



**Impact of Pupil Premium Expenditure  
& 16-19 Discretionary Funding  
2015-16**

- **Key Objectives and Principles**

- To provide opportunities for pupils to generalise their skills in social situations**

- Money will be used to provide access to the 'Great Escape' after school club, held twice per week, as many parents have found that typical 'youth style clubs' in the community are just not able to meet their child's individual needs. Families therefore may be socially isolated. This also provides an opportunity for 'family time' with other siblings. Transport home will also be provided if this is an issue as many pupils would not be able to access after school activities without transport home.
- The opportunity to attend a 3 day/2 night residential visit to Hagg Farm for Year 6, 10 and 11 pupils in order to develop social skills in a new environment and to develop confidence and self-help skills and again to support the home.
- A 5 day/4 night residential to Butlins for all Year 14 students leaving school.
- To cover the cost of daily snack/café/cooking sessions to support the development of pupils PHSE and Citizenship skills; turn taking, communicating with peers and adults, exploring, cooking, preparing and tasting new foods.
- To provide access to visits in the community. Many parents have shared how difficult it is for their child to cope when out in the community, by providing community visits we are developing pupils' confidence and coping strategies in new and busy environments and supporting new experiences such as parks which can be shared with the family.

- **To develop early communication skills**

- To provide specialist Dance Interaction sessions, some pupils will receive 1:1 sessions, some will receive small group sessions. The focus will be on increasing interpersonal confidence and skills and non-verbal communication through dance plus the opportunity to work with peers from other classes.
- To provide specialist Music Interaction sessions, some pupils will receive 1:1 sessions, some will receive small group sessions. The focus will be on developing social relationships, promoting the development of communication skills and enabling pupils to express their emotions and personality through musical play
- To provide specialist Home-School Liaison, in order to support identified families who have children with complex needs and behaviour difficulties, to better understand, support and manage their children. This will result in the development of

effective communication and good working relationships between school, families and other support agencies in the community.

- **To provide specialist Occupational Therapy input to meet the needs of those pupils requiring a Sensory Diet**
  - To provide specialist OT input by delivering 1:1 specialised input to pupils and to deliver staff training across the Federation. The majority of our pupils have ASD and associated sensory needs. By providing individualised 'sensory diet' programmes, focusing on proprioception, we hope to provide our pupils with strategies to accept, recognise and begin to control their own sensory needs in order to access their learning.

**Money may be used for Non-Pupil Premium pupils if there is a vicarious benefit for Pupil Premium pupils, for example a child with challenging behaviour (Non PP) may reduce the number of behaviours and therefore be calmer in class providing a quieter learning environment.**

<b>Total number of pupils on Pupil Premium: 44% ( 30 pupils)</b>		
<b>Year Group</b>	<b>Number of Pupils on Pupil Premium</b>	<b>Number of Pupils not on Pupil Premium</b>
N1	0	1
N2	1	3
Year 1	1	1
Year 2	1	0
Year 3	0	0
Year 4	5	1
Year 5	1	3
Year 6	1	1
Year 7	2	6
Year 8	8	6
Year 9	2	4
Year 10	3	3
Year 11	5	6
<b>Total</b>	<b>30</b>	<b>35</b>
Year 12	3	3
Year 13	1	3
Year 14	4	3

