

Pupil Premium – Expenditure and Impact 2015-2016

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). 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. **Good attendance** – 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 are attending better than all children 98%.

Number of eligible children	52
Total Number of pupils on role	123

Objectives for Pupil Premium

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

PP Initiative	Specific Objective	Outcomes and Impact
Cognition and Learning in the curriculum		
Cost – See Pupil Premium Spreadsheet	Additional class TAs (3, 4, 5, 7 and 8)	<p>To support children with closing the gap both academically and emotionally</p> <p>Pupils are well supported in their primary needs</p> <p>Staff are more aware of the children's needs and early intervention research shows that high-quality early years provision, with a strong educational focus and activities which support early reading and number concepts, is beneficial for disadvantaged children (Education Endowment Foundation).</p>
	Reading/Writing Intervention Mrs Lewis Miss Doyle	<p>To ensure that children at risk of under achieving make good or better progress (reading and writing)</p> <p>Improved reading scores for all children</p> <p>Continued use of iPads to encourage reading for all</p>
	Book Club resources	<p>To encourage reading for pleasure (use of iPads)</p> <p>Improved reading attitudes (See reading assessments)</p>
	Music Peripatetic Guitar Singing Teacher	<p>To engage and inspire children</p> <p>Increased self-confidence Greater sense of achievement Greater understanding of the need to listen to each other</p>
	Healthy Schools	<p>To provide opportunities to use and develop skills learnt in PSHCE sessions</p> <p>All children participated in a range of activities to promote and consolidate the ethos of working together and showing understanding of other people's perspectives. This also links to healthy minds.</p>
Enrichment beyond the curriculum (Sensory/Physical Needs)		
Movement	<p>To provide 1:1 support for supporting the development of motor skills</p> <p>Increased ability to take part in daily activities and learning tasks</p>	
Healthy Lifestyles		<p>The week focused on activities that promoted healthy choices, both mentally and physically. The children have a greater understanding of the importance of staying calm and being able to calm themselves (mindfulness) as well as the</p>

		developed knowledge that this is good for their wellbeing
Residentials Year 6 Year7 Year 8 Year 9 Year10 Complex Needs	To build on and develop new life skills To transfer existing skills to a variety of environments (through outdoor activities)	Development of skills taught in PSHCE and opportunity to put them into real life situations.
Additional Swimming	To apply skills developed across the curriculum	Development of and an investment in a life skill Children enjoy swimming sessions
Social, Emotional and Mental Health		
Breakfast Lower School Upper School	To develop social skills To provide opportunities for talking with learning mentors	Lower school breakfast includes all social aspects of Breakfast in upper school includes learning mentor support and now also includes specific support for ASC children. The children are developing independence due to the restructure of the way breakfast is served.
Rainbows	To support children with emotional difficulties' that have experienced loss	See Rainbows records (confidential)
Families and the Community		
Learning Mentor	To provide additional emotional and social support to children and their families (available to all) To create an improved learning environment for children at risk of underachieving	As an example, children are supported with understanding personal space and safe touching. This is alongside and often more than the taught information in PSHCE sessions as it is individualised support. Emotional Literacy support and improved mental health for the children that attended the sessions.
Alternative Learning Pathways (Communicating and Interacting)		
Team Building Activities	To develop key skills To be able to improve learning skills independently	Raise attainment through challenging tasks or goals which focus more on what is right than what is wrong and encourages the child rather than threatens their self-esteem.
ASDAN	To be able to work collaboratively with peers To develop problem solving skills	Increased understanding of making the most of training opportunities Developing a bank of skills that are highly valued by employers and further education institutes Improved communication, number and IT skills that can be applied to a variety of situations Teaching children strategies to motivate themselves and plan, monitor and evaluate their own learning is a well-proven, high-impact approach.

In the wider context, the Department for Education has a draft consultation document in circulation at the moment called 'Schools Causing Concern, Intervening in failing, underperforming and coasting schools.' This will provide guidance for Local Authorities and Regional Schools Commissioners (RSCs). One of the indicative factors listed that RSCs should take into account in determining the course of

action for coasting schools is “The school’s use of pupil premium and how the school has evaluated the impact of that use.” This indicates the high level of importance attached to a school’s use of this funding.

This will then be discussed in the Autumn term StEP visit.

Attached is supporting information from the recent training from Pupil Premium Co-ordinators’ network briefings. This contains Department for Education advice on the most effective ways to support the achievement of disadvantaged pupils, (the ‘Seven Building Blocks’). Also enclosed is ‘Taking Stock of your School’s Approach’ that suggests a pathway to determine how well the needs of disadvantaged pupils are being met. This could then be reviewed, once we have the next set of data for these children, to establish how accurate the self-evaluation was.

Pupil Premium (PP) Self-Review Document

School Name: Stone Hill School

Date: May 2016

Where settings have spent their pupil premium successfully to improve achievement, Ofsted has identified the following shared characteristics.

Red -No work done on this; Amber- Working towards; Green- In place

The statutory information related to the expenditure and impact of PP funding for the previous year and expenditure for the current year is displayed on the setting’s website.			
The setting (including Governors) has considered the outcomes from National Research and /or best practice from other settings in making pupil premium spending decisions.			
There is a named governor with responsibility for disadvantaged pupils and he or she meets regularly with the named senior designated leader for a support and challenge conversation.			
Our support staff and teaching assistants are well trained and fully understand their roles in helping disadvantaged pupils to achieve.			
Senior Staff and Governors know how well the school performs in relation to the achievement of pupils eligible for Pupil Premium and can evidence clear actions that demonstrate how the school aims to ‘close the gap’.			
All of our class teachers know which pupils are eligible for pupil premium so that they can take individual responsibility for accelerating progress.			
The setting has completed case studies that focus on pupils in receipt of the pupil premium funding, detailing its impact.			
We regularly and thoroughly analyse which disadvantaged pupils are underachieving, particularly in English and mathematics and why.			
We use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly.			
The setting is confident in accessing the Pupil Premium Plus funding and has been successful in accessing additional funding for Children in Care where needed.			
We allocate our best teachers to teach intervention groups to improve mathematics and English, or employ new teachers with a good track record in raising attainment in those subjects.			
All interventions are clearly planned with the needs of individuals in mind and deliver quality teaching and learning.			

Rigorous quality assurance procedures and processes are in place for the monitoring of interventions.			
Extra-curricular and engagement and enrichment activities are well planned and aimed at specific groups.			
Rigorous quality assurance processes and procedures are in place for the monitoring and evaluation of extra-curricular and engagement in enrichment activities for disadvantaged pupils.			
We provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to pupils' learning.			
The setting actively encourages all eligible families to register for the pupil premium funding.			
We are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of our PP spending on outcomes for those pupils- to include attainment, behaviour for learning and attendance.			
We receive regular updates on the outcomes for specific groups of the use of pupil premium through the Headteacher's report or through another report.			
The setting has had a pupil premium review. *These are carried out within school and with Governor visits.			*

Completed by: Paul Scotting and verified by Mike Gallafent Chair of Governors