

PUPIL PREMIUM GRANT REPORT TO GOVERNORS

END OF ACADEMIC YEAR 2017-18

| | | | | | |
|---------------------------|----------------|-------------------------------------|---------|---|-----------|
| School | Marjory Kinnon | | | Type of SEN | MLD |
| Academic Year | 2017-18 | Total PP budget | £88,330 | Date of most recent PP Review | Sept 2018 |
| Total No of Pupils | 185 | No of pupils eligible for PP | 60 | Date for next internal review of this strategy | Sept 2019 |

Principles

All members of staff and Governors have a responsibility for ensuring the highest levels of progress for all pupils in the school. In addition, we are committed to ensuring that we meet the pastoral, social and academic need of pupils whose 'social disadvantage' may prevent them from developing to their full potential.

Background

The pupil premium grant (PPG) is an annual grant to the school which is to be used to target additional money at pupils from disadvantaged backgrounds. The indicators that a payment should be made to the school are that pupils are eligible for Free School Meals (FSM) and/or are Looked After Children (LAC). This money is paid to the school to ensure we put in place strategies to support these pupils to increase their attainment, and 'narrow the gap' between pupils who receive FSM and/or are LAC and those who do/are not.

Barriers to Learning

Barriers to learning include a significant degree of deprivation including high levels of Free School Meals; a complex range of needs in addition to MLD; and achievement is significantly lower than typical age range and global learning difficulties are compounded by social, physical, emotional and communication delays and disorders.

Range of Provision

In order to meet the above requirements, we will ensure that provision is made to secure the appropriate teaching and learning opportunities to meet the needs of all pupils, as well as remove social and emotional barriers to learning. Our priority will be to focus targeted support for pupils who are not on track to achieve individual targets set for them.

As part of the provision for pupils who belong to vulnerable groups (which will include socially disadvantaged children), the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings, and planned and recorded intervention strategies.

In making provision for socially disadvantaged pupils, the Governors recognise that not all pupils who receive free school meals will be socially disadvantaged, and not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors and the Headteacher reserve the right to allocate pupil premium funding to support any pupil, or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.

The range of provision is as follows:

- Providing targeted literacy and numeracy intervention.
- Providing targeted in class TA support.
- SCERTS programmes and facilitating parent social networking for ASD parents.
- Thrive SEMH programmes.
- Counselling/Play therapy.
- After school Secondary clubs (Art, Keep fit, Science, Football skills).
- Support for pupils transitioning at the end of KS4.
- Sensory gym/reflections curriculum.
- Horse-riding.
- Parent workshops in SRE, SCERTS, toileting, supporting reading, Cygnet workshops for ASD parents.
- TA support for PE, lunchtime, break-time and after school physical activities.

Costs

The cost of delivering the full range of provision to all of our pupils was £150,201. The pupil premium grant for 2017-18 was £88,330. The school extends the provision to non PPG/LAC pupils according to need which is funded from school budgets. The cost of the additional provision, funded from school budgets, was £61,871.

Reporting & Accountability

It will be the responsibility of the Class Teachers to report on pupil progress and the impact of targeted interventions on pupil progress to their line manager in Pupil Progress Review Meetings termly.

The Behaviour Support Manager will produce data on behaviour incidents and trends.

The Data Manager will produce data on pupil progress and interventions for the Senior Leadership Team who will use this to report to the Headteacher and Governors on:

- The progress made by PPG pupils and non PPG pupils
- The provision made in the key stage during the term for all pupils identified as being vulnerable

The Full Governing Body will monitor the use of the PPG.