**N.b. Year 12,13,14 not eligible for pupil premium, 8 have accessed 16-19 discretionary funding**

## How are Pupil Premium pupils selected?

- **Hagg Farm** - all year 6 Year 9 and Year 11 on Pupil Premium
- **Great Escape (after school club)** - all pupils on Pupil Premium, they were also offered transport home
- **Dance/Music Interaction** - All key pupils on Pupil Premium were offered either dance or music interaction if they had not already been involved in any other Pupil Premium Intervention (e.g. Hagg Farm, Great Escape, Occupational Therapy).
- Staff were asked to consider which pupils would benefit from Dance/Music Interaction and whether they would benefit from 1:1 or small group sessions. They were asked to complete the following table:
- Debbie (Dance) and Christina (Music) then reviewed this document and planned the first group for autumn term in consultation with the SLT.). Using their knowledge of pupils and from the staff questionnaires' we began by selecting from those pupils those most 'in need' at that time.
- **Focused learning** - those pupil who are making expected or below expected progress are selected to have daily 1 to 1 sessions using 'Switch on reading and writing' and Numicon.
- **Occupational Therapy** - Staff worked alongside Emily using their knowledge of the pupils to select those who would benefit from OT input, e.g those who were under/over stimulated, those seeking sensory input (e.g. climbing, seeking sensory input etc.) We also looked at pupils Statements of SEN or EHCP to identify those that had Sensory Needs. We based selection on: Difficulties engaging with educational tasks and everyday activities, difficulties with sustained attention to educational tasks everyday activities, difficulties with regulation and maintaining a stable emotional state and indicators of sensory processing dysfunction.
- **Snack/café/visits out** - all pupils on Pupil Premium
- **Home School Liaison** - 8 pupils and families



## Impact of Pupil Premium Expenditure (2015-16)

**Number of pupils on roll: 86**

**Total amount of grant: £44,265 plus £21,753 carry forward**

Pupil Premium Expenditure and Purpose	Impact
<ul style="list-style-type: none"> <li>• <b>Occupational Therapy at a of cost of £3,988</b></li> <li>• To provide specialist OT input by delivering one to one specialised input to pupils and to deliver staff training across the Federation (Emily Scales)</li> <li>• To develop an assessment and review process for pupils with sensory needs</li> </ul> <ul style="list-style-type: none"> <li>• <b>Dance Interaction at a of cost of £2,950</b></li> <li>• To increase interpersonal confidence and skills</li> <li>• To increase physical confidence and body awareness, including proprioception</li> <li>• To develop skills from base point for each child: to improve co-ordination, memory, sequencing</li> <li>• To develop non-verbal communication, including encouraging eye contact through contact dance</li> </ul>	<ul style="list-style-type: none"> <li>• 3 pupils now making expected progress across all areas. 1 pupil is more engaged in and enjoying reading.</li> <li>• 1 pupil is making expected progress in all four areas of English and PSHE and was previously below target</li> <li>• 1 pupil is making expected progress in PSHE and Citizenship and was previously below target.</li> <li>• Staff report that 1 pupil has reduced serious incidents and he is quicker to settle and engage.</li> <li>• 1 pupil making expected progress in all areas except writing</li> <li>• 1 pupil progress is below in English and Maths but he has maintained PSHE.</li> <li>• 1 pupil with complex medical needs is below target in Expression and receptive, however in PSHE / citizenship and writing has exceeded the target . Reading and Number on target</li> </ul> <p><b>Individual sessions</b> All achieved expected progress in Receptive / Expressive Communication and PSHE</p> <ul style="list-style-type: none"> <li>• 1 pupil was more communicative after session</li> <li>• 1 pupil gained strength and increased mobility that transferred into school life</li> <li>• 1 pupil who is often difficult to engage was highly motivated and excelled throughout the session with levels of engagement and response not usually seen.</li> </ul> <p><b>Group session (5 pupils)</b> All 5 pupils are making expected progress, 2 of these pupils were previously below target.</p>

- To develop imagination through use of image, smile and props, encouraging use and development of student's own ideas
- **Music Interaction at a cost of £4235**
  - To enjoy an experience of shared play and fun
  - To engage pupils in joint activities with a familiar adult, as a basis for developing social relationships
  - To promote the development of communication skills; such as eye contact, turn taking, imitation and initiating interaction at a level appropriate to the individual's need
  - To enable pupils to express their emotions and personality through musical play
  - To promote self-awareness, choice making, self-esteem and emotional well being
- Pupils also have specific next steps taken from communication and PSHE based objectives that can be addressed through the sessions.

