



Examples of the impact of Pupil Premium interventions at Park Community Academy
April 2016-March 2017

<p>Focused enhanced learning support (Teacher) £10,682 (dedicated time of 6 hours per week)</p>	<p>There are 10 pupils in receipt of pupil premium in year 9 and 10 who receive 1-5 specialist teaching for literacy for a duration of 30 minutes per week:</p> <p>In the year 10 intervention group pupils have been focusing on reading and spelling high frequency words. In this group their latest test showed that they could spell 75% of the first 20 words that they had been focusing on in comparison to only 15% in their initial tests. Strategies taught have been memory skills and also metacognition strategies in order to help them in lessons.</p> <p>In the year 9 intervention group the children have been completing guided reading tasks which have increased their vocabulary for writing by creating a written bank of writing words. It has also developed their understanding of text including predicting what will happen, inference, the feelings of characters and evaluating the stories.</p> <p>Training is due to take place this term with NQT's and teachers new to the school on the teaching of phonics, reading and writing with children with literacy difficulties which will in turn impact the children these teachers teach.</p>
<p>Day trips and Residential subsidy x 5 visits per annum £39,800 (5 residential per year of up 4 nights)</p>	<p>The school's residential programme continues to provide pupils throughout the school with a range of enriching experiences aimed to improve life skills, independence and knowledge of the world around them. Last year also included three new residential visits including two trips abroad.</p> <p>50% of the pupils who went on the 5 night residential Leadership Camp to France in September 2016 were in receipt of pupil premium</p> <p>50% of the pupils who went on the 3 night residential trip to the Battlefields in France in October 2016 were in receipt of pupil premium</p> <p>50% of the pupils who went on the 1 night residential trip to Stratford Upon Avon in June 2016 were in receipt of pupil premium.</p> <p>47% (up 10% on last year) of the children who went to Tower Wood in June 2016 were in receipt of pupil premium.</p> <p>66% of the children who attended the September 2016 trip to London were in receipt of pupil premium</p> <p>58 % (up 11% on last year) of the children who are going to Bendrigg in February 2017 are in receipt of pupil premium.</p> <p>36% of the pupils who attended the yr 12 residential visit to the Calvert Trust are in receipt of pupil premium</p> <p>Feedback from parents has identified the positive impact of residential on their children's independence and self-confidence.</p> <p>"What a great experience, he can't stop talking about it"</p>

	<p>“The life skills they learn from these trips are just fantatsic”</p> <p>“ He gained a self-belief that he can do things without his parents”</p> <p>“An invaluable trip which he will remember for a long time to come”</p> <p>“She came home more mature and learnt some valuable life lessons”</p>						
Transport- day trips and after school clubs- £4,500	<p>1 child currently accesses free transport home from school following 2 after school clubs. This pupil has also used the fund to allow attendance of school sporting activities. Without this service this pupil premium child would be unable to benefit from the range of after school clubs available at PCA or to represent the school in after school sporting activities. 75% of the band members who are transported to and from Basso on a Tuesday night are in receipt of Pupil Premium. One pupil is able to attend the Park Community Academy youth club due to the fund paying for transport to and from the club. The impact of these activities is an improvement in social interactions, communication skills with their peer group and also a greater understanding of how language is needed to be modified according to the audience. Participation enhances the pupils self-esteem and self-confidence resulting in the pupils being more willing to try new experiences without fear of failure.</p>						
Extra curricular Clubs(free)/Summer Scheme- £14.000	<p>70% of pupils who attend our after school clubs are in receipt of pupil premium.</p> <p>66% of pupils who attended our Summer Scheme in July 2016 for two weeks were in receipt of pupil premium.</p> <p>These activities allow the pupils to learn new skills, consolidate old skills and take part in a range of new experiences in a more relaxed and social setting.</p> <p>It allows pupils to build relationships with staff they usually do not meet. It also allows pupils to build friendships with each other without the direct invention of adults.</p>						
Subsidised School Meals £7,900	<p>All Reception and KS1 children receive ‘Universal Free School Meals’ which equates to 11% of the whole school population.</p> <p>For 2016/17 the take up of Free School Meals across the school is at 46%.</p> <p>Previous years take up has been as follows:</p> <table border="0"> <tr> <td>2015-16</td> <td>48%</td> </tr> <tr> <td>2014/15</td> <td>84%</td> </tr> <tr> <td>2013/14</td> <td>68%</td> </tr> </table>	2015-16	48%	2014/15	84%	2013/14	68%
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External Services /SLT/Health Input £16,500t	<p>EXTERNAL SERVICES (Outside Agencies)–</p> <p>Additional support is provided from professionals outside of the school setting to enable the children to achieve success. At PCA we work closely with colleagues from outside agencies and services to support the needs of children in school. These include</p> <ul style="list-style-type: none"> • Educational Psychologist Service • Blackpool SEND Communication Language Autism Support Team • Speech and Language Therapists • Physiotherapists and Occupational Therapists • Childhood and Adolescence Mental Health Services-CAMHS 						

