

Yeoman Park School Pupil Premium Strategy 2016 - 17

Pupil Premium Funding is money allocated to schools by government for the specific purpose of supporting children aged between 5 and 16 years from disadvantaged backgrounds, to ensure they have equal access to educational opportunity and improve achievement.

The Pupil Premium grant is given to pupils who have registered for free school meals in the last 6 years (FSM6), or are Looked After Children (LAC). This money is additional to the main school budget.

Funding started in 2011/12 and has increased year on year.

This year, 2016 /17 Yeoman Park School has been allocated £43858 plus a carry forward of £16970

An additional £103 of funding is also allocated for Early Years Foundation Stage.

42% of pupils across school are eligible for Pupil Premium.

Each school has the freedom to decide how to spend the money to maximize the impact on pupil progress and attainment.

Strategy and principles

At Yeoman Park School we recognize that for our pupils their biggest barrier to learning is their learning difficulty and associated complex needs, such as physical, medical and behaviour. Our focus is to minimise these by enhancing the existing provision to aid pupil achievement and allow our pupils to participate in activities out of school that will develop their application of skills in real life social situations and help them become members of the wider community. We do this in an individual and targeted way to raising the attainment of this group of children and 'close the gap' in achievement.








At Yeoman Park School we have decided to target 4 main areas:

- Providing opportunities for pupils to generalise their skills in social situations.
- Developing communication skills – listening and speaking and understanding.
- Occupational Therapy, providing support and strategies to enhance pupil development.
- Providing Math's, Reading and Writing 'Focused Learning' opportunities individually or in groups.















The EYFS funding is used to develop quality of staff and provision through Continuing Professional Development. 2 members of staff will attend a Mary Barlow play course to enhance skills in the development of early play skills.

Interventions are reviewed termly with teachers to ensure they are having the intended impact and pupils are making expected progress. Throughout the year, a whole school Mapping Document is maintained. This tracks interventions activities and opportunities, intended and actual impact on attainment for all pupils.






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Activity / Opportunity / When	Est No Pupils	Allocation	Intended impact Statements
Pupil Premium Champion ongoing throughout year	All	£1,560	 Monitoring and reporting on, the use and quality of provision the Pupil Premium Funds and the progress and attainment of each pupil.
Impact & Action Points			<p><i>Pupil Premium Champion has established an 'offer' based on the needs of the students. This allows teachers to request specific interventions as documented in the Pupil Premium Pack and Spreadsheet.</i></p> <p><i>Action: There is no longer a need for the Pupil Premium Champion. This role will be taken on by the Assistant Principal who will update the offer in the Pupil Premium Pack and maintain the spreadsheet to demonstrate progression.</i></p>
Provision of assessment advice & strategies programmes provided by Occupational Therapy throughout the year By providing strategies for education staff to implement which will help them to support children with Sensory processing difficulties to manage their own challenging behaviour & emotional state which will have an impact on their engagement on tasks/with people and their readiness to learn.	25	£11,440	<ul style="list-style-type: none">  Raise the Pupil Premium group assessment levels in school, ensuring attainment remains comparable to that of non-pupil premium pupils.  Continue to Increase levels of engagement in all aspects of school life.  Continue to improve self-esteem and confidence to learn and achieve.  Improve self-confidence, nonverbal communication, listening, expression and comprehension skills.  Develop pupils emotional resilience so that they are able cope in groups and work with others  Improve social interaction.
Impact & Action Points			<p><i>End of Year Data Analysis demonstrates that there is no significant differences between those students entitled to pupil premium and those who are not. The exception is Receptive communication which is an area ASD students struggle with. This however has also shown an increase.</i></p> <p><i>All staff have attended a twilight with the OT which has raised awareness of sensory difficulties and the issues regarding grounding students and reducing anxieties.</i></p>