#### **Focused Learning - Groups and Individual Sessions**

- To raise levels of attainment in all strands of English and maths.
- To provide pupils with 1 to 1 teaching sessions on a daily basis.

#### **12 pupils attended sessions**

- All pupils making expected progress in Communication ( Receptive and Expressive) and PSHE

#### **19 Pupils took part in focussed learning sessions**

- 10 pupils all making expected progress in all areas. In number 1 pupil was previously below target is now making expected progress.
- 1 pupil has exceeding target all 4 areas of English. 1 Pupil is now on target in all areas except Writing and was previously below in Expression and Receptive.
- 1 Pupil was on target in all areas and is now below in Expression and Receptive
- 3 pupils who previously were on target are now below target this term in all areas.
- 1 pupil who was previously on target in English and Maths is now below target in all four areas of English
- 1 pupil previously on target in Expression and Receptive and number is now below target in all areas



**Home School Liaison Teacher at cost of £3361**

- Pupils developing new strategies to cope with life's daily challenges
- Pupils and parents developing better understanding of complex behaviours and why they occur.
- Pupils developing more positive relationship with parents and siblings, coping better in social settings
- Pupils overcoming specific barriers and developing new routines which allow the pupil to access more daily opportunities at home and in the community
- To support the development of effective communication and good working relationships between school, families and other support agencies in the community.
  
- **Residential at end of key stage 2, 4 & 5 cost of £400**
- To provide the opportunity to attend a 3 day/2 night residential visit to Hagg Farm
- To take part in a Leavers Residential visit as a celebration of their school career
- To develop social skills in a new setting that is not at home or school
- To take part in new, unfamiliar activities
- To develop confidence and self-help skills
  
- **Extended Services actual cost is £5699**
- To provide funded sessions at Great Escape with transport home

**8 pupils & families supported by:**

- Autism training specific to pupil
- Referral to Befriending EHAF and Occupational Therapy home service and relevant
- Home visits and support with strategies to better aid student understanding and behaviour.
- Social stories, symbols resources.
- Developing good sleep patterns
- After school and Saturday support to go into community
- Early morning visits /get up routines Liaising with teachers and CAHMS
  
- Families are developing a trusting relationship with school and with support, are able to develop strategies that manage a variety of behavioural and developmental challenge that have an impact on learning and behaviour in school

**Pupils independence and social skills have improved because students:-**

- took part in their first visit away from home and coped well without families
- Took part in adventurous outdoor activities.
- Socialised with new people.
- All pupils have had the opportunity to go on Educational Visits to support the curriculum.
- Pupils have developed their confidence and are developing coping strategies which is helping them to be successful in new environments.

**12 pupils took part in extended services sessions**

- 7 pupils on target in PSHE and Citizenship. 2 pupils dropped below target in other areas.

- To provide opportunities for pupils to generalise their PHSE skills in social settings.
- To provide opportunities for pupils to develop relationships with their peers in a less formal setting

- **Snack/Curriculum £1932 (All PP pupils & discretionary funding pupils)**
- Purpose to cover costs of snack and cafe and trips into the community
- To safely prepare snacks and basic meals.

- 1 Pupil was on target in PSHE but levels dropped below target in Citizenship and 1 pupil was on target in Citizenship but dropped below target in PSHE
- 1 pupil exceeded target in PSHE and CITIZENSHIP
- 1 pupil's levels dropped below the target in both areas

