

Sept 2017-18

Pupil Premium Strategy

Pupil Premium is additional funding allocated to schools by the Department for Education. Pupil Premium is calculated according to: the number of students from low income families who are known to be eligible for Free School Meals (FSM) now or at any point in the last six years; who have been Looked After Children (LAC); and service children. At Presfield we know every child is unique and our maxim is "if you have met one person with autism you have met one person with autism-Dr Shore. We have high expectations of all our students and expect no one to be left behind. As a school we continually strive to ensure that teaching and learning opportunities meet the needs of all our students and appropriate provision is in place for those that need it most. The funding enables us to focus on some of our most vulnerable learners, utilising different strategies that promote academic and social progress, achievement and development.

All members of staff and governors' accept responsibility for "socially disadvantaged" students and striving to meet their pastoral, social and academic needs within an autism aware and caring environment. We will ensure that a high profile is given to students eligible for Pupil Premium funding and staff are accountable for their progress.

After analysing our data our priorities to reduce the difference between students in receipt of Pupil Premium and those who are not is shown below.

The next Pupil Premium Strategy review will be in July 2018.

Pupil Premium Planning

- **Number on Roll** – **97 (Sept 17)**
- **Number LAC** - **0**
- **Adopted from care** - **4 (£3800)**
- **Number PP (DFE Sept 17)** - **39 (40% whole school, 56% yr 7-11) (£935)**

Amount of PP funding £36 465

Current gaps identified during analysis of 2016-17 data.

- **Current Year 9 Maths performance of PP students was below that of non PP students last year.**
- **Current Year 10 ICT and History performance of PP students was below that of non PP last year.**
- **Current Year 11 Science performance of PP students was below that of last year.**



- PP Student social progress is below that of non PP students.
- 29% of PP students have reading ages +2 years below chronological age. This can be a barrier to accessing examination questions.
- PP Attendance is 3.66% below non PP attendance.
- PP students involved in higher percentage of physical intervention (65%)

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?
Increase of PP students making expected progress in Maths at the end of KS4 to meet at least that of students with EHCP nationally.	PP students known to all teaching staff. Diagnostic analysis informing planning. Monitoring of PP performance against non PP after each data capture. Underachievement highlighted and action plans contrived. Ensure access arrangements support examination	PP students underperformed in Maths.	Termly review of PP student progress. Use of Matrices from SIMS to identify student progress Detailed analysis of assessment to inform planning. Review PP student progress as part of Appraisal review cycle.	IE	Analysis after each data collection and examination performance summer 18
Ensure PP students in KS4 Science meet expectation	Access suitable qualification for Cohort-Physics GCSE. Monitoring of PP performance against non PP after each	Summer 17 Data capture shows PP students under performing at the end of year 10.	Termly review of PP student progress. Use of Matrices from SIMS to identify student progress Detailed analysis of assessment to inform planning. Review PP student progress as	LE	Analysis after each data collection and examination performance summer 18

	<p>data capture. Underachievement highlighted and action plans contrived. Ensure access arrangements support examination</p>		<p>part of Appraisal review cycle</p>		
<p>Ensure PP students in KS4 ICT meet expectation</p>	<p>Access suitable qualification for Cohort. Monitoring of PP performance against non PP after each data capture. Underachievement highlighted and action plans contrived. Ensure access arrangements support examination</p>	<p>Summer 17 Data capture shows PP students under performing at the end of year 9.</p>	<p>Termly review of PP student progress. Use of Matrices from SIMS to identify student progress Detailed analysis of assessment to inform planning. Review PP student progress as part of Appraisal review cycle. Monitoring by KS4-5 co ordinator. Student action plan as part of teaching and learning profile</p>	<p>DRI</p>	<p>Analysis after each data collection and examination performance summer 19</p>
<p>Ensure PP students in KS4 History meet expectation</p>	<p>Access suitable qualification for Cohort-New GCSE course Ancient History. Monitoring of PP performance against non PP after each data capture. Underachievement highlighted and action plans contrived. Ensure access</p>	<p>Summer 17 Data capture shows PP students under performing at the end of year 9.</p>	<p>Termly review of PP student progress. Use of Matrices from SIMS to identify student progress Detailed analysis of assessment to inform planning. Review PP student progress as part of Appraisal review cycle. Student action plan as part of teaching and learning profile</p>	<p>HW</p>	<p>Analysis after each data collection and examination performance summer 19</p>

	arrangements support examination				
To reduce by 6 the number of PP students with reading ages +2 years below chronological ages	Reading intervention programme to be put in place. Encourage tutor to provide reading time during registration. Encourage student to access the library and read for pleasure	Results of the summer reading test shows that 29% of PP students have reading ages +2 years below chronological age.	UP3 teacher to lead on reading recovery. Action plan to be developed highlighting students to be supported and individual support requirements	JS	Initial impact will be reviewed at DC 1. Success will be seen summer reading tests 2018.
To address students who last year did not make any progress in terms of their reading age (8 students)	Reading intervention programme to be put in place. Encourage tutor to provide reading time during registration. Encourage student to access the library and read for pleasure Be mindful of spikey profile and give students opportunities to retest if result looks wrong	8 PP students last year did not progress in terms of their reading age	UP3 teacher to lead on reading recovery. Action plan to be developed highlighting students to be supported and individual support requirements	JS	Initial impact will be reviewed at DC 1. Success will be seen summer reading tests 2018.
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?

