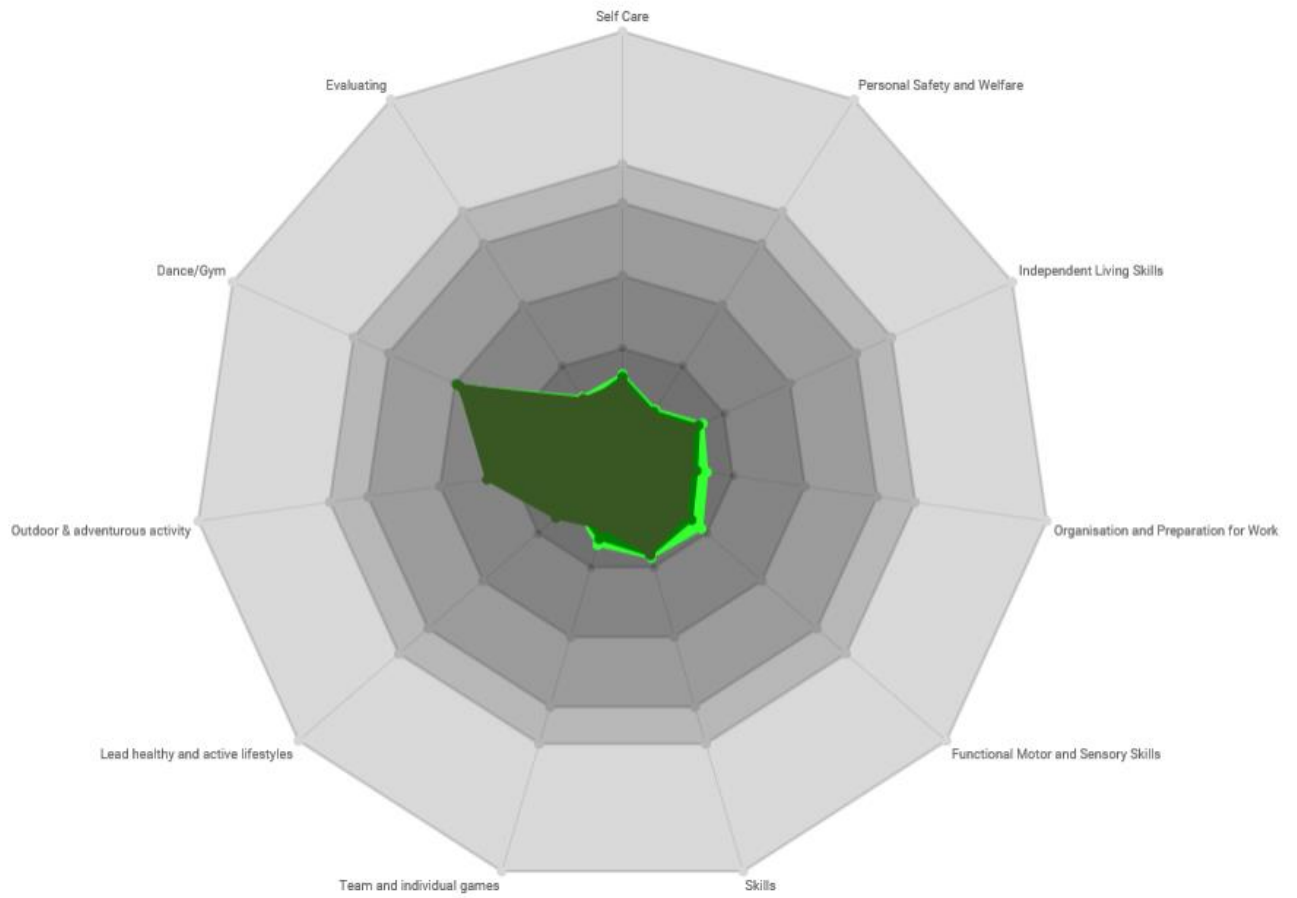
Academic Year 2018-19

How much money did the school expect to receive?

16,000, plus 10 per pupil. There were 21 pupils on role at the beginning of the year

16210 total

How will the Sports Premium funding be utilised?



Pupil Premium +

Academic Year 2017-18

Schools will receive £2,300 for any pupil:

- identified in the January 2018 school census or the alternative provision census as having left local authority care as a result of:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order)
 - who has been in local authority care for 1 day or more
 - recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

For pupils who attract the £2,300 rate, the virtual school head of the local authority that looks after the pupil manage the funding. In the academic year 2017-18 there were 5 children who were eligible for PP+. However, it does not have to be distributed on a per capita basis, given that LAC in care have differing levels of need at different stages of being in care.

- LAC will be eligible as soon as they enter care
- LAs are responsible for Pupil Premium Plus payments, with the Virtual School Headteacher (VSH) being responsible for making sure there are effective arrangements in place for its allocation. The fund is paid in arrears and will be paid in October.

