

Pupil Premium (PP) report for 2018-2019

What is Pupil Premium (PP)?

The pupil premium is a grant given to schools to close the attainment gap between disadvantaged pupils and their peers, and to support pupils with parents in the armed forces (this part of it is also known as the service premium).

% of pupils on PP and Grant Received

Total Pupil Premium Grant	£181,775 (PP excluding LAC) LAC - £16,500
% of school population eligible for Pupil Premium	61.36% - (LAC, FSM, Ever6FSM, SC) 38.64%- non PP

Our targets for 2018-2019

- To provide further strategies to support the more able in maths and English.
- Continue to ensure, end of year achievement for PP eligible pupils is in line with their peers.

Outcomes: Impact of Pupil Premium (PP) spending for 2018-2019

English / Communication / Social Interaction (SLD, ASC & PLMD)

PMLD

Pupil Premium

Social interactions				
	Number	%	Number	%
PP	20	86.96	3	13.04
Non PP	19	86.36	3	13.64

On track

Not on track

SLD

Pupil Premium

Literacy				
	Number	%	Number	%
PP	83	82.2	18	17.8
Non PP	42	75	13	23.2

On track

Not on track

ASC

Pupil Premium

Communication				
	Number	%	Number	%
PP	53	89.8	6	10.2
Non PP	43	87.8	6	12.2

On track

Not on track

Summary statement for English, Communication, Social Interaction

The judgement table on left has been used to compare the attainment for PP eligible pupils' against non PP pupils.

End of year analysis of this data informs the following:

PMLD cohort: 86% of PP pupils met their end of year target. No gap between PP and NPP

SLD cohorts: 82 % of PP pupils met their end of year target. 7% more than NPP.

ASC cohort: 89% of PP pupils met their end of year target. 2% more than NPP.

Maths (SLD) / Cognition and learning (PMLD & ASC)

PMLD

Pupil Premium

Cognitive				
	Number	%	Number	%
PP	20	86.96	3	13.04
Non PP	18	81.82	4	18.18



SLD

Pupil Premium

Numeracy				
	Number	%	Number	%
PP	92	91.09	9	8.91
Non PP	40	71.43	15	26.79



ASC

Pupil Premium

Cognition				
	Number	%	Number	%
PP	55	93.2	4	6.78
Non PP	42	71.2	7	11.86



Summary statement for Maths, Cognition and learning.

The judgement table on left has been used to compare the attainment for PP eligible learners' against non PP learners.

End of year analysis of this data informs the following:

PMLD cohort: 86% of PP pupils met their end of year target. 5% more than NPP.

SLD cohorts: 91 % of PP pupils met their end of year target. 20% more than NPP.

ASC cohort: 93% of PP pupils met their end of year target. 22% more than NPP.

PP strategies used for 2018-2019

Note: Calthorpe Academy utilised a number of evidenced based strategies, including those listed in the Sutton Trust's toolkit as well as strategies derived from the Pupil Premium Awards website to inform our thinking on how to best use resources and strategies to improve the attainment and achievement of PP pupils'.

Breakdown of Key Expenditure 2018-2019

Area of Support	Strategy	Brief overview of support	Summary of intervention/ impact	Total cost of intervention
Curriculum Support and Intervention	-Subsidised release time for numeracy and literacy specialist to upskill class teachers and provide targeted intervention support across all groups/phases. -This strategy was supported by mentors and lead practitioners.	Half-termly intervention derived from analysis of progress data, lesson observation feedback and book scrutiny lead to: -intervention support for PP pupils not making 'expected progress'. -support for the more able pupils. -Upskilling colleagues' defined areas of development and supporting them to implement new strategies/interventions. -Ran parental workshops; providing tools or strategies to complement the teaching and learning of PP eligible pupils at home.	Numeracy and Literacy specialists were allocated time to: upskill class teachers, deliver training sessions and provide targeted intervention support to identified pupils. 50% of Achievement mentors timetable was dedicated to Headsprout; carrying out pre and post intervention testing, delivering the programme, supporting TA's, creating resources and monitoring progress. The remainder of their time was dedicated to offering small group/1:1 intervention support - post termly data trawl. -Parental workshop sessions were offered around Mathematics, Headsprout, and use of Numicon homework bags. Impact: See data summary for English page 2 and Maths page 3 All PP pupils have made similar or better progress than their peers in English and Maths.	£40,862
	-Further implementation of Maths/English aids, resources and strategies.	Maths Recovery – TenID -Number based intervention strategies targeted for pupils with additional needs.	TenID intervention programme was aimed at delivering interventions to small groups of pupils at the same time. 17 PP pupils within the Autism and secondary received this intervention. Researchers from Warwick and Bangor universities, upskilled class teachers (TenID champions) to deliver this intervention programme.	£1050