Success Criteria

This year the school will evaluate the impact of PPG spending by comparing the following for PPG pupils and non PPG pupils:-

1. Maintaining no gap between PPG and non PPG pupils' progress
2. Level of persistent pupil absence
3. Level of behaviour incidents for individual pupils

| | | Desired Outcomes | How will this be monitored and reviewed? | Cost per pupil | No. of pupils | Budgeted cost |
|----------------------------------|------------------------------|--|--|-----------------------|----------------------|----------------------|
| Academic Interventions | Personalised timetable | Allow pupils to access learning that they would not otherwise have, due to their challenging behaviour and high level of risk to peers | Tracking of progress in all areas. Behaviour slips. | £4,212.00 | 2 | £8,424.00 |
| | TA class based interventions | Designed to accelerate progress in a particular curriculum area through targeted TA intervention | Tracking of progress in specified area. SMART targets review. Behaviour slips. | £682.00 | 48 | £32,736.00 |
| | Targeted learning support | 1:1 targeted support for literacy and numeracy. Year 11 pupils to achieve a GCSE in Maths. Pupils to gain a full range of entry level accreditation. | Outcome of Year 11 examinations. | £1,040.00 | 7 | £7,280.00 |
| | Subtotal | | | | | £48,440.00 |
| Therapeutic Interventions | Counselling and Play Therapy | Therapeutic intervention supports pupils' SED development and self-esteem | | £1,179.00 | 12 | £14,148.00 |
| | Thrive | Therapeutic intervention supports pupils' SED development and self-esteem | Tracking of pupils' progress in all areas. Monitoring of behaviour slips. Thrive tracking. | £711.00 | 55 | £39,105.00 |
| | Subtotal | | | | | £53,253.00 |
| ASD Interventions | SCERTS | Programme targeted at ASD specific self-directed behaviour | Tracking of individual SCERTS targets. | £1,283.00 | 34 | £43,622.00 |
| | ASD sensory/gym/Reflections | Provides physical and sensory integration activities in a safe environment for EY and KS1 pupils | | £32.00 | 24 | £768.00 |
| | Educational visits | Social skills support | | £24.00 | 99 | £2,376.00 |
| | subtotal | | | | | £46,766.00 |
| Motor Skills | PE TA | To support development of self-esteem and gross motor skills | Tracking of individual SCERTS targets. | £134.00 | 13 | £1,742.00 |
| | subtotal | | | | | £1,742.00 |
| Total | | | | Expenditure | | £150,201.00 |
| | | | | Income | | £88,330.00 |

Academic Interventions- Impact

TA Class Based Intervention

Pupil premium pupils are exceeding their targets in all areas, this is due to highly successful interventions which have removed barriers to learning and accelerated progress. (data report 2017-18)

In KS1 a higher proportion of pupil premium are exceeding their targets compared to non-pupil premium in reading and number.

Targeted Learning Support

1 LAC pupil in KS2 met all his targets. 1 LAC pupil in KS2 exceeded all his targets in English, Maths and PSD.

2 LAC pupils in KS4 achieved 100% of their predicted accreditation targets. 1 of these gained a GCSE in Science and an Entry Level 3 in English.

Therapeutic Interventions- Impact

Counselling / Play Therapy

Pupils who received counselling and play therapy were more able to self-regulate and access learning in lessons. This is shown in the pupil progress data where individual pupils including LAC pupils all achieved accreditation and exceeded targets in all areas. BoxHall tracking for Play Therapy shows significant improvements in social skills and self-esteem for all the pupils involved.

Parents of pupils who had counselling in KS4 reported how much it helped them support their pupils with issues linked to puberty, transition and exam preparation.

Thrive

Pupils assessed using the Thrive tool have impact graphs that show progress through 2/3 strands within the emotional development spectrum. This significantly impacted on behavioural issues and can be tracked for individual pupils using the behaviour data. Case studies have been written for individual pupils including pupils with low attendance and a LAC pupil who achieved a Science GCSE despite high levels of exam anxiety.

Behaviour Analysis

Individual PPG and LAC pupils were impacted significantly with all pupils that were targeted with Thrive interventions showing a drop in behavioural incidents by 50% and over. (Individual Case Studies)

Physical / Motor Skills- Impact

SCERTS

Programmes targeted at ASD specific self-directed behaviour.

