



PRIORY WOODS SCHOOL AND ARTS COLLEGE

PUPIL PREMIUM POLICY 2018 - 2019 & IMPACT STATEMENT

Updated: September 2018

Approved by Governors:

Reviewed: September 2019

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 2017/2018 the pupil premium was £104,790

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 their needs of the gifted and talented pupils are met.
- To support the cost of Breakfast Club and the fruit trolley to ensure that pupils are ready to learn.
- To support parents / families and address and action attendance issues through the PSA and family thrive sessions.
- To continue to address the emotional and personal wellbeing of pupils through the use of the Thrive approach.
- To provide an additional teaching assistant in lower school to assist in meeting the needs of the complex cohort.
- To provide opportunities for pupils to attend residential.
- To provide opportunities for pupils to attend summer school.
- To provide musical instruments for children to explore music in the home setting.
- To provide bespoke timetabled Tree Tops sensory programs and experiences.

Impact of the funding on pupil outcomes:

Impact Statement 2017 – 2018

<u>Action/Objective</u>	<u>Impact Measure</u>	<u>Cost</u>	<u>Impact</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>0 reception pupils (spring 2017) are receiving pupil premium</p> <p>9 Key stage 1 pupils (spring 2017 a) receive pupil premium and made an average of 6.7 steps of progress</p> <p>4 follow the informal curriculum and made 61 total steps of progress</p> <p>5 follow the semiformal curriculum and made 61 total steps progress</p> <p>Key Stage 2 (spring 2018) 33 students made 230 steps progress resulting in an average of 6.9 steps</p> <p>Key stage 3 (spring 2018) 17 students made 143 steps progress resulting in an average of eight steps progress</p> <p>Key stage 4 (spring 2018) 19 students made 419 steps progress resulting in an</p>

			<p>average of six 7 students followed the informal curriculum 21 pupils followed semiformal curriculum 8 pupils followed the formal curriculum</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>To increase communication, be this through signing or speaking.</p> <p>To explore gross motor skills through Write Dance, progress into early sound phonics.</p> <p>To increase vocabulary and sentence construction.</p>	£10,400	<p>All pupils in the intervention groups who are in receipt of PP have made progress with their specific target areas.</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. Pupils who attend Breakfast Club are ready to learn.</p>	£2,170	<p>16 children were attend breakfast club. Behaviour at the breakfast table has improved and some children are now willing to try different foods and are demonstrating the appropriate social skills and manners required at the table.</p> <p>Independence is promoted through the by children choosing their own breakfast and helping themselves.</p>

			Children are ready to learn once they have had breakfast.
To support pupil progress by working with families via family Thrive and other support of a PSA e.g. re attendance	<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>	£18,000	Five families have benefited from attending the 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 and how to meet them.
To fund an additional teaching assistant in lower school to ensure that selected pupils receive the necessary support. (80% charged)	Improved access to the curriculum allowing all pupils to make the expected levels of progress.	£17,600	<p>9 Key stage 1 pupils (spring 2017 a) receive pupil premium and made an average of 6.7 steps of progress</p> <p>4 follow the informal curriculum and made 61 total steps of progress</p> <p>5 follow the semiformal curriculum and made 61 total steps progress</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>Whole school assessments are complete and children and young people have been grouped according to need and these are refined according to any changes required. The groupings are fluid depending upon need and progress made.</p> <p>Small groups of identified pupils continue to receive small group work targeting specific areas of emotional development. Others have 1-1 bespoke work where the need is identified required.</p> <p>End of year data shows improvement in all areas of the programme with many examples of impressive progress for individuals.</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>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>£5,000</p>	<p>Financial support has enabled 28 PP children to attend residentials to Peat Rigg, Carlton and Bendrigg Lodge.</p> <p>Pupils had the opportunity to develop independence, experience activities outside their usual diet, experience and achieve.</p> <p>3 students also attended</p>

<p>To provide Taxis as required for pupils to attend extended school clubs.</p>	<p>Improved curriculum access resulting in targeted pupils making at least expected progress in PSHE</p>	<p>£250</p>	<p>overseas trips with Erasmus This was over and above the financial support received through Erasmus and was funded from PP funding. This has removed potential barriers from providing such opportunities. It has contributed to and enabled the student's confidence and self-esteem to grow. In addition, offering pupils opportunities for experiential learning that they would not have access to had they not had the support to enable their attendance.</p> <p>This has enabled an increased attendance for some PP students as transport has often been a barrier to prevent them from attending school clubs.</p>
<p>To support the costs of the Summer school (£2,100@62% following the grant received)</p>	<p>Attendance at Summer School to ensure that learning opportunities continue throughout the summer period.</p>	<p>£1,302</p>	<p>This has benefited students significantly, due to students being able to access the summer school and continue learning/interaction/socialisation it has been observed that when they return to school after the summer holidays they are more</p>

			<p>ready to learn and are more readily engaged compared to when they hadn't attended.</p> <p>Summer school was attended by 16 PP pupils. Pupils had the opportunity to attend outings, play games, swim and engage in art activities.</p> <p>Pupils were socially active and were able to communicate with their peers attending the summer school and when entering the community taking part in activities and events.</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>5 pupils were able to take musical instruments home to explore and continue to promote their creativity.</p> <p>All the children that accessed the musical instruments have demonstrated increased self-esteem and confidence within their own musical ability and it is even being noticed that it has a calming effect on some student's behaviour.</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>All identified students were assessed and an individual programme was compiled which identified and addressed specific need.</p> <p>Pupils are demonstrating less sensory seeking behaviour due to the input from Tree Tops, in addition to obvious evidence of their ability to engage in teacher led activities, albeit for a minimal amount of time but this is progress for these students.</p>
<p>Total spend</p>		<p>£110,190</p>	

