

Area 1

Outline	To improve students' engagement in a range of social interactions leading to increased self-esteem and a reduction in behavioural incidents.																		
Spending	<p>£15,556</p> <table border="1"> <thead> <tr> <th></th><th>Delivery</th><th>Cost rates</th><th>Total</th></tr> </thead> <tbody> <tr> <td>Lunchtime clubs</td><td>Cheerleading Football Academy 1xweek</td><td>£420.00 £580.00</td><td>£ 1,000</td></tr> <tr> <td>PP teacher</td><td>Spring term 0.6 contract</td><td></td><td>£13,056</td></tr> <tr> <td>Family Support Worker</td><td>Autumn 2, Spring term 1 day/week</td><td></td><td>£ 1,500</td></tr> </tbody> </table>				Delivery	Cost rates	Total	Lunchtime clubs	Cheerleading Football Academy 1xweek	£420.00 £580.00	£ 1,000	PP teacher	Spring term 0.6 contract		£13,056	Family Support Worker	Autumn 2, Spring term 1 day/week		£ 1,500
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Objectives	<ol style="list-style-type: none"> 1. To improve social interactions and self-esteem during informal learning times, with a particular focus on lunch clubs. 2. To improve outcomes for under-achieving students through stronger support for families by signposting to out-of-school activities, delivering training and access to support services. 3. To improve students' on-task behaviour in class and in community-based activities through the introduction of focused, individual and small group, learning programmes 																		

Impact	<ol style="list-style-type: none"> 1. As a result of engagement in lunchtime clubs, pupil participation has increased in other subject areas, suggesting increased confidence and self-esteem. 2. In addition, there has been a significant reduction in behavioural incidents at lunch times. 3. Teachers' reports show improved behaviour and engagement of students. 4. Increased parental engagement with the school. (88% of families attended Annual Review meetings). The introduction of a second parents' evening means that teachers meet formally with parents at least three times per year, a 35% increase on the previous year. 5. As a result of focused interventions and support for particular areas of learning, selected students are demonstrating increased on-task behaviour and engagement in learning programmes in turn, this has led to re-engagement in classroom learning for a small number of students.
Developments	<ol style="list-style-type: none"> 1. Clearer monitoring of Students' self-esteem and social interactions.

Area 2

Outline	To improve social interactions and social skills, with a particular focus on students with ASD and/or Complex Behaviour, with a view to further developing communication skills.																			
Spending	<div>£5484.37</div> <table><tr><td></td><td>Delivery</td><td>Cost rate</td><td>Total</td></tr><tr><td>Sensory equipment</td><td>As advised by OT</td><td></td><td>£1,500</td></tr><tr><td>Sensory Swimming</td><td>2016 -17 Pool Hire Transport</td><td>1,194.37 1,200.00</td><td>£2,394.37</td></tr><tr><td>Specialist OT</td><td>Sensory diets assessments and staff training</td><td>6sessions @ £265.00</td><td>£1,590</td></tr></table>					Delivery	Cost rate	Total	Sensory equipment	As advised by OT		£1,500	Sensory Swimming	2016 -17 Pool Hire Transport	1,194.37 1,200.00	£2,394.37	Specialist OT	Sensory diets assessments and staff training	6sessions @ £265.00	£1,590
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Objectives	<div>1. To promote social interaction/reduce anxiety through the purchase of appropriate sensory resources and materials.</div> <div>2. To train staff to use sensory diets with students with ASD through work with a specialist OT with the aim of ensuring “readiness to learn”.</div> <div>3. To use Sensory Swimming sessions to help children to communicate and interact with others, reduce anxiety and to improve self-esteem.</div>																			

