

Pupil Premium Report: 2016 – 2017

DFE Guidance:

“PPG provides funding for two policies:

raising the attainment of disadvantaged pupils of all abilities to reach their potential
supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

for the purposes of the school i.e. for the educational benefit of pupils registered at that school

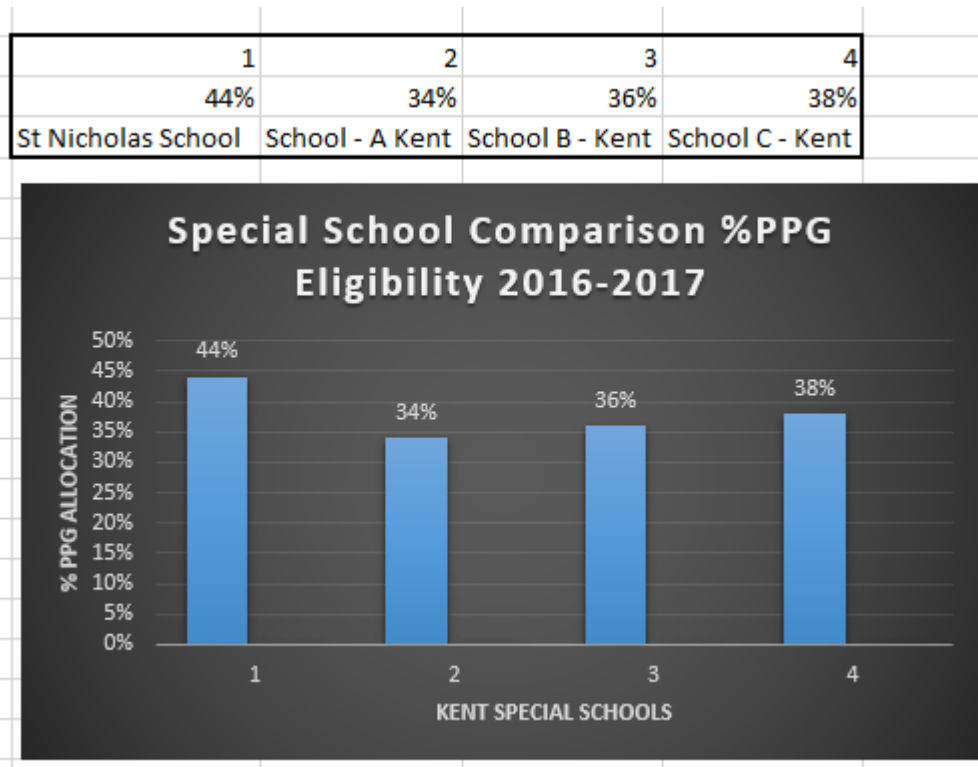
for the benefit of pupils registered at other maintained schools or academies

on community facilities e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated”.

Source: DFE Website

Section 1: Overview of St. Nicholas School Pupil Premium Allocation

Basic Information		
Total no. of pupils on roll (Yrs R – 11)	173	
Total no. of Primary pupils entitled to PPG	36 / 44%	- £47,520
Total no. of Secondary pupils entitled to PPG	40 / 44%	- £37,400
Total no. of pupils school-wide entitled to PPG	76 / 44%	- £84,920
Total no. of FSM pupils entitled to PPG	47 / 34%	
Total no. of Ever 6 FSM pupils entitled to PPG	12 / 7%	
Total no. of LAC pupils entitled to PPG	13 / 9%	
Total no. of post-LAC pupils entitled to PPG	2 / 1%	
Total no. of SGO pupils entitled to PPG	2 / 1%	
Total amount of Deprivation Pupil Premium Funding	£84,920	



NB: St. Nicholas School had a higher % of pupils eligible to receive PPG than similar Kent Special Schools

Section 2: Allocation of funding

Comparison of % PPG allocation at St. Nicholas School (over time)		
Year	2015-16	2016-17
No. of pupils on Roll	174	173
No. of pupils eligible for PPG	66	76
% of pupils eligible for PPG / Allocation	38% - £74,415	44% - £84,920

100% of pupils in St. Nicholas School have Profound, Severe and Complex Learning Difficulties, with an EHC plan. Due to their Cognition and Learning needs, none of these met the nationally expected levels of attainment or progress, all pupils were entitled to receive PPG support with either Cognition & Learning, Communication & Interaction, Social / Emotional / Mental Health or Sensory & Physical Needs. The following specialist interventions were planned for the appropriate (groups of) pupils in receipt of Pupil Premium Grant funding:

Use and allocation of funding			
Targeted provision / Intervention	No. / % of pupils supported	Financial allocation	% of total funding (0dp)
Specialist Active Education (Literacy, Numeracy and Mobility development sessions) for PPG pupils. 2-3 sessions per pupil per week. 0.5 PPG Funded FTE days of qualified Conductor / Teacher provision (part-funding of salary)	7	£16,737.50	19%
Specialist drama and creative arts / Role play PSHE and communication sessions – 2 group sessions per week, 1 Primary / 1 secondary. 0.2 FTE days of tutor provision (part-funding of salary)	9	£7,700	9%
Withdrawal Literacy and numeracy sessions with Specialist PPG-funded Basic Skills Teacher – 1 group session per child, 5 sessions across the week. 0.3 FTE days of provision (part-funding of salary)	10	£10,987.20	12%
Specialist withdrawal literacy and numeracy lessons with a specialist PPG-funded TA – 1 small-group or paired session per child. 6 sessions across the week. 0.3 FTE days of Specialist Conductor / Teacher provision (part-funding of salary)	11	£13,390	15%
Specialist multi-sensory learning session – knowledge, understanding and communication / interaction lessons – increasing engagement for learning, with specialist HLTA. 0.5 FTE days of tuition (part-funding of salary)	6	£7,273	8%
Specialist SEND Integrative Counselling – Improving Mental Health & Well-being, and engagement for learning. 0.3 FTE days of provision provided by PPG Funding (part-funding of salary)	3	£7,273	8%
Specialist Massage from a qualified TA / therapist to provide 1-1 intensive interaction & Well-being support for pupils with complex health needs and physical disabilities - increasing engagement and behaviours for learning. 0.4 FTE days of provision (part-funding)	3	£5,096.80	6%
Specialist Communication and Interaction trained HLTA and TA to lead the Green Star Room ASD Provision. 0.3 allocation to PPG pupils (part-funding of salary)	3	£3491.22 £3057.63	4% 3%
Specialist Reflexology from qualified reflexologist providing group intensive interaction & Well-being support for pupils with complex ASD, health needs and physical disabilities - increasing engagement & behaviours for learning. 0.1 FTE days of provision (part-funding)	10	£3862.40	4%
Specialist Travel Training and Independent Living Skills provision from a qualified HLTA and TA to promote functional literacy, numeracy and social skills development. 0.4 FTE days of provision towards PPG pupils (part-funding of salary)	6	HLTA – £4654.96 TA – £4076.84	5% 5%
Specialist Duke of Edinburgh's Award Scheme provision to promote Literacy, numeracy, independence and physical development Skills	8	SDO – £6218.40	7%

from qualified D of E instructors - Sports Development Officer and HLTA. 0.2 FTE days of provision (part-funding)		HLTA – £3057.63	3%
Total eligibility, allocation and PPG funding	76 / 44%	£84,920	100%
<i>Total costs</i>	-	<u>£96,476.56</u>	<u>108%</u>
<i>Short fall made up from school budget</i>	-	<u>£7056.56</u>	<u>8%</u>

Section 3: Impact of the Yr 7 Catch-Up Premium

The focus of our spending is for progress to remain in-line with our whole-school performance target of at least 90% of pupils making good or better progress in Maths and English. The Pupil Premium funding will enable pupils to be provided with individual Numeracy, Literacy, communication, physical development or Social/emotional skills development targets with individualised (small-group, larger group or 1-1) support aimed at improving their progress in these areas of the curriculum. The following table details the resources allocated to these targets for each pupil. The individual targets are detailed on each pupil's IEP / EHC plan. All spending is part-funded towards covering the salaries for 1 day per week for each of the specialist teachers, TA, HLTA or therapy staff to provide the appropriate support required to meet their current priority for learning to narrow their potential gap(s) in performance.

NB: The specific spend per pupil can be found on a separate detailed PPG allocation planning / spending sheet.

Commentary on Impact –

Context - At the beginning of each term (3 times per year), a multi-professional pupil progress meeting is held during which the progress of each pupil receiving Pupil Premium Grant funding is considered. The progress in Maths and English of all pupils across the school is discussed in 3 multi-disciplinary termly review meetings across the year to check on progress. Each pupil has a target related to the main areas of Maths, English, PSHE, any key areas for their individual needs and / or any areas where their progress requires improvement, these are also supported by the teacher, key stage manager and (where appropriate) the subject leader. Pupils' progress across the curriculum is scrutinised including any EHCP targets, and the areas that require improvement are identified. This meeting considers strategies that will effectively move these pupils on and the best approach (additional teaching / tuition, specialist programmes / interventions, counselling / play therapy, OT for sensory/ toileting) to support their learning, communication and independence is selected.

At the end of the academic year the school's progress tracker details the progress that pupils have made in all areas of the curriculum. This enables us to look at pupil progress in relation to their selected intervention(s). For the purpose of this report, we identify whether pupils have made good or better progress (or whether it requires improvement). This enables us to evaluate the impact and consider next steps for the pupil.

Maths and English Impact: Pupils receiving Pupil Premium Grant support in Maths and English achieved 99% good or better progress in both Maths and English (1 LAC pupil with complex and profound learning and health difficulties made progress that required improvement). 61% of PPG pupils made outstanding progress in English. 65% of pupils made outstanding progress in Maths. Pupils in receipt of PPG outperformed their non-PPG peers in the area of % of pupils making good or better progress in Maths, and those making outstanding progress in Maths. PPG pupils equalled the progress of non-PPG peers in the area of good or better English; they outperformed their peers in the area of pupils making outstanding progress.

Wider Curriculum Impact: Highest rate of pupils making good or better progress in PSHE, PE and Computing since records began. Highest rate of pupils exceeding expectation in Science since records began. 0 exclusions were given. Lowest rate of Pinpoints and behavioural emergencies and highest use of the self-referral to the SafeSpace since records began. School-wide attendance was 93% and a persistent absence rate of 20.9% - an improvement on last year and better than the average attendance rate for special schools (89% and 26.9%); a letter of recognition for this was received from KCC as a result of this.