

School's Pupil Premium Profile 2018 2019

Total number of pupils in the school	275
Number of PP-eligible pupils:	142 – 51.6% of PCA pupils are eligible.
Amount per pupil:	FSMP - £1320 FSMS - £935 CLA £2300
Total pupil premium budget:	£154,475.00

Evidence of school performance

<p>Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:</p>	<p>About half of pupils are disadvantaged and are supported by pupil premium funding. This proportion is above the national average. The pupil premium is additional government funding for those known to be eligible for free school meals and those children who are looked after by the local authority.</p> <p>Additional funding is used extremely well. The Year 7 catch up funding and the pupil premium ensure that disadvantaged pupils make at least equally as good progress from their starting points as others, both in the school and nationally. Funding enables all pupils to access the extensive range of extra-curricular activities on offer including attending residentials and the two week summer school during the holidays.</p> <p>A focus on the needs of each individual pupil ensures that all groups of pupils achieve equally well over time. There is no gap between the attainment or progress rates of disadvantaged pupils and others in the academy in reading, writing and mathematics. Because this is a special school it would be inappropriate to comment on the performance of disadvantaged pupils in Year 6 and Year 11, compared to national data.</p>
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PCA Pupil Premium Targets

2017-2018 Targets

1. 95% of Pupil Premium pupils will achieve expected or above expected progress in Maths,
2. 90% of Pupil Premium pupils will achieve expected or above expected progress in Language and Literacy,
3. 90% of Pupil Premium pupils will achieve expected or above expected progress in PHSE.

The end of year Pupil Premium target results were,

1. 97% of Pupil Premium pupils achieved expected or above expected progress in Maths,
2. 86% of Pupil Premium pupils achieved expected or above expected progress in Language and Literacy,
3. 95% of Pupil Premium pupils achieved expected or above expected progress in PHSE.

2018- 2019 Targets

1. 97% of Pupil Premium pupils to achieve expected or above expected progress in Mathematics.
2. 90% of Pupil Premium pupils to achieve expected or above expected progress in Language and Literacy.
3. 96% of Pupil Premium pupils to achieve expected or above expected progress in PSHE.

Focus	Barriers to learning	Desired outcomes	Success criteria	Chosen strategies	Evaluation on impact.
Focused enhanced learning support with	SEN, disengagement, lack of concentration, immaturity,	For all pupils to make outstanding progress.	Pupils to make expected or exceeding expected progress in	Targeted pupils to be tracked on Caspa to ensure they are meeting expected progress.	<ul style="list-style-type: none"> • 99 % of PP pupils have met or exceeded progress in Maths in 2016/17

