

Pupil Premium Grant Strategy 2018 – 19

1. Summary Information					
Academic Year	2018-19	Total PP Allocation	£49,920 (£29,920+£20,000 carry over from 2017-18)	Date of most recent PP review	Sep 2018
Total number of students	67	Number of students eligible for PP	38 (57%)	Date for next internal review of this strategy	Sep 2019

2. Current Attainment			
	Students eligible for PP	Other students	Gap
% of students making expected progress in English	63%	65%	-2%
% of students making expected progress in Maths	66%	61%	+ 5%

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 expected or above progress in English / Numeracy
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		2018-19			
Quality of teaching for all					
Desired outcome	Action	Rationale for this choice	How will we ensure it is implemented well?	Staff lead	Review
Improve access to and engagement with learning for students with ASC. Increase independence for students with ASC. Increase staff skills and knowledge of specialised teaching approaches.	3-day TEACCH training course for a number of staff within the ASC Department.	The ASC is a new department within school and although staff are experienced in supporting students with ASC, training in specific approaches would improve teaching and learning across the department.	Learning walks and observations will show an increase in engagement and independence. Feedback from staff will show increased confidence. Behaviour reports and frequency charts will show a decrease in disruptive behaviour.	CJ	July 2019
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, PECS and SALT through INSET and twilight training. Subscription for in-house Makaton Tutor.	Most students have some form of communication difficulty and current staff ability to use alternative communication methods varies. By providing all staff with opportunities for training in these methods all	Observations will demonstrate increased use of alternative communication methods to support teaching and learning. Students show increased progress in speaking and listening.	SS / JA Dept Leads	Termly



Increased engagement in learning activities for all students.		students will benefit both now and in the future.			
Total budgeted cost					£12,800



Targeted support					
Desired outcome	Action	Rationale for this choice	How will we ensure it is implemented well?	Staff lead	Review
Enable students to participate fully in all areas of the curriculum.	Provide extra staffing support where necessary to access personalised programmes.	Providing students with a personalised timetable enables them to access a broad and balanced curriculum. Additional staffing allows students to access activities separately	Increased time engaged in learning impacting on progress. Behaviour reports show a decrease in incidents. Frequency charts show a reduction in time spent out of class therefore and increase in time spent engaged in learning activities.	DB	Half Termly
All students to have access to community visits relating to academic skills i.e. functional Literacy and Numeracy.	Provide additional staffing to support students as per their individual risk assessments.	Additional staffing support enables students to participate in activities they would otherwise be excluded from.	Timetables will show that all students are accessing a broad and balanced curriculum. Data will show that all students are making expected progress in functional skills.	DB	Half Termly
Reduce sensory and emotional barriers to learning. Improved physical strength, awareness and motor skills through sensory input.	Specialist equipment tailored to meet the needs of individual students. Specialist transport for sensory swimming sessions.	Many students have sensory and/or emotional needs which create barriers to learning. Students' physical difficulties impact on their ability to learn.	Improved fine and gross motor skills observed. Increased time engaged in learning impacting on progress. Behaviour reports show a decrease in incidents.	Dept Leads	Termly
Total budgeted cost					£28, 560



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.	JP	Termly
Opportunities created for students to access sporting activities and coaching.	Derby County in the Community to provide football skills sessions for all classes throughout the year (PP students alongside peers). Lunchtime football club available for all students.	To provide a structured sport activity over lunchtimes reducing behaviour incidents. Access after school clubs is difficult due to transport logistics. Clubs run by professionals during school hours provides this opportunity.	High engagement levels in sessions. Observations show increased tolerance of students of different abilities during playtime. Monitoring of behaviour incidents at playtime.	DB	Jul 2019
Increased confidence, resilience and social skills, self-esteem, wellbeing.	Outdoor education sessions (weaselling, abseiling, canoeing). Throughout the summer term for all KS4 students.	Evidence shows the positive impact of outdoor and adventurous activities on academic learning. Develops non-cognitive skills such as self-confidence, perseverance and resilience.	Quality of sessions delivered to be evaluated by staff. Successful delivery of sessions. All students in KS4 to have accessed at least one session.	ST	July 2019
Access to enrichment opportunities for disadvantaged students.	Overnight camping experience for student in KS3, KS4 and FE with activities.	By utilising school facilities and providing high staffing ratios we can provide a safe and secure environment for a select group of PP students	Successful delivery of residential stay.	DB	July 2019



		with challenging behaviour and/or specific needs who would otherwise be unable to spend a night away from home.			
	Residential trip for KS3 students to Youth Hostel.	Exposing children to new opportunities, increasing self-esteem. A specialist facility catering for young people with SEND where outdoor activities are closely linked to academic learning skills.	Successful delivery of residential stay.	TF/GD	Dec 2018
	Springboard Catering Course – KS4	To provide real-life work experience opportunities and careers guidance to our more able students.	Course completed and successful delivery of afternoon tea for parents/careers and guests.	AH/CW	March 2019
	Purchase '14 By 14' passports for recording enrichment activities on offer outside the curriculum.	Providing a formal procedure to monitor participation in enrichment activities.	Certificates of achievement being awarded.	SP/Dept leads	July 2019
Total budgeted cost					£8560



