



Pupil Premium Grant Strategy 2017 – 18

1. Summary Information					
Academic Year	2017-18	Total PP Allocation	£30855	Date of most recent PP review	Sep 2017
Total number of students	60	Number of students eligible for PP	33 (55%)	Date for next internal review of this strategy	Sep 2018

2. Current Attainment			
	Students eligible for PP	Other students	Gap
% of students making expected progress in English	67%	100%	33%
% of students making expected progress in Maths	67%	95%	28%

3. Barriers to future attainment (for students eligible for PP)	
In-school Barriers	
A.	Complex needs: understanding, cognition, developmental and learning
B.	A range of communication difficulties and interaction needs
C.	Sensory and physical needs
D.	Social, emotional and mental health
External Barriers	
E.	Students come from all over Derby City and Derbyshire with Derby City being within the top 12 for Multiple Deprivation in the UK. Derby City is also within the top 6 for deprivation within education, skills and training.
F.	Students may live in families that are challenged by their disability and struggle to allow students to develop appropriate social skills and independence.
G.	Many students do not have access to wider life experiences that are needed to provide a rounded education and experiences that other students may have.

4. Intended outcomes (and how they will be measured)		
	Action	Success criteria
A.	To deliver high quality teaching and learning across school	All students to make good or better progress in English and develop an interest in reading for pleasure
B.	To increase independence through enhancing communication	Staff and students develop systems for communication
C.	To provide enrichment opportunities for students that may otherwise not access them	Students able to access activities such as sports coaching, music tuition, trips and outdoor education

5. Planned expenditure					
Academic year	2017-18				
Quality of teaching for all					
Desired outcome	Action	Rationale for this choice	How will we ensure it is implemented well?	Staff lead	Review
Improve the teaching of reading.	<p>Trial reading scheme across KS3 and KS4</p> <p>Research phonics schemes used at feeder primary school to inform purchase for next academic year.</p>	By introducing an engaging reading/phonics scheme with clear developmental stages all students will improve their reading skills. This will benefit learning across the curriculum as well as impact on students’ ability to communicate.	<p>Termly progression data shows students make increased progress.</p> <p>Reading is embedded in all subjects and supports learning across the curriculum.</p> <p>A successful trial will lead to ordering a whole school reading scheme for next academic year.</p>	DB TF/GD/JJ HL	July 2018
To develop an interest in reading for pleasure.	<p>Ensure all students have access to age and interest appropriate reading material. Each class to have a budget to spend on books, magazines, phonics materials and dedicated classroom storage.</p> <p>Provide each class with budget.</p>	With the different range of abilities and needs across school it is important that each class has direct access to appropriate materials for their students to enjoy.	<p>Profile of reading is raised</p> <p>Clear differentiation across school</p> <p>Observations show an increase in the frequency students choose to read/share books</p>	BB/ST/DL	July 2018
Total budgeted cost					£2700

Targeted support					
Desired outcome	Action	Rationale for this choice	How will we ensure it is implemented well?	Staff lead	Review
Increased staff skills in communicating in a range of methods. Increased independence for students both in school and the community.	Whole school offered CPD in Makaton and Communicate in Print.	Most students have some form of communication difficulty and staff ability to use alternative communication methods varies. By providing all staff with opportunities for training in these methods all students will benefit.	Observations will demonstrate increased use of alternative communication methods to support teaching and learning. Students show increased progress in speaking and listening.	SS/DL	Termly
Enable students to participate fully and reduce sensory and emotional difficulties, allowing greater access to the curriculum.	Provide extra staffing support where necessary to access personalised programmes/activities/trips (sensory swimming, trampolining, soft play). Specialist equipment tailored to meet the needs of the individual student.	Many students have sensory and/or emotional needs which create barriers to learning.	Increased time engaged in learning impacting on progress. Behaviour reports show decrease in incidents.	DB	Termly
Increased participation in lessons and decreased behaviour incidents. Improved communication and understanding between students.	Small group drama workshop to be delivered to KS4 group of PP students.	Engagement in lessons for students with social and emotional difficulties is lower than their peers. It is important they have positive experiences and work towards common goals with their peers.	Group to perform a learnt piece to school and visitors demonstrating ability to work together and confidence in communicating. Behaviour records will reduce. Participation in sessions.	KB	April 2018
Increased communication and problem-solving skills	Lego Therapy training.	Students, particularly those with ASD, benefit from the highly predictable and structured approach.	Staff training complete and group of students identified to participate in Lego Therapy sessions.	WC	July 2018
Total budgeted cost					£3529

Other approaches					
Desired outcome	Action	Rationale for this choice	How will we ensure it is implemented well?	Staff lead	Review
Provide enrichment opportunities for students that may otherwise not access them.	PP students to have access to weekly music tuition (drumming and violin lessons) from Music Partnership tutors.	Disadvantaged students may not have the opportunity to play a musical instrument outside school.	Termly feedback with music tutors to measure impact on individual students.	RA	Termly
To help develop pupils' co-ordination and meet sensory needs through dance.	PP and other students to participate in 1:1 and group dance sessions taught by external dance teacher. Lunchtime cheerleading club available for all students.	Dance is a popular activity for a lot of students. Hiring a dance teacher provides a professional level of tuition, differentiated appropriately, leading to high quality sessions.	Monitoring participation levels. Feedback from dance teacher and staff observations of sessions show improvement Successful performances.	TF	Feb 2018
Offer opportunities for students to access sporting activities and coaching.	Derby County in the Community to provide: Weekly football skills sessions for PP and other students. Lunchtime football club available for all students.	In the past, students have responded well to aspirational figures. To provide a structured sport activity over lunchtimes reducing behaviour incidents.	High engagement levels in sessions. Observations show increased tolerance of students of different abilities during playtime. Monitoring of behaviour incidents.	ST	July 2018
Facilitate social opportunities and develop skills in team working.	Purchase football equipment for the playground and run an inter-school, 5-a-side football competition.	Providing suitable outdoor equipment will enable students to play team games and build social skills resulting in reduced behaviour incidents during free time.	Improvement in positive social interactions during free time.	DB	June 2018
Access to enrichment opportunities for disadvantaged students.	Overnight camping experience. YHA Shining Cliff overnight experience with outdoor pursuit activities.	By utilising school/cheap facilities and providing high staffing ratios we can provide a safe and secure environment for small group of PP students who would otherwise be unable to spend a night away from home.	Successful delivery of residential stay.	DB	July 2018
Total budgeted cost					£3139.47