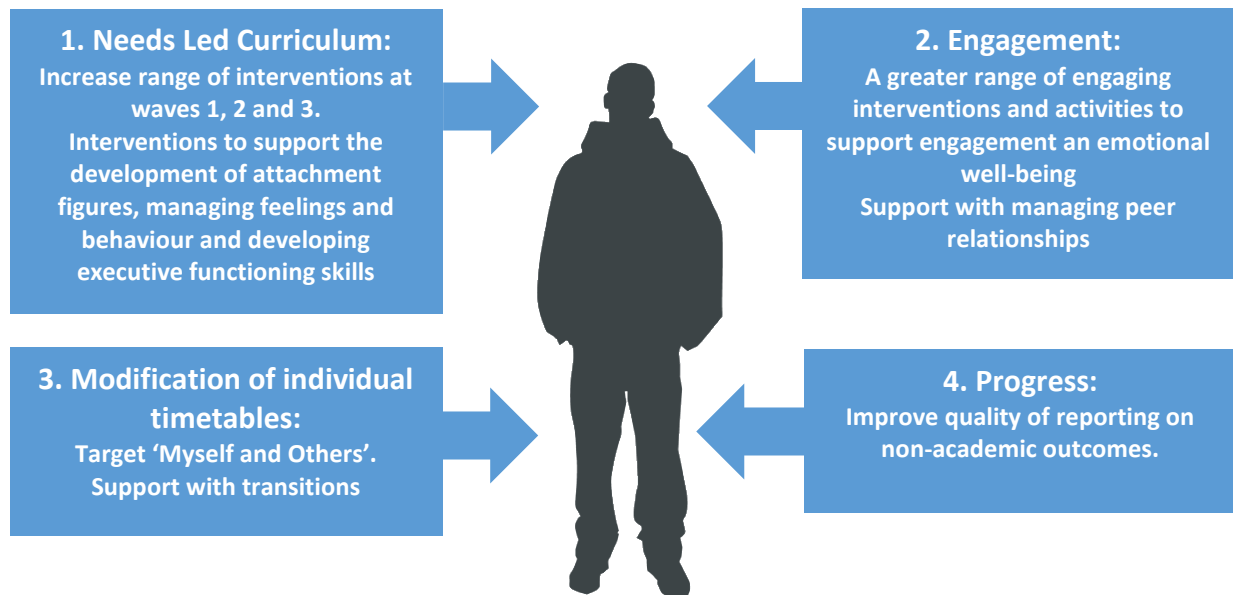
On top of that, the premium paid for service children should also be used as part of the same pot. We currently have 1 service child (£300). In total, we are expected to receive £11,800 in October 2018.

The fund needs to be spent on:

‘...helping adopted children emotionally, socially and educationally by providing specific support to raise their attainment and address their wider needs.’

(This is also the case for pupils whose parents are in the armed services)

Planned Focusses for 2017-18:



Expenditure

1. Needs Led Curriculum

Range of interventions increased to include:

- A range of emotional literacy (Myself and Others, Learning to Learn) based interventions
- A range of outdoor learning based (Myself and Others, Learning to Learn) interventions

2. Targets

- Provide nurture and relationships through training and supporting staff to provide key attachment relationships
- Scaffold children's social skills and peer relationships, for example through providing structured play activities at break times.
- Support emotional literacy and emotion regulation through appointing and training an Emotional Literacy Support Assistants (ELSA) in KS 2, 3 and 4.
- Support children to cope with transitions and change by providing additional structure during break and lunchtimes.
- Develop children's executive functioning skills through training staff in understanding and supporting executive functioning skill development in the classroom and on the playground.
- Address barriers to information sharing and joint working by developing 'removing barriers to learning' which ensures that key information about children's needs is shared with all key staff coming into contact with them

| | NLC:Functional Independence | NLC:Learning to Learn | NLC:Language and Communication | NLC:Myself and Others | NLC:English | NLC:Maths |
|---------|------------------------------------|------------------------------|---------------------------------------|------------------------------|--------------------|------------------|
| Pupil 1 | ITG | ITG | CTG | CTG | CTG | ITG |
| Pupil 2 | ETG | CTG | ETG | ETG | DTG | DTG |
| Pupil 3 | CTG | CTG | CTG | CTG | CTG | ETG |
| Pupil 4 | ITG | CTG | ITG | ITG | ITG | ITG |
| Pupil 5 | ITG | CTG | CTG | ITG | CTG | ITG |
| Pupil 6 | CTG | CTG | CTG | ITG | CTG | ETG |

| | NLC:Functional Independence Day Progress | NLC:Learning to Learn | NLC:Language and Communication | NLC:Myself and Others | NLC:English YY/MM | NLC:Maths |
|---------|---|------------------------------|---------------------------------------|------------------------------|--------------------------|------------------|
| Pupil 1 | 0/5 | 0/6 | 1/3 | 1/3 | 2/5 | 0/9 |
| Pupil 2 | 1/10 | 0/11 | 8/11 | 2/11 | 0/6 | 0/5 |
| Pupil 3 | 4/3 | 3/2 | 1/4 | 3/5 | 1/4 | 1/4 |
| Pupil 4 | 0/6 | 1/1 | 0/6 | 0/7 | 0/7 | 0/8 |
| Pupil 5 | 0/6 | 1/0 | 0/11 | 0/4 | 1/11 | 0/5 |
| Pupil 6 | 3/7 | 1/10 | 1/3 | 0/2 | 1/9 | 5/10 |