



Astley Park School

Nurturing Futures

Pupil Premium Grant: Annual Impact Statement 2017 - 2018

Pupil Premium Grant 2017 - 2018	
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Governor Strategic Lead:	Wendy Blundell: COG
Date:	Autumn 2018

Pupil Premium Grant 2017 - 2018	
Total Number of pupils	54 (17 Primary & 37 Secondary)
17 Primary X £1320	37 Secondary X £935
£22,440.00	£34,595.00
Total £57,035	

Pupil Premium Grant 2017- 2018 Objectives	
1	Improve pupils speech, language and communication skills
2	To enable pupils to develop personal, social, emotional health and wellbeing
3	To develop pupil's phonics, reading and early spelling skills
4	To develop earliest phonic skills
5	To ensure pupils are able to take a full and active part in all aspects of school life
6	To provide families with support to enable pupils to develop a positive attitude towards learning
7	To enable pupils to better manage their SEMHD
8	To enable pupils to improve their readiness to learn

Summary of Impact

1. Improve pupil's speech language and communication skills.

8 New staff completed Signalong foundation course.

Signalong refresher completed October 2017.

All pupils have been assessed and information shared with parents and teaching staff.

All pupils have a communication profile.

All teachers have been offered support to set and deliver SLCN targets.

What was the impact?

Staff are more confident in the use of Signalong and how to use it with the pupils across the school day. Pupils understanding, and expressive language is supported by the use of Signalong in all classrooms. All teachers meet with the Speech and Language Therapist (SALT) to review and set new communication Pupil Outcome Plans (POP) targets each half term based on the information from the SALT communication assessments and the profile created. Pupils are working towards relevant and appropriate personalised SALT outcomes to improve their receptive, expressive and social communication skills.

2. To enable pupils to develop personal, social, emotional health and wellbeing

All female and male pupils in Key Stage 3 and 4 attended a weekly "US Girls or Us Boys" group

Pupils have experienced a wide range of activities that were designed to enhance and promote Personal Social Health Education, self-esteem, self-confidence and emotional resilience.

What was the impact?

There was a 100% take-up and all pupils positively engaged. 6 female pupils in KS3/KS4 accessed 'Us Girls' group once a week and worked on self-esteem. 5 out of 6 girls made progress in the communication section of their Social Emotional Aspects Learning (SEAL) assessment. 2 out of the 6 girls made 5 or more points progress which is exceptional progress, 3 out of 6 girls

made 2 points progress making expected progress and 1 stayed the same in the communication section of their SEAL assessment.

13 male pupils in KS3/KS4 accessed 'Us Boys' group once a week and worked on self-esteem.

12 out of 13 boys made progress in the communication section of their SEAL assessment. 5 out of 13 boys made 6 or more points progress which is exceptional progress, 7 out of 13 boys made 3 points progress which is expected progress and 1 boy made 1 point progress in the communication section of their SEAL assessment.

3. To develop pupil's phonics, reading and early spelling skills

All current staff have been Sounds Write trained through in-house training delivered by our leading practitioner and English specialist lead.

All primary pupils have received enhanced in class support from a TA1 for additional 1:1 and small group Sounds-Write intervention.

What was the impact?

All teaching assistants are now confident in delivering and supporting pupils effectively during sounds write intervention.

All pupils in primary have participated in 1:1 and small group Sounds-Write intervention from the TA1 in class. 73.5% of pupils have progressed more than one unit of Sounds Write across the year which is exceptional progress, 26% of pupils have progressed through one unit of Sounds Write across the year which is expected progress and less than 1% of pupils have made no progress in Sounds Write across the year.

4. To develop earliest phonic skills

Class groups invited parents/carers to attend share in our learning sessions and drop-ins workshops.

Multisensory phonic/reading resources have been purchased and nursery rhyme sacks have been created and are being utilised across school and at home.

The resources have been used to improve pupil engagement and enhance their focus, attention and phonic skills.

What was the impact?

Parents and pupils have benefited from the use of Multi-sensory resources and nursery rhyme story sacks. Parents and staff have reported an increased

positive engagement of pupils showing an interest in sharing books with familiar adults.