Parent support	PSA (30% of salary) to provide targeted 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. Provide transport for parents to attend information events to support their knowledge Support parents to access varying support on offer	To support improved attendance. To support well being in the home of the students thus helping them to be “ready to learn”	PSA to provide termly Governors report of actions and impact.	KG	Govs reports showing actions and impact.
Ensure full access to the curriculum improving self esteem and living skills. Improve readiness to learn.	Purchasing uniform and other clothes	Students not being in uniform and therefore not wanting to attend school. Students not able to access sporting activities and swimming.	Monitor and record purchases. Increase participation in PE and swimming lessons leading to improved performance.	KG	Termly PSA report showing uptake and impact
	Providing ingredients for food curriculum and breakfast club	Students arriving tired and hungry and thus not ready to work.	Monitor uptake and evidence impact in terms of improved progress and behaviour		
Provide opportunities	Subsidise extended school provision- after	Student social development of PP students currently	Monitor impact on attendance by providing travel home.	KG	Termly PSA report showing uptake and

<p>outside of the school day to enhance student's experiences and support social development</p>	<p>school club, transport home from extra-curricular activities.</p> <p>Educational visits</p>	<p>below that of non PP students.</p>	<p>Evidence of improved social skills and confidence when faced with new challenges evidenced through AET tracking.</p> <p>Improved self esteem through success at new challenges Improve student readiness to learn and thus progress</p> <p>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</p>	<p>KG/GM</p>	<p>impact.</p> <p>Govs financial report.</p> <p>Improvements in AET target achievement</p>
<p>Improve attendance of PP students to match non PP students</p>	<p>Closely monitor attendance. First day response phone call. PSA visits to support attendance were required.</p> <p>Provide transport to school for students who have medical/social needs</p> <p>Identify persistent absentees and meet</p>	<p>Current PP student attendance 3.66% below that of non PP students.</p>	<p>Half termly comparison data produced. Record of support/intervention provided to head/govs. Impact measured</p>	<p>SSu/CS/Office/KG</p> <p>GM</p> <p>CS</p>	<p>Termly attendance report for governors:- (govs data dashboard)</p>

	with parents. Closely monitor weekly attendance –involve EWO				
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 behaviour reducing the need for physical intervention.	Targeted Intervention:- 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 OT cost	65% of incidents requiring physical intervention involved PP students 2016-17.	Record of intervention work with impact recorded. Feedback from counsellor. Improved behaviour record.	SSu	Termly report
	Improved social understanding and progress leading to reduced melt downs.	Social progress of PP students below that of non PP students.	Monitor through AET. Behaviour incidents monitoring.	RA	Termly 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 2018		Number of PP students 39		
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
Increase of PP students making expected progress in Maths at the end of KS4 to meet at least that of students with EHCP nationally.	PP students known to all teaching staff. Diagnostic analysis informing planning. Ensure access arrangements support examination attainment in place	Yr 11 17 students on roll of which 7 are PP students Term 1 expected progress:- PP progress in Year 11 maths is 43%. Non PP progress is 40% Yr 10 18 students on roll of which 9 are PP students. PP progress in Year 10 maths is 89%. Non PP progress is 89%	TA extraction group used. One to One support for November entry student-Grade 5 achieved. Targeted Photo copy resources used to support students who do not have home access to the internet	
Ensure PP students in KS4 Science meet expectation	Access suitable qualification for Cohort-Physics GCSE. Monitoring of PP performance against non PP after each data capture. Underachievement highlighted and action plans contrived. Ensure access arrangements support examination attainment	Yr 11 17 students on roll of which 7 are PP students Term 1 expected progress:- PP progress in Yr 11 science is 14%. Non PP progress is 10% Yr 10 18 students on roll of which 9 are PP students. PP progress in Yr 10 science is 66%.Non PP progress is 78%	Targeted intervention work with individual students has worked in the previous two years	

