

Pupil Premium Planning

Sept 2016-17

- Number on Roll – 92 (Oct 16)
- Number LAC - 0
- Adopted from care - 2 (£3800)
- Number PP (Oct census) - 28 (30.4%) (£935)



Amount of PP funding £26 180

Current gaps identified during analysis of 2015-16 data.

- Year 11 Maths performance of PP students under that of non PP students.
- PP Student social progress is below that of non PP students.
- 32% of PP students have reading ages below chronological age.
- PP Attendance is 6.5% below non PP attendance.
- PP punctuality is below that of non PP students.
- PP students involved in higher percentage of behavioural issues

Planned expenditure

Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
25% increase of PP student to make expected progress at the end of KS4 in maths	Diagnostic analysis informing planning. Regular monitoring of PP student performance.	PP students underperformed in Maths compared to English	Half termly review of PP student progress. Detailed analysis of assessment to inform planning.	IE	Analysis of data collection and examination performance

	Underachievement highlighted and action plans contrived				
To increase the number of PP students with reading ages matching chronological age to 80%	Analysis of reading test results to identify students with low reading ages. Share information with staff. Link with English dept to develop whole school reading approach. Encourage tutor to provide reading time during registration. Reading intervention programme developed.	Results of the autumn reading test shows that 32% of PP students have reading ages below chronilological age.	UP3 teacher to lead on reading recovery. Action plan to be developed highlighting students to be supported and individual support requirements	MB/IE	Initial impact will be reviewed following summer reading tests and confirmed autumn 2017.
To improve literacy understanding	Targeted intervention on phonics for those in need.	Results of the autumn reading test shows that 32% of PP students have reading ages below chronilological age meaning they will struggle to access formal qualifications.	English department to provide whole school literacy focus. Literacy development plan produced. All teaching to support literacy focus.	JP/IE	Termly reports showing impact of intervention to head and governors.
Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Family support	Employment of a family support worker (30% of salary). To provide targeted	To support improved attendance and social progress which currently is below non PP students	PSA to provide termly breakdown report of actions and impact in terms of engaging parents. Impact on attendance and social	KG	Govs and head teacher reports showing actions and impact. Identified student

	<p>support for PP students and families throughout the year. To continue to take coffee mornings to other areas of the borough to increase accessibility and attendance to the events.</p> <p>Provide transport for parents to attend information events to support their knowledge</p>		<p>development of students should be seen through the AET tracking system</p>		
<p>Improve student confidence and readiness to learn and thus improve progress.</p> <p>Ensure full access to the curriculum improving self esteem and living skills. Improve readiness to learn.</p>	<p>Purchasing uniform and other clothes</p> <p>Providing ingredients for food curriculum and breakfast club</p>	<p>Students not being in uniform and therefore not wanting to attend school. Students not able to access sporting activities and swimming.</p> <p>Students arriving tired and hungry and thus not ready to work.</p>	<p>Monitor and record purchases. Increase participation in PE and swimming lessons leading to improved performance.</p> <p>Monitor uptake and evidence impact in terms of improved progress and behaviour</p>	KG	<p>Termly PSA report showing uptake and impact</p>
<p>Provide opportunities outside of the school day to enhance student's experiences and</p>	<p>Subsidise extended school provision- after school club, transport home from extra-curricular activities.</p>	<p>Student social development of PP students currently below that of non PP students.</p>	<p>Monitor impact on attendance by providing travel home. Evidence of improved social skills and confidence when faced with new challenges evidenced through AET tracking.</p>	KG	<p>Termly PSA report showing uptake and impact.</p>

support social development	Educational visits		Improved self esteem through success at new challenges Improve student readiness to learn and thus progress Provide financial support for year 7 and Post 16 students visit to CLAC. Support year 9 residential. Providing wider educational experiences and new learning opportunities. Building self confidence and supporting independence	MJ	Govs financial report. Improvements in AET target achievement
Improve attendance of PP students by 5%	Closely monitor attendance. PSA phone call and visits to support attendance. Provide transport to school for students who have medical/social needs	Current PP student attendance below that of non PP students.	Half termly comparison data produced. Record of support/intervention provided to head/govs. Impact measured	SSu	Termly attendance report for governors:- (govs data dashboard)
Improve PP punctuality to match non PP students	Closely monitor punctuality. PSA phone call and visits to support punctual attendance.	PP punctuality is currently well below that of non PP students. This is impacted by one student who is responsible for 46 of the 70 lates.	Half termly comparison data produced. Record of support/intervention provided to head/govs. Impact measured	SSu	Termly report for governors:- (govs data dashboard)
Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students improved	Targeted	Social progress of PP students	Record of intervention work with	SSu	Termly report

behaviour and social progress	Intervention:- (30% of salary) One to one interventions working on feelings and winning and losing. Development of anger management techniques reducing melt downs and improving self esteem:-30% of counsellor cost	below that of non PP students. 56.2% of incidents involve PP student's which is disproportionate to number of PP students.	impact recorded. Feedback from counsellor. Improved behaviour record.		
Students improved speech and language	Targeted SALT support	Improving social communication skills	Improved communication skills noted and recorded in SALT reports	CC	Termly SALT report
Access to sensory profiles	30% of OT cost	Improved understanding of sensory needs and self regulation.	Reduction in incidents of meltdowns	RA	Termly report