<p>identified cohort of pupils.</p>	<p>parental support, behavioural issues, attendance, speech and language difficulties, auditory difficulties. Memory retention, self esteem.</p>		<p>reading and mathematics.</p>	<p>Specialist teacher supporting the teaching of maths.</p> <p>Maths Mastery approaches (pictorial, concrete, abstract) used to support under achieving pupils.</p> <p>Concrete resources to be purchased to promote Maths Mastery throughout lessons.</p> <p>Home access to be enabled for three websites to promote and secure mathematical understanding. EducationCity, RMeasimaths and Discovery Education.</p> <p>Children's on-line activity to be closely monitored each half term to make sure that they are making the most of the allocated access.</p> <p>Mrs Swift, KS3 and 4 English co-ordinator, BA QTS Hons in English and previous Literacy lead within the Blackpool Borough Council, has been working with an identified</p>	<ul style="list-style-type: none"> • 97 % of PP pupils have met or exceeded progress in Maths in 2017/18. • Children's progress closely monitored each half term to make sure that they are on track with their projected targets using bsquared and analysed closely to allow children to make steady expected progress in the year and intervene in areas where less progress is being made • Specialist maths teachers offered support teaching maths by holding weekly drop in sessions. • Special maths teacher delivered Maths Mastery Training, focussing on the delivery and implementation of maths mastery lessons. • Concrete resources purchased to promote Maths Mastery. • Home access purchased for three websites to promote and secure mathematical understanding. EducationCity, RMeasimaths and Discovery Education.
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				<p>cohort of KS2 and KS3 children who have not made expected progress in English. Weekly support intervention groups have taken place with KS2 and 3 pupils accessing small group/teacher interaction to support their learning and to help them achieve their target that has been set for them in the academic year of 2017-18. Individual 1 to 1 reading sessions, and support in class is also encompassed to provide children with additional opportunity to develop to their full potential. A newly purchased writing support software programme, Clicker 7 is being used with these pupils to develop their confidence and independence when completing writing activities.</p> <p>Children's progress in closely monitored each half term to make sure that they are on track with their projected targets using bsquared and analysed closely to allow children to make steady expected progress in the year.</p>	<ul style="list-style-type: none"> • Children's on-line activity was tracked each half term to make sure that they are making the most of the allocated access. Username and passwords were sent home again to promote access. • KS3/4 transition programme was delivered to a small group of pupils with focus on negative numbers and introduction to algebra • Differentiated maths lessons delivered throughout KS4 & 5 to enable pupils to access appropriate qualifications ranging from EL3 to GCSE
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<p>Reward activities put in place to motivate pupils during learning activities and with regard to behaviour.</p>	<p>SEN, disengagement, lack of concentration, immaturity, parental support, behavioural issues, attendance, speech and language difficulties, auditory difficulties. Memory retention, self esteem.</p>	<p>For all pupils to make outstanding progress.</p>	<p>For pupils to make progress in all areas, with Rewards as a motivating factor.</p>	<p>Targeted Reward activities to encourage effort and to reward this effort.</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. The termly Reward Days link positive effort with activities. 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</p>	<p>The Impact of this includes;</p> <ul style="list-style-type: none"> • Attendance 96.2% up to Nov 2018 • Pupil meeting their Speaking and Listening targets 2015/16 80.3% • Pupil meeting their Speaking and Listening targets 2016/17 85.2% • Pupil meeting their Speaking and Listening targets 2017/18 85% • More focused attitude to work due to the pupils working towards reward activities. • More positive in-class targets being used with reward activities as a goal.
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				<p>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 Behaviour Watch, classes are undertaking more focused 'targeted rewards' as both an incentive and a means of recognising achievement. Again this funding is taken from the Pupil Premium budget.</p>	
Residential activities personal development	SEN, disengagement, lack of concentration, immaturity, parental support, behavioural issues, attendance, speech and	For all pupils to develop interpersonal skill and independence skill.	Recognised improvements in interpersonal skills and independence skill.	<p>In 2017/18 the school subsidised 10 separate residential activities.</p> <p>The schools 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.</p>	<p>The Impact of this includes;</p> <ul style="list-style-type: none"> • For the residential trip the school subsidised at least half of the final payment for pupils. In some cases the school paid the full amount.

