

Grants and Additional Funding

How do we spend additional grants and what difference do they make?

Year 7 Catch-Up Funding 2015-16

The Year 7 Catch-up funding grant of £10, 000 was directed to the Numbers Count programme in line with the school's equality objective of closing the gap between achievement in mathematics and English. This sum part-funded the Numbers Count Specialist teacher, with the remainder being funded from the Pupil Premium Grant. Impact is reported below.

Pupil Premium Grant Expenditure for 2015-16

The confirmed PPG allocation for 2015/16 was £62,648 triggered by 73 pupils who have been eligible for free school meals at some point in the previous 6 years.

Income	
Income from Pupil Premium Grant	£62,648
Income carried forward from 2014/15	<u>£8,131</u>
Total Income	<u>£70,779</u>
Expenditure	
Additional speech and language	£21,060
Visible Learning Expenditure	£5,711
Contribution to Numbers Count Teacher Salary Costs	£30,268
Contribution to 1 st Class @Number Teaching Assistant	£3,718
Numbers Count/ 1stClass@Number Training Costs	£2,500
Numbers Count Resources	£370
Total actual expenditure	£63,626
Balance carried forward to 2016/17	£7,153

Funded interventions and programmes:

Additional Speech & Language Therapy

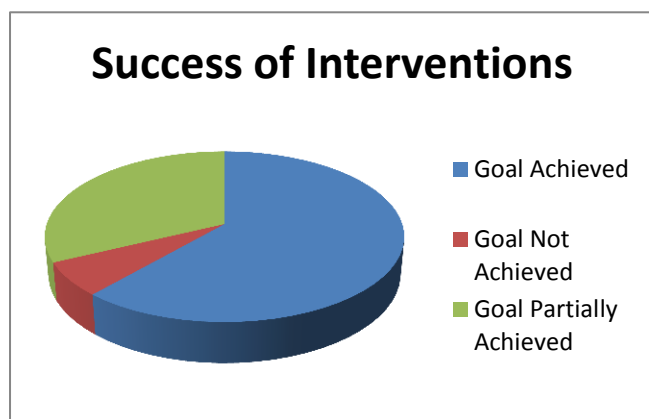
Two additional days of Speech & Language Therapist time (£21,060) to provide specific additional Speech & Language Therapy interventions, groups and training. These programmes are evidence-based and matched to pupil need, including:

- weekly social communication skills class in Year 7

- Additional targeted training for teaching assistants on speech, language and communication needs including supporting a pilot programme to train a Teaching Assistant to carry out specific Speech and Language Programmes.
- input into whole-school training days and residential sessions
- Year 12 transition group to prepare them for leaving and joining a new context
- Carrying out additional assessments to support EHCP process.
- Home visits and individual meetings with parents were arranged throughout the year in response to requests from parents, school staff and external professionals.
- Joint working with parents to create communication profiles and 'Wikipages' for young people with limited insight into their speech, language and communication needs.
- Regular liaison with parents of specific students to feedback about their child's speech and language therapy input and handover strategies to use at home and to integrate parents' priorities into the therapy to create holistic therapy goals.
- Attendance at school 'consultation day' to inform parents of the SALT service offered in Stormont House School and were available for parents to informally discuss any concerns about their child's speech, language and communication.
- Staff liaison including modelling effective communication strategies in class ; drop in sessions and promoting transference of strategies into wider school life.
- Liaising with SEN Lead to jointly identify students who would benefit from SALT input/intervention.
- Attending Multidisciplinary Team (MDT) meetings to feedback about recent work completed with specific students; and work in collaboration with school staff and external professionals to discuss high need children.
- Participating in working group with SEN Lead, Educational Psychologist, Year 9 class teacher and Deputy Head Teacher to effectively obtain, incorporate and use pupil voice during the Education and Health Care Plan transfer process.

Current Caseload Size (July 2016): 111

Number of EHCP transfers written/completed: 55 in total



	Number of Interventions	Percentage
Goal Achieved	67	61.47
Goal Not Achieved	7	6.42
Goal Partially Achieved	35	32.11

Evaluation and next steps:

The success rate of interventions (partially and fully met) was 68% The SALT team identify the reasons for this lower success rate (from 2014/15 97%) include:

- reduced time for direct work due to high number of complex children on the caseload
- Reduced number of interventions delivered due to the high number of individual assessments required for EHCP transfers.
- Limited opportunity for students to generalise skills into wide context.

2016-17

Additional funding of Speech and Language Therapy has been commissioned to increase capacity from 5 days (3 core and 2 additional days) to 6 days to respond to additional individual assessments required for EHCP transfers and support further universal work including School Communication Audit and SALT Teaching Assistant.

Maths Interventions: Numbers Count and 1stClass@Number

The Pupil Premium Grant contributed to continued employment of and training for a part-time 'Numbers Count' teacher. The full cost of this was £30,268, of which £10,000 will be met from the Year 7 Catch-Up Grant. Numbers Count is an evidenced-based maths intervention programme designed to diagnose individual barriers to progress in maths prior to an intervention lasting approximately one term. The pupils targeted by Numbers Count are not secure in their mathematical understanding and application at Level 1 of the National Curriculum. The intervention is intense, four times weekly wherever possible. The intervention is usually targeted at primary age children, and we are breaking relatively new ground in using this at secondary level.

