



Detail of Pupil Premium 2018-2019

This document outlines the school's priority areas for the use of Pupil Premium. In addition to the main priority areas, there will be funds remaining for individual priorities.

The Pupil Premium allocation for the year is **£24,255**

Achievement for All(2nd year of project)

To effectively measure and analyse pupil progress through:

- holding Grade 5 Teaching Assistants to account for the monitoring and evaluation of the effectiveness of Support Staff and ensure that there is a sharper focus on the teaching and learning process by all*
- delivering literacy and numeracy interventions and assessing impact on learning*
- developing the new extended leadership role around supporting pupils' behaviour, attendance and wellbeing towards embedding a coherent, whole school strategy towards mental health and wellbeing*

PP funding for AfA £4,150, cover for meetings and TA appraisal £3,000

PUPIL IMPACT – *Focused reading, writing and maths interventions leading to better outcomes for subject specific learners, focused time and groups on communication- leading to better communication outcomes.*

All staff to understand the focus of the project. Main areas:

- Lead teachers for subject specific learners to meet with Sue Garland-Grimes (achievement coach) to reflect on the trial of switch on reading and catch up numeracy and the impact it has had so far.
- Dedicated time for numeracy and literacy as a whole school strategy, grouping pupils according to their subject specific levels. This will include the Catch Up and Switch On strategies for subject specific learners as well as focusing time on communication priorities for pre-formal and semi-formal learners.
- Action plan for developing the role of TAs and their impact on learning and also having a clear understanding of job role. This will be done through coaching approaches, observations, peer mentoring and the professional review system for TAs.

Success Criteria

Pupils' progress and attainment in literacy, maths, communication and IEP targets

More focused teaching of maths, reading and writing

Increase in pupil engagement

Support staff accurately identifying and capturing attainment and progress leading to more focused teaching

To support pupils' mental health and wellbeing through the training and employment of an Emotional Literacy Support Assistant (ELSA), whole staff INSET, other identified training and cover, resources

PP funding £5,500 – (£1,500 for ELSA training, cover and to implement, whole staff INSET training on trauma and mental health issues for early learners £1,200, additional courses and staff training and cover for course and to implement £1,200 and resources £600)

PUPIL IMPACT – *Greater staff awareness of mental health issues including trauma and attachment, how these might present and how to support, leading to more focused intervention, lower levels of anxiety, greater engagement and participation and self-regulation strategies in place.*

Staff training:

- ELSA training and support in school to work with identified pupils and groups and to give pupils a named contact for support. This will include cover to be able to attend training and to work within school over the year.
- Trauma and attachment – training from specialist psychologist as part of whole staff INSET
- Identifying mental health issues for very early learners – training from specialist as part of whole staff INSET
- Attachment sensory integration – 2 members of staff
- Lego therapy – 2 members of staff
- Sensory and emotional regulation and impact on mental health

Link with Nicola Macukewicz (sensory OT) to support pupils' mental health through:

- Self-regulation and maintaining a stable emotional state.
- Identifying and supporting sensory processing difficulties.
- Enhancing engagement with people, educational tasks and everyday activities.

For all the above training, trained staff will:

- Trial strategies and activities with child/group/class
- Liaise with staff to demonstrate activities and strategies
- Provide documentation of recommended activities and strategies

Resources

School is building up a library of resources including reference books for staff, books to use with pupils, sensory resources e.g. fiddle toys

Success Criteria

Pupils' increased understanding of their emotions

Fewer incidents of challenging behaviour

Pupils are developing strategies to support their anxiety (IEP data)

Pupil progress and attainment

Pupils' increased engagement in classroom activities

Residential Visits –Pupils access ‘real life’ experiences outside school, targeted pupils spending 1 or 2 nights away from home in a new environment, accessing new activities, interacting with the wider community.

PP funding £1,500

PUPIL IMPACT - Raised self-esteem and confidence to learn and achieve, improved independence and life skills, improved ability to interact and engage with others in new social / community situations.

Residential Visits

Wingate and Lea Green

To provide the opportunity to attend a residential visit to Wingate and Lea Green activity centres.

To develop physical, independence and social skills in a new setting that is not at home or school

To take part in new, unfamiliar activities including outdoor and adventurous activities, visits to local places of interest e.g. zoo.

To develop confidence and self-help skills

The group will share a diary with parents

The experience is offered to pupils at the end of key stage or leavers.

Success Criteria

For pupils:

- to have enjoyed their experience
- to take part in new activities
- to have slept away from home in unfamiliar surroundings
- to experience new foods and new routines

LAC coordinator training and cover–In depth analysis of LAC and Pupil Premium through a study of potential barriers including attendance, health and wellbeing and trauma and attachment

PP funding £1,500

PUPIL IMPACT –IEPs and pupil premium funding are closely linked to ensure that individual barriers are addressed

Further embed pupil premium and other additional funding into pupils’ IEPs so that there is greater precision in how the impact is measured

Wider staff knowledge of LAC and processes

Designated Teacher training

A focused assignment, working with staff to identify barriers to learning and to ensure that pupil premium funding is explicitly linked to addressing these barriers within IEP priorities, PEPs and EHCP outcomes.

Success Criteria

Pupil Premium funding is targeted on EHCP outcomes and IEP targets ensuring that individual priorities are worked on

Through targeted interventions, barriers to learning are reduced, pupils are more engaged in their learning

Potential Barriers

In addition to the barriers that all of our pupils have due to their special educational needs and disabilities, school recognises that there may be additional barriers for pupils in receipt of pupil premium. These barriers may include access to community and cultural experiences. By supporting community and cultural activities such as residential visits, including visits to museums and the zoo, community visits and holiday club activities we build up pupils' cultural capital.

Additional Interventions

Interventions such as Achievement for All will include all our pupils, but others will be more focused to groups and individuals. Where the interventions are not suited to the needs of the pupil or there is an additional identified need for the pupil, the class teacher will make a funding request to the co-ordinator, Sandra Gell, on a pupil premium funding request form.

There is £8,605 left after funding for the above interventions. This will be focused on individual priorities which include:

- iPad
- Speech and language therapy support
- Snap and Core communication software and training
- Individual and small group music tuition and staff training
- Play therapy
- Sensory resources
- Physical activity sessions and resources
- Access to holiday clubs (transport)
- Access to community facilities and activities
- Theatre follow up resources

Impact statements for all pupils entitled to pupil premium are written twice a year as part of pupil progress meetings.