

**Stormont House School**  
**Year 7 Catch Up and Pupil Premium Grant**  
**Impact Report Academic Year 2017/18**

Summary of information 2017/18	
<b>Total number of pupils on roll (Aged 11-16)</b>	104
<b>Total number of pupils eligible for pupil premium funding</b>	72
<b>Total number of pupils eligible for year 7 Catch-Up Grant</b>	23

<b>Monies carried forward 2016/17</b>	£3 081
<b>Pupil Premium Grant 2017/18</b>	£67 320
<b>Total Pupil Premium Grant 2017/18</b>	<b>£70</b>
	<b>401</b>
<b>Year 7 Catch Up Grant</b>	£11 500
<b>Total income</b>	<b>£81 901</b>

Narrowing the Gap			
<b>I.</b>	Embed maths intervention that diagnoses and addresses fundamental maths misconceptions		
<b>II.</b>	Implementing long term professional development aimed at using research/evidence informed approaches to inform teaching and learning and secure maximum progress for students.		
<b>III.</b>	Enhanced support for increased complexity of Speech, Language and Communication Needs (SLCN)		
<b>IV.</b>	Developing a bespoke data base to track small steps of progress from their starting point.		
<b>Outcome 1:</b> Fundamental misconceptions in maths are addressed to enable accelerated progress			
Action	Success Criteria	Impact	Cost
Teacher employed to deliver Maths intervention (Numbers Count )	All targeted students make sustained accelerated progress	Thirteen students participated in the intervention across KS3 . The intervention was delivered over 3 months with students on average making a gain of 8.7 months in number age over the duration of the intervention; almost triple the expected rate of progress. This is consistent with the previous 2 years, indicating a highly effective intervention.	£29 710
Specialist Teaching Assistant (0.2) trained to deliver Maths group intervention (First Class @Number)	All targeted students make sustained accelerated progress	Overall thirteen students participated in the intervention which is delivered over a 3 month period. On average students made gains of 11.4 months; approximately 3½ times the expected progress. This again indicates a highly effective intervention.	£ 5 115
<b>Outcome 2:</b> All staff use research/evidence informed approaches to strengthen core teaching and learning processes so that maximum progress is secured for all groups of students			
Action	Success Criteria	Impact	Cost
Train all teachers in evidence-based approaches to raising pupil achievement ( <a href="#">Visible Learning - John Hattie</a> )	SHS develops teaching, learning and assessment structure that raises achievement for all students.	The focus for professional development in Teaching and Learning has been on developing the consistent use of SOLO Taxonomy by teachers ( <a href="#">Visible Learning at Stormont House School</a> ). Ofsted evaluated the impact of this strategy as follows: <i>Leaders are fully committed to improving teaching and learning using research evidence about what is proven to work in schools. This training has a very positive impact on the quality of teaching across the school, which is excellent.</i> (Refer <a href="#">Ofsted Report July 2018</a> )	£ 3078

		This validates the school's evaluation is that it a highly effective intervention.	
<b>Outcome 3: Improve skills for students with complex Speech, Language and Communication Needs (SLCN)</b>			
<b>Action</b>	<b>Success Criteria</b>	<b>Impact</b>	<b>Cost</b>
Specialist Teaching Assistant (0.5) deliver group interventions for targeted pupils under the guidance from NHS Speech & Language Therapy Team	An increased number of successful interventions to meet speech, language and communication needs	The SaLT Teaching Assistant worked with 15 students each half term that increased the evidence based targeted group intervention available to students. This has enabled therapists' time to provide specialist intervention to a greater number of students. (Refer SaLT Annual report 2017.18 for greater detail.)	£14552
Commission three days (in addition to 3 core days) of Speech and Language therapist time	Revised EHCPs include updated assessments and strategies  Universal SLCN provision is improved by therapists training staff, working alongside and modelling good practice.	The Speech & Language Therapy (SaLT) caseload consisted of 117 students supported by a total of 144 completed intervention packages. PPG provided the resources for over half of these interventions to take place, 98% of whose intended outcomes were fully or partially achieved.  This year a greater focus was placed on universal work, with therapists working with staff in the classroom, delivering CPD and developing targeted resources to enable greater student voice. Staff and student satisfaction was high.  Continued emphasis on ensuring students received high quality reports to Annual Reviews.(refer to SaLT Annual Report 2017.18)	£32 589
<b>Outcome 4: To have a school wide student assessment system that has the ability to assess and track small steps or 'flightpath' of progress.</b>			
<b>Action</b>	<b>Success Criteria</b>	<b>Impact</b>	<b>Cost</b>
Develop the use of Pupil Asset for all subjects, tailoring it to reflect our context including our ambitious flightpaths for student progress	All subject areas will have the capacity to efficiently track, analyse and evaluate both summative and formative assessments	Key Stage 3 assessment frameworks are now being used by teachers in Pupil Asset for all subjects except the few where there has been a subject leader vacancy. PPG supported the initial set up and training costs for this initiative, which will continue to be monitored and evaluated under SDP 2.2 'Using Data Meaningfully'	£ 0 (purchased 2016/17)
<b>Total Planned Expenditure</b>			<b>£84 985</b>
		<b>Actual</b>	<b>£79 929</b>
		<b>Balance to carry forward</b>	<b>£5056</b>