



PRIORY WOODS SCHOOL AND ARTS COLLEGE

PUPIL PREMIUM POLICY 2017-2018 & IMPACT STATEMENT

Updated: April 2017

Approved by Governors:

To be reviewed: April 2018

PRINCIPLES

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic need within a caring special school environment. This is an essential, integral part of the supportive ethos of the whole school community. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his / her full potential irrespective of need.

BACKGROUND

The pupil premium is a government initiative that targets extra funding at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. It is in addition to any funding that the pupil may receive for their special educational needs.

The government have used pupils entitled to free school meals over the last six-year period as an indicator for deprivation, and have deployed a fixed amount of funding to schools per pupil, based on the number of pupils registered for free school meals. Additional funding is also allocated to schools for any child that is 'looked after' or whose parent / carers are employed by HM Services. The Pupil Premium will increase every year of the course of this current government.

It is for the schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

PROVISION

In order to meet the above requirements, the governing body of Priory Woods School will ensure that the provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

Governors also recognise that not all pupils who receive free school meals will be socially disadvantaged. Similarly, not all pupils who are socially disadvantaged are registered or qualify for free school meals. The governors reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.

In 2016/2017 the pupil premium was £104,030

This funding was used to further improve outcomes in the following ways:

- To facilitate a class based facility to be accessed by targeted students to provide a specifically adapted curriculum including focused language and communication and behaviour for learning through bespoke programmes for identified pupils.
- To provide bespoke timetabled interventions by HLTA's to accelerate progress across school and ensure that they needs of the gifted and talented pupils are met.
- To support the cost of Breakfast Club to ensure that pupils are ready to learn.
- To support parents / families and address and action attendance issues.
- To address the emotional and personal wellbeing of pupils through the use of the Thrive approach.
- To increase access to residential and out of school activities.
- To provide additional staffing to ensure that selected pupils receive the necessary physical support.
- To redesign and re-designate a classroom to improve provision and outcomes for PMLD pupils.

Impact of the funding on pupil outcomes:

PUPIL PREMIUM IMPACT STATEMENT 2016-17

Action/Objective	Impact Measure	Cost	Impact
<p>Funding of Specialist Teaching Assistant in Lower school.</p> <p>To facilitate a class based facility to be accessed by targeted students to provide a specifically adapted curriculum including focused language and communication and behaviour for learning through bespoke programmes for identified pupils.</p>	<p>Pupil's behaviour for learning and development</p> <p>Improvement and progress in relation to pupil's language and communication skills.</p>	£22,035	Pupils who are eligible for PP and attend Purple class have all made progress in language. Literacy and communication. 70% made good or outstanding progress as measured on CASPA.
<p>Bespoke timetabled Interventions By HLTA's.</p> <p>50% of HLTA costs in both Upper and Lower school.</p> <p>To accelerate progress across school and ensure that the needs of gifted and talented pupils are also met.</p>	<p>100% pupils make progress against their individual targets.</p>	£26,000	All pupils in the intervention groups who are in receipt of PP have made 0.8 points of progress using CASPA. This is for both maths and English.

<p>To support the costs of Breakfast Club to ensure that pupils are ready to learn.</p>	<p>Attitude and behaviour of pupils in lessons. – attendance at Breakfast Club.</p>	<p>1,000</p>	<p>15 children attend breakfast club. Behaviour at the breakfast table has improved and some children are now willing to try different foods. Children are ready to learn once they have had breakfast.</p>
<p>The funding of 3 days of a PSA to support parents/families, address and action on attendance issues, liaise with Multi Agency workers</p>	<p>Further engagement with/ support provided for parents. Continued improvement in attendance and punctuality.</p>	<p>£11,922.00</p>	<p>Of the identified children who were persistent absentees and in receipt of pupil premium, 85% showed an improvement in their attendance. The two children who had not made an improvement have specific issues and the PSA continues to work with these families.</p>
<p>To address the emotional and personal well being of pupils.</p> <p>Through the use of the Thrive approach students are assessed; profiled and identified issues and needs are addressed.</p> <p>One morning a week 2 Teachers and a Teaching Assistant are allocated for specific work with identified children. (80 % charged)</p> <p>Staff Training – parents course To train staff to work with</p>	<p>The addressing of the personal, social and emotional needs of pupils allowing their barriers to learning and development to be identified and support given.</p>	<p>£8,800 Teachers £1,777 Teaching Assistant 1000</p>	<p>Whole school assessments are complete and children and young people have been grouped according to need. Small groups of identified pupils receive small group work targeting specific areas of emotional development. Others have 1-1 bespoke work. End of year data shows improvement in all areas of the programme with many examples of impressive progress for individuals. For example, one KS2 pupil has shown improvements of 30% in 'Being Safe' and 41% in 'Having needs met' Twelve families have benefited from attending Family Thrive programme – feedback was very positive and families felt that they had learnt skills and had a greater understanding of their child's needs.</p>

