

Pupil Premium Statement 2017/18

Pupil Premium is additional funding allocated to schools for pupils who are in receipt of free school meals (FSM) or who have been eligible for free school meals over the past 6 years (Ever 6 FSM). In addition an allocation is also made to pupils in local authority care for more than 6 months (CLA) or Service children.

The Pupil Premium Grant (PPG) is money used to ensure that pupils who are at risk of underachievement are able to reach their full potential and access the same opportunities, provision and enrichment as those pupils not eligible for PPG.

Our long term objective is to build a systematic and progressive structure of provision which will 'eliminate' the gap' so that the attainment of pupils in receipt of the PPG is in line with their peers.

Barriers to future attainment for pupils eligible for PP

1. Some of our PP pupils have complex medical and educational needs. A significant number of Medical appointments and absences from school impacts on the progress they can make
2. Behaviour. Some pupils have complex behavioural needs that allow small step and sometimes inconsistent progress. Some pupils need therapeutic input in order for them to increase their physical ability to access learning
3. Physical disabilities. Some pupils need therapeutic input in order for them to increase their physical ability to access learning
4. Sensory processing difficulties. Some of our pupils need specific sensory input in order to regulate their sensory processing and be able to access learning.

The Interventions team set termly targets for their learners and review and monitor these regularly At the end of each term they complete an Impact tracking sheet which details progress towards target and states when the targets have been met. Revised or new targets are set for the following term the Interventions teams also discuss each child's progress with the class team so that everyone is aware of the impact to learning the Intervention has.

The Learning and Wellbeing committee (a subcommittee of the FGB) meet every term and Pupil premium impact is monitored and reviewed. The reports, observations and outcomes of these discussions are shared with the FGB.

Total number of pupils on roll	263
Total number of pupils eligible for PP	88
Total number of CLA pupils	8
Total amount of PPG received	£95000 plus money carried forward from 16/17

Desired outcomes	How they will be met.
<p>Improve the progress and attainment in Reading and number where our gap analysis has shown that learning needs to be accelerated</p>	<p>Reading and maths interventions in small groups and 1;1 using Reading eggs/ Reading express Mathletics and 1;1 teaching support to close the identified gaps in learning</p>
<p>To improve the ability to access learning through enhancing fine and gross motor skills, enhancing motor planning and improving thinking and processing skills To improve Sensory processing using child specific equipment to improve accessibility to learning</p>	<p>Jump Ahead programmes both in small groups and 1;1. Sensory input delivered using equipment which is child specific and individualised to the child's sensory needs.</p>
<p>To improve co-ordination and core stability and control so that access to sitting and learning is more successful. To promote health and fitness and readiness to work through awakening activities</p>	<p>Hydrotherapy programmes 1;1 Physio therapy programmes 1;1 Pool exercise.</p>
<p>To improve Speech and language skills in social situations allowing greater access to communication and learning in the classroom. To improve attention and listening skills and the ability to attend for increasing periods of time</p>	<p>School Start and Talk about programmes delivered in small groups Attention Autism programme</p>
<p>To enhance and promote computing skills for a small group of pupils who are developing their coding skills</p>	<p>Purchase of laptops and coding programmes Taught in small groups. Purchase of a 3D printer and software (TBC)</p>
<p>Resources and equipment to support individual pupils with identified needs</p>	<p>Resources such as IT buttons, switches, apps, visual, sensory and communication resources which are child specific.</p>
<p>To experience a healthy range of emotions, through all the challenges of social interaction, to build resilience that will enable continued and creative engagement with their peers and their potential.</p>	<p>Forest school programme</p>
<p>To promote cooperation and communication in both the spoken word and in physical actions</p>	<p>Lego therapy in 1;1 or paired sessions</p>

Planned priorities for 2017/18	Delivered by:	Implementation	
Reading	Intervention TAs	To enhance progress in reading to show expected or better than expected progress in reading on an individual basis and following a gap analysis to target specific difficulties.	HLTA and TA led programmes using FFT and Reading eggs. Small group and 1;1 teaching.
Number	Intervention TAs	To enhance progress in reading to show expected or better than expected progress in reading on an individual basis and following a gap analysis to target specific difficulties.	TA led programmes using Mathletics Small group and 1: 1 teaching
Jump Ahead	1:1 and small group	To enhance fine and gross motor skills , processing and thinking skills and motor planning skills. Children will follow a programme in small groups and	TA led individual and group programmes. Planned by Jump ahead specialist
Hydro Therapy	Trained Hydro assistant	To improve co-ordination and core stability. Specific exercise in water weightlessness are planned by the Physio and delivered by TAs	TA led individual programmes in partnership with the Physio team
Hydro Therapy support equipment		To support Learners to be able to access maximum mobility in the pool	
Sensory Integration /diets and equipment	Overseen BY HLTA for Sensory needs	To improve self-regulation and awareness in readiness to learn	Programmes discussed and planned with OT and HLTA for sensory integration. Equipment purchased and training given to Class teams to implement
Computing group	Overseen by Lead teacher for computing	To promote computing skills for a small group of high functioning ASC boys.	Equipment programmes and apps purchased. Teaching led by ICT teacher.
Resources and equipment Future interventions		Reading Eggs, Mathletics, Spelladrome licences Headphones Laptops and ipads	
Educational Visits			
Pool exercise	Led by Intervention TA	To promote healthy exercise without high impact on joints To energise and prepare for learning	Teacher and TA led in small groups
Lego Therapy	1;1 and paired sessions	To listen and respond to simple instructions to create models To be able to give precise and concise instructions to follow a given model pattern To be able to co-operate with peers in giving and receiving instructions	Intervention TA