

## **Pupil Premium Report 2016-17**

### **Funding**

Pupils eligible for Pupil Premium funding in 2016-17 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 received £ 18848.50 pupil premium funding in 2016-17. 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 27 (30% based on an average of 89 pupils for the academic year 2016/17).

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, through overcoming barriers to our pupils and students reaching their academic potential and to prepare them for adulthood, ongoing education and employment by addressing other barriers such as communication and functional independence.

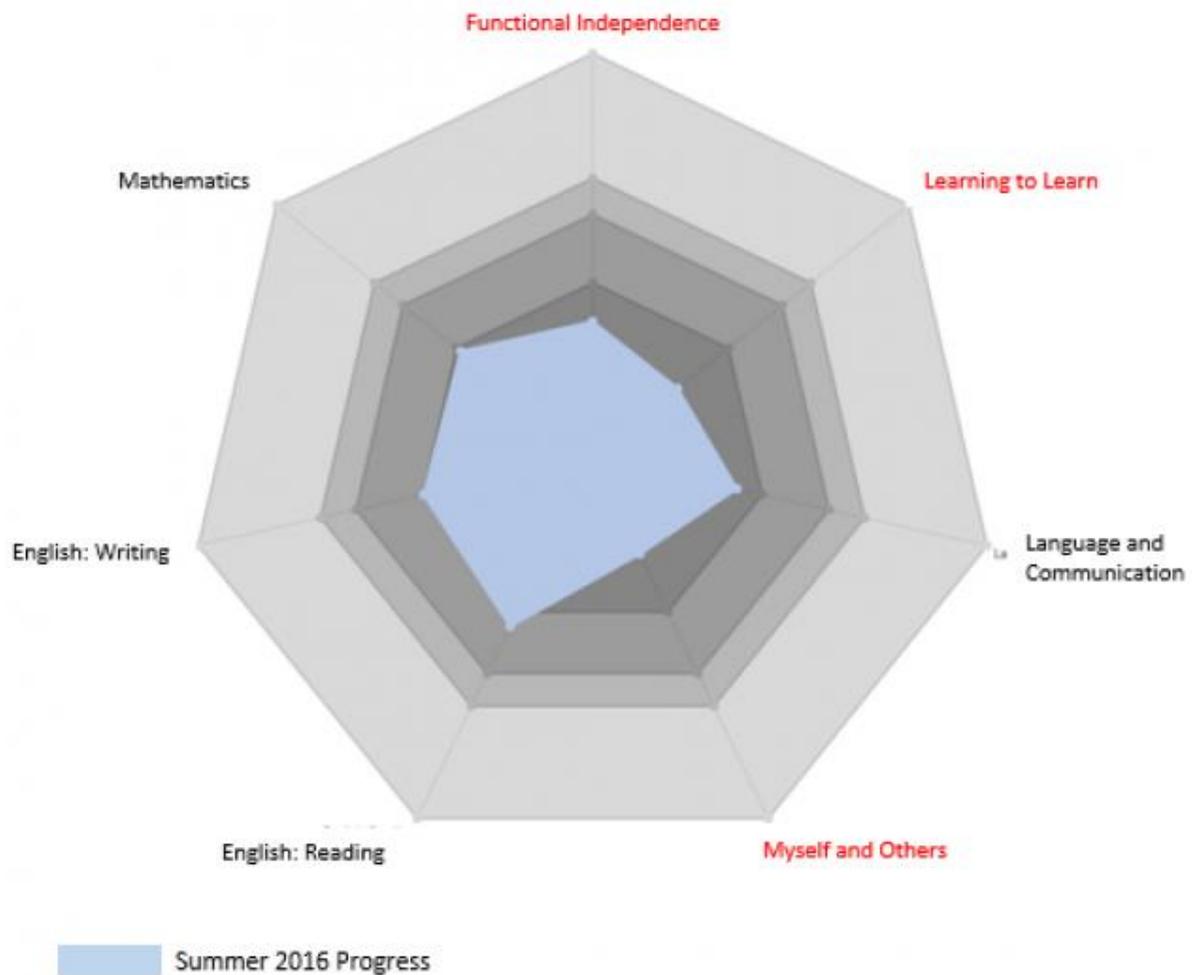
### **Barriers to Achievement**

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 personal budgets.

