

Pupil Premium 2013 - 2014

The Pupil Premium is funding given to schools by the Government which is additional to the main school funding. Schools use this additional funding to provide extra resources to support the education of children from low income families who are currently known to be eligible for free school meals (FSM) and by doing so aim to reduce any gaps in achievement.

It is for schools to decide how the Pupil Premium, allocated to schools per pupil eligible for free school meals, is spent, since they are best placed to assess what additional provision should be made for pupils within their responsibility.

How we plan to use our Pupil Premium funding to raise attainment and achievement during the 2013 – 2014 academic year:

Using the Pupil Premium to Raise Attainment and Achievement

Current Situation / Critical Analysis

Each child has a unique individual education plan that sets out goals and strategies covering not just the academic side of their curriculum but also aspects such as communication, behaviour and independence. We are constantly looking for ways to add value to our provision and we have introduced staff teams specialising in sensory support, mentoring and communication support (including AAC). We have employed an additional Speech and Language Therapist to supplement the health authority team and run social communication groups, and our Curriculum Enrichment Co-ordinator has recently introduced cycling and horticulture to the curriculum. School also employs its own Sports Co-ordinator to provide a wide range of sporting opportunities to our children.

Analysis of the 2012 – 2013 pupil progress data provided by Durham University shows that for both literacy and science there was no significant difference in the performance of pupils eligible for free school meals and those not eligible. In literacy the proportion of pupils in the top 16%, middle 68% and bottom 16% was almost identical for pupils eligible for FSM and those not eligible. In science there was a slightly higher proportion of pupils not eligible for FSM in the bottom 16% and a slightly higher proportion of pupils not eligible for FSM in the top 16%. For numeracy there was a slightly higher proportion of pupils not eligible for FSM in the bottom 16% and a significantly higher proportion of pupils not eligible for FSM in the top 16% (7% FSM, and 20% non-FSM). For both numeracy and science no pupils eligible for FSM made less than average year on year progress - compared with 16% nationally.

The attainment and pupil progress results for our Looked After Children (LAC) shows

normal curves of distribution with slightly more scores in the upper quartile for attainment than the lower quartile and slightly more scores in the above average range for progress than the below average range.

External Accreditation at KS 4 (Summer 2013):

Eleven Y11 pupils were eligible for FSM. All gained recognition through external accreditation. Five pupils were in the MLD cohort and all but one pupil gained passes at GCSE level. Three of the pupils gained 4 passes at GCSE and one pupil gained three passes. All of the pupils in the SLD cohort gained external accreditation through ASDAN Awards, AQA Unit Awards or Entry Level Certification.

At present the Health Authority Speech & Language Therapy Service will not undertake group work on developing social communication skills. Over 40% of our pupils have deficits in this area.

We experienced a significant dip in pupil attendance during the 2012 – 2013 academic year.

The Pupil Premium allocation for 2013 – 2014 is £81,000.

Supporting Evidence

Analysis of the 2012 – 2013 pupil attainment and progress data provided by Durham University.

Outcomes from external accreditation.

Analysis of pupil attendance data 2012 – 2013.

Required Changes

To incrementally improve all our processes, skills, knowledge and understanding so that we can become better and better at supporting our pupils' needs. We will identify different ways to add value to our provision to further support our pupils to increase motivation, overcome obstacles and maximise their achievements.

Development Targets

- Provide mentoring support for pupils experiencing emotional and social difficulties.
- Ensure a broad and exciting range of after-school activities is available to all our

pupils.

- Enrich the curriculum at Key Stage 4 by extending the range of externally accredited options giving students greater opportunities to follow a course of study that engages their interest.
- Increase motivation at KS4 by including a residential experience.
- Increase motivation for creative writing by bringing poets into school to present their own work and lead workshops as part of a Poetry Day.
- Develop social communication skills by giving pupils a structured opportunity for interaction planned and facilitated by a Speech and Language Therapist.
- Provide additional tuition for pupils studying for their GCSE in mathematics.

Actions	Costs
Mentoring training for an additional member of staff (AJ).	£165
Provide Teaching Assistant cover to release the 3 mentors each for one day.	£9,596
Arrange for 4 poets to come into school to present their own work and lead workshops as part of a Poetry Day.	£1,070
Contract Building Futures to provide vocational opportunities in building trades for students in KS4.	£16,490
Employ a Curriculum Enrichment Co-ordinator to provide courses in horticulture and cycling across the school and accredited courses as part of a programme of options at KS4.	£17,502
Provide additional resources to enable pupils to take part in horticulture and cycling.	£1,604
Provide additional staffing to offer a broad and exciting range of after-school activities to all our pupils.	£5,076
Provide a range of sensory resources to ensure pupils with profound and multiple learning difficulties are able to access an appropriate after school experience.	£929
Increase engagement of pupils at KS4 by providing a residential experience during Y10 & 11.	£4,042
Employ a Speech & Language Therapist to undertake work focussed on developing social communication skills in a targeted group of pupils.	£23,790
Provide additional staffing to offer a broad and exciting range of after-school activities to all our pupils.	£736
Total Cost 2013 – 2014:	£81,000

Impact on Learning

In relation to pupils eligible for free school meals and children looked after by the Local Authority:

- Our students will maintain their motivation throughout KS4 enabling them to meet their targets for external accreditation at the end of KS4.
- Our students will meet challenging targets for external accreditation at KS4 by being able to choose a course of study that engages their interest from an expanded range of options.
- We will attain a high level of pupil engagement and motivation in school by enriching the curriculum through an exciting range of after school activities and a residential experience. This increased motivation and engagement will reflect positively on pupil attendance, attainment and achievement data.
- Pupils will demonstrate a measurable improvement in social skills development.

Procedures for monitoring impact

- Analysis of pupil attendance data 2013 – 2014.
- Analysis of external accreditation gained by pupils in summer 2014.
- Analysis of pupil attainment and progress data (using the Durham University data) – autumn 2014.
- Speech & Language Therapist to evaluate the effectiveness of interventions.

Evaluation of Impact

80 pupils eligible for FSM participated in the Poetry Day. They were able to experience (and participate in) the poets presenting their own work. They then participated in workshops, led by the poets, to produce their own poems in the style of the poets.