Review of expenditure				
First Review Jan 2017		Number of PP students increased to 31		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
25% increase of PP student to make expected progress at the end of KS4 in maths	Diagnostic analysis informing planning. Regular monitoring of PP student performance. Underachievement highlighted and action plans contrived	Jan 17-PP making expected progress in KS4 Maths 4/11 (37%). 52% of PP students across the school are making expected progress in Maths.	Diagnostic analysis has identified specific gaps in learning to allow intervention support. Previous year extraction intervention had limited impact on KS4 outcomes so bespoke homework around gaps in learning. Term 1 data collection identified PP students behind expectation (7). Plans to be drawn up to support learning.	£650 for BKSB
To increase the number of PP students with reading ages matching chronological age to 80%	Analysis of reading test results to identify students with low reading ages. Share information with staff. Link with English dept to develop whole school reading approach. Encourage tutor to provide reading time during registration. Reading intervention programme developed.	Reading tests completed and highlighted students shared with staff. (49% of students have reading ages at least 2 years below chronological age compared with 25% of PP students) Tutor reading programme in place impact measured Summer reading tests.	Reading intervention programmes (Lexia) to be purchased to support development impact to be ascertained DC 2.	Reading Tests

To improve literacy understanding	Targeted intervention on phonics for those in need. 1:1 sessions for students			
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Family support	Employment of a family support worker (30% of salary)	On going	Reviewed at Easter	£3262:50
Improve student confidence and readiness to learn and thus improve progress.	Purchasing uniform and other clothes Providing ingredients for food curriculum and breakfast club	One PE kit 6 PP students attend breakfast club (40%). Social skills are developed and friendships forged.	Student accessing PE lessons and making steady progress.	£9:00 £1.82 per child per week £10;90 per week x 15 £163:50

Provide opportunities outside of the school day to support social development	Subsidise extended school provision- after school club, transport home from extra-curricular activities.	Taxi provided to enable one student to attend after school sessions at Dunes. Providing transport home allows students to access after school provision.	Students confidence improving due to exposure to new social situations.	£80:40 £175:12 (overtime Sept-Nov)
Improve attendance of PP students by 5%	Closely monitor attendance. PSA phone call and visits to support	First Term PP attendance is 90%, 5 % below non PP and a 1% increase on last year.		
Improve PP punctuality	Closely monitor punctuality. PSA phone call and visits to support	Punctuality is 99.12% for PP students and 99.94% for non PP students.	Support for one family has impacted positively on punctuality.	
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Students improved behaviour and social progress	Targeted Intervention: -Anger management, winning not losing, self esteem, attention, relaxation etc. (30% of salary)	Access to counsellor now provided	Term one data shows 56.6% of incidents involve PP students so first term impact has been negligible. However students further up the school have seen incidents reduced and these have been replaced by incidents involving some yr 7 students.	One day a week TA3 £1159:76
Students improved speech and language	Targeted SALT support	22% of SALT casework PP students. Improved speech rate and proximity understanding. Reduced anxiety and improved understanding of flexibility of thought		

Pupil Premium Planning

Sept 2015-16

- Number on Roll – 83 (Sept 15)
- Number LAC - 0
- Number FSM - 20 (24%)
- Number PP (Oct census) - 23 (28%) (£935)



Amount of PP funding £21 505

Summary	Cost/allocation	Objective	Impact
<p>Family support:-employment of a family support worker (28% of salary)</p>	£6720/£6720	<p>To support PP students and families throughout-reach and school based events/speakers. Take coffee mornings to other areas to increase accessibility. To ensure 1/3 of time is spent supporting PP students</p>	<p>The PSA has supported 18 PP families (78%) through health and well-being, sensory, attendance, transition, options, early help, respite, multi agencies, behaviour, and transport. Parents feel reassured and valued, less anxious, self-esteem improved, respite for pupils by attending residential or after school activities, can socialise with their peers in a safe environment, continuity of care and support, choices made and support attendance which leads to progress in learning. The school has run three specific social events to support parents and</p>