<p>Ensure PP students in KS4 ICT meet expectation</p>	<p>Access suitable qualification for Cohort. Monitoring of PP performance against non PP after each data capture. Underachievement highlighted and action plans contrived. Ensure access arrangements support examination attainment</p>	<p>Yr 11 17 students on roll of which 7 are PP students Term 1 expected progress:- PP progress in Yr 11 ICT is 43%. Non PP progress is 40%. Yr 10 18 students on roll of which 9 are PP students. PP progress in Yr 10 ICT is 56%. Non PP progress is 67%</p>	<p>Year 10 provided with opportunity to experience GCSE via an early access approach.</p>	
<p>Ensure PP students in KS4 History meet expectation</p>	<p>Access suitable qualification for Cohort- New GCSE course Ancient History. Monitoring of PP performance against non PP after each data capture. Underachievement highlighted and action plans contrived. Ensure access arrangements support examination</p>	<p>Yr 10 18 students on roll of which 9 are PP students. Term 1 expected progress:- PP progress in Yr 10 History is 50%. Non PP progress is 100%</p>	<p>New KS4 History course has started well. Second data collection will show more realistic data as this is the first year of running the course.</p>	

<p>To reduce by 6 the number of PP students with reading ages +2 years below chronological ages</p>	<p>Reading intervention programme to be put in place. Encourage tutor to provide reading time during registration. Encourage student to access the library and read for pleasure</p>	<p>Attendance to the library has increased following the relocation. All students have a reading book for pleasure. Reading tests not scheduled until summer.</p>	<p>Reading is a school priority and all development plans reflect this. Reading tests for yr 7 students undertaken in first term to act as a baseline. Reading pens purchased</p>	<p>10 pens @ £2181</p>
<p>To address students who last year did not make any progress in terms of their reading age (8 students of which 4 are PP)</p>	<p>Reading intervention programme to be put in place. Encourage tutor to provide reading time during registration. Encourage student to access the library and read for pleasure Be mindful of spikey profile and give students opportunities to retest if result looks wrong</p>	<p>Students identified and plan in place. Retesting removed two students from cohort as previous test result was unreliable.</p>	<p>1 in 5 children with ASD have significant problem with reading. Accuracy is often better than comprehension. Self esteem impacted by low reading ability. Conventional reading programmes not as effective as with neuro typical students. Weak central coherence leads to lack of inference when reading (professor Tony Attwood) Reading tests are unreliable due to ASD spikey profile. Re testing students who are below previous scores has shown results to be higher.</p>	
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Parent support</p>	<p>PSA to provide targeted 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. Provide transport for parents to attend information events to support their knowledge Support parents to access varying support on offer</p>	<p>Term 1-22 PP parents supported in the following ways: Accessing health services including Physio, dietician, OT, Dentist and specialist nurse. Support with Health Care Plans. Medication – To ensure medication is correct, in date and to reassure parents. Early Help, Direct Payments, Sefton Women’s and Children’s Aid, (SWACA) Disability Living Allowance, (DLA) Personal Independence Payment,(PIP) Food bank vouchers and Financial Review. Citizen Advice Bureau, Sefton Carers, May Logan Healthy Living Centre, Sefton Young Carers, Buddy Up and Aiming High. Coffee mornings PP attendance was 7/15 attendees 7 PP parents out of 10 attendees supported to attend sleep workshop and 4 out of 10 attendees were PP parents on the well being day. 14/32 parents who attended the pathways event were PP.</p>	<p>Attendance at events in increased when lifts are provided.</p>	
<p>Ensure full access to the curriculum improving self esteem and living skills. Improve readiness to</p>	<p>Purchasing uniform and other clothes</p>	<p>Boiler suit purchased to allow student to attend college. Support for student to access drum lessons</p>	<p>Improved engagement in learning process Self esteem improved through drumming success</p>	<p>£21:54 £636:99</p>

learn.	Providing ingredients for food curriculum and breakfast club	Exam Breakfast provided to ensure PP students ready to tackle formal examinations	Students concentration benefits from breakfast prior to examinations	£44:95
Provide opportunities outside of the school day to enhance student's experiences and support social development.	Subsidise extended school provision- after school club, transport home from extra-curricular activities.	6 PP students have accessed "Buddy up". Transport provided to 2 parents of PP students to enable them to attend the reviews and take student to a clinical appointment		£125.19
	Educational visits	All PP students supported to attend educational visits.		
Improve attendance of PP students to match non PP students	Closely monitor attendance. First day response phone call. PSA visits to support attendance were required.	Term 1-PP attendance 90.68% and non PP attendance 93.32%. Gap is 2.64% which is a decrease of 1.02% against last year's gap of 3.66%	Attendance monitoring and sharing with tutors is raising profile of importance of attendance. Visits to home and bringing students into school works in the short term but is not sustainable.	
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 reducing the need for physical intervention.	Targeted Intervention:- 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 OT cost	9/39 (23%) PP students benefitting from OT intervention resulting in a reduction in incidents requiring physical intervention. This is $\frac{3}{4}$ of the current OT intervention cohort (12 students). 9/12 (75%) of the students being supported for anger management and self esteem are PP.		
	Improved social understanding and progress leading to reduced melt downs.			
	Access to sensory profiles -30% of OT cost	Sensory profiles produced for 3 PP students	Sensory understanding of staff needs further developing as AET analysis shows this is the area with least progress being made currently.	
Additional impact of actions on non PP students Additional student benefits from drumming lessons All year 7 students have sensory profiles				