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<p>Dance Interaction working with individuals & groups – Autumn/ Summer Term</p>	<p>25</p>	<p>£1,800</p>	<ul style="list-style-type: none">  Raise the Pupil Premium group assessment levels in school, ensuring attainment remains comparable to that of non-pupil premium pupils.  Continue to Increase levels of engagement in all aspects of school life.  Continue to improve self-esteem and confidence to learn and achieve.  Improve self-confidence, nonverbal communication, listening, expression and comprehension skills.  Develop pupils emotional resilience so that they are able cope in groups and work with others  Improve social interaction.  Express feelings through the medium of dance
<p>Impact & Action Points</p>			<p><i>End of Year Data Analysis demonstrates that there is no significant differences between those students entitled to pupil premium and those who are not. The exception is Receptive communication which is an area ASD students struggle with. This however has also shown an increase.</i></p> <p><i>Dance interaction has enabled students to express themselves through dance who might otherwise struggle with communication. Progress in PSHE is comparable between groups.</i></p> <p><i>Action: Continue with both class and individual sessions through sports grant</i></p>
<p>Music Interaction – Autumn & summer Term Raise social communication skills and resilience to others, non-verbal Communication, listening, expression and comprehension skills raising self-esteem and confidence. To develop communication and social interaction using a musical approach in</p>	<p>32</p>	<p>£5,198.00</p>	<ul style="list-style-type: none">  Raise the Pupil Premium group assessment levels in school, ensuring attainment remains comparable to that of non-pupil premium pupils.  Continue to Increase levels of engagement in all aspects of school life.  Continue to improve self-esteem and confidence to learn and achieve.  Improve self-confidence, nonverbal communication, listening, expression and comprehension skills.  Develop pupils emotional resilience so that they are able cope in groups and work with others  Improve social interaction.  Express feelings through the medium of music









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Impact & Action Points			<p><i>End of Year Data Analysis demonstrates that there is no significant differences between those students entitles to pupil premium and those who are not. The exception is Receptive communication which is an area ASD students struggle with. This however has also shown an increase.</i></p> <p><i>Music interaction has enabled students to express themselves through music who might otherwise struggle with communication and to find their voice. Progress in Expressive Communication is comparable between groups.</i></p> <p><i>Action: Discontinue due to retirement of the music teacher. Explore alternatives.</i></p>
'Focused Learning opportunities', in Maths, Reading and Writing - Individually or in groups through 1 to 1 teaching using Switch on reading & writing and Numicon	15	£24,602	<ul style="list-style-type: none">  Improve pupil skills, knowledge and understanding in Reading Writing and Maths.  Raise the Pupil Premium group assessment levels in school, making attainment comparable to the non-pupil premium pupils in Reading, Writing and Maths.  Increase levels of engagement in all aspects of school life
Impact & Action Points			<p><i>This Year the main focus has been on Reading. End of Year Data Analysis demonstrates that there is no significant differences between those students entitles to pupil premium and those who are not. Reading remains on average at 10% of a level.</i></p> <p><i>1:1 sessions have proved to be the most effective way of improving attainment and the relationship that the Teaching Assistant has with the students is excellent such that they are able to engage with lessons. There are detailed records of these sessions available.</i></p> <p><i>Action: Increase hours and work 1:1 on maths work.</i></p>
Home School Liaison Teacher throughout year	10	£4,252	<ul style="list-style-type: none">  Targeted pupils and their families will develop more positive approaches to manage behaviours and help improve family relationships resulting in improved behaviour for learning in school  Reduction in behaviour incidents in school




