

Pupil Premium Review of spending 2018/19

- Number on Roll – 106 (Sept 18)
- Number LAC - 1
- Adopted from care - 3
- Number PP (DFE Sept 18) - 35 (35% whole school)

Total Funding £38 185

1. Reduce attainment gaps in core subjects Quality teaching for all -				
Intent	Implementation	Impact	Cost	Staff lead
<p>1.1 Increase number of students making expected progress in maths at KS3 and 4</p> <p>Focus on KS4 2018/19 but year 7 and 8 also underperforming - Catch Up funding to support closing attainment gaps following question level analysis.</p> <p>EEF research details 1-1 as moderate and 1-1 feedback as high impact strategies.</p>	<p>Targeted 1-1 small group work with students in lessons - ensure TA and teachers are aware of - Teachers and TA engage in external CPD</p> <p>Mathswatch (KS34) purchased to support independent revision and in class targeted work - Termly review of progress following data collection.</p> <p>Review of students part of appraisal process. Revision guides</p> <p>1-1 intervention for PP students struggling to engage in lessons</p> <p>1-1 feedback in lessons used for early interventions in class.</p>	<p>Reduction in number of students below target;</p> <p>DC1 = 58% = 19 students</p> <p>DC2 = 35% = 12 students</p>	<p>Revision materials and workbooks £20</p> <p>Subscription Mathsbox £30</p> <p>Photocopying Mocks and assessments £100</p>	IE

<p>1.2 Increase the number of students making expected progress in English at KS3 and 4</p> <p>Mock assessments support improved work .</p>	<p>Change of exam board to support students strengths</p> <p>Termly review of progress following data collection.</p> <p>Review of students part of appraisal process.</p>	<p>Reduction in number of students below target;</p> <p>DC1 82% = 27 students DC2 60% = 20 students</p>	<p>Photocopying Mocks and assessments £100</p>	<p>JP</p>
<p>1.3 Increase number of students making expected progress in science at KS3 and 4</p>	<p>Additional, weekly small group “Maths for Physics Lesson”</p> <p>Revision guides purchased</p> <p>Use of science specialist TA to support key small groups at key stage 3 and 4.</p> <p>Termly review of progress following data collection.</p> <p>Review of students part of appraisal process.</p>	<p>Reduction in number of students below target;</p> <p>DC1 = 86% = 6 students DC2 = 71% = 5 students</p>	<p>Photocopying Mocks and assessments £100</p> <p>Revision cards in class - £30</p>	<p>LE</p>
<p>1.5 Develop students listening skills</p> <p>Evidence linking learning music with brain development and students with poor listening skills are struggling in lessons when</p>	<p>Using 1-1 music sessions students will students be motivated to develop listening skills and receive instant rewards in the form of their music</p>	<p>Results Aug 2019 GCSE and summer 19 for KS3</p>	<p>Peripatetic drum teacher £300</p>	<p>IE, LE</p>

<p>listening to delivery and this is leading to increased anxiety. NAS case studies explain how music can cross boundaries, providing a unique way to connect, empower and celebrate the individuality of every autistic person.</p>	<p>PP money will buy peripatetic music tutors in for guitar, drums,piano</p>			
<p>2. Improve attendance</p>				
Intent	Implementation	Impact	Cost	Staff lead
<p>2.1 Improved attendance ensures full access to curriculum</p>	<p>Provide daily breakfast club and additional breakfast club on morning of external exams</p> <p>Purchase uniforms and equipment needed for specialist subjects inc DT/work in house</p>	<p>Student voice feedback summer 2019 - photographic evidence. Student feedback</p> <p>2019 exams - no students needed to be collected from home by taxi or staff due to lateness.</p> <p>PP v non PPdata skewed on dashboard due to the</p>	<p>Breakfast club Daily = £1400 Exam - £140</p>	<p>IE JW</p>

		attendance of 2 students - early data summer 19 shows marked improvements in both students		
2.2 Parent support - to provide targeted support to parents with transport to aid attendance at events, through coffee mornings and for students to access buddy up and external clubs	Parent support advisor liaises with parents	Improved attendance of PP students parents ensure better communication leading to more positive links with school supporting attendance and progress.	Proportion of KG salary 25% of staff salary to coordinate support = £6955	CS
2.3. Improved diet leading to → improved physical and mental well being and improved attendance	One to one work with a dietician or school nurse and school counselor in tandem	50% of case load of 14 students are PP students	School councillor 50% wages £26 000	CS TF LM

