



## Pupil Premium Spending 2015\_16

Pupil premium money is additional funding to help schools close the attainment gap between children from low income and other disadvantaged families and their peers. Pupil Premium is allocated to schools based on the number of children who are currently known to be eligible for Free School Meals, whose parents serve in the Armed Forces and children who have been looked after in local authority care continuously for more than 6 months. The purpose of the Pupil Premium Grant is to help schools to provide targeted support for vulnerable children - not necessarily just children who qualify for a Free School Meal. "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)

For more information about Pupil premium visit: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settin>

### Overview of the school

Number of pupils and Pupil premium grant (PPG) received.					
Total number of pupils on roll:			September 2015: 77		
Total number of pupils eligible for PPG:			41 pupils.		
Amount of PPG received per pupil:			Primary per pupil: £1.320 Secondary per pupils: £935.00 6 <sup>th</sup> form per pupil: £935.00		
Total amount of PPG received within the school: £43,425 ( BUDGETED) (Actual £46, 955)					
CIC:	2	Free school meals:	37	Service children:	
Total expenditure of PPG from September 2015: £49,783,					
PPG remaining: £0. Over spend of £6,358					

Objectives from SIP 2014 in relation to raising standards across the school

**Pupils on Pupil Premium will continue to outperform others and make at least 10% better progress in English and Maths than those not on PP.**

Strategy 1 - Cognition and Learning - Development of individualised programmes in English and Maths run by Learning Mentors.

Strategy 2 - Communication and Interaction - Development of Speaking and Listening Skills across the school.

Strategy 3 - Behavioural, Social and Emotional - Individualised support for pupils to access after school activities, music therapy etc

Strategy 4 - Sensory and Physical - Raise awareness of sensory integration therapy and impact on learning.

**Strategy 1: Cognition and Learning.**

Area of spend	Aim	Impact	Cost
<p>2 learning mentors 3 days a week.</p> <p>1 full time teacher 2 days a week.</p> <p>1 teacher to train staff in developing skills in R.W.Inc.</p> <p>New books purchased to increase reading material within classes.</p>	<p>Development of reading skills across the school.</p>	<p>Targeted programmes of phonics and precision teach delivered to pupils who need extra input. . Resources purchased to support phonic development across the school. Primary sector utilising R.W.Inc materials to develop phonological understanding 3 days a week. Children throughout primary sector assessed, placed into groupings with evaluations of progress completed half termly. Secondary classes developing use of R.W.Inc 3 days a week.</p> <p>Children more confident in approach to reading and are now inspired to read a growing range of books. Staff confident in teaching phonics through a range of approaches, including a sensory approach. New computerised system for library books installed, staff utilising new system.</p>	<p>£28,553</p>
<p>1 Teaching Assistant to support pupils in the gym; 3 mornings a week, 2 lunchtime sessions.</p>	<p>Wider curriculum and vocational opportunities for pupils for KS4 and sixth form</p>	<p>Work experience on a weekly basis for selected pupils is successful and developing skills in learning.</p> <p>The school gym is used 4 times a week to support fitness and awareness of healthy living.</p> <p>Sixth form pupils attended a London residential to develop greater understanding of the world of work and wider world. Visit to Houses of Parliament to discuss the world of work with some of the ministers, including our local MP Derek Thomas.</p>	<p>£1,000</p>
<p>Music therapist: 1.5 days a week.</p> <p>Massage therapist: 1 day a week.</p> <p>Art Therapy: 2 days a week.</p> <p>Horse riding sessions 2 mornings a week:</p>	<p>Targeted pupils to have access to ;</p> <p>Music therapist</p> <p>Massage</p>	<p>Pupils selected on a rotational basis to attend therapies.</p> <p>Art therapy, massage therapy and horse riding:</p> <p><b>Impact:</b></p> <p>Progress in pupils' behavioural incidents, development in expressive language and communication, also a developing improvement in attitude to learning.</p> <p>Pupils respond well to positive touch and interaction.</p>	<p>Massage: £3,100</p> <p>Music Therapy: £5,000</p>

	therapist Key events off site Horse riding Swimming Art therapy		
Total cost of strategy 1: £ 37,653 Learning outcome: See B squared assessment tracking data.			

Strategy 2: Communication and interaction			
Area of spend	Aim	Impact	Cost
2 Learning mentor TAs (making 1 FT)- I day FT teacher-  Attendance at key conferences for communication teacher.  ICT programmes/ IPad to support communication -  TA overtime to attend workshops 1 per half term.  Staff meeting time to share and collate good practice evidence.	Development of communication/ speaking and listening skills across the school (focus on listening skills).	Mixture of one to one and small group (1:4 interventions) developing skills in speaking/ signing and listening skills.  Social interaction groups held 3 times a week for 30 minutes: developed communication and listening skills.  Funding provided for staff to download apps for I. pads to support interaction and communication.  Deployment of communication champions to support classes with additional resources, weekly signing displays and communication updates. New Autism champion has been employed to support classes with effectively meeting pupils sensory needs.  Pupils signing developed through practise in classes and during short session prior to lunch. New communication panels ordered for whole school communication development. Communication workshops attended by:	<b>£1000: ICT programmes and IPAD.</b>  <b>£500: conferences</b>  <b>£300 TA overtime and workshops.</b>
<b>Total costing of Strategy 2: £1.800</b>			

