

Pitcheroak School

Use of the Pupil Premium in 2017/18

Pupil Premium allocation, use and impact on attainment

Number of pupils and pupil premium grant (PPG) received 2017/18	
Total number of pupils on roll based on January '17 census	141
Total number of pupils eligible for PPG	47
Total number of pupils eligible for PPG who are LAC	6
Total number of pupils who are Service Children (Ever 6)	1
Amount of PPG received per pupil	£1320 per Primary Child (21 x Children) £935 per Secondary Child (26 x Children) £300 per Service Child (1 x Children)
LAC funding	£500 per term per LAC child (WCC and Birmingham) (4 x children) £400 per term per LAC Luton (2 x children)
Total amount of PPG received including LAC funding	£57,730

Nature of support 2017/18 against planned use of the Pupil Premium Grant

Cognition and Learning Difficulties/Communication Difficulties

Learning mentors

Estimated costs for 50% of intervention - £15,884.50

Progress to date	Impact	Further Actions
Learning Mentor continues to undertake both internal and external school links. Inclusion database established. Targeted inclusion proformas have been developed for staff in mainstream and Pitcheroak to use for identification of inclusion/ intervention opportunities. Allocated timetable sessions for inclusion/ intervention. School car purchased to support inclusion work.	Case studies indicate progress measure against EHCP outcomes. Evaluations indicate that opportunities for children have been devised to 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. 100% of PP students achieved expected or above expected progress in English and Maths, at the end of all Key Stages. A higher percentage of PP students made above expected progress in English at the end of Key Stage 1, compared to non PP. A higher percentage of PP students made above expected progress in English and Maths at the end of Key stages 2 and 3, compared to non PP.	Audit the inclusion programme to develop a package of support for primary partners with colourful semantics as the focus. Further develop enhanced learners programme for PP children, to accelerate progress, particularly in Maths. Interventions to focus on raising attainment in English.

Independent skills

Enrichment Activities

Estimated costs - £4,000

Progress to date	Impact	Further Actions
PP students are financially supported to participate in residential and enrichment activities at centres such as Dodford Farm, Stourport and	100% of PP students accessed 3 or more enrichment activities during 2017-18. The visits are planned and focussed to develop independence,	All enrichment activities will be formally evaluated on a termly basis to measured success criteria against learning outcomes.

<p>Kingswood. Pupils are provided with several enrichment activities across each term such as visits to National Trust places, Theatre trips, Severn Valley Railway and Cadbury World.</p>	<p>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. Attitudes to learning have been assessed and the self-evaluation has been good and outstanding across the school. Incidents of negative behaviour for PP students have decreased by 46% and the gap in attendance between PP and non PP students has closed slightly through the year, indicating increased levels of enjoyment and participation.</p>	
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Engagement of learners

Lunchtime and afterschool clubs

Estimated costs - £7,872

Progress to date	Impact	Further Actions
<p>A range of after school clubs have been provided throughout the year for all Key stages.</p>	<p>Social skills have increased for pupils with SLD and complex needs through 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. 28% of our students accessed at least one after school club over the course of the academic year, 45% of whom were PP. This is a 10% increase from the previous year when 35.5% of those accessing after school clubs were PP.</p>	<p>To broaden the range of after school clubs on offer by using teaching assistants to deliver clubs, using staff specialist subjects or areas of interest.</p>

Hard to reach families

Educational welfare package

Estimated costs - £466

Progress to date	Impact	Further Actions
Once a term meetings with the Educational Welfare Officer to discuss attendance issues. The EWO has undertaken a range of activities to support our hard to reach families by attending EHCP meetings, home visits and parent meetings where applicable.	Attendance data is broadly average, although higher when compared to our special school counterparts. April '17 – April '18 = 92.09% Special school data 2016-17 = 90.3%	Persistent absentee work is on-going – the majority are Pupil Premium. The school will continue to use the services of the EWO to support the school. The school will advertise for a Family Support Worker to further develop this work.

