

Pupil Premium Strategy and Planned Use of Pupil Premium for the financial year 2018-2019

The pupil premium is for pupils in Reception to Year 11. We are awaiting the final grant allocation for pupil premium (April 2018). However, we expect to receive £55,000.

In the 2018 to 2019 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil identified in the spring [school census](#) as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

Pupils that are registered as Service children (Ever 3) will attract an additional £300.

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils is managed by the [virtual school head \(VSH\)](#) in the local authority that looks after the child.

Pupil premium strategy

Maintained schools are required to publish their pupil premium strategy online.

Identification of barriers faced by each pupil at Pitcheroak

There are currently 8 x LAC students at Pitcheroak (April 2018). All students at Pitcheroak have educational health care plan (EHCP). As such all pupils require additional support on a daily basis in the form of the following provision:

- a personalised learning programme
- extra help from a teacher or teaching assistant
- to work in a smaller groups
- structured adult-led activities at break/ lunchtimes
- intensive support when taking part in class activities
- extra encouragement in their learning, e.g. to ask questions or to try something they find difficult
- help with communication
- support with physical or personal care, e.g. eating, getting around school safely or using the toilet

How PP students are assessed at Pitcheroak School

As a school we use performance scales (P scales) to report on the attainment and progress of all pupils with special educational needs (SEN) who are working below level 1 of the national curriculum. We are currently moving towards SOLAR assessment tool that will enable us to use engagement profiles to track pupil progress. The school also use learning journals for students across the school that have complex needs. Pupils that are in receipt of PPG funding are tracked on an individual basis and targets are set and reviewed on a termly basis.

Evaluation of the schools previous approach

The school have published details of the impact of the pupil premium funding in our Report to parents 17/18 which is available on the school's website. The impact has been evidenced in the following ways:

1) Learning mentors - Case studies have been develop that indicate progress measure against EHCP outcomes. Evaluations demonstrate opportunities for children that develop skills such as cooperation; confidence; self-esteem; social interaction and negotiating skills have improved. SLT and Governors have monitored in-year progress and attainment of pupils receiving intervention/inclusion.

2) Independent skills – enrichment activities - The visits are planned and focussed to develop independence, confidence and self-esteem. We work closely with individual students to address their termly IEP targets and track and monitor success criteria when on residential.

3) Lunchtime and afterschool clubs - Social skills have increased for pupils with SLD and complex needs though a play-based approach to after school clubs. Students have been provided with a range of different activities to develop social skills and nurture relationships with the adults that they are working with. Attitudes to learning have been assessed and the self-evaluation has been good and outstanding across the school. Incidents of negative behaviour have decreased by 50%.

Hard to reach families

Attendance data remains above the national average. April '17 – April '18 = 92.09%
Special school data 2016-17 = 90.3%

Sensory complex needs/ ICT

Financial investment in school ICT has enabled students to benefit from a total communication environment with access to a range of software and hardware to promote communication skills.

Planned use of the Pupil Premium allocation for the financial year 2018-2019 in order to address barriers to learning and the reasons for that approach.

Barrier to learning – Cognition and Learning Difficulties/Communication Difficulties

Rationale

As would be expected, children with SEND associated with learning disabilities have poorer educational attainment than their peers. There is, however, considerable variation in attainment among children with SEND associated with learning disabilities. Children from more affluent households have better attainment than children from poorer households.

Intervention

We will employ an additional **intervention teacher** to focus maths, English and science interventions. They will work across all year groups to improve the attainment and achievement of PP students. Students are currently identified by the DHT and intervention schedules are devised in collaboration with class teachers. Evaluations will be completed by the intervention teacher and progress tracked at the end of each intervention. PP students can also be identified as ‘enhanced learners’ in maths/English/ science and will be given opportunities to access additional provision in partner schools where applicable so that they can continue to be challenged to achieve at the highest level.

Estimated costs (M1-M6) - £33,824

Barrier to learning – Independent skills

Rationale

Independent skills are a process that students can improve in whereby they acquire knowledge by their own efforts and develop the ability for enquiry and problem solving. Essentially in promoting independent skills we are encouraging and enabling our students to become self-directed in their learning experiences and to have more autonomy and control over their learning environment.

Intervention

Students learn in a variety of different contexts and as a special school we pride ourselves on the extensive programme of **enrichment activities** that we deliver. PP students are financially supported to participate in residential activities at centres such as Dodford Farm, PGL Boreatton Park, Kingswood and Frank Chapman for focussed intervention and confidence building activities. We work closely with individual students to address their termly IEP targets and track and monitor success criteria when on residential.

Estimated costs - £5,000

Barrier to learning – Engagement of learners

Rationale

The time children spend in after school clubs influences their development. Through after-school activities, children can develop social skills, improve their academic performance, and establish strong relationships with caring adults. Participation in club activities during childhood is linked to higher academic performance and self-esteem. Participation in sports is linked to higher social competence and contributes to better health and lower likelihood of obesity. Research shows that children of low-income families who attend after-school clubs are less likely to exhibit anti-social and problem behaviours. Children who regularly attend

high-quality after-school clubs are more likely to be engaged in school and attentive in class. They are also less likely to truant from school or misuse substances such as alcohol and drugs. Older children who consistently participate in after-school activities are more likely to attend college, vote, and volunteer later in life.

