

Pupil Premium Allocation 2018-19

Background

Pupil Premium is additional funding given to publicly-funded schools in England to:

- raising the attainment of disadvantaged pupils and closing the gap with their peers
- supporting children and young people with parents in the regular armed forces

Pupil Premium funding is available for children eligible for free school meals at any point in the past 6 years. Schools receive:

- £1,320 per pupil of primary-school age
- £1,900 per pupil who:
 - has been looked after for 1 day or more
 - has been adopted from care
 - has left care under a special guardianship order, a residence order or a child arrangements order

The school's allocation for 2018-19 is £54,120 with 48% of pupils entitled to this additional support.

Review

Pupil Premium Formal Curriculum Pupil Outcomes for 2017-18 (17 pupils) compared with non-pupil premium pupils (18 pupils)

Pupil Premium and Non-Pupil Premium Comparison								
	LQ		MQ		UQ		<> 75% Target	
	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP
Reading	0%	18%	89%	59%	11%	23%	25 (100%)	7 (82%)
Writing	28%	29%	72%	47%	0%	24%	-3 (72%)	-4 (71%)
Speaking	17%	18%	78%	64%	5%	18%	8 (83%)	7 (82%)
Listening	17%	29%	78%	53%	5%	18%	8 (83%)	-4 (71%)
English Overall	15%	23%	79%	56%	6%	21%	10 (85%)	2 (77%)
Number	11%	35%	72%	41%	17%	23%	14 (89%)	-11 (64%)
Measurement	11%	18%	67%	47%	22%	35%	14 (89%)	7 (82%)
Geometry	0%	18%	100%	64%	0%	18%	25 (100%)	7 (82%)
Maths Overall	7%	24%	80%	51%	13%	25%	18 (93%)	1 (76%)
PSHE	17%	23%	72%	65%	11%	12%	8 (83%)	2 (77%)
Overall	13%	23%	77%	57%	10%	20%	12 (87%)	2 (77%)

Pupil Premium and Non-Pupil Premium Comparison Headlines

- At least 77% of pupils made expected or above expected progress across both cohorts
- 87% of pupils made expected progress or above expected progress for non-pupil premium pupils across all strands
- 77% of pupils without pupil premium made expected or above expected progress across all strands
- Reading, geometry and maths overall are outstanding strands for non-pupil premium pupils.
- There is a need to close the gap between the cohorts in writing, reading, listening and number

Progress Judgement = GOOD

Review

Pupil Premium Semiformal Curriculum Pupil Outcomes for 2017-18 (21 pupils) compared with non-pupil premium pupils (19 pupils)

Pupil Premium and Non-Pupil Premium Comparison								
	LQ		MQ		UQ		<> 75% Target	
	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP
Cognition and Learning								
Responsiveness	9%	5%	4%	26%	87%	69%	16 (91%)	20 (95%)
Curiosity	0%	0%	14%	21%	86%	79%	25 (100%)	25 (100%)
Investigation	14%	10%	23%	37%	63%	53%	11 (86%)	15 (90%)
Discovery	14%	0%	23%	32%	63%	68%	11 (86%)	25 (100%)
Anticipation	4%	5%	4%	26%	92%	69%	21 (96%)	20 (95%)
Persistence	18%	0%	9%	26%	73%	74%	7 (82%)	25 (100%)
Initiation	4%	0%	9%	21%	87%	79%	21 (96%)	25 (100%)
Communication and Interaction								
Expressive Communication	9%	16%	27%	26%	64%	58%	16 (91%)	9 (84%)
Receptive Communication	4%	5%	32%	32%	64%	63%	21 (96%)	20 (95%)
Overall	8%	5%	16%	27%	76%	68%	17 (92%)	10 (85%)

Pupil Premium and Non-Pupil Premium Comparison Headlines

- At least 85% of pupils made expected progress or above expected progress across both cohorts
- 92% of pupils without pupil premium made expected or above expected progress across all strands which is outstanding
- 85% of pupils receiving pupil premium made expected or above progress across all strands with 68% of those above expected progress which is outstanding

Progress Judgement = OUTSTANDING

Targets for 2017-2018

1. Improve the performance in English to 80% achieving or exceeding expectations in pupil progress with targeted interventions in reading.

Review:

For formal curriculum pupils, this was not achieved at 77%. Writing and listening are areas for improvement whilst reading and speaking did achieve this though there was a gap between PPA attainment and the attainment of those without PPA. For semiformal curriculum pupils who are tracked through Engagement Steps, whereby these skills are measured through Communication and Interaction, achieved 85%.

2. Improve speaking and listening through targeted communication intervention approaches including PECS, Communication Groups and Fun with Food.

