

Executive Head teacher
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Use of pupil premium – September 2018

Introduction – IMPACT report

The pupil premium is a Government initiative that provides extra money for vulnerable pupils. Vulnerable pupils are identified as those who are in receipt of free school meals or have been in the last 6 years, looked after children or children who have a parent working for the armed services.

Schools may use their data to decide how best to spend their money. The money must be spent on 'narrowing the gap' between pupils who have been identified as vulnerable in comparison to those who have not. Schools will be accountable for their performance and must report on all aspects of Pupil Premium Spending.

What will we receive?

In the Year 18/19, 50 pupils who receive free school meals are eligible to receive pupil premium funding. 24 pupils in primary receive £1320 and 26 pupils in secondary receive £935. We have received £75 670 for the financial year 18/19 and spend the money over the academic year.

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How will we spend the money?

Pupil premium used for	Allocated Amount	Number of pupils eligible	Brief summary of intervention	Intended Outcomes	Monitoring	Impact
Respond	£19 300	6 PP	Weekly Individual psychological support for targeted pupils with emotional and social issues	For pupils emotional well-being to improve. A reduction in anxiety and behaviour which will result in pupils ability to focus on and sustain learning and progress will improve in comparison to the previous year.	Assistant Heads Well being Team Respond team	Some reduction of behaviour of incidences and frequency of behaviour for specific pupils, Some pupils responding to understanding emotions. Respond have acknowledged that they could not support two of the pupils due to no participation from the pupils.

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Pupil premium used for	Allocated Amount	Number of pupils eligible	Brief summary of intervention	Intended Outcomes	Monitoring	Impact
Music therapy	£8500	6 pupils	Music therapist one day a week to work with individuals and groups in support of their emotional regulation	For pupils to develop communication and emotional regulation. A reduction in anxiety and behaviour which will result in pupils' ability to focus on and sustain learning and progress will improve in comparison to the previous year.	Assistant Heads Class teachers	Some pupils' behaviour has been reduced and pupils are calmer after sessions. Overall, pupils are developing their self-regulation as they seem calmer after attending music therapy sessions. Therapist reports increased engagement in sessions. Increase in request for music therapy.
Step into Dance	£460	10 pupils	Weekly dance classes for two class groups	For secondary pupils to improve co-ordination and gross motor skills. Increased results in PE	Assistant Head Secondary	Greater participation in physical activities. Pupils' co-ordination increased. Pupils' confidence to perform also increased.
Social skills development during lunchtimes	£4500	14 pupils	Targeted social skills development – showing children how to play together	To develop table manners and conversation skills during dinner time	Mentor Head of school	Reduction in incidences in the dinner hall & playground. More pupil engagement

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Speech and language therapy assistant to support the use of AAC	£18 000	55 pupils	Targeted support in communication to develop the use of communication aids – namely AAC devices, communication books & PECS	Increase in pupil attainment in spoken language by increasing the use of communication aids. Develop independence skills in preparation for adulthood Close the gap between PP & Non-PP	Head of School SALT	Progress in Spoken language for pupils on Pupil Premium is as at expected level as was assessed during Pupil Progress meetings. There is greater understanding of the use of communication across the school. Pupils have access to communication aids that are relevant to them. Staff are supported in progressing communication. Been reported by SaLT Team and teachers that the input is valuable

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Relationship and sexual education, including training for staff	£3000	20 pupils	Training for staff to better support pupils in PSHE and changing bodies. Individual and small group sessions for pupils.	Support pupils on their understanding of changing bodies. Develop independence skills in preparation for adulthood	AHT pastoral	Staff have greater confidence and knowledge to support basic RSE delivery in class. This impacts how staff are able to deal with RSE concerns. Pupils have better understanding of themselves and better understanding of consent and appropriate touch.
Residential	£2500	6 pupils	3 night residential for year 11 pupils	For pupils to develop self-help skills and confidence, this will result in increase in confidence and independence skills. This includes the cost of staffing, transport, accommodation and additional food.	Assistant head secondary	Parents have reported an increase in self-esteem and confidence. There has also been an increase in practical independence skills.

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College Placements	£500	6 pupils	Specialized college places for pupils at risk of becoming NEET	To develop independence skills in preparation for college. All pupils will have achieved their EHCP outcome in relation to college	Assistant head secondary	Leavers have made college decisions and been accepted into the college of their choice.
School mentoring	£6000	6 pupils	Weekly mentoring sessions looking at coping strategies, transitions, SRE	Reduction in behaviour and anxiety which will result in pupils ability to focus on learning and in turn make progress Close the gap in PSHE by 3% per term.	School mentor AHT pastoral	Some Reduction in behaviours being reported by staff. Pupils are able to express themselves more appropriately. Pupils are learning about body changes that affect them, which impacts how they manage their changing emotions/bodies.

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Pupil premium used for	Allocated Amount	Number of pupils eligible	Brief summary of intervention	Intended Outcomes	Monitoring	Impact
Sensory equipment	£3000	55 pupils	Provide sensory equipment for each class to allow for a sensory experiences within lessons	Reduction in behaviour and anxiety which will result in pupils ability to focus on learning and in turn make progress All pupils will achieve their IEP goal in relation to sensory and physical needs Pupils will achieve OT targets	Assistant Head primary	Pupils have access to sensory equipment which allows for emotional regulation reduction of anxiety. Also, it allows for improvements in sensory integration which is one of the core difficulties pupils with autism experience. Sensory equipment is used for sensory circuit and OT sessions which help pupils with balance, vestibular regulation and sensory overload as once regulated they are able to actively engage in learning.