Intervention

At Pitcheroak we will provide **lunchtime and after school clubs** for specific groups of students. We will continue to facilitate a holiday playscheme for all students who require additional support (both pupil premium and otherwise). Teachers at Pitcheroak undertake a paid lunchtime duty once a week. They will be responsible for managing and delivering a range of lunchtime clubs for PPG and other students. Teaching Assistants will be paid to offer after-school clubs three nights a week.

Estimated costs for - £5,000

Barrier to learning – Hard to reach families

Rationale

Parents who are viewed by the school as 'hard to reach' often view the school as 'hard to reach'. The key to more successfully engaging some families is to focus on non-curriculum aspect of school life, and then building on this to encourage engagement in their child's learning.

Intervention

We will continue to target families that are in need of support in order to narrow the 'attendance gap' and purchase the **educational welfare package** for support in schools. We will employ a family support worker to work with our 'hard to reach' families.

Estimated costs of EWO - £500

The costs of the Family Support will be absorbed by the school

Barrier to learning – Mental Health issues

Rationale

Over 30 years ago in the seminal 'Isle of Wight' studies, Professor Sir Michael Rutter and his colleagues reported that 30% of 10 to 12 year-old children with learning disabilities had a mental health disorder, compared with just 7% of non-learning disabled children. More recent evidence suggests that this may have been an underestimate of the actual prevalence of mental health disorders among young people with learning disabilities. Studies undertaken in Australia, Norway, Finland, the Netherlands and South Africa suggest that approximately 40% of children and adolescents with learning disabilities are likely to have a diagnosable mental health problem.

Intervention

As a school we will continue to work in a multi-agency way and seek advice from medical professionals working in specialist areas such as CAMHS, voluntary organisations and local GPs. We have employed a '**well-being counsellor**' for individual and group appointments for 3 days a week, setting up and running a peer mentoring scheme as well as supporting some of our PP students through difficult times. We will continue to support PP students with access to additional therapies such as music, play and drama.

Estimated costs for therapies only - £10,000; Counsellor to be absorbed by school

Barrier to learning – Sensory impairment – complex needs

Rationale

To reach their full potential, children and young people with complex needs must have their individual educational and other needs recognised and supported. This can be a significant challenge and has implications for the way in which the curriculum and individual lessons are planned and delivered. The SEN Code of Practice sets out clear guidelines for educational professionals working with children and young people with complex needs. A whole-school approach is the most effective way of meeting the needs of children with complex needs, regardless of type of provision. It is crucial that all staff are aware of, and understand that child's individual needs, and have the knowledge and strategies in place to support that child. In addition, information about individual children should be effectively shared both within the school and with any external agencies working with that child.

Intervention

We have recently worked extensively with the AET team to develop the school's use of AAC devices such as software, hardware, switches, computer access devices, simple communication aids and assistive technology for learners with a sensory impairment or learning difficulty. We will ensure all classrooms are well equipped with ICT such as touchscreen computers, visualisers and iPads to enable PP learners with complex needs to access lessons in an interactive way.

The costs of ICT development will be absorbed by the school. See ICT development plan.

How the impact was measured in 2018-2019

The school have published details of the impact of the pupil premium funding in our Report to parents 17/18 which is available on the school's website. Individual personalised monitoring/tracking grids of individual PPG pupils is available upon request from the school office. Outcomes are based on end of academic year data (July).

EY's – 0 pupils in this cohort
KS1 PP - 2 pupils - 50% made 2 levels of progress, 50% made 4 levels of progress (English and maths)
KS2 PP - 10 pupils - 40% of pupils made UQ and 60% made MQ progress in English; 80% made UQ and 20% made MQ progress in maths
KS3 PP - 3 pupils - 33% of pupils made UQ and 67% made MQ progress in English. 100% made UQ in maths.
KS4 PP - 5 pupils - 100% of students achieved Personal Progress qualification; 100% achieved Entry Level in maths; 100% achieved an Entry Level English (although one student did not meet their predicted target of an EL2.)

How the impact will be measured in 2018-2019

There are individual tracking sheets in place for all PP students that are regularly monitored and evaluated. The tracking sheets identify the costs and the nature of the provision and provide a brief explanation as to why the pupil premium money is being spent on each particular intervention – i.e. what specifically needs to be addressed. Subject data such as reading test data, attendance data, behavioural data etc. is recorded and then a target outcome is identified that references a data set. The target takes into account what the data

indicates at the start of the intervention so that the outcomes are measurable at the end of the analysis period. Conclusions are drawn to determine the success of each individual intervention and impact is measured. Next steps are identified so that the reviewer can establish whether there were any barriers to improvement and make suggestions for the following academic year.

Date of next PP Strategy Review: 19.04.19