

## Pupil Premium Impact Report February 2019

There are currently 20 pupils receiving Pupil Premium. Individual impact is recorded throughout the year and will be reported on in July. The following outlines the current impact of the interventions selected.

### Impact of Pupil Premium spending

Intervention	Number of Pupils	Impact
AFA: IEP Process  AFA: TA Support	All	The majority of parents have taken part in a discussion during the IEP process either face to face or by telephone. This has been to ensure a parental understanding of the targets and how they can be supported at home. Parents are positive about their involvement in the IEP process which can be seen through responses to a home survey. The SLT have evaluated the process of TA Professional Review to develop the quality of teaching and learning support. This has resulted in a greater understanding of school priorities and job role, an improved self-awareness of training needs and responsibilities that have greater clarity and focus on pupil outcomes.
Mental health support	11	One member of staff has had ELSA training which is now being cascaded across school. Target pupils have been identified with the ELSA trained staff working closely with teachers to support interventions. This has started this term.
OT sensory processing	9	The OT intervention has continued to support Emotional Regulation of key pupils and supporting them to both understand and manage their own feelings in an appropriate manner. The OT reports good involvement for pupils with one pupil making good progress talking about their own emotions and becoming more involved in sessions. Teachers have noticed an improved ability in some children to regulate their feelings and manage their behaviour, communicating how they are feeling.
Catch up/switch on	9	Catch-up Maths is taking place in 3 classes and is being implemented through individual activities. All pupils have been assessed and levelled giving them clear targets to work towards. In the first term there has been noted progress for the majority of pupils. This can be seen through the assessment in the individual Catch-up files. Switch on Reading has been implemented in 2 classes which now have regular sessions happening twice a week. All pupils have been given a reading bag containing a reading book at the appropriate level and a book of their choice to support reading for pleasure. Classes report that pupils are keen to read and share their progress at school and home. A diary is kept for each pupil which tracks their reading.
Residential activities	4	Residential breaks are planned for the summer term with one group going to Wingate and the other to Lea Green. They will be taking part in range of activities as well as spending a number of nights away from home.
Individual equipment activities	7	1 pupil has a weekly 1:1 basketball session to support regulation and behaviour. The pupil enjoys the sessions and has improved both turn taking and following instructions. They also have a weighted blanket which has helped them sit for longer periods of time in class sessions. 1 pupil has resources to support their sensory regulation including

		<p>fine motor activities. Staff have noticed improved control when mark making and they have begun to hold a pencil in the early stages of a tripod grip. Use of a peanut roll has also supported this pupil to weight bear with flat hands, something they were unable to do before.</p> <p>1 pupil has a chalk board which has encouraged mark making in class. Through the use of this they have been able to look at phonemes, leading to an interest in spelling parts of their name and matching letters.</p> <p>1 pupil has a weekly 1:1 drumming lesson and comes into school early to practice before the teacher arrives. They are more confident in expressing their wishes and have volunteered to play the drums in a school performance.</p> <p>1 pupil has sensory activities and an iPad to support their behaviour. Through the strategic use of these, inclusion in the classroom has improved and behaviours have decreased. This has also enabled him to further access the community.</p> <p>1 pupil is using a trampette to help regulate their behaviour. They enjoy this both as a motivator and during free time. The teacher reports this is helping to keep them calmer and access the classroom for longer periods of time.</p> <p>1 pupil has increased communication through the use of communication software. They have used 'more and stop' effectively during activities.</p>
Additional staffing to support offsite activities	1	One pupil has received additional staffing to support them accessing the community and taking part in offsite activities. This has enabled them to access the wider community alongside their peers.
Staff Training	All	One member of staff has taken over the role of designated teacher for LAC and pupil premium. They have completed the training for the Designated Teacher role. As part of their NPQSL they have begun to analyse current pupil premium spending and how this is linked to IEP's. This has a focus on ensuring that interventions are clearly identified for those pupils and outcomes are good for all. All staff had a mornings training with a clinical psychologist to promote the understanding of trauma and attachment disorder. This was received well by staff and has given them a deeper understanding of how their responses to behaviour can further support the well-being of all pupils.

### Main Points

- IEP meetings have continued to be successful and the majority of parents are engaging in discussion with the teachers around targets and outcomes.
- Teachers have seen positive impact on emotional regulation through the focus on mental health and sensory processing.
- Teaching staff have a greater awareness of mental health and well-being through whole school training and individual interventions.
- Impact in other areas was either more variable or could not yet be accurately measured due to the intervention not having run for long enough. This will be more measurable at the end of the Summer Term.
- Most impact forms stated that the interventions were working and should continue.
- The individualised interventions and equipment for pupils is working well. By ensuring they are linked to the individual needs of each pupil we are seeing good progress.