

## Pupil Premium Impact Report May 2018

There are currently 19 pupils receiving Pupil Premium. Individual impact reports have been written for those pupils. The following outlines the impact of the interventions selected.

### Impact of Pupil Premium spending

Intervention	Number of Pupils	Impact
AfA Parent meetings for IEPs	All	Almost all parents had met with or been in contact with teachers to review IEPs and set new targets. In most cases this was through a face-to-face meeting or a phone conversation but in some instances was part of EHCP, LAC or PEP reviews. Teachers identified consistency of approach and support on learning targets at home and school to reinforce skills and learning as the impact of the meeting, e.g. 'High level of communication with parents has enabled very specific and effective use of IEP targets.' Or 'rewritten EHCP around current situation to ensure targets are relevant. Working together on consistent targets - school and home setting – focus on transitions and levels of anxiety.'
Mental health support	11	For the 3 pupils who were part of the pilot group with A Denman from Bracken Hill School, teachers reported that they could see evidence of strategies working for 2 of the pupils e.g. 'through accessing his happiness box, L is able to access group sessions more frequently' or 'T has shown he is able to take himself away from a situation when feeling upset and self-regulate his behaviour'. The other pupil was absent for the spring term and so the impact of intervention has not yet been seen. Teachers recorded the impact of mental health training as, for example, 'greater staff awareness of mental health issues and how to support' or 'staff training around emotional and mental health has supported them to better understand his needs and triggers'
OT sensory processing	9	This intervention has been closely linked to the mental health support and, for many of the pupils involved, has focused on emotional regulation. Impact reports include, 'Sensory input has provided a range of strategies to support M to self-regulate' or 'When J is able to regulate himself, he can access higher levels of learning' or 'S has been using her communication book to talk about how she is feeling and why. She is able to reason with familiar staff when upset or anxious and is showing greater confidence when approached by new people.'
Catch up/switch on	7	There has been some delay in the Switch On groups starting and so impact of this cannot be measured until next half term.

		The Catch Up maths has been taking place in one class in particular and impact statements include 'S shows interest in using number to support her everyday activities and has asked for a number board to be added to her communication book. This has also supported her independence in using money, S recognises all coins and their values' or 'Through a focus on number each day O has shown he knows numbers to 20 and can use numbers to 10 to solve simple maths problems (addition and subtraction). He can do this independently and retains the skill after a short break.'
Residential activities	4	Residentials have not yet taken place so impact cannot be measured for this
Music sessions	3	High levels of absence resulted in 2 of the pupils missing many of the sessions. Impact for the other pupil includes, 'H has enjoyed music sessions as he is very driven and motivated by music and will use his voice to join in and interact'
Physiotherapy/hydrotherapy support	3	Although the statements point to the benefits of the physiotherapy input, the hydrotherapy pool has frequently been closed so the sessions have not been as frequent as planned.
Individual equipment activities	1	One pupil has been having weekly drumming sessions to enable pupil to engage with a wider range of school activities.

### Main Points

- Teachers felt that the AfA meeting with parents to plan the IEPs had been beneficial in promoting a consistent approach, to identify priority-learning areas and to work on the EHCP outcomes.
- Teachers were already seeing an impact on emotional regulation through the focus on mental health and sensory processing.
- Impact in other areas was either more variable or could not yet be measured due to the intervention not having run for long enough or not yet taken place.
- Most impact forms stated that the interventions were working and should continue.
- Where pupils are not making progress with the interventions that are in place, it is important that more individualised interventions are considered.

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