

PUPIL PREMIUM 17-18- Report

More detailed impact is recorded on individual action plans in Pupil Premium File 17/18

INTERVENTION	Type	WAVE	number of PP PUPILS	Intended Impact (and see separate action plans for detailed impact)	Impact July 17	Staff to over see
Free milk for FSM	Milk	3	31 PP pupils (FSM)	To improve the health of PP pupils	Pupils receiving milk	Sarah Coleman
3 days TA support per week for PP (English and Maths)	Staffing	1,2,3	Identified pupils/classes following assessment points	<p>Maths <u>Summer 5+S6 2017</u>: 12 students supported - 10 students receive Pupil Premium</p> <p><u>Autumn 1 and 2 2017</u> 12 students supported - 6 students receive Pupil</p>	<p>Maths <u>Summer 5 and 6 2017</u> *(range of targets 4-10 targets per pupil, number of sessions attended range 7-10)</p> <p>-Pupil premium- all progressed in all targets. 53/63 targets achieved with no help, 8/63 targets achieved with spoken help, 2/63 targets achieved with physical help.</p> <p>-Non pupil premium: all progressed in all targets 12/14 targets achieved with no help, 2/14 achieved with spoken help.</p> <p><u>Aut 1 and 2 2017</u></p>	Georgia Middlebrook Eng/Maths/communication subject leader

			<p>Premium</p> <p><u>Spring 3 and 4 2018</u></p> <p>11 students supported – all 11 students receive Pupil Premium</p> <p><u>English</u></p> <p><u>Summer 5+S6 2017:</u> 12 students supported - 11 students receive Pupil Premium</p>	<p>*(range of targets 2-4 targets per pupil, number of sessions attended range 5-11)</p> <p>-Pupil premium- all progressed in all targets. 1/18 targets exceeded 14/18 targets achieved 3/18 made below expected progress towards target</p> <p>-Non pupil premium: all progressed in all targets 11/17 targets achieved. 6/17 made below expected progress towards target</p> <p><u>Spring 3 and 4 2018</u></p> <p>*(range of targets 1-4 targets per pupil, number of sessions attended range 2-8)</p> <p>-Pupil premium pupils: 23/31 targets achieved 8/31 pupils made below expected progress towards targets</p> <p><u>English</u></p> <p><u>Summer 5 and 6 2017</u></p> <p>*(range of targets 4-16 targets per pupil, number of sessions attended range 4-8)</p>
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			<p><u>Autumn 1 and 2 2017</u> 12 students supported - 11 students receive Pupil Premium</p>	<p>-Pupil premium- all progressed in all targets. 84/99 targets achieved with no help, 15/99 targets achieved with spoken help.</p> <p>-Non pupil premium: all progressed in all targets 7/7 targets achieved with no help.</p>
			<p><u>Spring 3 and 4 2018</u></p> <p>12 students supported - 10 students receive Pupil Premium</p>	<p><u>Aut 1 and 2 2017</u> *(range of targets 2-5 targets per pupil, number of sessions attended range 6-11)</p> <p>-Pupil premium- all progressed in all targets. 6/33 targets exceeded 26/33 targets achieved 1/33 made limited progress towards target</p> <p>-Non pupil premium: all progressed in all targets 7/7 targets achieved.</p>
			<p><u>Spring 3 and 4 2018</u></p> <p>*(range of targets 1-3 targets per pupil, number of sessions attended range 3-9)</p>	<p>-Pupil premium- all progressed in all targets.</p>

					<p>6/24 targets exceeded 10/24 targets achieved 8/24 made below expected progress towards target</p> <p>-Non pupil premium: all progressed in all targets 1/3 targets exceeded. 2/3 targets achieved.</p>	
1/2 day 1:1 TA support for communication	staffing	2,3	Identified pupils/classes	communication attainment	<p>TA from class released to support identified pupils with communication (on a 1:1 basis).</p> <p><u>Summer term</u> 4/4 made outstanding progress in listening, ¾ made outstanding and ¼ made expected progress in speaking.</p> <p><u>Autumn term</u> Speaking : 5/7 on track 2/7 made limited progress to end of year target Listening: 1/7 exceeded 5/7 on track 1/7 made limited progress to end of year target</p> <p>TA supported in class so red class staff</p>	Becky Pass