Pupil engagement through the delivery of the pre-phonics curriculum has enhanced pupil's attention and phonic skills. Evidence for learning has enabled us to identify an increase in pupils meeting their targets relating to attention and the development of phonic skills.

50% of pupils accessing the Pre-Sounds Write Curriculum have made 1 or more objectives progress across the year which is expected progress. 50% of pupils accessing the Pre-Sounds Write Curriculum have made 5 or more objectives progress across the year which is exceptional progress.

23% of pupils who started the year following our Pre-Sounds Write Curriculum have now progressed and are now able to access Sounds Write.

5. To ensure pupils are able to take a full and active part in all aspects of school life

All pupils have had the opportunity to participate in all curricular and extra-curricular Visits, including the annual Outdoor and Adventurous activity residential holiday

Identified pupils have been offered or received complimentary uniform.

Identified pupils have been offered or received complimentary breakfast and snacks.

What was the impact?

Identified cohort of pupils received complimentary uniform, breakfast and snacks. Barriers to engagement have been removed. Staff have reported an increased engagement in learning activities and an improved readiness to learn. It has also been reported that there has been an improvement in focus and attention with increasing amounts of time spent on task during the morning session. Staff have reported an increase in punctuality and attendance and a reduction in the instances of negative choice making. There has been 100% engagement and participation in all educational visits.

6. To provide families with support to enable pupils to develop a positive attitude towards learning

All families have access to our Parent Carer Support manager who has:

- Offered an initial home visit to identify areas of support
- signposted them to a range of support services.
- Offered support to attend school-based meetings & medical appointments and meetings with other multi-agency professionals.

- Provided support to explore appropriate Post 16 provision for next steps

What was the impact?

Families have been supported by the school's parent/carer support manager to visit medical appointments and to complete forms in order to access Personal Independence Payments and Disability Living Allowance. The impact is evident from achieving the Leading Parent Partnership Award and also through the OFSTED and parent questionnaire that identified that parents felt more supported due to having a parent carer manager available to guide them through difficult processes and direct them to access and apply for the correct provision for their child.

7. To enable pupils to better manage their SEMHD

An Identified cohort of pupils with SEMHD attended a weekly session over the academic year following a programme aimed at improving their social communication and emotional regulation skills

4 pupils accessed B4L (Behaviour for learning) sessions once a week and worked on their Anger Management.

What was the impact?

Pupils felt more emotionally supported which was evidenced through the progress that they made in their SEAL assessments. Pupils developed a toolkit of resources and activities that they could access in order to achieve improved modulation.

All pupils made 3 or more points of progress in behaviour section of their SEAL assessments either making expected or exceptional progress.

All pupils feedback and displayed that they had an improved understanding of the strategies available to them to support them to calm down and to stay regulated.

8. To enable pupils to improve their readiness to learn

An identified cohort of pupils have had access to the specialist Occupational Therapist (OT) from Shine Therapy who observed pupils, carried out individual assessments and provided detailed information regards their sensory needs and preferences.

The OT further supported the teachers in implementing pupil's sensory diets into their day to improve their readiness to learn.

What was the impact?

All identified staff who received training from the Specialist OT on the use of the ALERT programme have shown increased confidence in delivering and supporting pupils in their use of 'How does your engine run'. This has enabled individual pupils to recognise how they are feeling and what they need to do in order to change the speed of their engines to improve their 'readiness to learn'. Teachers and Teaching Assistants (TA)s have reported an increase in the length of time individual pupils will engage for.

Staff have regular access to the Specialist OT for advice and support for planning sensory strategies during identified drop in sessions. This has led to smarter POP targets being developed around sensory intervention leading to improved outcomes for individuals including:

- Improved focus and attention – displaying an ability to focus on tasks and activities for increased periods of time
- An improved willingness to work or interact with new or less familiar adults and peers
- An increased ability to cope with changes to routines and tasks
- Improved recall and retention of learning
- Greater understanding and use of strategies and resources that can be accessed for mutual and self-regulation