1 Year 8 pupil who was a non- attender for half the academic year was integrated back into school by the SCERTS practitioner and attended school from March 2018 into September 2018 (year 9) impacting on persistent absenteeism.

ASD Sensory / Gym / Reflections/Horse-riding

Provides physical and sensory integration activities in a safe environment for EY and KS1 pupils.

Educational Visits

Educational are designed to support ASD pupils learn to cope in the community. They support parents who find it difficult to take their children out and about even to places like the local supermarket. Pupils have social and behavioural targets in their EHCPs

Physical / Motor Skills- Impact

PE TA

To support development of self-esteem and gross motor skills and deliver physio and OT targets.

OT and Physio provision is very limited and barely provides for the targets covered in EHCPs. Therefore, the school uses the PE staff to deliver 1:1 physio/OT programmes designed by the OT and Physio. Parents report huge improvements in mobility and gross and fine motor skills because pupils are having weekly 1:1 interventions where their programmes are being delivered.

PUPIL PREMIUM PLANNED EXPENDITURE 2018/19
PPG FUNDING 2018-19 IS £99,275

| | | Desired Outcomes | How will this be monitored and reviewed? | Budgeted Cost |
|----------------------------------|--|--|--|----------------------|
| Academic Interventions | Personalised timetable | Allow pupils to access learning that they would not otherwise have, due to their challenging behaviour and high level of risk to peers. | Tracking of progress in all areas by SLT and Governors. Behaviour slips. | £4,500 |
| | TA class based interventions | Designed to accelerate progress in a particular curriculum area through targeted TA intervention. | Tracking of progress in specified area. SMART targets review. Behaviour slips. | £53,196 |
| | Targeted learning support for LAC pupils | 1:1 targeted support for literacy and numeracy. Year 11 pupils to achieve a GCSE In Maths. Pupils to gain a full range of entry level accreditation. | Outcome of Year 11 examinations. | £2,080 |
| | Subtotal | | | £59,776 |
| Therapeutic Interventions | Counselling and Play Therapy | Therapeutic intervention supports pupils' SED development and self-esteem. | BoxHall assessments for play therapy. Annual counselling impact report. Governor Learning Walks | £19,913 |
| | Thrive | Therapeutic intervention supports pupils' SED development and self-esteem. | Tracking of pupils' progress in all areas. Monitoring of behaviour slips. Thrive tracking. Governor Learning Walks | £25,142 |
| | Outdoor Learning | Therapeutic intervention supports pupils' SED development and self-esteem. | Tracking of pupils' progress in all areas. Monitoring of behaviour slips | £8,637 |
| | Subtotal | | | £53,692 |
| ASD Interventions | SCERTS | Programme targeted at ASD specific self-directed behaviour. | Tracking of individual SCERTS targets. | £8,636 |
| | ASD sensory equipment & resources | Provides physical and sensory integration activities in a safe environment for EY and KS1 pupils. | SCERTS practitioner case studies and impact statements. | £3,900 |
| | Educational visits | Social skills support. | SMSC grids assessment of impact. | £560 |
| | Subtotal | | | £13,096 |
| Motor Skills | PE TA | To support development of self-esteem and gross motor skills. | Tracking of individual SCERTS targets. | £1,072 |
| | Subtotal | | | £1,072 |
| Other | School uniform | To support families who are financially disadvantaged and struggle to afford uniform and boost pupils' self-esteem. | Pupil voice and parent feedback. | £400 |
| | Travel Skills | To support pupils' safety and enable them to travel independently. | Pupil voice and parent/travel trainers' feedback. | £1,000 |
| | Breakfast club | To remove barriers for learning due to pupils being hungry on arrival at school and unable to focus on work. | Pupil progress, observations of lessons by SLT will show that targeted pupils are engaged. | £1,638 |
| | Subtotal | | | £3,038 |
| Total | | | Expenditure | £130,674 |
| | | | Pupil Premium Grant Income | £99,275 |

The budget expenditure is greater than the Pupil Premium Grant income, as it includes salaries for therapists who support PPG and Non PPG pupils.