



Meeting Individual Needs

Governing Body Report on expenditure of Pupil Premium 2016-17 and agreed expenditure for 2017-18 academic year.

Context

This report includes all areas required within the DFE recommended pupil premium strategy statement (primary) template

Pupil Premium is awarded by the government for children in the following categories:

- Children in receipt of free school meals £1320
- Children in Care £1900
- Service Children £300

The government devolves responsibility to the schools for the allocation of the funding to support the progress and achievement of the children in the 3 targeted categories.

Schools are free to spend the Pupil Premium as they see fit but are responsible for its use with the target groups. The Government believes that Pupil Premium is the best way to address the underlying equalities between children eligible for free school meals and non free school meal children. The same applies to the other two groups in relation to equality. Governing bodies are responsible for the outcomes on achievement of the use of this funding.

From September 2014 Universal Infant Free School Meals was introduced for all children who are in reception, year 1 or year 2 in a state-funded school. These children will be offered a free healthy school lunch. Entitlement for UIFSM is automatic and parents are not required to apply.

However, some of these children may be eligible for pupil premium. As the responsibility for checking for entitlement for pupil premium is with the school, parents have been requested to complete a Pupil Premium application form. This will help to prevent any potential loss of funding as parents will not have to apply for free school meals until their child reaches year 3.

Historical Financial Allocation (Financial Year)

2011/12	£27,938
2012/13	£42,156
2013/14	£65,020
2014/15	£94,576

2015/16 £94,630

2016/17 £110,940

Main barriers of educational achievement faced by eligible children within the school

The most significant barrier to pupil progress relates to the nature of each child's special educational needs which within Haughton School includes:

- Children having moderate learning difficulties and complex needs – which include, social interaction difficulties, communication difficulties, SEMH difficulties, sensory impairments, physical difficulties and specific syndromes

For all children, progress is maximised through the personalisation of the provision, the range of resources, expertise of staff supported by training and partnership working with parents/carers and other agencies. Pupil premium funding supports the extension of personalisation as detailed within this report.

The school has put in place many things to minimise any other potential barriers for learning and the range of actions are supported through the school budget and organisation of the provision. For example:

- Support / advice needed in home to support the needs of the children and to reduce the impact on other members of the family – This is supported through the employment of a Learning Mentor, close working relationships with class teachers, open door policy in operation by SLT, monthly opportunities for parents to meet through Coffee mornings, and referrals made to other services for support
- Knowledge for parents – met by regular communication with home – home school books, meetings to discuss strategies, signposting parents to courses
- The need to work together to achieve consistency for children – met by sharing all reports, outcomes, plans, documentation. CAMHS appointments being held on site, joint working with identified professionals
- Access to community resources for families – met by school offer and promoting the LA Local Offer.

Allocation of funding 2016-17

£110,940

The Leadership Team and governors considered the most effective impact that Pupil Premium would have on the progress of the identified children.

The decision of how the funding was allocated was based on:

- The knowledge of the children
- Analysis of the data available for the children
- Our self review process
- Previous success in enhancing the progress of children as recognised by Ofsted Inspections and external reviews

- The decision was also based on previous years' use of pupil premium and the impact on progress

The Governors reviewed the Sutton Trust Research on the uses of pupil premium and their impact. The Sutton Trust assessed the use of teaching assistants as low impact and high cost partly due to their training and deployment. It was specified in the Deployment of Support Staff Research that this was related to leadership and the subsequent project – Maximising the Impact of Teaching Assistants – stated that when trained and deployed appropriately Teaching Assistants can impact on progress. The guidance report published by the Education Endowment Foundation – Making Best Use of Teaching Assistants March 2015 – further emphasised this research. In Ofsted inspections and monitoring by external consultants, the training and work of the teaching assistants at Haughton and their impact on learning has been highly praised

The targeted and strategic use of Pupil Premium funding supported us in achieving our aims of:

- Ensuring that teaching and learning opportunities meet the needs of all of our children
- Ensuring that appropriate provision is made for all children regardless of the degree of disadvantage.

