



Evaluation of the use of Pupil Premium 2015-16

Introduction

The DfE provides additional funding to schools in the form of the Pupil Premium in order that specific groups of learners aged between 4 and 16, who may be disadvantaged by virtue of the family circumstances, can be supported in their progress and attainment. This is an evaluation of the impact of the use of Pupil Premium for 2015 / 16.

Allocation: £33,320

- There were 29 pupils who are eligible to Free School Meals (FSM)
- There were 8 children looked after
- There were no pupils whose parents are in the armed forces.

Impact Statement

We regularly set targets for our learners and measure the progress they are making in a number of ways. We are able to assess the progress they are making and to see if they are making better than expected progress, expected progress or less than expected progress.

Our P-Level data for 2015/16, for learners not eligible for pupil premium shows us that: 29% of learners made better than expected progress; 65% made expected progress and 6% made less than expected progress.

When we look at learners who are eligible for Pupil Premium we can see that 16% make better than expected progress, 84% make expected progress and no learners make less than expected progress.

When we look at learners who are "Looked After" we can see that 100% make expected progress.

Additionally when we look at the progress made, between one Key Stage and the next, by learners who are eligible for pupil Premium we see that for English 100% are in the Upper or Median Quartile, in Mathematics 100% are in the Upper or Median Quartile and in Science 100% are in the Upper or Median Quartile.

The levels of progress made by learners who are eligible for Pupil Premium are excellent with all of them making at least expected progress and some making better than expected progress.

The funding received in 2015 / 16 was allocated in 9 areas...

- 1 Release time for Heads of Department to co coordinate targeted interventions for FSM pupils to promote higher attainment.

£7,500

Evaluation

2 learners received additional weekly literacy sessions

2 benefitted from additional staffing to allow them to attend off site learning.

- 2 Translation service to support Eastern European and Panjabi speaking Families.

£1,520

Evaluation

This service was offered but not required.

- 3 Specialist support to enable teachers to have detailed sensory integration assessments of identified pupil premium pupils to ensure they can meet the sensory needs of pupils to secure better progress in lessons.

This includes an element for staff training so these approaches can be embedded if a specialist was not available

£4,750

Evaluation

Training provided for all staff. Feedback from sessions led by school's ASC lead were "outstanding". Evidence of sensory integration influencing and enabling good practice.

- 4 Support a range of residential and extended learning opportunities for pupils across the age groups. This has had a very positive impact on the spiritual, moral, social and cultural development of pupils who attended and continue to promote good attitudes to learning and school. Residential visits are invaluable in improving independence, resilience, self-esteem and preparation for transition both within and outside school.

£3,500

Evaluation

2 successful residential trips took place for secondary aged learners to an Frontier adventure centre and Yorkshire. Both were very successful.

- 5 The provision of additional equipment to ensure that pupils can access the curriculum effectively across the day. This has been increased to include the needs of reception children who may enter school with no specialist equipment at all from their previous setting. Readiness to learn is an essential requirement to access Maths, English and Science learning in school.

£5,000

Evaluation

High quality teaching resources supported learning and progress

- 6 Release time, resources and CPD linked to enable teachers to continue to ensure family priorities including wider outcomes are at the heart of planning for pupil premium pupils. Support and personalisation is an essential component of achieving the best outcomes for FSM pupils with complex difficulties.

£2,000

Evaluation

Our DLP Jill Smith led planning and liaised closely with a range of services to support planning and provision for individuals and their families.

7 Training for teachers in Elklan to raise attainment in Communication English from Reception upwards.

£1,000 (plus school funding)

Evaluation

This continues into this academic year with Greenside working in partnership with Lonsdale School to develop opportunities for all class staff.

8 Provision of an additional music sessions to include higher attaining pupil premium pupils. The rationale is to provide a range of motivating teaching and learning opportunities to consolidate and practice basic skills i.e listening and sequencing

£3,500

Evaluation

Music specialist Jon Owen increased his time in school to 4 days a week and in partnership with our music teacher Jody Townend is ensuring access to high quality music for all pupils

9 Pupil Premium Review - The issues around closing the attainment gap for severe and profound needs are multi-dimensional and complex. In the next financial year we will commission a review to further evaluate the impact of the pupil premium interventions for pupils, all of whom are disadvantaged by their underlying learning disability. This will include the cascading of IRIS connect technology so all teachers can monitor progress in a reflective, pupil focused way.

£5,000

Evaluation

Senior leaders have compared use of pupil premium with other SLD special schools and this has informed planning for 2016 / 17