	language difficulties, auditory difficulties. Memory retention, self esteem.				<ul style="list-style-type: none">• 56% of the children who went to Tower Wood in May 2018 were in receipt of pupil premium.• 52% of the children who attended the two separate trips York throughout the year were in receipt of pupil premium.• 58% of the children who went to Bendrigg in February 2018 are in receipt of pupil premium.• 33% of the pupils which attended the the yr 12 residential visit to the Calvert Trust are in receipt of pupil premium• 25% of the pupils which took part in the two separate one night camping expeditions as part of DofE were pupil
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					<p>premium. The full cost of this trip was subsidized.</p> <ul style="list-style-type: none">• 56% of the pupils which attended the year 13/14 residential to York in May 2018 are in receipt of pupil premium.• 25% of pupils which attended the one night Sheffield residential to compete in the North of England swimming championships were in receipt of pupil premium. The full cost of this trip was paid by school.• 25% of pupils which attended the one night London residential to compete in the National English swimming championships in February 2018 were in receipt of pupil
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					<p>premium. The full cost of this trip was paid by school.</p> <ul style="list-style-type: none">• 100% of the pupils which attended the OAA day led by Grham Little was in receipt of pupil premium money. The day involved the pupils going ghyll scrambling and developing self esteem, communication and independence skills• Feedback from parents included how the trips had boosted the pupils self esteem and confidence to tackle new situations with a positive attitude.
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					<ul style="list-style-type: none">• Pupils behaviour had improved as for some of the pupils the trips were used as incentive to follow the schools 'Golden Rules'.• Feedback from the pupils themselves highlighted the trips were a major highlight of their school year. Pupils enjoy coming to school and are motivated to learn because they enjoy the experience they have at PCA. The trips provide a significant life experience for our pupils!!!!• Improved social and self help skills. Pupils getting the opportunity to practice these skills in real life settings.
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<p>After school club and Summer Scheme and Transport in place to allow participation in off site activities and also participation in After School Clubs.</p>	<p>SEN, disengagement, lack of concentration, immaturity, parental support, behavioural issues, attendance, speech and language difficulties, auditory difficulties. Memory retention, self esteem.</p>	<p>To improve participation in off site activities and after school club involvement.</p>	<p>Improvement in participation of off site activities and after school club involvement</p>	<p>The school currently runs numerous after school clubs and Summer scheme which contribute towards the emotional wellbeing, social skills, confidence and self esteem of the pupils. It allow social interactions between groups which might not usually interact and enables appropriate peer relationships to develop.</p> <p>5 children currently accesses free transport home from school following after school clubs. These pupils have 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. 100% 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,</p>	<p>The Impact of this includes;</p> <ul style="list-style-type: none"> • Pupil meeting their Reading targets 2015/16 83.5% • Pupil meeting their Reading targets 2016/17 89.4% • Pupil meeting their Reading targets 2017/18 888 • Pupil meeting their Writing targets 2015/16 80.8% • Pupil meeting their Writing targets 2016/17 86.4% • Pupil meeting their Writing targets 2017/18 87% • Attendance 96.2% upto Nov 2018 • Improved social skills • Improved focus and concentration • Improved communication skills • Promoting healthy hobbies and interests
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				<p>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>	<ul style="list-style-type: none"> Nationally recognised that participation in extra curricular activities improves attainment
<p>Subsidised school meal usage</p>	<p>SEN, disengagement, lack of concentration, immaturity, parental support, behavioural issues, attendance, speech and language difficulties, auditory difficulties. Memory</p>	<p>For all pupils to make outstanding progress following suitable lunchtime meal.</p>	<p>All pupils will have had a suitable lunchtime meal</p>	<p>Subsidised School Meals.</p> <p>The school changed their school meals provider in September 2017 to P& A Catering to improve the quality and variety of meals on offer. This has increased the cost to the school but the cost to the pupils has remained static at £2 per day. This has allowed more pupils to take up a hot dinner and the percentage has increased again by 16%.</p>	<p>The Impact of this includes;</p> <ul style="list-style-type: none"> Higher percentage of Pupil Premium pupil overall making expected or above expected progress in all areas. 95% of Pupil Premium pupils making expected or above expected progress in PSHE Improved health benefits