Area	Success Criteria	Funding allocated
Family Support Emotional Support for children	<ul style="list-style-type: none"> Improved family links The emotional needs of children are addressed to minimise the barriers to learning All identified children making at least good progress from their baseline 	£25,402 Learning Mentor Salary
Targeted attendance analysis	<ul style="list-style-type: none"> All identified children to have attendance above 90% 	£4,500 Contribution towards salary of admin staff
Targeted intervention groups	<ul style="list-style-type: none"> Individualised focus to improve achievement of identified children in Literacy 	4,478 Contribution to salary of Teaching Assistant leading the intervention group.
Deployment of Teaching Assistants to support Learning	<ul style="list-style-type: none"> There is a rapid and focused response Immediate impact to facilitate children in accessing learning Clear understanding of the needs of individual children Children are clear on what they need to do to improve Progress evidenced 	£68,560 Salary of additional Teaching Assistants
Access to Extra Curricular Activities & Residential	<ul style="list-style-type: none"> Increased participation by children Children accessing / experiencing a wider range of activities Improved self-confidence and social interaction 	£3,000 Contribution towards

		subsidy of cost for activities
Resources	<ul style="list-style-type: none"> Resources available to address the diverse needs of the children 	£5,000 Contribution towards cost of resources to support SEMH

The desired outcomes for 16-17 have been achieved.

Through the work of the Learning Mentors families have been supported in overcoming difficulties through the TAC process, this has prevented the potential escalation of difficulties within families.

The analysis of data identifies at least good progress for the targeted children within Literacy Intervention Groups

Children made at least good progress overall in relation to their starting point and needs in the academic year 2016-17 and this is detailed in separate analysis. No groups have been identified as being disadvantaged. The judgement on progress was made by the leadership team and governors and this has been validated by an external consultant.

Haughton School continues to evaluate pupil progress through a wide range of measures including – Outcomes relating to EHCP and Annual Review Targets, parental and pupil feedback, teacher performance management etc.

The school attendance has remained above national average for special schools, and all identified children increased their attendance across the academic year.

Children have been fully supported to achieve their potential within class due to the increased staff to pupil ratio

The allocated funding supported the reduction in residential costs which enabled children to access the residential which otherwise would not have occurred to the families not having the available financial resources to support this.

Predicted Pupil Premium 2017-18

£103,800

Due to the successful impact of 2016-17 expenditure the proposal is that the pupil premium is spent as follows:

Area	Success Criteria	Funding allocated
Family Support Emotional Support for children	<ul style="list-style-type: none"> Improved family links The emotional needs of children are addressed to minimise the barriers to learning 	£25,402

	<ul style="list-style-type: none"> • Improved resilience, confidence and self belief • All identified children making at least good progress from their baseline 	Learning Mentor Salary
Resources	<ul style="list-style-type: none"> • All children able to access ICT hardware and able to evidence progression in skill development • Identified children successfully accessing alternative forms of recording • Development in children's research skills due to improved facilities • Increased differentiation through access to a greater range of online learning programs • Improved accessibility to learning for identified children 	£ 24,000 Contribution towards the cost of updated ICT hardware
Consultation with professional services	<ul style="list-style-type: none"> • The needs of the children are accurately assessed and targeted • Staff are trained to address the needs of the children 	£ 16,926 Education Psychologist Service Level agreement April 17-18
Deployment of Teaching Assistants to support Learning	<ul style="list-style-type: none"> • Sustained high level of individual / small group learning appropriate to individual pupils. • Children have received intensive tuition in small groups • The specific needs of children have been met through increased targeted work • The needs of the children have been accurately assessed and next steps for learning agreed • Progress evidenced 	£ 34,472
Access to Extra Curricular Activities & Residential	<ul style="list-style-type: none"> • Increased participation by children • Children accessing / experiencing a wider range of activities • Improved self-confidence and social interaction 	£3,000 Contribution towards subsidy of cost for activities

For CIC pupil premium the expenditure will continue to be agreed through the PEP meetings and it is targeted on the most effective intervention for enhancing pupil progress. This may be related to individual or group interventions.

Success of the allocation of the funding / strategy will be measured by the analysis of data on both "hard / soft" outcomes. Monitoring by school leaders / governors and external consultants

The Pupil Premium Strategy will be reviewed on an ongoing basis. It will be formally evaluated in the Summer Term 2018 to enable the impact to inform the plan for the following year.