

Pupil Premium Grant 2015-16

PPG Income for financial year 2015-16

£105,421

Intervention	Cost
Play scheme	£3,365
Sensory Teaching Assistant (including morning club)	£10,931
Occupational therapist	£3,250
Speech and Language TA	£10,931
Speech and Language TA	£10,931
Outdoor Learning TA (including morning club)	£10,931
Sensory Swim TA (including morning club)	£2,126
Horse Riding Activity	£7,974
Training	£816
Provisions (School Milk/Lunches/ including morning club cost)	£1,110
Signalong/Training	£600
Materials (sensory and outdoor learning equipment)	£2,874
Malvern Special Families	£1,672
New Hope	£2,974
Visits	£3,665
Specialist Equipment (including equipment for morning club)	£31,554
Total Expenditure	£105,704

This financial year we were allocated £105,421. Analysis of progress of pupils in receipt of Pupil Premium Funding shows that they are achieving well and on par with their peers. As the grant has increased this year it has allowed us to introduce some new initiatives in addition to continuing those already in place. The decision of how to spend the grant was based on staff discussion and evaluation of the success of the previous year.

Existing provision

THRIVE

THRIVE is a programme which helps to develop children's emotional resilience, increase their self-esteem and therefore make better progress at school. We will not be training new staff this year but we will be increasing our staffing to allow the approach to be embedded across the school.

Saturday/Holiday Clubs, Play Splash sessions and School Special Events

We will continue to use a portion of the grant to support the costs of individual places at Fort Royal School, New Hope (Worcester) and Malvern Special Families (Malvern) Holiday Clubs. Play Splash sessions using the hydrotherapy pool have been successful and are continuing.

Outdoor Learning

A portion of the grant continues to be used to fund a teaching assistant to support outdoor learning. Early morning sessions have recently been introduced to help identified pupils settle when they first come in to school.

Specialist TAs for Communication and Interaction

A portion of the grant continues to be used to fund two teaching assistant to Support language activities and specialist resource making in school.

New Initiatives

Identified need for pupil premium spending	Impact
<p>Sensory regulation assessment and passports via Occupational Therapist Following difficulty in obtaining individual programmes for children who have particular Sensory Needs, we now have a Private Occupational Therapist who works with both parents and staff to introduce individual programmes and approaches.</p>	<ul style="list-style-type: none"> • The occupational therapist worked with or advised staff of 15 pupils in school this year. • Some of this work is still ongoing but all teachers have noted a marked improvement in attention and self-regulation allowing the pupils to more readily access learning. • All pupils showed progress and 80% graduated using the identified exit criteria.
<p>Sensory Teaching Assistant We have appointed a full time Teaching assistant to lead Sensory Learning across school. This allows us to further develop individual programmes for children needing Sensory Approach both within our Sensory Room, the hydrotherapy pool and outdoors.</p>	<ul style="list-style-type: none"> • The sensory Teaching Assistants work with up approximately 18-22 pupils each day in small groups of up to 5 pupils on a withdraw basis • Various activities are undertaken including switch work (communication work) visual work, and a sensory regulation type dance. • Individual priorities and targets are agreed with class teachers. Pupil are carefully assessed each session and teachers are provided with feedback • The impact in this work is measured using the early developmental skills profile. Generally pupils appear more calm, regulated and with improved interactions and responses.
<p>Range of morning clubs We have set up a range of morning clubs to enable identified pupils to regulate and be ready for their day ahead. Various club activities are planned such as: Sensory Circuits, Sensory walks, Sensory swim, Breakfast club, Playground club and Outdoor learning club. These clubs help the pupils regulate themselves after their journeys to school, so they are calm but alert and ready to learn when they arrive in class.</p>	<ul style="list-style-type: none"> • 25 pupils access morning clubs for 20-25 minutes every day • Teachers have noted a marked improvement in attention and self-regulation allowing the pupils to more readily access learning in classrooms. • This has also identified the need for some of these pupils to continue to take regular learning breaks throughout the school day in order to maximise learning and attention.
<p>Specialist Equipment Some pupils require specialist equipment to access learning. This equipment tends to either support their physical or sensory needs.</p>	<ul style="list-style-type: none"> • A range of specialist equipment has been purchased for individuals including supportive class seating, wobble stools, rocker chairs, customised and individualised trikes, egg chairs, peanut balls, trampets, snuggle swings and thera-band and lycra scarves/body socks. • Increased engagement and attention has been noted in class in all cases.

Progress of pupils who are in receipt of the Pupil premium

The progress pupils who receive the pupil premium make in Key Stage 1 and 2 is on par or even better than the progress made by their peers.

Key Stage 1 PUPIL PREMIUM (FSM + LAC) 2014- 2015

<u>ENGLISH</u>	<u>NOR</u>		<u>Did not achieve target</u>	<u>Target achieved</u>	<u>Target exceeded</u>	<u>Achieved or exceeded</u>
Y2 2015	7 (44%)	P Premium	0%	43%	57%	100%
	9 (56%)	Non	11%	56%	33%	89%

<u>MATHS –</u>	<u>NOR</u>		<u>Did not achieve target</u>	<u>Target achieved</u>	<u>Target exceeded</u>	<u>Achieved or exceeded</u>
Y2 2015	7 (44%)	P Premium	0%	57%	43%	100%
	9 (56%)	Non	11%	44%	44%	88%

Key Stage 2 PUPIL PREMIUM (FSM + LAC) 2013-2015

<u>ENGLISH</u>	<u>NOR</u>		<u><MQ</u>	<u>MQ</u>	<u>UQ and above</u>
Y6 2013	8 (32%)	P Premium	6%	19%	75%
	17 (68%)	Non	21%	15%	64%
Y6 2014	6 (43%)	P Premium	17%	50%	33%
	8 (57%)	Non	13%	75%	13%
Y6 2015	18 (69%)	P Premium	5%	10%	84%
	8 (31%)	Non	0%	25%	75%

<u>MATHS –</u>	<u>NOR</u>		<u><MQ</u>	<u>MQ</u>	<u>UQ and above</u>
Y6 2013	8 (32%)	P Premium	14%	7%	79%
	17 (68%)	Non	17%	23%	60%
Y6 2014	6 (43%)	P Premium	17%	50%	33%
	8 (57%)	Non	25%	37%	37%
Y6 2015	18 (69%)	P Premium	11%	5%	83%
	8 (31%)	Non	0	14%	87%