Impact	<ol style="list-style-type: none"> 1. Behaviour incidents have reduced over the academic year (see Behaviour report). 2. Reduced behaviour incidents and increased progress in a large majority of subject areas shows improved lesson engagement. 3. Communication (Speaking and Listening) has increased. 4. Class teachers report that social communication and interaction has improved in their classes. 5. Class reports also show that students' anxiety levels have reduced. 6. Teachers have seen an overall improvement in specific, individual students' self-esteem, with more students engaging in activities as we moved through the year.
Developments	To monitor students' self-esteem and social interactions more closely

Area 3

Outline	To improve students' levels of physical activity, leading to improved motor coordination and emotional well-being			
Spending	£7,300.25			
		Delivery	Cost ratings	Total
	Dance group	1 hour/week x 12		420.00
	Music Instrument tuition	Drumming, violin, singing		1567.39
	Swimming lessons	Pool Hire Transport	1,221.76 1,408.00	2,629.76
	Rebound HLTA	0.5 day/week X 18		£864.13
	Physio HLTA	Total 14.5 days		1,392.22
	Specialist Equipment	Specialist chairs x2 (TB, ZF) Independent Living equipment for classroom/Resi (TB)		£333.72 £93.03

Objectives	<ol style="list-style-type: none"> 1. Music Tuition for Key Stage 3 and 4 students has enriched music provision whilst developing talent, hobbies and interests, and self-esteem. 2. Swimming sessions for Key Stage 3 and 4 that developed students' water confidence and swimming as an essential life skill 3. To support students' postural management, physical co-ordination and meet sensory needs through focused Physiotherapy support and provision of appropriate equipment to support curricular access. 4. To help students to develop their co-ordination, emotional regulation and self-esteem through ReBound therapy sessions. 5. All sessions have provided students with opportunities to practice and generalise cross curricular skills such as counting, functional numeracy, communication, self-expression, performance, SMSC.
Impact	<ol style="list-style-type: none"> 1. Fine and gross motor skills have developed and improved. This is shown through improvements in various subjects (Core and Foundation) 2. Increased progress in Mathematics on last year's results, with no gap between Pupil Premium and other students. 3. Teachers report an improvement in students' self-esteem. 4. Increased progress in P.E. for those students who access swimming, dance, Rebound sessions. 5. Reduced behaviour incidents through the year. 6. Students are meeting community based targets in PSHE.
Developments	Those accessing Music Tuition to continue focus outside of these sessions.

Area 4

Outline	To increase students experience of the wider curriculum.			
Spending	£5,685.63			
		Delivery	Cost rate	Total
	Handmade Theatre	Autumn 2016 1 day plus workshops		£700.00
	Outdoor Education	Summer 2016 4 sessions		£665.00
	Forest School HLTA	1 day/week		£864.13
	Pantomime trip	Tickets Transport		£926.50
	Big Woods event	Transport		£25.00
	Roundhouse Christmas event	Transport		£120.00
	Islands Day	Bagpiper 1 day		£150.00
	Individual pupil	Junction 16 Autumn, Spring terms Weekly sessions	Contribution to costs up to his allowance	£935.00
	Individual Pupil	French trip contribution		£366.00
	Individual Pupil	<u>Bounce</u>		

Pupil Premium Impact Report 2016 - 2017



Learning together, achieving together

		<u>session</u> 4 sessions plus staffing <u>Community visits</u> 2 sessions Staffing: 1/2 day	X £8.50/session £150.00 Total: £150/session	£634.00 £300.00	
Objectives	1. To broaden the students' horizons by giving them opportunities to experience new activities 2. To develop life skills, confidence and increased self-awareness as a result of off-site trips and visits.				
Impact	1. Students have a broader experience which supports the development of hobbies and interests. 2. Students can make informed choices about activities of direct personal interest. 3. As a result of broader horizons, students have an increased vocabulary which, in turn, has resulted in greater engagement in related class-based activities				
Developments	To agree a passport of broader horizon activities for all students before they leave St. Andrew's School.				

Total Pupil Premium Spend = £34,026.25

Karin Aberg

November 2017