

## PUPIL PREMIUM GRANT STRATEGY – A REPORT TO GOVERNORS

<b>School</b>	Marjory Kinnon		<b>Type of SEN</b>	Complex/ASD	
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£88, 330	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total Number of Pupils</b>	185	<b>Number of pupils eligible for PP</b>	60	<b>Date for next internal review of this strategy</b>	Sept 2018

### 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 indicator that a payment should be made to the school is that a pupil is, or has been, eligible for Free School Meals/Looked After Children. 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 those who do 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 Head Teacher 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 interventions and Facilitating parent social networking for ASD parents/Cygnnet Parenting Workshops.
- Thrive SEB 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.
- TA support for PE, lunchtime, break-time and after school physical activities.

### 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. 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 Head teacher 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.
- 'Narrowing the gap'.

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 behaviour incidents for individual pupils.

## PLANNED EXPENDITURE – ACADEMIC YEAR 2017-18

		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

## REVIEW OF EXPENDITURE FOR PREVIOUS ACADEMIC YEAR (2016-17)

### Academic Interventions

#### Personalised Timetable

One-to-one individualised timetable.  
No of Pupils: 2 / No of PPG Pupils: 2  
Cost Per Pupil: £4,212 / Total Cost: £8,424

#### Impact

These individual timetables allowed the 2 pupils' access to learning that they would not have had due to their extremely challenging behaviour and high level of risk to their peers. 1 pupil made expected and above expected progress in Maths and English and the number of serious incidents dropped by 50% when the personalised timetable was introduced.

#### TA Class Based Intervention

Targeted TA support- planning time allocation.  
No of Pupils: 48 / No of PPG Pupils: 24 (AFA pupils)  
Cost Per Pupil: £682 / Cost of AFA: £5,000 / Total Cost: £32,736

#### Impact

All 24 AFA/PPG pupils with TA targeted interventions made 'expected' or 'above expected progress'.

#### Targeted Learning Support

1:1 targeted support for Literacy and Numeracy  
No of Pupils: 2 / No of PPG Pupils: 2 (1 LAC)  
Cost Per Pupil: £1,040 / Total Cost: £2,080

#### Impact

1 Year 11 pupil achieved GCSE Maths. 1 pupil gained a full range of Entry Level accreditation.

### Therapeutic Interventions

#### Counselling / Play Therapy

Therapeutic input supports pupils' SEB development, increases self-regulation of behaviour and self-esteem.  
1:1 Session No of Pupils: 10 / Drop-in Support: 27. Total: 37 / No of PPG Pupils: 9  
Cost Per Pupil: £1179 / Total Cost: £43,623

#### Impact

4 out of 10 pupils showed a reduction in behaviour slips. 6 out of 10 pupils met or exceeded their pupil progress targets. 1 out of the 10 left the school and 1 was absent for a prolonged period after having a serious operation and was supported to successfully reintegrate confidently back into the school. Parental engagement for these pupils has improved significantly.

#### Thrive

Therapeutic input supports pupils' SEB development, increases self-regulation of behaviour and self-esteem.  
Thrive Class Group Primary: 6 pupils  
1:1 Session No of Pupils: 12 (1 LAC) / Mentor Support: 43. Total = 55 / No of PPG Pupils: 13  
Cost Per Pupil: £711 / Total Cost: £39,105

#### Impact

All 12 pupils having 1:1 interventions have met or exceeded pupil progress targets. 1 LAC Year 4 male SEBD pupil made outstanding progress in all areas Reading, Writing and Number. This pupil's behaviour incidents dropped from 34 in the Autumn Term to 0 in the Summer Term. All 12 pupils progressed 1 or more emotional strands within the Thrive Framework. All 12 pupils showed a reduction in behaviour incidents. 1 Year 11 pupil no longer required a BSP and achieved GCSE in Maths.

### ASD Interventions

#### SCERTS

Programmes targeted at ASD specific self-directed behaviour.  
1:1 Assessment No of Pupils: 10 / Support & Advice to Parents & Teachers: 24. Total = 34  
Cost Per Pupil: £1,283 / Total Cost: £43,622

#### Impact

6 out of 10 pupils in 1:1 sessions met or exceeded pupil progress targets. All pupils supported had a reduction in behaviour slips across the year. SCERTS advice given to parents was positively received, and helped settle 2 new pupils into the school.

#### ASD Sensory / Gym / Reflections

Provides physical and sensory integration activities in a safe environment for EY and KS1 pupils.  
No of Pupils: 20 / No of PPG Pupils: 4  
Cost Per Pupil: £32 / Total Cost: £640

#### Educational Visits

Social Skills Support/Costs.  
No of Pupils: 99 / No PPG Pupils: 23  
Cost Per Pupil: £24 / Total Cost: £2,376

#### Impact

Feedback from Class Teachers shows that pupils benefit from the social and sensory experiences these interventions provide. Educational visits have supported the improvements in social communication targets set for the pupils to achieve. ASD Blue slips for behaviour for all the pupils in Horse-riding have decreased over the year.

## Physical / Motor Skills

### PE TA

To support development of self-esteem and gross motor skills.

No of Pupils: 13 / No of PPG Pupils: 3

Cost Per Pupil: £134 / Total Cost: £1,742

### Impact

All Class Teachers' feedback that the impact of these interventions includes the pupils coming back to class having expended lots of surplus energy and being ready to learn. 2 Secondary ADHD pupils have benefitted greatly and have shown a significant drop in behavioural slips. 1 Primary SEBD pupil struggling to engage with learning became more settled and showed a significant drop in their behaviour slips after receiving this intervention.

## Transition

### Support for Transition

Targeted mentor support for pupils and parents where Post 16 placement is complex or parents need additional support.

No of Pupils: 13 / No of PPG Pupils: 3

Cost Per Pupil: £1,600 / Total Cost: £20,800

### Impact

All pupils were successfully transitioned to Post 16 placements and supported with mentor sessions and visits to schools and colleges. 3 Parents were supported to visit schools and make decisions about the correct provision.

## After School Clubs

### Secondary After School Clubs

To enhance physical, emotional, social, and behavioural skills: Football skills; Martial Arts; Art; Science.

No of Pupils: 30 / No of PPG Pupils: 7

Cost Per Pupil: £563 / Total Cost: £16,890

### Impact

All clubs were well attended and over-subscribed with waiting lists. Pupils and parents really value this provision and would like more options. Parents of a Year 10 pupil said at his Annual Review that they were impressed with the impact of his attendance at After School Clubs. "This has made a lot of difference as the participation makes him feel part of a special group and has improved his confidence and independence. He has a very positive attitude about it, coming home to show what he has been doing and he gets upset if he is not able to attend."

## Total Costing

£213,888 - costing for interventions

£26,210 – costing for setting up Thrive & SCERTS rooms and resourcing them, included in the cost SCERTS&THRIVE Licences for online assessment tool and practitioners training.

Total: 240,098

## Review of Success Criteria

1. There is no gap between the achievement of pupils who are non-FSM and FSM. All pupils receiving interventions have made expected or better progress in Reading, Writing and Mathematics.
2. Pupils who accessed interventions due to challenging behaviours all saw a significant drop in behaviour incidents after the intervention had been put in place. One Year 7 pupil with a Thrive intervention has dropped from 11 serious red level incidents in a term to only 3 in a term and 36 orange level incidents in a term to only 10.