#### **All pupils**

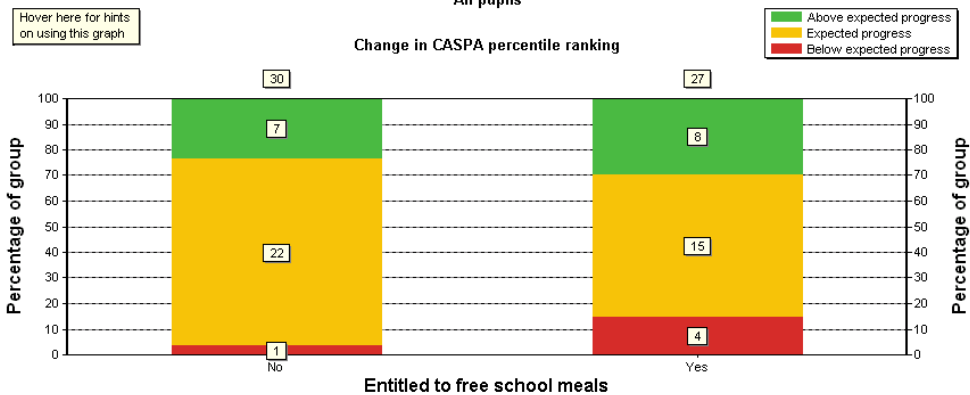
- Some pupils use money to buy food in class and community.
- Some pupils read food choices, ingredients, cooking instructions.
- Some pupils write and read shopping lists.
- Some pupils exchange symbols and photographs.
- Some pupils weigh, measure ingredients to cook and use time in practical settings.
- Some pupils show more curiosity investigate foods smells and textures.
- Some pupils anticipate routine events.

## **Pupil Premium Outcomes 2015 / 2016**

### **Evaluation**

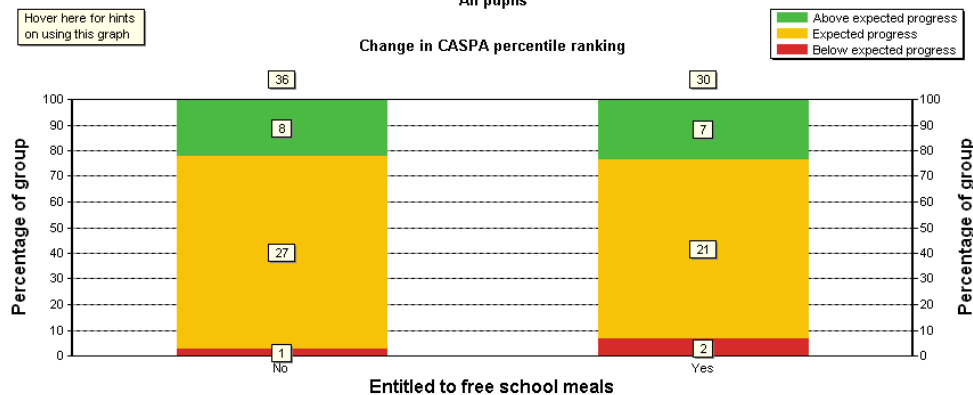
Looking at the CASPA graphs it is clear that at the present time there is not a significant difference between students on pupil premium and those who are not. However it is clear that over time the number of students now in receipt of pupil premium making less than expected progress compared to their peers has reduced from 4 students to 2, to 1 to the current level of 0. This could well be due to the introduction of pupil premium. Whilst RAG charts have been produced for average core subject scores a similar pattern is shown by the individual strands.

Comparison of progress vs expectations, Summer 2011 (Result) to Summer 2015 (Target)  
 Subject: Core subjects  
 Basis need for comparison against expectations: Default  
 All pupils