6. Review of Expenditure: Academic Year 2018-2019			
i. Quality Teaching for All			
Desired Outcome	Impact (Strengths)	Developments	Cost
<p>Improve access to and engagement with learning for students with ASC.</p> <p>Increase independence for students with ASC.</p> <p>Increase staff skills and knowledge of specialised teaching approaches.</p>	<p>Staff attended a 3 Day TEACCH course and successfully implemented new strategies into their teaching. Learning Walks showed an increased level of engagement with most students. Feedback from staff confirmed increased confidence of students when following the amended structures. Behaviour reports and frequency charts showed a decrease in disruptive behaviour.</p>	<p>Enable all trained ASC staff to disseminate successful TEACCH strategies across their department and into main school to ensure continuity of achievement and continued development of learning strategies for all Pupil Premium and all other students.</p>	<p>Total budgeted Cost £12,800</p>
<p>Increased staff skills in communicating in a range of methods.</p> <p>Increased independence for students both in school and the community.</p> <p>Increased engagement in learning activities for all students.</p>	<p>All staff have carried out updates in training across a range of communication strategies, related to the age and development levels of students they are working with. Our in-house Makaton Tutor delivered training sessions across a range of levels and demonstrates a 'sign of the week' at briefing sessions that is related to current topics, activities and seasons. The introduction of 'Communication Boards' by 'SALT' has shown increased confidence in student's attempts to communicate. Achievement in short term targets and Medium term outcomes has been demonstrated at Annual Reviews of student's EHCP's</p>	<p>To further embed the use of 'Communication Boards' and other means of augmented communication related to individuals across the school curriculum and community.</p>	



ii. Targeted Support			
Enable students to participate fully in all areas of the curriculum.	Funding to provide additional staffing enabled all students to access appropriate off site learning related to individual learning needs and risk assessment requirements across both Key Stage 3 and 4. Individual record of achievements demonstrated progress and skills development made towards personal targets for all PP students.	School Leadership needs to consider the sustainability of the high levels of support required to resource this area of the curriculum and plan/budget for continued levels of support to allow access to develop learning and achievement.	Total budgeted Cost £28,560
All students to have access to community visits relating to academic skills i.e. functional Literacy and Numeracy			
Reduce sensory and emotional barriers to learning.	Additional sensory resources purchased to support sensory and emotional learning. Specialist training provided (e.g. Lego Therapy) to meet individual needs. Use of such specialist strategies has demonstrated improved access to learning and social interaction by reducing barriers for targeted students.	To cascade specialist training across all classroom staff in order to embed the use of successful strategies and resources for the reduction of sensory and emotional barriers to learning across the school curriculum and community.	
Improved physical strength, awareness and motor skills through sensory input.	Transport, staffing and resources provided to allow access to specialist sensory swimming sessions. The provision enabled the reduction of physical difficulties impacting on sensory and motor learning to take place on a weekly basis. Improvements demonstrated through observation of improved motor skills, increased periods of engagement in learning activities and decrease of behavioural incidents for some students.	School Leadership needs to consider the sustainability of the high levels of support required to resource this area of the curriculum and plan/budget for continued levels of support to allow access to develop learning and achievement.	
iii. Other Approaches			
Provide enrichment opportunities for students that may otherwise not access them.	Funding has enabled access to weekly music tuition with either violins or drums for a number of PP students provided by Music Partnership Tutors. Termly feedback reports from these tutors has demonstrated not only increased skills with the	School Leadership to consider timetabling options for more students to be able to access individual music tuition from internal staff specialists.	



	musical instrument but in self-confidence and esteem.		Total Budgeted Costs £8560
Opportunities created for students to access sporting activities and coaching.	Provision of weekly tailored football sessions from Derby County community coaches provided weekly exercise opportunities for a large number of students. The sessions have increased skill level, improved pupil fitness levels, increased proactive engagement levels and reduced lunchtime behavioural incidents.	Internal staff direction to provide further lunchtime physical activities for all students	
Increased confidence, resilience and social skills, self-esteem, wellbeing.	Outdoor Education sessions in the summer term demonstrated a very positive impact for students in Key Stage 4 across the whole ability range. The activities provided enrichment and physical activity along with the impact problem solving, perseverance, resilience and self-confidence, had on their academic learning as evidenced by school staff.	Use of fund raising to ensure that this activity can continue each summer for as many students as possible.	
Access to enrichment opportunities for disadvantaged students.			