			<p>Impact: 100% of this Autism pupils that benefited from this intervention met their end of year target.</p> <p>100% of this Secondary pupils that benefited from this intervention met their end of year target.</p>	
		<p>Mathletics</p> <p>Intervention tool for more able students in numeracy.</p>	<p>Mathletics is an online learning space providing students with the tools they need to support their mathematical thinking both in and out of the classroom. Used as an intervention tool to challenge our more gifted students in Numeracy.</p> <p>59 PP pupils accessed Mathletics from Primary and Secondary department for 1-3 sessions a week for up to 30 minutes each time.</p> <p><u>Impact:</u> 100% of the Primary cohort met their end of year target.</p> <p>94% of the Secondary cohort met their end of year target.</p>	£500
		<p>Handwriting without tears</p> <p>Handwriting Without Tears is a developmentally sequenced, multi-sensory approach to teaching handwriting.</p> <p>- Intervention support which targeted handwriting and development of fine motor skills for SLD and most able ASC pupils'.</p>	<p>Following the trail with Bangor University, adaptations have been made to the programme and it has been used as an intervention in three secondary and one primary class. 16 pupils were targeted through this intervention and supported to improve handwriting skills.</p> <p>Impact: See English data page 2 Due to our holistic curriculum offer this intervention will not continue next year. Focus further on the Read Write Inc scheme to develop writing.</p>	£200

		<p><u>Headsprout reading programme</u> -Research based Reading Readiness programme that provided personalised target setting and reading assessment strategies.</p>	<p>31 pupils received Headsprout intervention. 23 using Headsprout Early Reading and 7 using Headsprout Comprehension. The pupils worked 1:1 with a TA for approximately 30 minutes, 1-3 times a week.</p> <p>Impact:</p> <p>At the year end all PP pupils using Headsprout reached their end of year reading target.</p>	<p>£315</p>	
		<p><u>Headsprout Comprehension</u> Building on the study conducted by a Masters student from Bangor University in 2017-2018, Headsprout Comprehension has continued for able readers who have poor comprehension skills. Targeted for SLD and most able ASC pupils'.</p>	<p>The 6 pupils participating in the trial were used to see if progress was maintained over a longer period. All the students who took part had a diagnosis of autism, 1 was from Primary and 5 were from secondary.</p> <p>Impact:</p> <p>100% of the primary cohort met their reading and end of year target for English. 100% of the secondary cohort met their reading end of year target</p>	<p>£150</p>	
		<p>Key boarding without tears -Intervention that promoted students typing skills in order to improve their independent writing. -Was targeted for the more able where learning was hindered due to barriers surrounding their fine motor skills.</p>	<p>This intervention programme continued with a secondary class and targeted to 7 more able pupils who were able to write but had poor motor control.</p> <p>Impact:</p> <p>85% of the pupils who were supported through this intervention met their end of year target.</p>	<p>£500</p>	
		<p><i>DR. C.Grindle from Bangor University is currently producing an academic paper which promotes positively the impact of the Headsprout, handwriting and keyboarding intervention programmes at Calthorpe which will give more detailed information about the effectiveness of them with SEN pupils.</i></p>			

		-Purchased further resources to promote communication for ASC and Complex pupils.	Adaptive resources were purchased, to support identified PP pupils with the promotion of their communication and social interactive skills.	£3,200
Maintaining role of SaLT. (Part funded)		-Supported the continued development of a total communication environment. This intervention supported the development of communication, speech and language skills of PP pupils.	PP pupils identified as requiring high priority SaLT received support based on their initial assessment, these PP pupils either received 1:1 support or classroom support to embed strategies Impact: Examples included: -Increased staff understanding surrounding the effective use of communication books and aided language stimulation. -Targeted staff training on interaction based strategies, use of communication profiles and core vocabulary. -staff training on the use of PECS and embedding this into the curriculum -Improved speaking and listening data tracked through the BSquared assessment tool. -improved communication and interaction data tracked through Foundations for Life assessment	£24,164
Continued to provide departmental and Specialist Teachers capitation budget.		SMT and specialist teachers used this allocation to further extend or support learning experiences of PP pupils. This expenditure was based on need, derived from termly data.	Additional resources were purchased to support/enhance the learning experiences of PP pupils within all departments. Impact: See data summary for English page 2 and maths page 4.	£4750
Continued to provide music therapy sessions for identified pupils.		Focused on identified PP pupils in improving their skills for self-expression.	Music therapist provided therapeutic support to PP pupils' on a 1:1 basis. The primary focus for the work of the music therapist was to develop the pupils' self-expression, concentration and levels of engagement. Impact: PP pupils that benefited from music therapy improved on their targeted areas of development- Individual music therapy impact reports created for each learner.	£8500