<p>parents.</p>			
<p>Residential/ Financial Support</p> <p>To provide support with both funding, and clothing to enable all young people to access the valuable experience that residential offer.</p> <p>To provide additional places to LAC / Pupil Premium pupils on Erasmus project to increase life experiences confidence and self-esteem.</p> <p>To provide financial support as required to allow pupils to excel / develop self esteem through sport / music lessons as appropriate.</p>	<ul style="list-style-type: none"> • The enabling of pupils to have positive experiences away from the family home. The development of pupil confidence and self esteem in new environments. • Pupil confidence / self esteem. 	<p>£5,000</p>	<p>Financial support has enabled twenty three PP children to attend residential to Peat Rigg, Carlton and Bendrigg Lodge. Pupils had the opportunity to develop independence, experience activities outside their experience and achieve. Two students also attended overseas trips with Erasmus . This was over and above the financial support received through Erasmus and was funded form PP funding.</p>

<p>To provide extra staffing to ensure that selected pupils receive the necessary physical support.</p>	<ul style="list-style-type: none"> Improved access to the curriculum allowing all pupils to make the expected levels of progress. 	<p>£22,035</p>	<p>The focus of this was in Yellow and Green classes where a large proportion of pupils have additional physical needs. An additional teaching assistant supported the groups. All of the children in these groups with the extra physical needs and who are in receipt of pupil premium made progress.</p>
<p>PMLD classroom improvements Redesign and re-designation of a classroom and purchasing of specialist sensory equipment for PMLD cohort of students to improve provision and improve outcomes.</p>	<ul style="list-style-type: none"> Improved access and curriculum for PMLD pupils to ensure that they make the expected level of progress. 	<p>£4,296</p>	<p>Using MAPP to assess progress of this cohort of pupils with the most profound learning difficulties, small steps of progress was evident for all pupils. Lesson observations evidence improved use of resources for this group enabling a more targeted approach to their curriculum.</p>
<p>Total spend</p>		<p>£103,865</p>	

PUPIL PREMIUM 2017/2018

1. SUMMARY INFORMATION

SCHOOL	PRIORY WOODS SCHOOL AND ARTS COLLEGE	TOTAL PP BUDGET	£
FINANCIAL YEAR	2017/2018		
TOTAL NUMBER OF PUPILS	<p>April 2017</p> <p>Total number of pupils Reception – Year 14 189</p> <p>Total number of pupils Reception - Year 11 143.4</p>	Pupil Premium Pupils	<p>46 Lower School Pupils @ £1325=£60,950</p> <p>44 Upper School Pupils @ £935 = £41,140</p> <p>Total Pupil Premium = £102,090</p>

LOOKED AFTER PUPILS	Total number of Looked After Pupils Reception – Year 11- 6	Looked After Pupils	Estimated Figures based on LA retention of funding 6 @ £1350 = £8,100 Funding held by virtual school £3300
TOTAL PUPIL PREMIUM AND LAC FUNDING			£110,190

2. BARRIERS TO LEARNING OF PUPIL PREMIUM PUPILS

62% of Pupils at Priory Woods are eligible for Pupil Premium.

Of these in terms of primary SEN need 20% of pupils have profound and multiple learning difficulties, 74% have severe learning difficulties, 5% have a primary need of ASD and 1% have social, emotional and behavioural problems.

22% of our Pupil Premium pupils have a physical disability and require specialist equipment, 20% of pupils have complex and sensory integration needs and the majority of pupils all have some form of speech language and communication needs.