	Number of pupils	Entry Average	Exit Average	Gain Average	Programme length (months)
Age (months)	14	148.8	151.9	3.1	3.1
Number Age(months)	14	65.9	76.9	11.1	3.1
Standard Score	5	62.4	68.4	6.0	

Age - A pupil's chronological age at the time of their entry and exit tests.

Number Age - A Number Age is the average age of pupils across the country who achieved the same test score as the pupil.

Standard Score - A Standard Score compares a pupil's test score with those of other pupils of the same age across the country. A Standard Score close to 100 is average' and 84% of all pupils have a Standard Score of at least 85

PP G Entitlement	Number	Age (months)	Programme length (months)	Entry	Exit	Gain	Attitude improved
Yes	11	147.8	3.1	66.8	78.7	11.9	8/10
No	3	152.3	3.2	62.3	70.3	8.0	3/3

Summary

- In an average of 3.1 months students Number Age increased by an average of 11.1 months.
- Number age as a percentage of chronological age rose from 44% to 51% (2014/15 44% - 47%)
- This is an intensive and expensive intervention; approximately £2000 per beneficiary in a typical year of 12/13 students

Evaluation and Next Steps

- Gains continue to show acceleration year on year including PPG students showing greater gains in comparison to non PPG students.
- Continue with the programme into 2016/17, and consider whether it can be extended to paired working for some students to reduce cost per student.

First Class @Number

1stClass@Number is an innovative small group intervention delivered by a specially trained teaching assistant to children who need further support with the Year 1 or Year 2 mathematics curriculum.

1stClass@Number comes ready-made with detailed session guidance and extensive resources. A specially trained teaching assistant delivers 24-30 half-hour sessions to a group of up to four children. The lessons focus on number and calculation, developing children's mathematical understanding, communication and reasoning skills. A Post Office theme runs throughout, engaging children in real life contexts that are both stimulating and fun. Each topic starts with a simple assessment that helps the teaching assistant to tailor sessions to the children's needs.

	Number of pupils	Average Age (months)	Entry Average (months)	Exit Average (months)	Gain Average (months)	Programme length (months)
Stormont	7	150	81.4	87.4	6	4.7
Mean Benchmarks for all schools	9.9	87.2	75.2	88.1	13	3.8

PP G Entitlement	Number	Age (months)	Programme length (months)	Entry	Exit	Gain
Yes	6	148.2	4.7	83.7	88.5	4.8
No	1	161.0	5.0	68.0	81.0	13.0

Evaluation and Next Steps for 2016-17

- Further development of links with subject teachers and training in Maths department to ensure consolidation of learning and sharing of good practice.
- Develop links with parents to support consolidation at home
- Further analysis of individuals and groups over time.
- Support training for Teaching Assistant

Visible Learning (funded from 2014-15 grant for implementation from October 2015)

Visible Learning is based on the research-based approaches to teaching and learning analysed by John Hattie's Visible Learning foundation. The work has become renowned across the world in educational circles but had only recently been translated into a programme that works with schools to develop ways to improve teaching, learning and assessment in measurable ways. This programme is a unique joint venture with Clapton Girls' Academy and Sir Thomas Abney Primary School, as part of the Hackney Teaching Schools' Alliance.

Originally 3 schools and almost 150 teachers were involved (1 special, 1 primary, 1 secondary) Stormont House, Sir Thomas Abney and Clapton Girls Academy. Seven days of training for every teacher 2015-17 as well as additional training for a number of 'impact coaches' and senior leaders and data teams.

In summer 2015 a scoping day was held with Senior Leadership team to identify needs and strengths of each school and a programme to meet these needs and to give a broad baseline against which the effectiveness of the Program can be measured. A joint 'launch day' was held with the three schools. Visible Learning into Action for Teachers (VLAT) Day 1 was held on 4 December 2015 using the concept of 'teacher as evaluator', teachers will analyse the types of evidence that can be used to understand the needs of our students and plan which evidence will be used to carry out a Visible Learning Impact Cycle, focusing on the extent to which your learners are 'assessment-capable' and the impact teachers are having on their learning.

Visible Learning into Action for Teachers Day 2 was held on 11 April 2016 utilising data from their Visual Learning Impact Cycle to discuss the impact so far on student learning and achievement.

Evaluation and Next Steps 2016-17

Nineteen teachers from Stormont House School took part in the first impact cycle identifying key questions and carrying out action research into how our students are assessment capable learners. With the impact coaches coming on board and the formation of Impact groups all teachers have begun Impact Cycle 2.

Although paid for from the 2014-15 PPG allocation, the programme will run from October 2015 for the subsequent 2 years. Therefore additional costs of £5711 in 2015-16 including providing supply cover for the training of 'Impact Coaches', and planning/ delivery and evaluation. It is expected that a similar amount will allocated for 2016/17.