Review:

Speaking improved but listening is not yet at the level we aim for.

3. Maintain Music Therapy for referred and qualifying pupils to support positive behaviours for learning, communication and interaction.

Review: although music therapy was delivered, concern regarding the fitness (physical) of the therapist has necessitated a change in staffing.

4. Movement and Dance to promote positive behaviours, positive interaction and foundations for communication for some.

Review: this was delivered and anecdotal evidence shows positive impact, but there is a need to improve evidencing of the impact.

5. Improved intensive interaction support for targeted pupils.

Review: this has commenced but its impact is yet to be fully realised due to the late delivery of training. .

6. Introduce at least 2 new culture programmes or experiences to the school.

Review:

One new cultural experience introduced.

7. To provide enrichment through horse-riding opportunities.

Review: achieved.

8. Theatrical experience.

Review: achieved.

9. Support for residential experiences.

Review: achieved.

Targets for 2018-2019

1. To improve listening so that 80% of pupils make expected or better progress.
2. To improve interventions in writing so that 80% of pupils make expected or better progress.
3. To improve interventions in Number so that 80% of pupils make expected or better progress.
4. To maintain a rich progress of curriculum enrichment through Dance, Music Therapy, Taekwondo and theatre experiences to address limited opportunities outside of schools .
5. To further develop sensory interventions to address barriers to learning for pupils who present with behaviours which are impacting on their educational and social development for learners entitled to pupil premium .
6. Ongoing support for PPA pupils to attend residential experiences.



Intervention 1: Communication Interventions (PECS/Makaton)

Intervention Aims	Action Planned	Cost/Number of Pupils	How Impact of Intervention will be measured.
<p>To ensure 80% of pupils with PPA achieve expected or better progress in speaking.</p>	<p>Targeted 1:1 support for pupils with complex needs who require PECS to acquire the fundamental pre-requisites for communication.</p> <p>Targeted TA interview for pupils requiring support in speaking 2 days per week.</p> <p>Weekly Makaton training sessions for the whole staff to ensure maintenance of total communication environment.</p> <p>Weekly signing groups for pupils to be reintroduced from January 2018 (when staff member returns from mat leave)</p>	<p>4 day TA reading support. for 37 weeks</p> <p>£20,000</p> <p>£4,500</p> <p>Nil</p>	<p>Tracked intervention and monitoring sheets maintained by PECS tutor.</p> <p>Progression in communication and interaction as measured through Engagement Steps .</p> <p>Assessment of Makaton competence by trainer. Evidence through observations of teaching and learning undertaken by</p>

Impact Statement

Our PECS lead, led support in a variety of classes, modelled good practice with the staff teams and provided PECS materials to the teachers and staff. Along with another member of staff, a communication group was set up to practice skills learnt in small groups and individually across all phases of PECS.

Makaton Training is delivered on a Tuesday morning to all staff related to the topic areas and any areas of needs for individual learners and classes at the time. More signing is being used by staff and children.

80% of children were either on track to, achieved or met their challenging target in English and Communication.



Intervention 2: Communication Intervention (Writing)

Intervention Aims	Action Planned	Cost/NumberPupils	How Impact of Intervention will be measured.
<p>To improve pupil outcomes in writing so that 80% of pupils make expected or better progress.</p>	<p>To provided targeted pupils where required through individual or small group support provided by a TA from January until July.</p>	<p>£4,500</p>	<p>Tracked monitoring and intervention sheets.</p> <p>Progress as tracked by Connection Steps and Engagement Steps against targets. .</p>
	<p>Whole school review of approaches to teaching of Writing with view to introducing new intervention approach following AHT attending inset training.</p>	<p>£1,000</p>	<p>Whole school and PPA review of performance in writing.</p>
	<p>Further Write Dance training for all staff.</p>	<p>£1,000</p>	
<p>Impact Statement</p> <p>81% of children were either on track to, achieved or met their challenging target in English and Communication.</p>			

Intervention 3: Communication and Social Skills Development (Music Therapy)

Intervention Aims	Action Planned	Cost/Number Pupils	How Impact of Intervention will be measured.
Music therapy	Five pupils to receive 45 minutes of music therapy who have been referred and accepted by music therapist to support the development of communication and interaction	£10,000 £44 p.h. for 37 weeks 7 Pupils	Monitoring statements from music therapist on interventions made. Referrals made to music therapist.
<p>Impact Statement The targeted children who accessed music therapy worked 1:1 with the music therapist for child led sessions based around music. It allowed the children the opportunity to engage in free expression in a low impact environment.</p> <p>81% of children were either on track to, achieved or met their challenging target in Engagement Steps.</p>			