PUPIL PREMIUM IMPACT STATEMENT 2018-19

Action/Objective	Impact Measure	Cost	Impact
<p>Funding of a Specialist Teaching Assistant in Lower school and resources.</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>	<ul style="list-style-type: none"> Pupil's behaviour for learning and development Improvement and progress in relation to pupil's language and communication skills. 	£25,000	
<p>Bespoke timetabled Interventions By HLTA's.</p> <p>20% of HLTA costs in both Upper and Lower school and resources.</p> <p>To accelerate progress across school and ensure that the needs of gifted and talented pupils are also met.</p>	<ul style="list-style-type: none"> 100% pupils make progress against their individual targets. 	£11,283	
<p>Funding of a specialist AAC and Eye Gaze Teaching Assistant for promoting the independent communication of specific targeted students.</p> <p>Termly training delivered to staff</p>	<ul style="list-style-type: none"> 100% target pupils make progress against their individual communication learning intentions 	14 hours over 39 weeks + Resources - £7,500	

<p>on how to use eye gaze and AAC and resources</p>	<ul style="list-style-type: none"> • Staff maximise opportunities for students communication through their knowledge and understanding of how to use the technology. 		
<p>To support the costs of Breakfast Club and the fruit trolley to ensure that pupils are ready to learn. (65% of costs charged)</p>	<ul style="list-style-type: none"> • Attitude and behaviour of pupils in lessons. –attendance at Breakfast Club. 	<p>£2,275</p>	
<p>The funding of a full-time family liaison officer to support parents/families, address and action attendance issues, liaise with Multi Agency workers.</p> <p>Deliver and support families with behaviour and programmes where appropriate (64% cost)</p>	<ul style="list-style-type: none"> • Further engagement with/ support provided for parents. • Continued improvement in attendance and punctuality. 	<p>£25,000</p>	
<p>To address the emotional and personal well being of pupils.</p>	<ul style="list-style-type: none"> • The addressing of the personal, social and emotional needs 		

<p>Through the use of the Thrive approach students are assessed; profiled and identified issues and needs are addressed.</p>	<p>of pupils allowing their barriers to learning and development to be identified and support given.</p>	<p>£22,500</p>	
<p>One day a week from 3 teachers and 1 mornings a week Teaching Assistant are allocated for specific work with identified children. (80 % charged)</p>		<p>£1,500</p>	
<p>Thrive team staff delivering parenting courses to aid parents with their understanding of their child's behaviours and enabling the acquisition of strategies to deal with these. 3 x 6 week 2 hour courses.</p>	<ul style="list-style-type: none"> • Parents equipped with the neurological knowledge and understanding of their child's development and gaps within this. With this knowledge parents will gain skills, knowledge, understanding and strategies on how to relate to their children and manage their behaviours. In addition to this, to acquire the skills to aid their child to self regulate and understand their emotions. 	<p>£1,500</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>	<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. 	£5,000	
<p>To provide access to the summer school by providing financially supported places to enable students to socially interact and engage in activities that would promote physical and emotional skills.</p>	<ul style="list-style-type: none"> • Pupil confidence and self-esteem • promote communication skills • promote emotional well-being 	£500	

<p>To provide access to more individual music lessons and instruments within the home/school environment to enable students to explore their creativity.</p>	<ul style="list-style-type: none"> • Pupil confidence and self esteem • promote emotional well-being • promote and develop musical talent 	<p>£2,500</p>	
<p>To provide additional access to occupational therapy and sensory support in upper school</p>	<ul style="list-style-type: none"> • Pupils sensory dietary needs identified and met, thus aiding their levels of engagement • sensory needs met enabling students to better regulate their responses 	<p>£5,580</p>	
<p>To provide taxis to remove potential barriers for attending after-school events</p>	<ul style="list-style-type: none"> • To further promote and achieve pupil active participation • promote emotional well-being • promote confidence and self esteem 	<p>£250</p>	
<p>Total spend</p>		<p>£111,190</p>	

PUPIL PREMIUM 2018/2019

1. SUMMARY INFORMATION

SCHOOL	PRIORY WOODS SCHOOL AND ARTS COLLEGE	TOTAL PP BUDGET	£
FINANCIAL YEAR	2018/2019		

TOTAL NUMBER OF PUPILS	April 2018 Total number of pupils Reception – Year 14 189 Total number of pupils Reception - Year 11 143.4	Pupil Premium Pupils	50 Lower School Pupils @ £1325=£66,250 42 Upper School Pupils @ £935 = £39,270 1 Forces child @1620 Total Pupil Premium = £107,140
LOOKED AFTER PUPILS	Total number of Looked After Pupils Reception – Year 11- 7	Looked After Pupils	Estimated Figures based on LA retention of funding 3@ £1350 = £4,050 Funding held by virtual school £2250
TOTAL PUPIL PREMIUM AND LAC FUNDING			£111,190

2. BARRIERS TO LEARNING OF PUPIL PREMIUM PUPILS

64% of Pupils at Priory Woods are eligible for Pupil Premium. (Based on eligible pupils aged 4-11)

Of these in terms of primary SEN need 19% of pupils have profound and multiple learning difficulties, 78% have severe learning difficulties, 2% 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, 14% 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.