	retention, self esteem.				
Effective use of External services/ SLT/Health Input	SEN, disengagement, lack of concentration, immaturity, parental support, behavioural issues, attendance, speech and language difficulties, auditory difficulties. Memory retention, self esteem.	For the effective use of external services to enable all pupils to make outstanding progress.	Those pupils requiring the use of External services, make outstanding progress.	<p>At Park CA the biggest external support is provided by SALT -</p> <p>222/275 pupils have SaLT identified on the EHCP or are known to the SaLT service, that equates to 80% of the school population.</p> <p>Pupils have been identified as 'red, amber or green'. Green means that pupils receive 'whole class or universal' input through whole class delivery from teachers/SSA's who have received specialist training from SaLT across the year, 82/222 (37%) pupils are identified as being green.</p> <p>Amber means that pupils have 'small group or targeted' input, this is delivered by our communication Links by way of Lego Therapy with other pupils in the class, or by way of small group delivery by SaLT. 78/222 (35%) pupils have been identified as being amber.</p> <p>Red means that pupils are receiving 1:1 specialist or targeted input directly from the SaLT's themselves. 62/222 (28%) pupils have been identified as</p>	<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 pupil progress and outcomes. • 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>needing specialist support from SaLT including targeted programs specifically for that child. Therapists also create written reports, attend multi agency meetings and create training programs for staff at school. They also run parental coffee morning workshops alongside targeted PCA staff. Resources are also bought according to need and specialized targets set.</p> <p>SALT is provided across the Key Stages at PCA by 3 therapists from the NHS.</p> <p>External Services Health Input</p> <p>An additional half day school Nurse Practitioner time is commissioned by PCA. This is to support the more complex needs of our pupils such as health care plans, health education activities for children with SEND, family support and staff training. These additional hours have been commissioned by PCA at a cost of £4000</p> <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</p>	<p>The impact of this is to provide improved achievement and better engagement in all aspects of the school curriculum, learning and development.</p>
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				<p>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 • Hearing Impaired Service, Visually Impaired Service; • Education Welfare Service (attendance); • Parent Partnership Service <p>Health/Social services including the School Nurse Service, Specialist Consultant; General Practitioner; Paediatricians, Social Services.</p>	
All pupils to have the opportunity to participate in 'Expressive &	SEN, disengagement, lack of concentration, immaturity,	The "Expressive & Performing Arts' activities improve	All pupils engaged in "Expressive & Performing Arts' activities.	<p>Expressive & Performing Arts Opportunities</p> <p>Pupil premium funding continues to provide pupils at PCA with the opportunity to take part in a wide</p>	<p>Impact –</p> <ul style="list-style-type: none"> • Pupil meeting their Speaking and Listening targets 2015/16 80.3%

<p>Performing Arts' activities.</p>	<p>parental support, behavioural issues, attendance, speech and language difficulties, auditory difficulties. Memory retention, self esteem.</p>	<p>pupils self esteem, behavioural, inter personal skills etc</p>		<p>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 13 pupils throughout the school. These include trumpet, guitar and drumming sessions. 54% of the these pupils are in receipt of pupils premium funding. All the pupils in Key Stage 3 had the opportunity to take part in the Blackpool's Dance Festival, which took place at the Winter Gardens this year. All the pupils that took part in the event looked fantastic in the costumes provided by the school. All the pupils in the primary department of the school participated in this year's Christmas play. We have once again</p>	<ul style="list-style-type: none"> • Pupil meeting their Speaking and Listening targets 2016/17 85.2% • Pupil meeting their Speaking and Listening targets 2017/18 85% • Pupil meeting their PHSE targets 2015/16 86.5% • Pupil meeting their PSHE targets 2016/17 92.1% • Pupil meeting their PSHE targets 2017/18 96% <p>Pupils self esteem and confidence massively increase as a result of the performing arts provision across the school.</p> <p>Pupils communication skills are developed both verbally and non verbally.</p> <p>Pupils feel confident to try new activities and 'take a risk' in their</p>
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				<p>split the production into two separate performances. Upper primary performed a Christmas play and lower primary performed a nativity. 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.</p> <p>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</p>	<p>learning. They have the resilience in order to do this.</p> <p>Pupils develop fundamental social skills through the performing arts activities such as turn taking, listening to others and respecting people's views.</p> <p>Experiencing a wide and rich variety of cultural education opportunities help to raise the aspirations of the pupils. They strive to recreate things they have seen or done.</p> <p>Pupils learn to appreciate the efforts and achievements of their peers creating learning environments which are positive and encouraging.</p> <p>Pupils get the opportunity to be creative in their learning and their creative skills are nurtured and developed.</p> <p>Working with external practitioners and agencies allow pupils to work at a</p>
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				to the Arts Award qualification. In December the whole school once again visited the Tower Circus.. 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!	'deeper' level as they are often experts in their chosen field. Pupils interests and hobbies are expanded as they are exposed to a rich and wide variety of cultural experiences. This can lead to attending external clubs and forming new friendships.
All pupils have access to and also targeted' Learning mentor enhanced support'.	SEN, disengagement, lack of concentration, immaturity, parental support, behavioural issues, attendance, speech and language difficulties, auditory difficulties.	Participation with the 'Learning mentor enhanced support' allows pupils make outstanding progress.	All pupils needing appropriate support, have access to 'Learning mentor enhanced support,	Learning mentor enhanced support Intervention are in receipt of Pupil Premium. The PCA Learning Mentors deal with a large number of reactive situations/restorative work on a daily basis as well as supporting pupils on a One to One and group/workshop timetabled activity. Pupils are offered a wide range of workshops and interventions including Friendship and Social Skills, Behaviour/anger management, Self –esteem and confidence building, Relationships, as well as support with any personal	The impact of this includes:- <ul style="list-style-type: none"> • Pupil meeting their Speaking and Listening targets 2015/16 80.3% • Pupil meeting their Speaking and Listening targets 2016/17 85.2% • Pupil meeting their Speaking and Listening targets 2017/18 85% • Pupil meeting their PHSE targets 2015/16 86.5% • Pupil meeting their PSHE targets 2016/17 92.1%