Mental Health Issues

Therapies

Estimated costs - £15,272

Progress to date	Impact	Further Actions
Additional therapies have been provided to students, including access to individual and group appointments with our 'well-being councillor', as well as music and drama therapy led by specialist therapists, to support student's social, emotional and mental health.	80% of students that received music therapy were PP and 87% of students that received drama therapy were PP. Both therapists provide reports to update the school on progress during sessions. Based on quantitative measures employed by the drama therapist, on average students increased their individual scores by 3 points against 6 measures, including; eye contact, confidence, communication, interaction, attitude and smiles, indicating a positive outcome for their individual mental health and academic achievements.	To continue to provide access to students requiring additional therapies through the internal referral system. To work with the music therapist to develop a quantitative measure to score progress during sessions, similar to that of the music therapist.

Sensory impairment – complex needs

ICT

Estimated costs - £7,000

Progress to date	Impact	Further Actions
The school has undergone major upgrades in the ICT sector. A reliable base of core systems and services is now in place. Due to this we are now in a better position to provide a more tailored learning experience for complex needs pupils. 4 x new CTouch 65" Laser Air and interactive LED Touch Screens are now in place in complex classrooms.	Students benefit from a total communication environment with access to a range of software and hardware to promote communication skills. 100% PP students made expected or above expected progress in Speaking and Listening at the end of all Key Stages.	Purchase 2 sets of 13 iPads. Purchase 3 interactive panels for classrooms. Further develop a communication strategy that audits resources.

Pupil Outcomes March 2017-March 2018

Individual tracking grids of individual PP pupils is available upon request from the school office.

Data is based on end of year (July 2017)

Key Stage 1

2 pupils	Pupil Premium		
	Below expected progress	Expected progress	Above expected progress
English	0%	50% (1 pupil)	50% (1 pupil)
Maths	0%	50% (1 pupil)	50% (1 pupil)

6 pupils	Non Pupil Premium		
	Below expected progress	Expected progress	Above expected progress
English	33% (2 students)	33% (2 students)	33% (2 students)
Maths	17% (1 pupil)	17% (1 pupil)	66% (4 pupils)

- All PP students made expected or above expected progress in English and Maths at the end of Key Stage 1.
- A higher percentage of PP students made above expected progress in English at the end of Key Stage 1, compared to Non PP, although numbers are very small.

Key Stage 2

10 pupils	Pupil Premium		
	Below expected progress	Expected progress	Above expected progress
English	0%	60% (6 pupils)	40% (4 pupils)
Maths	0%	20% (2 pupils)	80% (8 pupils)

4 pupils	Non Pupil Premium		
	Below expected progress	Expected progress	Above expected progress
English	0%	100% (4 pupils)	0%
Maths	0%	75% (3 pupils)	25% (1 pupil)

- All PP students made expected or above expected progress in English and Maths at the end of Key Stage 2.
- A higher percentage of PP students made above expected progress in English and Maths at the end of Key stage 2, compared to Non PP with Maths being an area of strength.

Key Stage 3

3 pupils	Pupil Premium		
	Below expected progress	Expected progress	Above expected progress
English	0%	67% (2 pupils)	33% (1 pupil)
Maths	0%	0%	100% (3 pupils)

9 pupils	Non Pupil Premium		
	Below expected progress	Expected progress	Above expected progress
English	0%	44% (4 pupils)	55% (5 pupils)
Maths	0%	33% (3 pupils)	66% (6 pupils)

- All PP students made expected progress in English and above expected progress in Maths at the end of Key Stage 3.
- A higher percentage of PP students made above expected progress in Maths at the end of Key Stage 3, compared to Non PP.

As a school we do not target set for Reception age students or those in KS4. However, there were 0 PP pupils in Reception for this cohort. In KS4, 7 pupils were PP - 100% of students achieved their Personal Progress qualification; 80% achieved English and 100% achieved maths.