					<p>could observe communication lead delivering PECS work effectively.</p> <p><u>Spring term (March 2018 data)</u></p> <p>Red class speaking and listening data: 4/5 pupils have exceeded their speaking and listening targets and 1/5 pupils on track to meet their end of year speaking and listening targets.</p>	
1/2 day every other week to enable class drop-ins by subject leader	staffing	2,3	Identified pupils/classes	communication attainment	<p>-Researched and provided communication aid (I pad with widget go app on) for one pupil. The pupil uses the Having the ipad available at all times in school has increased her ability to engage in routine social situations, such as she now says 'good morning' to her peers during circle time.</p> <p>-Throughout the year we have purchased new I pads to replace old existing I pads which were no longer compatible with communication apps.</p> <p>-Shared information re communication strategies with staff for pupils moving classes in September to ensure continuity of communication and support. As a result the majority of pupils communication strategies were in place and used effectively from September. In December we identified further work to</p>	Becky Pass

					<p>be completed on supporting pupils in specialist classes with communication strategies that work for them. During the spring term the communication lead provided 1:1 PECS support to one pupil in red class, while class staff observed to develop their practice. This pupil has now exceeded his annual speaking and listening targets. All pupils in red class are on track or have exceeded their end of year target for speaking and listening. Now moving to support other specialist classes.</p> <p>-Dropping into classes allowed staff to feel supported and confident using communication aids and strategies across the curriculum to ensure pupils progressed in speaking and listening.</p>	
½ day TLR time for subject leaders: maths, communication, English (teacher)	Staffing	1,2,3	all	Maths/communication /English attainment	<p><u>English</u></p> <p>-Reading books are now located in an area accessible to all students.</p> <p>-MTP feedback: 1 teacher now referring to skills focus in planning, 1 teacher varied plenary planned.</p> <p>-16/18 pieces of work moderated agreed with teachers judgement- teachers are assessing pupils well in English.</p> <p>-External moderation taken place- subject leader is accurate in moderation</p>	Georgia Middlebrook Maths/English/ communication subject leader

levels given.

-Breakdown of pupils not on track in place and support in place.

-Support for 1:1 English TA to develop her role and ensure impact for PP pupils. Analysis of interventions completed.

-Completed English data analysis and identified pupils for interventions.

-Completed phonics evaluation of all teachers in order to plan long term development in this area.

-new KS3 curriculum in place for English.

April data shows the majority of pupils are making good progress in all areas of English.

Maths

-New curriculum developed for middle school pupils in maths teaching Functional Skills. Current data still showing ks3 pupils not achieving as well as other key stages – continue to monitor in July.

-Upper school PMLD teacher supported with a range of activities – all the pupils in the class have now met and exceeded their end of year target in the maths areas of the PMLD assessment.

-Analysed annual maths data – overall pupil progress Outstanding across school

(summer 17).

-Pupil engagement in maths reported to be at a good level across school.

-Maths subject leader reviewed teachers moderated work and agreed with teachers levels in 100% of the work in autumn term and 91% of the work in the spring term.

-Whole school maths day organised and taken place. Teachers developed skills in teaching maths in the classroom in a functional way (handling money, measuring ingredients and counting).

-All primary teachers received Numicon training, and during monitoring the use of Numicon to support pupils is more evident in planning.

-Attended maths conference and updated action plan to reflect looking at maths mastery over the next year.

-Intervention groups organised for the three terms (see separate impact report).

Support was provided to the staff member delivering the sessions and monitored regularly.