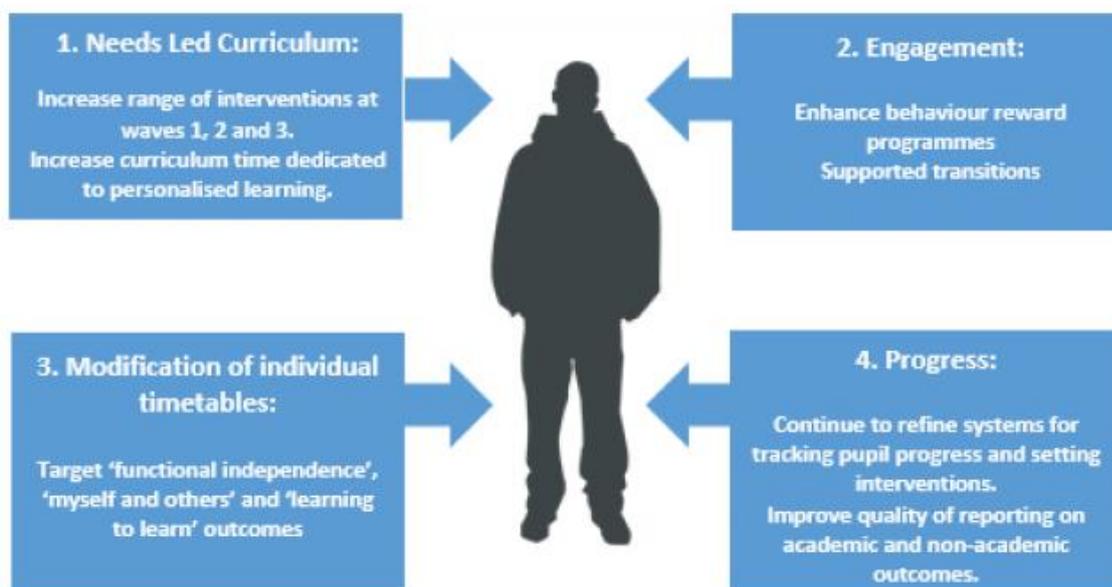
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For the pupil premium cohort the main barriers to learning in academic and non-academic outcomes are summarised in the radial diagram below for Summer 2016:



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.