	<ul style="list-style-type: none"> • Hearing Impaired Service, Visually Impaired Service; • Education Welfare Service (attendance); • Parent Partnership Service • Health/Social services including the School Nurse Service, Specialist Consultant; General Practitioner; Pediatricians, Social Services. <p>The impact of this includes:</p> <ul style="list-style-type: none"> • Early identification of any issues and intervention, easier or quicker access to services or expertise • Improved achievement in education and better engagement in education • Better support for parents and the family's needs addressed more appropriately. • Better quality services and the reduced need for longer-term or more specialist services. <p>At Park CA the biggest external support is provided by SALT - 192/230 - (83%) pupils currently have SALT in part 3/Section F of statement/EHC Plan. 132/192 (69%) pupils currently have identified SALT provision 103/125 (82 %) of pupils entitled to pupil premium have SALT provision in their statement/EHC Plan.</p> <p>SALT is provided from a combination of NHS therapist and privately commissioned service (Speech Bubble).</p> <p>Each pupil receives SALT support according to the pupil's individual needs. This could include a combination of individual therapy, group therapy, in classroom support, staff training, and targeted programs for use in the classroom, feedback to parent, home visits and contributions to multi agency meetings. A range of resources are also bought according to needs and these include ipads and specialist computer programs.</p> <p>The impact that speech and language support has on the educational progress of pupils at PCA is wide ranging because education is delivered almost entirely through the medium of language. It enables pupils to access the whole school curriculum, prevents social isolation, disaffection / boredom, behaviour problems and low self-esteem.</p> <p>Additional Resources supported through pupil premium include–</p> <ul style="list-style-type: none"> • A range of specialist equipment to give additional support to children. • Soft Play Room and sensory studio with the 3D immersive environment. • Staff training by specialist services to enable targeted support for pupil's use of the equipment. • Specialist sensory equipment including weighted lap cushions and jackets, sensory textured cushions, oral motor chew toys, ear defenders and a range fidget/stress relief toys and equipment. <p>The impact of this is to provide improved achievement and better engagement in all aspects of the school curriculum, learning and development.</p>
<p>Expressive & Performing Arts Opportunities £12,500</p>	<p>Pupil premium funding continues to provide pupils at PCA with the opportunity to take part in a wide range of expressive and performing arts activities. The school band and choir regularly perform in school and to the wider community. They have performed at events such as Hardraw Scar Music Festival, Schools Alive and the Penwortham Music Festival. The school employs three additional peripatetic teachers to help support the pupils with their music skills. As part of this role they provide one to one sessions with pupils and they are currently seeing 12 pupils throughout the school. These include trumpet, guitar and drumming sessions. All the pupils in Key Stage 3 had the opportunity to take part in the Blackpool's Dance Festival, which takes place at the Winter Gardens this year. All the pupils who took part in the event looked fantastic in the costumes</p>