Communication

-Identified pupils and organised for 1:1 communication support (data on later section).

				<ul style="list-style-type: none">-Organised and led a school Makaton day. All pupils across school participated in Makaton activities including a café and singing. This created an inclusive environment which lead to pupils and staff having increased Makaton vocabulary and confidence with signing.-Ordered new communication devices for identified pupils (see communication resources section).-Throughout the year met with teachers whose pupils were not on track in speaking and listening to help support pupil progress action plans.-Provided training to all teachers on setting appropriate personal skills communication targets – subsequent moderation of the targets set by teachers showed vast improvement. Further support provided where targets were not appropriate.-Reviewed the overall progress in speaking and listening for AAC users, as a result research was undertaken on new assessment tools. Communication lead has booked onto an Elklan course which will enable her to support teachers to assess these pupils more accurately in the future.	
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All pupils progress data:

Impact June 17: maintain and develop use of communication aids and strategies across school. Pupils directly supported – in speaking: 8/15 exceeded end of year target, 2/15 achieved target , and 5/15 made below expected progress. In listening 10/15 pupils exceeded progress, 1/15 achieved target and 4/15 made below expected progress.

Communication lead to continue to support staff and identify pupils throughout the year.

Impact Dec 17 – upper school 73% of pupils on track to end of year target in speaking and listening.

In middle and primary in listening: 12% pupils exceeded and 37% on track to end of year target

In speaking : 9% exceeded and 48% on track to meet end of year target .

Impact April 2018 -upper school 11% exceeded, 40% of pupils on track to end of year target in speaking and listening.

In middle and primary in listening:

					<p>31% pupils exceeded and 46% on track to end of year target In speaking : 28% exceeded and 45% on track to meet end of year target .</p> <p>Sensory curriculum: 37% exceeded, 45% on track to meet end of year targets.</p>	
Positive Play	Resources	3	18 PP pupils	Behaviour>attainment	<p>19 pupils (summer term), 23 (autumn term) 23 (spring term) are accessing positive play once a week, 2 pupils accessing twice a week. Individual impact see report – includes improves in free play, more willing to take part in wider range of activities, improvements in self-esteem and confidence.</p> <p>Positive play staff purchased a range of resources, suitable for the individual students, to enable sessions to take place – see individual impact report.</p> <p>9 pupils accessing breakfast club (ranging from once- 5 times a week). This has provided a safe environment, which support the student’s transition into school and increased student’s social skills.</p> <p>Toaster purchased to pupils can be independent in making own breakfast at the club.</p>	Neil Amos/ Positive play workers
Positive Play breakfast club						
Positive play worker (3 days per week)	staffing					

English resources	resources	1	all	English attainment	<p>Purchased Diary of Adrian Mole Books for 3 individual pp pupils. 2/3 exceeded their reading targets summer 17 and 1/3 met their end of year target in reading. Teacher feedback book very appropriate resources.</p> <p>Variety of mark making tools purchased to support writing for red class. All pupils have made some progress in writing this academic year. PP pupils identified as using these resources – one pupil on track to meet end of year writing target and two pupils have both exceeded their end of year writing targets.</p>	Eng subject leader
Maths resources	resources licences	1	all	Maths attainment	<p>Purchased Education City. 5/9 teachers using education city regularly to support their maths teaching – using songs, games and number activities. 2/9 teachers set homework from education city.</p> <p>-Also used in 1:1 PP sessions. -staff received training on using the site and setting homework.</p> <p>Whole school maths baking day – developed student’s functional maths skills in handling money, measuring ingredients and counting. Planning moderation shown increase in functional</p>	Maths sub. leader