			transport and crèche facilities were made available for one event which increased the uptake.
Family support: -Purchasing uniform and other clothes	£372/£500	Development of family liaison role to highlight health and wellbeing and the impact on school life. Improve student readiness to learn and thus progress	Improvement in social skills and perception of school life. All students received school tie and two towels and uniform items bought for PP students
Family support: -Providing ingredients for food curriculum and breakfast club	£1500/£1500	Ensure full access to the curriculum improving self esteem and living skills. Improve readiness to learn.	11 students (48%) attended breakfast club ensuring they had eaten at the start of the day and thus ready to learn.
Family support: -Subsidise extended school provision- after school club, transport home from extra-curricular activities.	£3000/£3000	Development of family liaison role to highlight health and wellbeing and the impact on school life. Improve social skills and develop confidence when faced with new challenges. Improve self esteem through success at new challenges Improve student readiness to learn and thus progress	Of the eight pupils who attended the six week Archery club four were pupil premium (50%). 5 PP students attended the 17 week muliti sports club which was 33% of the attendees. 8 PP students attended the mad science club which ran for 8 weeks. Transport has been made available to increase accessibility for students. PP students received transport home from the mad science club, 4 from multi sports

			and 3 from archery.
Family support: -Educational visits	£1200/£1200	Provide financial support for year 7 and Post 16 students visit to CLAC. Support year 9 residential. Providing wider educational experiences and new learning opportunities. Building self confidence and supporting independence	2 Yr 7 PP students, 3 Yr 9 and 1 post 16 student were able to attend residential experiences improving their confidence and self esteem while widening their life experiences.
Intervention: -Phonics resources and staffing. (28% of salary)	£6150/£6150	One to one sessions to support identified weaknesses	Of the students supported 2 PP students have had specific intervention support leading to improved handwriting and comprehension. One student has improved letter formation and phonetically decoding words.
Intervention :Reading resources and staffing	£587/£300	Reading tests undertaken twice a year. One to one sessions to support identified weaknesses. Books (dockside) purchased (£587)	All students have reading ages which supports staff planning to ensure differentiation is accessible to the reader. Student with specific intervention has seen one student reading age rise by 3 years. Another is now willing to tackle unknown words without it resulting in "meltdowns"
Intervention: -Speech and Language-recording-listening programme	£500/£500	Support students development by improving neuro signalling thus reducing potential barriers to learning.	Work with two PP students in 8D. All PP students have SALT

			report prior to reviews Specific work with 3 students developing remembering of vocabulary strategies, consistently being able to use “k” and irregular past tense
Intervention: -Anger management, winning not losing, self esteem, attention, relaxation etc. (28% of salary)	£4742/£4742	One to one interventions working on feelings and winning and losing. Development of anger management techniques reducing melt downs.	7 students where supported through bespoke intervention. We have seen a reduction in instances of anger by 4 students. 4 students have been supported in terms of self esteem.
Student support: -Transport	£2700/£2700 (10 weeks x £270)	Supporting student and father to attend school to reduce disruption and create opportunities for learning	There has been a massive decrease in the amount of disruption caused by this young man from 55 incidents requiring positive handling in the first two terms to 1 incident in the summer term. Father is no longer attending the school and student is slowly integrating back into lessons
Total allocation	£21 505		
Total cost	£27 471		

Pupil Premium Analysis July 2016

2015-16									
KS3 has 36 non PP students and 13 PP, KS4 has 14 non pp students and 10 PP, KS5 has 10 students of which none are PP									
	Yr 11 KS4 APS	KS3 (36) Expected progress English (13pp)	KS3 (36) Expected progress Maths (13pp)	KS4 3LOP Eng (10pp)	KS4 3LOP Maths (10pp)	Average Social interaction Progress	Average Social communication progress	Average Flexibility of thought progress	% making more that 1 year progress in read/write following intervention
Pupil Premium (23)	15.3 (4)	69% (9/13)	69% (9/13)	40% (4/10)	10% (1/10)	1.97	2	2.13	30% (7/23)
Non Pupil Premium (50)	15.3 (3)	64% (23/36)	67% (24/36)	21% (3/14)	21% (3/14)	2.16	2.06	2.27	33% (20/60)

2015-16								
	Behaviour incidents	Actual Attendance at extra curric events	Proportionate attendance at extra curric KG	Attendance to coffee mornings KG (33%) 7/21 PP		Absence %	Punctuality %	Number of students benefitting from SALT support
Pupil Premium (23)	56.2%	37% (32/86)	57% (13/23)	South 19% (4/21)	Sea 24% (5/21)	11%	96 lates/8062 sessions (1.19%)	10 (43%)
Non Pupil Premium (60)	43.8%	63% (54/86)	43% (26/60)	28% (17/60)	17% (10/60)	4.5%	100/21665 (0.46%)	33 (55%)

