

## 3 Year Pupil Premium strategy plan

### **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 are 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 September 2020.*

## Summary information

### CURRENT PUPIL INFORMATION - 2019 (Correct Oct 1st 2019)

Total number of pupils:	108	Total pupil premium budget:	£36 390
Number of pupils eligible for pupil premium:	36	Amount of pupil premium received per child:	£935
Number of LAC or children adopted from care	2	Amount of pupil premium received per LAC or previously LAC student	£2 300

## Cohort information

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	33	92%
Girls	3	8%

Assessment data

2018-19 Year 11 Students making expected progress						
	2018/19			Data from previous 3 years (School Average)		
		Pupils eligible for PP	Pupils not eligible for PP	2017/18	2016/17	2015/16
English	68%	80%	20%	19%	19%	43%
Mathematics	26%	30%	70%	13%	0%	14%
Science	28%	10%	90%	19%	31%	0%

Academic data		
	Strengths	Gaps
Academic data	English	Maths and Science to narrow the gap with English

Other Data					
	Pupils eligible for PP	Pupils not eligible for PP	Data from previous 3 years (School Average)		
			2017/18	2016/17	2015/16
Attendance	90.1	93.5	90.3 (94.4)	91.9 (95.6)	89 (95.5)
Incidents of behaviour that challenges	45%	55%			

OTHER DATA		
	Strengths	Gaps
Attendance data	Whole school Pupil Premium attendance stands at 90.3% (7 out of 29 students are persistent absentees)	Pupil Premium students who are persistent absentees account for 6% of the whole school and these students need further support to increase attendance.
Behaviour data	Students behaviour over time shows an improvement over time (the number of behavioural incidents in year 7 compared to year 11/6th form shows a considerable drop. This is a 3 year trend)	Higher incidences of behaviour that challenges with higher attaining students
AET progress	All students have made progress towards their AET targets over the year	Accelerated progress towards AET targets is limited

## LONG-TERM PLAN (3 YEAR TIMESCALE):

At Presfield our long term goal is to improve the employability and life chances of our students. We aim to support our young people in moving from a “we can” attitude to one of more self sufficiency where students have a more “I can” approach. In particular empowering our students to have the confidence to inform others of their needs.

Young people with autism in the workplace should be supported by employers making reasonable adjustments we want to develop students who are able to articulate their needs in order that they can receive the support and nurture they need once they have left Presfield.

- 1) To improve students self esteem
- 2) To develop careers programme from year 7 upwards

Priority 1 - To improve students self esteem

Member of staff responsible: SSu

Intent	Implementation	By whom	By when	Resources needed	Progress indicators	Impact - Success criteria
<p>1.1 To raise students self esteem</p>	<p>Individual or group sessions with the schools therapist/intervention team</p> <p>Ensure access to trips/clubs and activities</p>	<p>Chloe Tree Ed Bird</p>	<p>Half termly</p>	<p>MP3 player sourced to support student accessing lessons and movement around room (£100)</p> <p>Trained TA to support interventions (£4 000)</p> <p>Therapist to support bespoke interventions (£14 000)</p> <p>Sensory equipment to support students self regulation with the intention of supporting the</p>	<p>Greater engagement in lessons by identified students Fewer behaviour incidents</p>	<p>Scale scoring by intervention specialists seeing an improvement.</p>

				increasing of students self esteem (£500) Cost for extra curricular clubs including transport and staffing (£6000)		
1.2 Contribute to the wider society	Participate in the Pledge system through a bespoke lifeskills curriculum	Form tutors	Termly	Public transport funds Resources needed for lifeskills (£500)	Evidence in Pledges folders	Successful completion of all Pledges at least once.
1.3 Celebrate students achievements	Use of rewards systems in place, all students engaged in process, celebration of students who go above and beyond.	All staff	Termly	Funding for rewards. (£2500)	Rewards points being monitored.	All students receiving recognition of achievements in some capacity.

## Priority 2 - Careers

Member of staff responsible: LMc

Intent	Implementation	By whom	By when	Resources needed	Progress indicators	Impact - Success criteria
2.1 To participate in meaningful work experience placements	Source and fund appropriate work placements for students. These could be once a week for the entire year or a block of weekly.	Suzanne Johnson	Placements sourced by October half term Review placements termly	Time to source and visit work placements Time to take students to visit the placement and attend interviews TA support for the work placements (£2000)	Students in a meaningful work placement	Students will have a greater sense of careers they would like to pursue.  Accessing career relevant courses, training or employment post 16.
2.2 To participate	Liaise with local colleges and arrange taster	Sharon Taylor	Taster sessions organised	Time to source and visit college placements	Students accessing college placements.	Students will have a greater sense of what



in college taster visits	sessions in subjects the students are interested in.		by October half term and to be implemented by Christmas	Time to take students to visit the colleges  TA support for the college placements PPE for students (£5000)	No NEET figures when they leave post 16.	path they would like to take post 16.  Accessing career relevant courses, training or employment post 16. No NEET figures
2.3 To have the opportunity to access impartial careers advice	1. Source a member of staff willing to undertake CEIG training. 2.Undertake training. 3.Implement work shops in school to support CEIG 4.Source external CEIG providers and liaise with them to access the school.	Lucy McLoughlin	1. October half term 2. Christmas 3. Jan 2020 4. October half term	Cover for a member of staff to undertake CEIG training (£500)  Cost of CEIG training (£500)  Cost of external CEIG provider (£1000)	CEIG undertaken Workshops in place	Students making informed decisions regarding their future  No NEET figures  Students accessing relevant courses, training or employment.

### Priority 3 - Bespoke interventions

Member of staff responsible: - IE

Intent	Implementation	By whom	By when	Resources needed	Progress indicators	Impact - Success criteria
3.1 To support students who have a reading age 2 years below their chronological reading age to close the gap.	Reading interventions	James Skarratts	October half term	Training Reading tests (£2000)  Staffing costs (£5000)	Increased engagement in lessons Increased reading for pleasure	To increase the number of students whose reading age is closer to their chronological age
3.2 To support higher attaining students to make	Standardised intervention approach	Form tutors Specialist TA3 Subject specialist teachers -	Jan 2020	Visits to FE  External speaker  Intervention time by subject lead. 1 lesson	AET improvements Reduction in number of incidences of	Continued no NEET trend Wider destinations

improved progress in all academic areas	Bespoke intervention timetables Taster sessions at college Work experience Bespoke curriculum -	History, Music, Photography		targeted support throughout the year. (£2000)  Health and Safety checks to be carried out (£1000)	behaviour that challenges	
3.3 Support the social progress of students	Taster sessions at college Work experience Life skills curriculum Whole school AET focus	Form tutor	Jan 2020	External provider sessions, college visits timetabled for minimum disruption to students  Access to enrichment activities including cost and transport	Improved ATL through data collection Data from learning walks Improved AET targets	Lesson observation and AET learning walk data demonstrated improvements in social progress

Date of next review - September 2020