3. Other approaches including links to personal, social and emotional well being and positive mental health

Intent	Implementation	Impact	How will you ensure it is implemented well?	Staff lead
3.1 Students develop social skills in day to day settings in and out of school	Social evenings, buddy up club - student given the opportunity to talk to students outside their year group and develop further friendships	<p>Money spent ensuring that events are attended by over 50% PP students by offering transport home after the events in the evening</p> <p>Buddy up - 33%-44% transport costs incurred</p> <p>Coffee mornings On average 50% of attendees are PP</p>	Taxi £ 2170	DRI KG
3.2 Develop skills in wider world	Fund passports for post 16 students who were PP previously to enable access to extraCurricular residential and Gold D of E	Improved motivation and self esteem creating a "I can Attitude" which will support confidence approaching formal qualifications.	£75 passport x 4 = £300	JMc

4. Improve reading				
Intent	Implementation	Impact	Cost	Staff lead
4.1 Develop programmes to improve; Blending and vowel discrimination; Working memory; Phonological awareness; Syllabification; Sequencing; Focus and attention	Implement IDL programme PAT programme Hickey Multisensory programme Classroom support via recommendations and resources for classroom staff	50% of students made improvements in ability to access assessments e.g. 1 student accessed GCSE another students accessed EL3 - impact august 19	Staff salary with UP3 for reading in main budget	JS

<p>4.2 Analyse reading progress Identify gaps in reading acquisition and develop an intervention plan.</p> <p>Baseline students</p> <p>Conduct annual reading tests.</p> <p>Complete student survey on reading habits</p>	<p>Purchase bean bags for the house to enable students to sit and read with Wilbur</p> <p>Purchase listening books to support paired reading</p>	<p>Students regularly using reading pens and thus reducing the need for readers in examinations and creating independence</p> <p>Year 8 - 4 students - 2 (50%) made progress, 1 at chronological age, 1 no progress</p> <p>Year 9 - 8 students only 1 students below age expectation made 3 years progress</p> <p>Year 10 - 5 students - 1 at chronological age - 4 students still below (80%)</p> <p>Year 11 - 10 students only 2 below chronological ages 1 made 4 years progress 1 made no progress (50%)</p> <p>7 students more than 2 years below - 4/7 currently receiving intervention</p>		<p>JS</p>
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5. Reduce the number of incidents of behaviour that challenges				
Intent	Implementation	Impact	Cost	Staff lead
<p>5.1</p> <p>Students struggling to access lesson access increased number of lessons</p> <p>EEF evidence suggests reducing incidents of behaviour that challenges has a direct impact on learning</p>	<p>Mentoring SLT</p> <p>one-one sessions with Councillor or TA</p> <p>Monitor number of sessions attended by students → improved attainment</p>	<p>1 PP student now <i>accessing PE, cooking, and life skills with group</i> - Sept 18 rarely accessed full lesson</p>	<p>50% Salary = £26 000</p>	<p>SLT</p>
<p>5.1</p> <p>Students improved behavior reducing the need for physical intervention and improving the time students spend in lessons</p>	<p>One - one interventions to support the development of self esteem and work on feelings as well as anger management techniques.</p> <p>Yoga - work in base - work with councillor</p>	<ul style="list-style-type: none"> - <i>more aware of emotions</i> - <i>increased use of coping and avoidance strategies</i> - <i>quicker 'come-downs'</i> - <i>less targeting specific pupils</i> - <i>less need to break objects</i> - <i>able to listen and negotiate</i> - <i>able to talk about issues and agree strategies</i> 	<p>Yoga £540</p>	<p>SS</p>