

## Pupil Premium and Additional Funding-Expenditure 2016-2017 and Impact 2017

Pupil Premium in Stone Hill School is “used to sustain provision targeted at a wide range of disadvantaged pupils.” (DfE 2013 Evaluation of Pupil Premium) to help overcome their individual barriers to learning. We draw on the expertise of our support staff to ensure that the pupils in our school can access a curriculum that is individualised and appropriate to their learning needs. This will help us to see how well the difference is diminishing between the performance of groups of pupils in the school and summatively, how this compares to national trends.

School data analysis is used to identify achievement gaps and determine priorities as a whole school, year group and at targeted group level. In order to do this, we have successfully combined Pupil Premium money with funding from other sources in order to sustain provision, targeted at all our pupils. This range includes, but is not restricted to, members of those groups of pupils who attract the Pupil Premium. Not all support will be directly aimed at raising attainment. Some support will focus on wider issues in children’s and families’ lives, particularly where this is perceived as a ‘barrier to learning’, as dealing with these will lead to improved attainment.

Our expenditure is on staffing: this type of targeted support is *very* effective. Evaluation of Pupil Premium Research Report July 2013 states that around 75% or more of surveyed schools using additional staff to support disadvantaged pupils thought this was *very* effective. Additional support outside the classroom was thought to be *very* effective by at least 60% of the schools offering this. Additional support inside the classroom was thought to be *very* effective by around 70% of primary schools, special schools and PRUs.

Staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need. PP children’s attendance is 95%.

To be reviewed Spring 2018.

Number of eligible children	52
Total Number of pupils on role	121

- How much funding does the school receive?
- What is the funding being spent on?
- How is the spending accounted for in the budget?

### Pupil Premium Grant allocation £72,571

In Stone Hill School, we will use Pupil Premium Funding to ensure that we *close the gap* between all groups of learners. Whether the pupils have social and communication difficulties or gaps in their academic side of education, additional funding is used to support learning. The **impact** of all additional funding, including Pupil Premium spending, will be **measured** through data collection and analysis. Following this analysis, appropriate interventions and supportive resources which mainly consist of adult support, are put in place. Case studies for selected children from these groups will also be written to demonstrate progress towards the reduction of social and communication barriers to learning.

### PE and Sports Premium £8,190

Stone Hill School believe that Physical Education is an essential part of all pupils’ educational development. We support the government’s initiative for all children to enjoy being active. Through PE and sport, Stone Hill pupils learn to develop the important qualities of communication, positive attitude, motivation, building self-esteem and resilience. We aim to provide high quality teaching in PE and provide a wide variety of opportunities for children that encourage and inspire every individual child. Children are provided with opportunities to develop their leadership, coaching and officiating skills throughout the curriculum through: Lower School Movement; Lower School Sensory Integration; Year 6 Play Makers and Year 9 and Year 10 Sports Leaders.

### Year 7 Literacy and Numeracy Catch up £7,556

All of our Year 7 pupils are eligible. The money will be spent on QFT in both subjects, through a carefully planned series of lessons targeting basic skills and problem solving to ensure progress is made. This ensure that all basic skills are met and that the pupils have the opportunity to access parts of the curriculum that they may have missed or may need further consolidation.

### Looked After Children

Local Authorities are responsible for Looked After Children in care and will make payments to schools and academies where an eligible looked after child is on roll. The amount allocated to the Virtual School is £1900 per child for post Looked After Children. Children who have been in local-authority care for one day or more also attract £1,900 of pupil premium funding. The Virtual Headteacher decides on the allocation funding schools will receive for Looked After Children which equates to £1600 (or more can be applied for if needed).

### Objectives for Pupil Premium

- ✓ To close the gap between disadvantaged pupils and their peers
- ✓ To raise the attainment of disadvantaged pupils
- ✓ To ensure that QFT teaching meets the needs of each learner
- ✓ To support the pupil's emotional well-being through targeted support
- ✓ To improve attendance, behaviour and links with families where these are barriers to a pupil's learning

Specific Initiative	Specific Objective	Summary and Impact
<b>Learning in the curriculum</b>		
Additional class TAs (Lower school 4 and Upper school 1)  £56096.75  1:1 additional targeted support £439	To support children with diminishing the difference both academically and emotionally	As well as academically, it was considered that we needed to ensure that the pupils were ready to learn; providing this extra adult support enabled this to happen. Targeted support ensured that pupils could access the curriculum through QFT, be a part of the whole class learning experience and make progress against their individual targets identified on their EHCP. Reviews were positive and short term targets have been updated.
Maths Intervention £2,232.30 English Teaching Support £2278.02 Reading Intervention £496.75 Additional TA support £2748.67	Year 7 Catch Up  To ensure that children at risk of under achieving make good or better progress	Individualised targets were identified from the pupils' EHCP and developed to incorporate strategic teaching to improve maths and literacy skills.  The English and maths leads taught a series of lessons to ensure that, even though the Year 7 did not achieve ARE, could access a broad and interesting curriculum due to the consolidation of the teaching of basic skills
Additional Swimming £6,201.54 (supplier costs) £3,235.28 (staffing costs)  Trips, visits and residentials including staffing costs £6500	To develop confidence and life skills across the curriculum	As a life skill, swimming is deemed important to be able to access other parts of life; physical exercise and social activities. Pupils can competently swim by the end of Year 7. They gain certificates to show their progress in the skills that they have learned.  Outdoor education builds confidence from first experiences in Lower School to independent DofE students in Upper School. The pupils use skills learned in PSHCE lesson in school, within real-life situations. Confidences are developed securely which means that some pupils may take further steps towards independence in their further education.
<b>Enrichment beyond the curriculum (Sensory/Physical Needs)</b>		
Choir £1,330.00	To engage and inspire children	Children are engaged and inspired to continue to perform. They want to achieve and develop their skills which are taught to them as part of the technique of a group activity. They are taught perseverance and a sense of belonging.
<b>Social, Emotional and Mental Health</b>		
Emotional Support £1637.49	To support pupils with their needs regarding recognising and then understanding their emotions	After Rainbows, pupils are helped to further develop their emotional well-being. This is because it is recognised that supporting children's emotional understanding can reduce barriers to learning through developing trusting, healthy relationships. Children who access this emotional support are able to form friendships and enter into the school community more fully.

For further costs breakdown, see Additional Funding