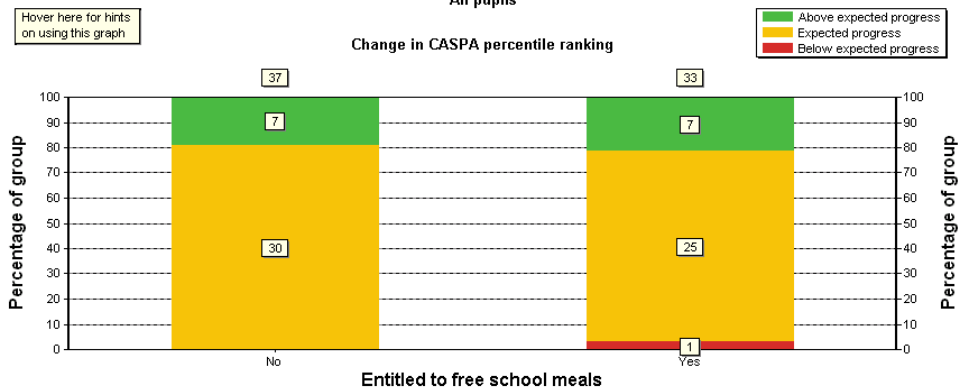
2011-15

Comparison of progress vs expectations, Summer 2012 (Result) to Summer 2015 (Target)  
 Subject: Core subjects  
 Basis need for comparison against expectations: Default  
 All pupils



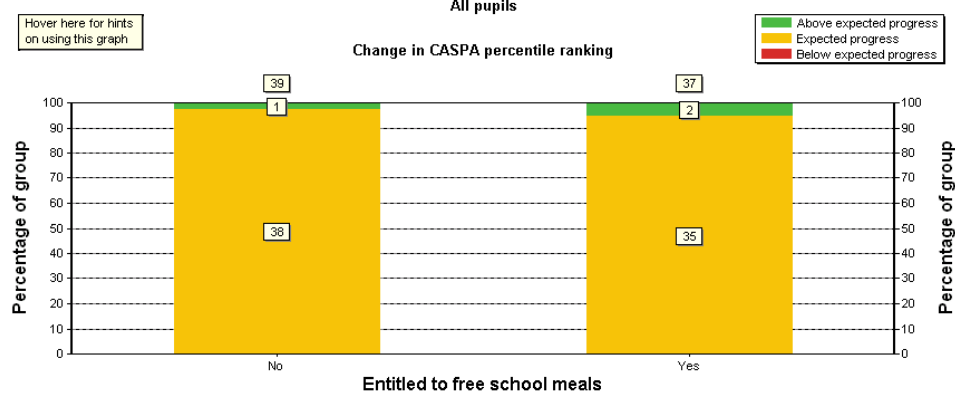
2012-15

Comparison of progress vs expectations, Summer 2013 (Result) to Summer 2015 (Target)  
 Subject: Core subjects  
 Basis need for comparison against expectations: Default  
 All pupils



2013-15

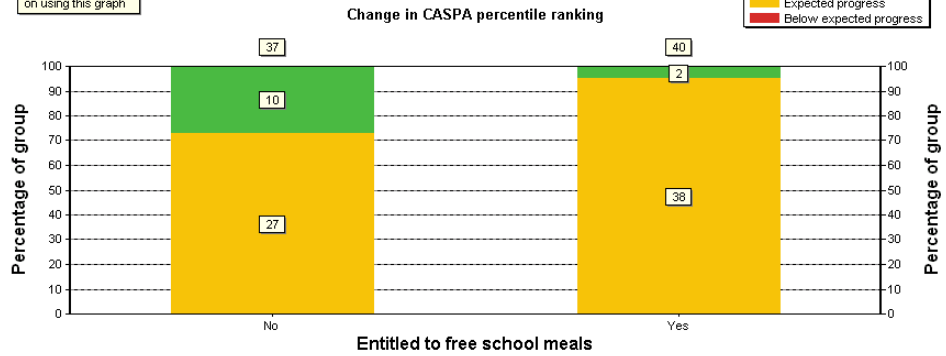
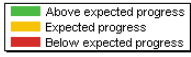
Comparison of progress vs expectations, Summer 2014 (Result) to Summer 2015 (Target)  
 Subject: Core subjects  
 Basis need for comparison against expectations: Default  
 All pupils



2014-2015

Comparison of progress vs expectations, Summer 2015 (Result) to Summer 2016 (Target)  
 Subject: Core subjects  
 Basis need for comparison against expectations: Default  
 All pupils

Hover here for hints  
 on using this graph



2015-2016