Strategy 3: Behavioural, Social and Emotional

Area of spend	Aim	Impact	Cost
EWO attendance monitoring.	Develop a clear protocol to raise home/school /parental engagement.  Increase attendance of all pupils.	EWO clinics/ meetings with parents of children who have low attendance have been implemented and professional discussion has been facilitated with the staff.	£1,081
Thrive approach training. Lunch time club.	Implement Thrive program across the school.  Promote the development of appropriate social skills and self-care.	Key staff have been trained in implementation of Thrive, initial baseline assessment of pupils has begun.  Due to lunch time club, less frustration between specific groups of pupils at lunchtimes. Pupils developing social interaction skills.	£ 750.00
Transport for pupils to attend/ return home from school clubs.  Staffing to support pupils during school clubs.  Learning zone mentor 30 minutes a week.	Individualised support for pupils to access after school activities.	Martin will need to complete something? Could ask parents for a feedback in relation to this?	Predicted club costings: £ 4. 953
Total costing of strategy 3: £6,784			

Strategy 4: Sensory and Physical.

Area of spend	Aim	Impact	Cost
<p>Professional development of staff through Richard Hirstwood.</p> <p>Staff meetings to share good practise and develop ideas to support pupils in a more sensory approach.</p>	<p>Raise awareness of sensory integration therapy and impact on learning.</p>	<p>Staff more confident and aware of developing role of sensory approaches to teaching and learning.</p> <p>Recourses purchased and utilised to support pupils further.</p> <p>Pupils able to engage in new apps/ resources purchased.</p> <p>Pupils have developed confidence in using new resources.</p> <p>GGS targets have been developed through the R.H training;</p> <p>Impact is in initial stages.</p> <p>Studio time table has been updated and is used more as an additional tool for learning.</p> <p>New Autism champion has been employed to support classes with effectively meeting pupils sensory needs.</p>	<p>£3,196</p>
<p>Teaching assistant to lead wake and shake 5 days a week</p>	<p>Development of individualised and group sensory integration sessions including;</p> <ul style="list-style-type: none"> <li>• Sensory studio</li> <li>• Brain gym</li> <li>• Coordination groups</li> <li>• Keyboard skills</li> <li>• Fine motor and gross motor skills activities</li> <li>• Daily wake and shake/ Gym sessions</li> </ul>	<p>Daily wake and shake implemented in school hall to support gross motor skills. Pupils enjoy wake and shake with: 55% of the children attending weekly. Pupil's voice provided to engage pupils with the selection of songs and activities provided.</p> <p>Songs updated termly.</p> <p>Fine motor activities are provided in some classes to promote fine motor skills, thus having a positive impact on hand eye coordination and development of fine motor: IE handwriting,</p> <p>Daily Brain gym utilised in some classes</p>	<p>£ 350.00</p>
<p>Total costing of strategy 4: £3,546</p>			

Future intentions for 2016-17 PPG	Projected PPG for year 2016-17 £ 45,000
Strategy 1: Cognition and Learning	<p>1:1 and small group tuition: to increase attainment for pupils: closing the gap. To provide appropriate and targeted support to pupils to ensure that they meet educational and therapy targets set through EHC/ IEP focuses.</p> <p>Guided reading and reading comprehension support delivered through small group or 1:1 approaches over a focused 6-12 week timeframe.</p> <p>Opportunities for pupils in secondary and 6<sup>th</sup> form to complete a greater range of work experience within the community.</p>
Strategy 2: Communication and interaction	<p>Purchase and implementation of time to talk programme: To increase social interaction for primary pupils.</p> <p>Purchase of socially speaking programme and training for staff to implement strategies across KS3/4.</p> <p>Focussed target groupings to support communication methods and develop parental engagement.</p> <p>Oral and signed language development; to promote verbal/ signed explicit discussion in relation to pupils work, progression, next steps and understanding.</p>
Strategy 3: Behavioural, Social and Emotional	<p>Subsidised school trips and visits:</p> <p>To increase participation in school trips, particularly residential experiences in order to improve the social and emotional skills, self-confidence and emotional resilience of individual pupils.</p> <p>Allocation of school uniform packages for pupils:</p> <p>To enable pupils to feel confident in their appearance and support emotional wellbeing.</p> <p>To create a THRIVE room for pupils to access: Purchase of key resources for Thrive room.</p> <p>The aim of the THRIVE Room will offer small group support as well as support on a 1:1 basis to address the personal, social and in particular emotional needs of the children.</p>
Strategy 4: Sensory and Physical.	<p>To offer a range of activities to promote physical development:</p> <p>Continual updating of resources and staff training.</p> <p>Implementation of greater sensory materials for pupils to utilise in the classroom.</p>