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Impact & Action Points			<p><i>Although areas have been identified and strategies discussed it has proved difficult to monitor the success of strategies and whether they are being implemented consistently. It is also felt that other services should be taking on this role.</i></p> <p><i>School is remains happy to advise and help parents.</i></p> <p><i>Action: Role to be undertaken by Behaviour/Health Lead.</i></p>
Residential Visits throughout year through providing the opportunities for 2/3 day residential visit e.g. Hagg Farm for end of key stage 2, 4 & 5 pupils	5	£1,200	<ul style="list-style-type: none">  Targeted pupils will spend the night away from home in a new environment, developing social skills in new situations and taking part in new and unfamiliar activities/experiences.
Impact & Action Points			<p><i>For some students this was the first time away from home without their family. It was also an opportunity for some parents to have time with other siblings. It also covers elements of Adventurous Activities and to work jointly with Redgate Primary Academy.</i></p> <p><i>Action: Due to the large numbers of leavers at Year 6 from Redgate Primary Academy they will organise their own visit. Yeoman Park has rebooked for the end of the Autumn Term 18.</i></p>
Educational Visits – ongoing throughout the year To provide 'real life' experiences outside of school, offering opportunities to interact with members of the public in the wider community to enrich the curriculum and extends learning opportunities.	All	£250	<ul style="list-style-type: none">  Improve ability to interact and engage with others in new social and community situation  developing independence and life skills  Increase levels of engagement in all aspects of school life  Improve self-esteem and confidence to learn and achieve.  Improve awareness of the world

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Impact & Action Points			<p><i>This has facilitated the majority of students accessing the community safely.</i></p> <p><i>Action: Continue to undertake community visits.</i></p>
Access to the Community for Children with Complex Needs – throughout the year	15	£8,190	<ul style="list-style-type: none">  Improve ability to interact and engage with others in new social and community situation  developing independence and life skills  Complete areas of Aim Awards Accreditation  To develop appropriate behaviour  To extend curriculum opportunities  To achieve community based learning awards  To prepare for transition
Impact & Action Points			<p><i>It is thought essential for students to be actively involved in their transitions work. Attainment in PSHE Self-Help remains consistently high.</i></p> <p><i>Action: Continue through existing staffing</i></p>
Snack/Curriculum Enhancement Ongoing throughout year To develop number and social skills on a daily basis in snack sessions. Making choices and using money in school and the local community. Snack and cooking sessions develop learning opportunities across the whole curriculum	All	£2,000	<ul style="list-style-type: none">  To make sure basic needs are met and that students are ready to learn
Impact & Action Points			<p><i>This has helped immensely with self-help, communication and social skills for students as reflected in PSHE, PSHE Self-Help and expressive communication - attainment</i></p> <p><i>Action: Continue</i></p>

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Equipment Purchases (Numicon, Switch on Reading & Writing, EYFS resources, Touch Chat apps and iPad, switches and sensory equipment) As required throughout year	10	£3,393	<ul style="list-style-type: none">  Improve ability to interact and engage with others in new social and community situations  developing independence and life skills  Complete areas of Aim Awards Accreditation
Impact & Action Points			<p><i>Individual equipment has allowed students to be ready for learning, comfortable and able to self-regulate.</i></p> <p><i>Action: Continue</i></p>

Pupil Premium: Whole School Analysis

Out of 63 students 31 (49%) are in receipt of pupil premium and 32 (51%) are not in receipt of pupil premium

	Sept 16		Jan 17		Apr 17		Change in %	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reading	P5.77	P6.16	P5.90	P6.70	P5.10	P6.78	+10	+08
Writing	P5.31	P6.02	P5.44	P6.60	P5.55	P6.67	+11	+07
Expressive	P5.28	P5.16	P5.37	P5.60	P5.47	P5.71	+10	+11
Receptive	P5.31	P5.40	P5.40	P5.96	P5.52	P5.99	+12	+03
Number	P5.86	P6.33	P5.93	P6.85	P6.02	P6.91	+09	+06
Measurement	P5.57	P5.58	P5.15	P6.24	P5.21	P6.30	+06	+06
Geometry	P5.59	P5.79	P5.76	P6.59	P5.86	P6.67	+10	+08
PSHE	P5.46	P5.58	P5.57	P6.09	P5.67	P6.17	+10	+08
PSHE Self-Help	P5.73	P5.79	P5.81	P6.34	P5.97	P6.44	+16	+10
Citizenship	P5.73	P5.80	P5.82	P6.20	P8.94	P6.27	+12	+07

Generally pupil premium students have on average made greater progress but from a lower starting point.