

Ramsden Hall Academy Pupil Premium Planned Expenditure 2017-18

Number of pupils and Pupil premium Grant (PPG) expected

| | |
|---|-----------------|
| Total number of pupils on roll | 94 |
| Total number of pupils eligible for PPG | 70 |
| Estimated total amount of PPG CLA | £76050 £9500 |

The school has a policy of equal opportunities for all students to have their individual needs met. As a result we expect that outcomes for students receiving PPG are equivalent to those who do not.

Pupil Premium Grant Expenditure focus

| Review: What data told us | What we plan to do | Mid-Year Review |
|--|---|-------------------------------------|
| <p>In the year 2016-17 the school received £56,000 in PPG funding</p> <p><i>75% of this was spent on staffing and</i></p> | <p>In the coming year we expect to receive £85,550</p> <p>Literacy and Numeracy</p> | <p>Literacy and Numeracy</p> |

| | | |
|--|---|---|
| <p><i>resources for literacy support in the Access Unit and 1:1, 15% on nurture support in the Access Unit.</i></p> <p>We continued staffing and resourcing of the Access Unit 4 days per week. The increased focus on developing students' ideas for writing, along with work with the Maths teachers to develop numeracy continued.</p> <p>Of students receiving Pupil Premium 58% achieved expected or better progress in English and 42% in Maths against subject teacher targets.</p> <p>One LSA is still working 1:1 with two students to develop phonics skills. (5%) This has resulted in significant progress for one of them and, more recently, promising developments for the other.</p> <p>1:1 Nurture support for students identified as having emotional and social needs that are affecting progress through Boxall analysis has shown a positive effect on overall social development. All staff have been trained in using therapeutic</p> | <p><i>Staffing:</i> Continued staffing and resourcing of the Access Unit 3 days per week. There will be an increased focus on supporting older students in their work towards qualifications. (75 %)</p> <p>We will also continue funding of LSA support on synthetic phonics and the development of spelling and reading strategies for two identified students in Y10 and 11 (5%)</p> <p><i>Monitoring:</i> English and Maths progress will be monitored by subject teachers with the Access Unit staff.</p> <p><i>Resources:</i> Laptops will be used to support students to access qualifications. (5%)</p> | <p><i>Staffing:</i> The Access Unit continues to support older students working towards qualifications.</p> <p>1:1 LSA interventions for English and Maths has been increased for key students identified as not making sufficient progress.</p> <p><i>Monitoring:</i> Progress is broadly in line with other students in the school, but below expected levels nationally. Levels of missed lessons are higher than desired and are affecting progress. Overall low progress in English and Maths is causing concern, laptops are being used to support.</p> <p><i>Mid-year adjustments:</i> Increased 1:1 LSA intervention. Subject teacher cross moderation, marking scrutiny and student focus meetings planned into CPD programme.</p> |
|--|---|---|

| | | |
|---|---|--|
| <p>approaches and Mentors now monitor progress against the Boxall scale.</p> <p>One student who is CLA has been supported by personal training at a local gym with his PPG.</p> | <p>Emotional development and Well-being</p> <p><i>Staffing:</i> 1:1 nurture support for identified students will continue with the focus on developing their emotional wellbeing as measured via the Boxall scale and social independence scales. (15%)</p> <p><i>Monitoring:</i> Emotional well-being and social development will be monitored via the Boxall scales.</p> <p><i>Training:</i></p> | <p>Investment in gym equipment and staffing as an intervention to support students who don't use the Access Unit. Planned use of the gym will be used to incentivise attendance in lessons, resulting in fewer missed lessons and increased progress.</p> <p>Emotional development and Well-being</p> <p><i>Staffing:</i> Continued nurture support, especially for KS3 at lunchtime</p> <p><i>Monitoring:</i> Social independence shows progress for key students, but some are not accessing the support available in the Access Unit</p> <p><i>Training:</i></p> |
|---|---|--|

| | | |
|--|--|--|
| | <p>The staff CPD programme now includes termly CPD on strategies to develop wellbeing delivered by the lead teacher in therapeutic approaches.</p> | <p>Whole staff training by Senior EPs has extended analysis and understanding of mental health and wellbeing and strategies to promote it.</p> <p><i>Mid-Year adjustments:</i> Development and staffing of a gym area to promote mental health in identified students.</p> |
|--|--|--|