Intervention 4: Communication and Sensory Support (Tac Pac)

Intervention Aims	Action Planned	Cost/Number of Pupils	How Impact of Intervention will be measured.
To support the development of receptive and expressive language and sensory support through targeted tac pac sessions for pupils entitled to PPA following the semiformal curriculum.	To release trained TA in delivery of focused Tac Pac Sessions inline with intervention aims for one and half days pw for 30 weeks.	£4,500	EHCP annual reviews, monitoring and tracking sheets and behaviour incidences recorded on Behaviour Watch.
<p>Impact Statement TACPAC was used to provide targeted interventions for targeted individuals. One of our teaching assistants worked on positive interaction and bodily awareness using music and a variety of sensory toys. The children that received this intervention arrived displaying heightened levels of anxiety and would return to class calm and ready to engage in their learning.</p> <p>81% of children were either on track to, achieved or met their challenging target in Engagement Steps.</p>			

Intervention 5: Communication, Social Skills and Movement (Dance Therapy)

Intervention Aims	Action Planned	Cost/Number of Pupils	How Impact of Intervention will be measured.
Movement and Dance Therapy	All pupils to receive on block of movement and dance (7 weeks) either on a group or individual basis to promote interaction, social skills and experience benefits of dance	£4,000 for all pupils	Observation of sessions. Update reports from dance therapist.
<p>Impact Statement The Dance therapist completed a whole class session and introduced a 1:1 workshop with targeted individuals. The children engaged in intensive interaction through dance and movement to music, it helped regulate behaviours of some of our individuals and provided access to elements of the curriculum that they may have not been able to access otherwise. The Dance Therapist completed a City of Culture performance with some of our more formal learners which was built around the children’s themes and ideas.</p> <p>81% of children were either on track to, achieved or met their challenging target in Engagement Steps.</p>			



Intervention 6: Maths (Number)

Intervention Aims	Action Planned	Cost/Number of Pupils	How Impact of Intervention will be measured.
To improve performance in Number so that 80% of pupils achieve expected or better progress.	To undertake a review of the use of Numicon across the school which has been introduced with the aim of reinvigorating its use to support improved pupil outcomes by facilitating release of staff and purchase of new resources.	£1,000 staff release £500 resources	Connecting Steps attainment in Number. .
Impact Statement Numicon is used in all classrooms to support a variety of areas of maths and cognition, such as, number and shape. It is accessible for all children of all ability levels and is adaptable to many areas of their learning. 81% of children were either on track to, achieved or met their challenging target in Maths-Number.			



Intervention 7: Cultural Experiences

Intervention Aims	Action Planned	Cost/Number of Pupils	How Impact of Intervention will be measured.
To provide opportunities for enriched culture experiences for pupils from disadvantaged backgrounds	Identify a minimum of 2 visits to school to provide diversity and enrichment for pupils: <ul style="list-style-type: none">- Theatre- Coventry Performing Arts- Curriculum enrichment visits to school e.g. "wild animals"- Rock Band	£1,000	Monitoring statements from teachers, evidenced through SMSC half-termly overviews.
<p>Impact Statement</p> <p>All children accessed the Rock Band experience and thoroughly enjoyed listening to music of all genres. The children could generalise the skills learnt in their music sessions to identify instruments and listen to how they are played. The theatre company was accessed by those children that chose to attend; they were exposed to drama and singing performances and attended a work shop afterwards to learn about stage directions, props and lighting. Some of the children were able to operate the stage lighting and have a Q and A with the theatre team.</p> <p>81% of children were either on track to, achieved or met their challenging target in Engagement Steps.</p>			

Intervention 8: Residential Experience

Intervention Aims	Action Planned	Cost/Number of Pupils	How Impact of Intervention will be measured.
Two night residential experience	To support the cost of a pupil whose family is on v. low income to attend a residential experience including the purchase of suitable clothing.	£500	Feedback from teacher leading residential experience.

Impact Statement

10 children attended the residential at the pioneer centre. They had many experiences with staff and peers including abseiling, rock climbing and midnight trekking. The children gained skills in independence, conquered fears, engaged in social interaction in a variety of contexts and made lasting memories in their final year at Three Spires.

81% children were either on track to, achieved or met their challenging target in Engagement Steps.

89% children were either on track to, achieved or met their challenging target in PSHE.

Progress Overall in engagement (average)	%	PSHE	No of Pupils	%
Met Expected	4%	Met Expected	1	3%
Met Challenging	5%	Met Challenging	0	0%
Underachieving	19%	Underachieving	3	12%
On track	72%	On track	23	85%
On track or above	81%	On track or above	24	89%