Pupil Premium Planning

- Number on Roll – 76 (Jan Census)
- Number LAC - 0
- Number FSM - 19 (24%)
- Number PP - 19 (£935)

Amount of PP funding £17 765

Sept 2014-15



Summary	Cost/allocation	Objective	Impact
Breakfast club (£5 per week X 38)	£190/£190	To provide a positive start to the day supporting pupils in their social, cognitive and emotional development, leading to improved attainment, behaviour and social development.	Students readiness to learn has seen an increase in progress by 53%
Intervention work (33% of salary and intervention resources)	£6571/£6 571	To support identified PP students to improve reading, literacy, comprehension, handwriting, anger management, social skills, interaction skills, listening, self esteem, number work and challenge.	99.84% of all lessons did not require any SLT intervention 75% of students involved in read write improved reading scores by more than a year. 42% (8/19) PP students benefitted from intervention work compared to 40% (31/78) total students benefitting from intervention. 39% (23/59) non PP benefitted from interventions
	£0/£2785	Purchase of read/write resources	
SALT intervention (24% of £40 000)	£9600/£0	Impact on speech and language	SALT impacted by improving students communication, interaction, understanding and wellbeing in school and the wider community. 4 PP students received support on understanding spoken instruction of which two improved their scores by more than a year in the year and one improved by a year. 3 students received support to better understand word links. All improved their scores by more than a year and two by over 4 years within the year.
After school club transport	£2150/£3000	Enabling students to access extracurricular	On average 37% of students who attended after

KG £1500 JMc £650		enhancement activities supporting social and emotional development	school provision where PP against a 24% PP school figure thus supporting their social and emotional development. 68% (13/19) PP students attended at least one extra-curricular session.
Educational trips Kingswood (5x179)	£895/£895	Supporting pupil's social, emotional and language development improving confidence and employability skills	100% pass rate Duke of Edinburgh
Uniform	£106/£300	Improve self esteem	1 students given uniform impacting positively on self esteem
24% (PP fig) of £800 on uniforms	£192/£0	Purchased back stock of uniform and PE kits following rebranding	
½ a day salary for Parent Outreach	£2996/£ 2996	Development of parenting skills to help provide a consistent approach to supporting students.	Students readiness to work following structured start to the day and good bed time routine. Parent coffee morning to provide support in issues such as health and hygiene, sensory understanding and AS support networks Of the 19 PP families 47% (9) attended at least one of the coffee mornings. This is 2% higher than our non PP families. 21% (4) attended Presfield Coffee mornings and 26% (5) attended Seaforth coffee morning.
	£433/£0	Mileage costs for parent outreach to provide coffee mornings in Seaforth to support South Sefton families who do not drive. (increased total attendance at coffee mornings 16% of attendees to Southport coffee mornings PP and 31% of attendees to Seaforth)	
Animation programme	£80/£80	Developing employability opportunities. Reducing impact of tantrums.	Staff team report a reduction in the time it takes for the student to recover from serious meltdowns when the animation programme is used.
Maths support-Lap top	£267/£450	Improve attainment and progress.	Enabled access to GCSE Maths. Student achieved 8 public qualifications
EAL support	£0/£500	Improve linguistic skills and parent engagement	Supported parental engagement and led to student being offered more appropriate setting
Total cost	£23 480		
Total allocation	£17 767		

Pupil Premium Analysis July 2015

2014-15								
	KS4 APS	KS3 3LOP against KS2	KS3 "in year" 3LOP	KS4 3LOP	Average Social interaction Progress	Average Social communication progress	Average Flexibility of thought progress	% making more that 1 year progress in read/write following intervention
Pupil Premium	16 (2)	46% (13)	76% (13)	18% (6)	0.9 (19)	1 (19)	1 (19)	75% (3/4)
Non Pupil Premium	13 (6)	35% (36)	78% (36)	19% (15)	0.9 (57)	0.9 (57)	0.9 (57)	0% (0/3)

2014-15								
	Behaviour incidents (SLT intervention)	Actual Attendance at extra curric events 13/21 62% PP 26/56 46% Non PP	Proportionate attendance at extra curric	Attendance to coffee mornings (47%) 9/19 PP (39%) 22/56 non PP		Absence %	Punctuality %	% making more than 1 year progress in Speech and language
Pupil Premium	9/69 behaviour watch	37% (32/86)	24% (32/133)	South 21% (4/19)	Sea 26% (5/19)	8.5%	0.84%	71% (5/7)
Non Pupil Premium		63% (54/86)	14% (54/399)	30% (17/56)	18% (10/56)	5.19%	0.28%	52% (13/25)