	Memory retention, self esteem.			family issues which may arise. The Learning Mentors liaise with parents and carers on a regular basis to offer support to them in ensuring barriers to learning are addressed for pupils within school.	<ul style="list-style-type: none"> • Pupil meeting their PSHE targets 2017/18 96% • Raising confidence and self esteem • Learning how to problem solve and communicate • Awareness of appropriate/inappropriate friendships/relationships • Awareness of self/feelings/emotions • Managing anger and negative behaviour
ELSA Targeted Support to targeted cohort of pupils.	SEN, disengagement, lack of concentration, immaturity, parental support, behavioural issues, attendance, speech and language difficulties,	All pupils accessing ELSA support make improvements in their specific area of need.	All pupils requiring support access ELSA Targeted Support.	All pupils in Keystage 2, 3 and 4 that are in receipt of pupil premium are able to access the ELSA programme. Pupils are given the option to follow the rolling programme targeted at supporting their Emotional Literacy. This includes sessions on self-awareness and empathy, self-regulation, self-motivation and social skills. Members of staff refer pupils to the qualified Emotional Literacy Support Assistants and then the appropriate strands are identified and delivered. In addition to the rolling	The impact of this includes :- <ul style="list-style-type: none"> • Pupil meeting their Speaking and Listening targets 2015/16 80.3% • Pupil meeting their Speaking and Listening targets 2016/17 85.2% • Pupil meeting their Speaking and Listening targets 2017/18 85%