					<p>skills in maths planning.</p> <p>Weighting scales purchased to support pupil progress in 'measure' across school.</p> <p>Large foam shapes allows PMLD pupils access to concrete resources relating to number in an appropriate way for their learning.</p>	
Science resources	resources	1	all	Science attainment	<p>Purchased Education City. Teacher's feedback students thoroughly engaged when using resources from education city and enjoyed playing games/ making choices.</p> <p>12 teachers use this resource directly linked to science lessons. Resources are being used for personal skills and homework.</p> <p>All teachers received training from Education City on using the resources to support learning.</p> <p>58% of all pupils (59% of PP pupils) are on track/exceeded their end of year target in science (action plans in place for the others).</p>	Science. Sub leader

Computing resources	resources	1	all	Computing attainment	<p>Access to 'helpkidslearn' activities on the iPad. M4- 4 out of 7 pupils access the eye gaze and play look to learn games. The year 7 catch up grant has enabled one pupil to use the eye gaze 2x dinner playtimes a week (1 hour in total) to play look to learn games. Progress has been made by all pupils who have had access to the software across the MSI curriculum and on B2.</p> <p>Silver class- use the 'look to learn' games on the eye gaze daily. The games are played by 5 out of the 10 pupils in class. All pupils who have played the games have made progress on the MSI curriculum for communication.</p> <p>U5- All pupils assessed on the sensory curriculum use the eye gaze to access look to learn games as often as possible. Pupils have made progress across the curriculum on the MSI curriculum.</p>	Computing subject leader
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English/maths training	training	1	all	Maths and English attainment	<p>-Maths co-ordinator attended maths conference. Now investigating if maths mastery could be developed at ACs.</p> <p>-Primary teachers received in house Numicon training- now evident in planning.</p> <p>-One teacher attended 'colourful semantics' course – which have develop her knowledge of providing learning opportunities for pupils on communication I pads, and improved her knowledge of increasing expressive and written sentences using a colour coding system.</p> <p>-English co-ordinator attended 'early years phonics' course. She reported increased knowledge on synthetic phonics including terminology and seeing phonics being taught in practical activities. The English co-ordinator will now use this information when updating our policy and practice.</p>	Georgia Middlebrook Eng/Maths subject leader
Communication resources	Resources	2	2	Communication attainment (speaking and listening)	<p>-Batteries and battery chargers ordered – all big Macks in school now working and being used in lessons/ to support communication between home and school.</p> <p>-Purchased Makaton core vocabulary sign book – member of staff not yet attended training but using as a resources for</p>	Becky Pass

information to support all staff across school. Makaton signs USB stick – used as reference for staff re: signs to ensure pupils are receiving consistent signs across school. Learning walks across school have demonstrated increased staff use/confidence in signing.

-2 wireless keyboards for eye gaze purchased to support 4 pupils. 2 x big Macks purchased. 4/6pupils accessing this new equipment are **on track/ have exceeded their end of year** communication target on the PMLD curriculum or B2 assessment for speaking and listening.

-Ordered objects of reference identified to support 10 PP pupils. 7/10pupils accessing this new equipment are **on track/ have exceeded their end of year** communication target on the PMLD curriculum or B2 assessment for speaking and listening.

At the April data drop – for pupils who received resources for communication:

In speaking 3/10 pupils exceeding, 4/10 working below and 3/10 pupils have

					<p>made no progress towards end of year targets. In listening 3/10 pupils exceeding, 2/10 on track, 5/10 working below end of year targets.</p> <p>On the sensory curriculum in communication 3/5 pupils have exceeded their end of year targets and 2/5 are on track to meet their end of year targets.</p>	
Communication training	Training	1,2,3	all	Communication (speaking and listening)	<p>-PECS course level 1 attended and passed by communication lead- training has been provided to staff in school over 8 weeks. Questionnaire of staff who attended the training showed staff reported increased knowledge and confidence in assessing pupils at the stages of PECS and introducing PECS in their classrooms.</p> <p>-Lead has also provide training to parents/carers – supporting the use of PECS for pupils in the home to ensure consistence. 2 parents took up the offer of this training.</p> <p>Regional tutor Makaton training (part 2) completed by communication lead– to all staff in school have receive introduction/ refresher training to support all pupils in</p>	Becky Pass