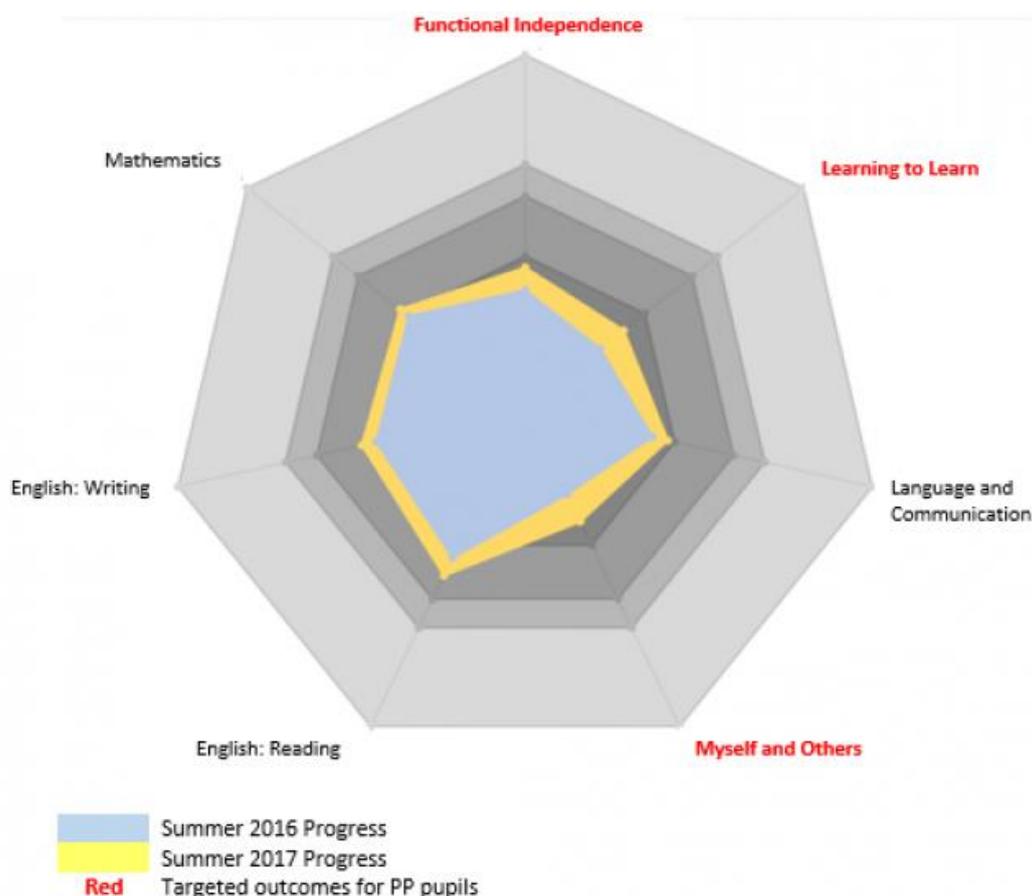
In 2016-17 our planned focuses were:



Impact of Expenditure:

<p><b>1. Needs Led Curriculum</b></p>	<p>Range of interventions increased to include:</p> <ul style="list-style-type: none"> <li>• Horse riding, counselling, Lego therapy, Forest School, Debate group</li> </ul> <p>In the Autumn term, the Needs led curriculum will expand to include:</p> <ul style="list-style-type: none"> <li>• Therapy, Literacy and Maths 1x a week (rotated according to needs)</li> </ul>
<p><b>2. Engagement:</b></p>	<ul style="list-style-type: none"> <li>• Sleuth introduced to better track pupils' positive and negative behaviours</li> <li>• Termly behaviour reward trips introduced</li> <li>• Behaviour blocks system implemented</li> <li>• TAs used to manage transition times for classes</li> <li>• Classes allocated specific support assistants to improve consistently</li> <li>• Focus on improving Year 6-7 transition – increased range of intervention</li> </ul>
<p><b>3. Modification of individual timetables:</b></p>	<p>Last year, there were two pupils utilising pupil premium funding for a modified timetable.</p> <ul style="list-style-type: none"> <li>• 100% closed the gap in English</li> <li>• 50% increased the gap in maths. 50% accelerated closing the gap.</li> </ul>
<p><b>4. Progress:</b></p>	<p>Tracking systems enhanced to include:</p> <ul style="list-style-type: none"> <li>• Dashboard reporting on individual pupils and cohorts</li> <li>• Better tracking and mapping of PP Pupils barriers to learning</li> <li>• More targeted approach to planning use of PP funding</li> </ul>

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



What can be seen for pupils with pupil premium funding is the 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.

This has a proven direct impact on academic progress additionally as pupils eligible for pupil premium funding outperform their counterparts in these targeted outcomes.

NLC Strand	Summer 2016	Summer 2017	Closing the Gap Average Progress
English Reading	47%	52.68%	Approx. 1 year 2 months
English Writing	42.88%	47.04%	Approx. 1 year progress
Maths	41.73%	44.88%	Approx. 7 months
Functional Independence	33.38%	40.06%	Approx. 1 Year 4 months
Learning to Learn	26.89%	35.60%	Approx. 1 Year 9 months
Language and Communication	36.60%	41.34%	Approx. 11 months
Myself and Others	27.04%	36.29%	Approx. 1 Year 10 months



The graphs above demonstrate the number 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, in English and Maths pupils do not make significantly better or lesser progress.

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.