	<p>auditory difficulties. Memory retention, self esteem.</p>			<p>programme, relaxation therapy is also given for pupil's emotional wellbeing. Multi-sensory toys are used with pupils that have a lack of communication skills. In Keystage 3 and 4 Heartmaths is being used for pupils to have a visual representation of how they are feeling. Sensory room and the soft play room are used as a safe social environment where pupils are able to relax and talk freely. Trips to local shops and cafes are also being included in order to help with social skills outside of the classroom. Additional to the rolling programme drop in sessions are available for when pupils need to talk about their feelings and worries.</p>	<ul style="list-style-type: none"> • Pupil meeting their PHSE targets 2015/16 86.5% • Pupil meeting their PSHE targets 2016/17 92.1% • Pupil meeting their PSHE targets 2017/18 96% • Attendance 95.3% up to April 2018 • • Pupils are able to recognise and understand their emotions • Respond appropriately to perceived emotions of others • Validate others and give reasons for the importance of validation • Listen effectively in small group and whole class situations. • Improved problem solving skills • Not be distracted as easily • Improved friendship making and sustaining skills • Improved behaviour • Highly resilience to cope with different situations
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<p>Lego Therapy to support targeted cohort of pupil</p>	<p>SEN, disengagement, lack of concentration, immaturity, parental support, behavioural issues, attendance, speech and language difficulties, auditory difficulties. Memory retention, self esteem.</p>	<p>All pupils accessing Lego Therapy support make improvements in their specific area of need.</p>	<p>All pupils requiring support access Lego Therapy Targeted Support.</p>	<p>78/222 pupils have been identified by the SaLT's as being 'Amber pupils', this means that they have been chosen to receive small group or targeted provision, usually by way of Lego Therapy sessions delivered either by a member of the SaLT team, or by the class SSA. Most SSA's have received specialist training by way of the SaLT team in relation to Lego Therapy and a refresher session has been booked for later on in the year which will also target new SSA's and ATA's who have never done the training.</p> <p>The concept of Lego Therapy was designed by LeGoff, (2004) as an intervention for children and teenagers to improve their social skills and awareness. 3 pupils at a time work together to make a small Lego model. Pupils are encouraged to practice different skills such as turn-taking, sharing, joint problem solving and general communication skills. Each pupil takes on a different role: 'Site Manager' (or Engineer), 'Supplier', or 'Builder', each role encompassing different skills. Classes across the key stages have identified a time slot in their curriculum timetable</p>	<p>The Impact of this includes –</p> <ul style="list-style-type: none"> • Pupils improving their Speaking and listening skills. • Pupils meeting more of their specialist targets set by the SaLT team. • Pupils improving social skills • Pupils improving their ability to work as a team for an end result • Pupils improving social awareness for social communication • Pupils developing turn-taking skills • Pupils developing attention and listening • Pupils improving receptive language and following instructions • Pupils improving expressive language and giving instructions • Pupils working on and understanding various concepts e.g. size, colour, position, shape • Encouraging problem solving and the vocabulary relating to this <p>Pupils improving fine motor skills</p>

				<p>each week to allocate the Lego Therapy sessions which last for approx. 30 minutes.</p> <p>Lego packs have been purchased so that multiple sessions can be run at the same time and more packs will be purchased later on in the year to reflect the growing number of pupils accessing the school and with SaLT on their EHCP.</p>	
<p>All pupil communication and information sharing undertaken via Behaviour Watch.</p>	<p>SEN, disengagement, lack of concentration, immaturity, parental support, behavioural issues, attendance, speech and language difficulties, auditory difficulties. Memory retention, self esteem.</p>	<p>Pupil information shared effectively.</p> <p>Positive recording of lesson undertaken</p>	<p>Effective communication</p> <p>Recording of pupil 'points'</p>	<p>System utilised effectively.</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</p>	<p>The Impact of this includes;</p> <ul style="list-style-type: none"> • Pupil meeting their Speaking and Listening targets 2015/16 80.3% • Pupil meeting their Speaking and Listening targets 2016/17 85.2% • Pupil meeting their Speaking and Listening targets 2017/18 85% • 100% of pupils selected an earned reward on rewards day. • Attendance 96.2% up to April 2018

				<p>therefore reducing incidents of disruption to learning. This is also true for non-Pupil Premium pupils as strategies and plans are also put into place for these pupils when circumstances require it.</p>	<ul style="list-style-type: none">• Behaviour of specific pupils targeted• Behaviours of specific cohorts or classes are now able to be targeted• Hot spots throughout the day/week can be identified• Locations of behavioural hot spots identified• More constant use of the recording of positive recognition during lessons• Better communication across the school
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