				<p>school. A questionnaire completed by staff after the training reported - 100% of the staff felt able to apply their learning from the workshop immediately, 100% of the staff felt that the workshop gave them a better understanding about the Makaton Language Programme, 100% of the staff felt confident in using the signs and symbols they have learned.</p>	
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Training provided for 4 bus escorts, and 5 parents/carers in Makaton – to enable pupils to communicate through Makaton in all areas of their lives. Parent/Carer comment after the course: ‘Fantastic course, learnt a lot and will take it on board with my daughter’. Bus escorts reported after the training “I now feel that I have another way to understand what my pupil is feeling or trying to say to me” “I now have a chance to understand what my pupil is signing!”

2 staff have attended AAC training to support 3 specific pupils. Staff reported increased confidence that their practice

				<p>is correct, supported knowledge of how to use AAC to model new vocabulary for pupils and how to implement within maths and English lessons.</p>	
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PSAs attended Makaton training – feedback they feel more confident using Makaton in class with pupils.

4 staff received eye graze training. All have reported a greater understanding of how eye gaze can be used to create work tasks for pupils/ communication opportunities / cause and affect activities – they felt they could not offer these opportunities to pupils before the training. 11 pupils use the eye gaze across school (some are pupil premium). 5/11 exceeded and 6/11 on track to meet their end of year PMLD assessment communication targets.

Makaton training (CPD carry forward)	Training	1,2,3	all	Communication (speaking and listening)	One member of staff attended training to become a Makaton trainer, however due to injury was unable to complete the exam. The member of staff is booked to complete the examination in July 2018.	Becky Pass
Sensory resources	Resources	3	15	Behaviour>attainment	-Continue to use existing bank of sensory resources. Using sensory items such as fiddle toys allows pupils to manage anxieties and learn to manage their own behaviours.	Georgia Middlebrook
Sensory training	Training	2	10	Behaviour>attainment	-Specific sensory resources ordered for upper 5 pupils. Used to enhance learning of all the pupils in class (and the wider school community in assemblies and sharing with M4) supported pupils sensory exploration and mark making. -Ear defenders have been purchased for 7 pupil premium pupils to enable them to access different aspects of the school day	

					(lessons, free time, assemblies, dinner) as they reduce noise and sensory overload.	
ESPRESSO @ HOME	ICT license	1	All	Maths and English	Purchased. Information sent to all parents/carers on newsletter throughout the year.	Jonathon Elton
Subscription to Twinkl for teachers	resources	1	all	attainment in all subjects	See individual teacher feedback on interim report. 14 teachers have had full access to Twinkl resources. Feedback: motivating for pupils, used to produce worksheets, and to consolidate learning in plenaries. More staff have requested access, so moving forward we need to purchase more licenses.	Georgia Middlebrook
£ 67,619						
Contingency: Other requirements according to pupil's needs throughout the year	variety	3	All PP will be eligible	To be used as and when is necessary throughout the year to support any additional identified need. This may be identified through pupil progress meetings.	<ul style="list-style-type: none"> -Swim shorts purchased for one pupil to access swimming lessons on a weekly basis. -Paid for one pupil to attend class trip in the community – experience the world around him, social time with peers. -Taxi charges from last financial year – for pupils to access after school clubs. -Plan to purchase 2 sets of wellies for PP pupils to access forest schools area (CD and GP). -Stool ordered to support one pupil's 	Georgia Middlebrook

				engagement in lessons (GP) -swimming costume ordered for EL to participate in weekly swim sessions. - Choose materials ordered (mirrors and kinetic sand) as motivators to engage EL in lessons – helped reduce challenging behaviours.	
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Overall spend 2017-2018	£57,407.98
Carry forward :	£11,256.02
(Planned to be spent in 2018-2019 pupil premium plan)	