The barriers to learning for this group of pupils have been identified as follows:

- With a number of our pupils their learning difficulties make it very difficult for them to sit and partake in classroom sessions. Communication and language is also a challenge for many of our children so additional support / a different approach is often required.
- Pupils learning and physical disabilities also often make it difficult for them to access learning and therefore additional bespoke support is provided within school.
- The physical limitations of our pupils can often limit their learning opportunities, additional support is required to allow individualised plans to be put in place to address these barriers.
- Emotional issues can also be a barrier to learning with a number of students and the school has adopted the Thrive approach to provide support to these pupils.
- The level of engagement and support available to parents is often a barrier to learning for pupils. Support is offered in various ways through thrive parenting classes, therapy workshops, parental learning opportunities and parental visits as required.
- Attendance and punctuality of FSM pupils needs regular monitoring to ensure that it stays in line with non FSM pupil attendance.
- Access to and attendance of out of school activities, Play Schemes and on Residential trips is beneficial for all of our children. For

parents of FSM pupils the cost can be a barrier.

- Financial constraints also often limit the learning opportunities and resources available to our pupils at home.
- Pupils arriving in school not ready to learn is also a barrier.

Planned spending for the Academic Year 2017 – 2018

<u>Action/Objective</u>	<u>Impact Measure</u>	<u>Cost</u>
<p>Funding of Specialist Teaching Assistant in Lower school and specialist resources as required.</p> <p>To facilitate a class based facility to be accessed by targeted students to provide a specifically adapted curriculum including focused language and communication and behaviour for learning through bespoke programmes for identified pupils.</p>	<p>Identified pupils will make progress against their individual targets as assessed by MAPP / PIVATS.</p>	<p>£23,711</p>
<p>Bespoke timetabled Interventions By HLTA's.</p> <p>20% of HLTA costs in both Upper and Lower school.</p> <p>To accelerate progress across school and ensure that the needs of gifted and talented pupils are also met.</p>	<p>Pupils who attend Breakfast Club are ready to learn.</p>	<p>£10,400</p>
<p>To support the costs of Breakfast Club and the Fruit Trolley to ensure that pupils are ready to learn. (62% of costs charged)</p>	<p>Attitude and behaviour of pupils in lessons. – attendance at Breakfast Club.</p>	<p>£2,170</p>

<p>To support pupil progress by working with families via family Thrive and other support of a PSA e.g. re attendance</p>	<p>Further engagement with/ support provided for parents. Measured by parental attendance at events.</p> <p>Continued improvement in attendance and punctuality across school ensuring that PP pupils remain in line with non-pupil premium pupils.</p>	<p>£18,000</p>
<p>To fund an additional teaching assistant in lower school to ensure that selected pupils receive the necessary support. (80% charged)</p>	<p>Improved access to the curriculum allowing all pupils to make the expected levels of progress.</p>	<p>£17,600</p>
<p>To address the emotional and personal well being of pupils.</p> <p>Through the use of the Thrive approach students are assessed; profiled and identified issues and needs are addressed.</p> <p>Throughout the week 3.5 days of teaching time and 0.5 days of a teaching assistant's time are allocated for specific work with identified children (80% charged)</p>	<p>The addressing of the personal, social and emotional needs of pupils allowing their barriers to learning and development to be identified and support given.</p> <p>Impact is measured by the developing emotional resilience of pupils as evidenced in the progress made on Thrive online assessment tools.</p>	<p>£22,200 Teaching costs</p> <p>£1,282 Teaching Assistant costs.</p>

<p>Financial Support</p> <p>To provide support with both funding, and clothing to enable all young people to access the valuable experience that residential offer.</p> <p>To provide Taxis as required for pupils to attend extended school clubs.</p> <p>To support the costs of the Summer school (£2,100@62% following the grant received)</p>	<p>The enabling of pupils to have positive experiences away from the family home. The development of pupil confidence and self esteem in new environments.</p> <p>Improved curriculum access resulting in targeted pupils making at least expected progress in PSHE</p> <p>Attendance at Summer School to ensure that learning opportunities continue throughout the summer period.</p>	<p>£5,000</p> <p>£250</p> <p>£1302</p>

<p>To purchase a bank of musical instruments to be loaned out to pupils so they can be given the same opportunities as their mainstream peers.</p>	<p>Pupil confidence / self-esteem and parental engagement. Pupils will improve their skills with musical instruments.</p>	<p>£2,500</p>
<p>To engage Tree Tops to devise individualised learning programs for Upper School Pupils with PMLD (77% of cost)</p>	<p>Improved access and curriculum for PMLD pupils to ensure that they make the expected level of progress.</p>	<p>£5,775</p>
<p>Total spend</p>		<p>£110,190</p>