Enrichment- Wider Curriculum	Fund extra-curricular activities and residential trips.	<p>To develop pupils social and emotional learning.</p> <p>Subsidise residential/enrichment activities for specific pupils.</p>	<p>The Academy provided a varied and inclusive enrichment curriculum to PP pupils with opportunities to enhance their social and emotional wellbeing. Examples included Wave Project, Revolution Gymnastics, Sea life Centre, West Midlands Safari park, Complex Colour scopes at the Mac, Complex Music and Sensory Clubs, Duke Of Edinburgh Bronze award and Hatton adventure world.</p> <p>Impact: PP pupils had access to an enriched curriculum with activities that they would not normally experience. This gave them exposure to new environments and gave them opportunities to work alongside unfamiliar people. These opportunities promoted pupils self-help and social skills making them more independent. At school these experiences have helped the pupils forge better relationships with Academy staff and their peers and supported improved engagement in the classroom.</p>	£3500
	Open REP – drama projects	-Subsidised 1x day equivalent staff from The Rep to deliver on various projects across the Academy.	<p>A number of workshops were delivered to pupils with an ASC or those with SLD's. The aim of these sessions were to develop self-esteem, expressive language, social interaction and overall learner engagement.</p> <p>Impact: The workshops directly linked to the curricula's of all departments. Teachers' indicated an improvement towards the pupils' social, communication, receptive and interactive skills and as a result, supported improved learning in the classroom.</p>	£7210
Behaviour and Welfare	Subsidise additional behaviour support provided by behaviour support assistant and behaviour	Provided targeted behaviour management support for identified pupils (tier 3 intervention).	Behaviour Support Practitioner in collaboration with a Consultant Behaviour Analyst, worked with a number of targeted learners (those with 10 or more behaviour incidences per half term or those who do not respond to school-wide [universal] interventions). Functional Behavioural Assessments were carried out, including a number of direct observations in order to determine the function of behaviour and identify potential environmental triggers to target behaviours. Behaviour	£43,200

	analyst (part funded).		<p>Support Plans were then devised and implemented with support and training provided to applicable class teachers to ensure strategies were consistently applied. Staff were also trained in the Positive Behaviour Support framework and interventions.</p> <p>Impact: 12.2% further reduction in behaviour incidents in addition to an 88.8% from the year before (targeted learners) when Positive Behaviour Support was implemented. 87.7% reduction in physical intervention events compared to the baseline year.</p>	
	Maintaining the resource of an Attendance officer (part funded).	Continued to work proactively with many of our families and ensure attendance was maximised, this role directly impacts PP pupils on a daily basis.	<p>The Attendance officer's role focused on reducing unauthorised and avoidable medical absence. A number of pupils with high levels of unauthorised absence were placed on spotlight (fast track parent penalty notice). In addition, several communications including directed letters were sent to parents regarding circumstances of medical leave. Other interventions included conducting home visits, running workshops, holding parent meetings and liaising with other supporting agencies.</p> <p>Impact: As a result of the above intervention the attendance of PP eligible pupils (90.72%) was higher than non PP eligible pupils (89.98%).</p>	£18,262
	Maintaining the role of a Family Liaison officer (part funded).	<p>Family Liaison officer worked with our vulnerable families in order to increase parental engagement to their children's learning.</p> <p>Examples of work included:</p> <ul style="list-style-type: none"> -The coordination of parent/carer coffee mornings; ensuring parents got the support they needed whilst 	<p>The Family Liaison Officer supported a number of identified individuals and their families for the purposes of reducing barriers in learning and improving well-being of individual's whom required this intervention.</p> <p>The Family Liaison officer also organised a number of parental workshops based around the feedback received by parents during 2018/2019 academic year. Examples of these workshops included: behaviour management and anxiety, sensory integration, Cerebra sleep, Picture Exchange Communications and a series of literacy and numeracy workshops.</p>	£14,701

		<p>having the opportunity to link with other parents/carers.</p> <p>-Assisted in organising training workshops for parents/carers, derived from parent/carer voice.</p> <p>-Provided personal and emotional support for parents/carers.</p> <p>-Supported the FCAF process</p>	<p>Impact:</p> <p>-Working in partnership with a number of professionals in school (attendance officer, senior management team, medical, behaviour support and SENDco) led to a number of cases being resolved in house rather than previously escalating these to the Early Help team.</p> <p>-Parent workshops were a huge success and generated positive feedback.</p>	
	Buying in specialist family support services	<p>Purchased Malachi family support services.</p> <p>This strategy complemented the role of our in house attendance and family liaison officers. Targeted work focused on hard to reach families for the purpose of promoting positive wellbeing of their children.</p>	<p>Malachi Family Support was an intensive programme offering practical support and one-to-one therapy. The programme was tailored to the needs of the individual family and based on their proven therapeutic intervention model. Our complex students, with hard to reach parents were referred to Malachi.</p> <p>Impact:</p> <p>There were positive outcomes for the majority of individuals that were referred to this programme.</p> <p>Examples of these included:</p> <ul style="list-style-type: none"> -Improved attendance -Greater engagement in lessons -Improved learner resilience 	£9408
LAC	Individual	Attainment and progress of LAC pupils is in line with non LAC.	-PEP targets met.	£16,500

Total spend:
£194,522

**(£2053
carried over
2019/2020)**