	<p>provided by the school. All the pupils in the primary department of the school participated in this year's nativity play. Pupil premium money was used to help fund filming and editing the event to a high standard, props and costumes and for the staging of the play. Similarly pupils in Key Stage 3 and year 10 took part in the Summer production, which included an evening performance to parents. Both productions were great events and highly successful. Outside agencies and groups continue to support extra-curricular activities within the arts. One example of this was the collaborative work the school does with the Royal Shakespeare Company. Last year this included 12 pupils performing at the Grand theatre 'A Midsummers Night Dream'. Pupil premium money was also used to fund two pupils to attend a one night residential trip to Stratford Upon Avon where pupils performed at the Swan theatre in a nationwide collaborative performance of the 'Dream'. All the pupils in the school have had the opportunity to watch a wide range of external performances performed by professional companies. M and M productions theatre company have performed two shows and all the pupils in years 6 and 9 then completed a workshop with the company linked to the Arts Award qualification. In December the whole school once again visited the Tower Circus. The year 9 performing arts residential to London was once again a massive success with parents and pupils commenting on the wonderful opportunity the trip gave to the pupils to develop their personal, social and independence skills. At PCA we feel very strongly that whilst the impact of our investment in the Performing Arts is not always measurable through B squared and CASPA, the progress that the pupils make in terms of self-confidence, self-esteem and independence are at times immeasurable!</p>
<p>Learning mentor enhanced support £15,850</p>	<p>52% (26/50 pupils) of the pupils currently on Mrs Kitchin's caseload are in receipt of pupil premium. Pupils can access support for; Bereavement, anger management, self-esteem, personal hygiene, anger management, transition, domestic violence, mobility training, resilience and attachment. The work carried out by the learning mentor breaks down barriers to learning as pupils complete the work which supports them in fully accessing school life. Pupils are referred by staff or parents and can be re-referred if necessary. Our mentor also supports pupils in reactive situations.</p>
<p>Targeted Rewards £4,000</p>	<p>Part of the funding for Reward Activities is taken from the Pupil Premium budget. The pupils have the opportunity to 'earn' rewards which they can participate in. Yearly passes are purchased for Blackpool Tower and the Zoo and access is available throughout the year for Reward activities and also learning opportunities within various subject areas. There are various types of reward opportunities which are used to target specific areas, such as behaviour or individual learning targets. These reward opportunities may be long term such as the termly Reward Days, or short term such as lesson specific and these rewards can be purchased through Pupil Premium if required. Impact of the reward system on the pupils receiving Pupil Premium, can be seen through daily records of progress in lesson and the credits they earn in each lesson. The reminder of the upcoming activity or reward frequently causes a modification in behaviour or effort with regard to work undertaken.</p> <p>Due to the improved manner in which monitoring of class effort and behaviour is undertaken, due to the introduction of Behaviour Watch, classes are undertaking more</p>

	<p>focused 'targeted rewards' as both an incentive and a means of recognising achievement. Again this funding is taken from the Pupil Premium budget.</p>
<p>ELSA Targeted Support (KS2) £2,000</p>	<p>67% (42/68 pupils) of the pupils accessing the ELSA programme are in receipt of pupil premium. Pupils are given a ten week programme targeted at the supporting their Emotional Literacy. This includes sessions on self-awareness and empathy, self-regulation, self-motivation and social skills. Pupils are referred by teachers and support staff and an assessment is then carried out to ensure the correct strand is delivered.</p> <p>Mrs Miles runs group work but also has individual sessions in which she supports pupils who have been identifies as needing additional support. For instance one pupil (who is in receipt of pupil premium money) was having difficulty with her sleeping and so during the ELSA sessions she had some relaxation therapy and learned strategies to help her at night. Her mum was delighted with how much it had helped her.</p>
<p>Lego Therapy (£750)</p>	<p>77% (24/34 pupils) of the pupils accessing the Lego Therapy programme are in receipt of pupil premium. Pupils take part in either small groups or in individual sessions in which they focus on communication, sharing and turn taking, collaborative problem solving and extending attention. An assessment is carried out at the beginning and end of the block of sessions to see how much progress they have made. This is now embedded into ks 2 and all SSA's have now received training from the SALT team. Lego therapy will now be rolled out as appropriate across the school.</p>
<p>Behaviour Watch (£2500)</p>	<p>Behaviour watch is a means to record and monitor pupils throughout the day, week, month and year with regard to aspects of achievements, behaviour, parental contact and safeguarding issues . The systems allows pupils effort and behaviour to be instantly recognised through an 'end of lesson' credit scoring, which can be undertaken in conjunction with the pupils. This allows pupils to self-monitor their own effort and behaviour. Through continual monitoring of incidents and class and individual lesson behaviour, this system allows us to track behaviour triggers and patterns in our pupil premium children so that targeted interventions can be put in place therefore reducing incidents of disruption to learning.</p>