

Pupil Premium Strategy Statement 2016-2017

Pupil Premium is a government initiative aimed at providing additional support for looked after children (LAC) and those from low income families. The extra funding helps schools narrow the attainment gap that may exist with pupils from disadvantaged backgrounds.

Evaluation of Pupil Premium spending 2015-2016

During academic year 2015-2016 pupil premium interventions focussed on raising maths and English attainment and closing the gap between disadvantaged students and their peers. By the end of the academic year interventions proved successful and students in receipt of pupil premium funding made as much progress, if not better than their peers who were not in receipt of the premium. Therefore, for academic year 2016-2017 the pupil premium funding will be used to target interventions identified as a priority for students' individual needs in areas such as; emotional intelligence; social interaction; sensory regulation.

Objectives of Pupil Premium spending

At Holbrook School for Autism we aim to make full and effective use of the funding by;

- Preparing pupils for adult life
- Improving personal development, engagement, self-esteem, confidence and well being
- Improving access to learning opportunities

How we achieve the objectives of Pupil Premium spending

Outcomes for Pupils

We demonstrate the impact of each of the interventions used and funded by the pupil premium
We have termly pupil progress meetings with teachers and parents
We use a rigorous data tracking management system to identify and focus on maximising outcomes

Effective Leadership & Management

We have a clear strategy for spending the Pupil Premium published on the school website
Designate the Senior Leadership Team to overview how the funding is being spent and the outcomes of interventions and spending
Ensure all staff are highly trained in autism, curriculum differentiation and interventions, from induction onwards with ongoing training and CPD
We have a robust Performance Management process, linked to pupil outcomes
We have rigorous, moderated classroom observations and learning walks
Research evidence from a variety of local, national and international studies

Personal Development, Behaviour and Welfare

We ensure that, pupils (as far as possible) and parents are active partners in the learning process and in the management of behaviour
We use a positive behaviour approach ensuring pupils are aware they are succeeding
We collaboratively review individual pupil behaviour support plans half termly
We work closely with other professionals involved with pupils and families

The Quality of Teaching, Learning and Assessment

Ensure staff are consistently aware of Pupil Premium students in their classes
Ensure staff are highly trained and understand the importance of specific targets for Pupil Premium students
We analyse pupil data robustly and use a range of achievement and holistic data to track interventions and techniques
Our staff use a 'small steps of progress' approach to tasks
Targeted individualised interventions to ensure a narrowing of the attainment gap
We secure active collaboration within school and working with other schools and professionals to ensure best practice and resources are available

Barriers to future attainment

By the very nature of the pupils at Holbrook School for Autism, pupils may have impairments in communication and social interaction, and sensory processing, as well as repetitive patterns of behaviour.
To engage with learning students with Autism benefit from a reduced stimuli teaching environment
Ensuring staff consistency of approach across a wide age and ability level

External Barriers

At Holbrook School for Autism pupil attainment continues to be predominantly influenced by special educational need rather than social deprivation

Desired Outcomes

Pupils outcomes are as good if not better than other pupils who don't qualify for the pupil premium funding	Additional teaching time for small groups or individual teaching
Individual to make good progress in identified area of need, such as, sensory need, social interaction, anger management, emotional awareness, emotional intelligence	Additional teaching time for small groups or individual teaching to target identified barrier
Individuals to develop social interaction and raise self-esteem by having opportunities they may not ordinarily have access to	Organised trips, social interaction groups, dance therapy, art therapy

Pupil Premium Attainment – 2015-2016 Cohort

	Pupils eligible for PP	Pupils not eligible for PP
Pupils making above expected progress in Maths	68%	70%
Pupils making expected progress in Maths	100%	91%
Pupils making below expected progress in Maths	0%	9%
Pupils making above expected progress in Literacy	68%	58%
Pupils making expected progress in Literacy	92%	93%
Pupils making below expected progress in Literacy	8%	7%

Good Progress = % of pupils Representative of Median Quartile progress against National Progression Guidance and previous whole school data

Outstanding Progress = % of pupils Representative of Upper Quartile progress against National Progression Guidance and previous whole school data

Pupil Premium Funding Allocation 2016-2017	
FSM KS1 and KS2 (Reception – Year 6)	£1320 per student
FSM KS3 and KS4 (Year 7 – Year 11)	£935 per student
Left LAC following Spring 2016 census (Reception – Year 11)	£1900 per student leaving local-authority care
LAC (Reception – Year 11)	£1900 per student (Virtual School Head allocation)
Service Pupil Premium (SPP) (Reception – Year 11)	£300 per student

Holbrook School for Autism Context				
Total Pupils on Roll 117	Total eligible for pupil premium	Free School Meals/Ever 6: 45	PP Budget	£43505
	Total eligible for pupil premium plus	Looked after Child: 11 (Service Child: 1) (Alternative Provision: 1)	PPP Budget	£20900
	Total	56	Total	£64405

School Context Breakdown (as recorded at January 2016 census)						
Total	KS	Boys	Girls	Residential	Looked after children	Parents serving in the armed forces
56	KS1: 19	17	2	1	6	(1)
	KS2: 26	24	1	6	2	
	KS3: 5	5	0	3	2	
	KS4: 6	4	2	1	2	

Planned Expenditure

Pupil Premium Funding Breakdown £43505					
Desired Outcome	Action	Rationale for this choice	How will we ensure this is implemented?	Staff Lead	Cost
Individual Intervention Plan to meet individual needs of students delivered by teacher	½ hour 1:1 or small group teacher support Personalised access to enhanced curriculum to meet individual needs Personalised sessions tailored to individual	Personalised learning is enhanced through engaging and interactive opportunities Pupils attainment increases following targeted intervention	Reports to senior leadership team from pupil premium coordinator Rigorous monitoring of teaching and learning Rigorous monitoring of data, attainment and outcomes Outcomes to be reviewed termly	Head of pupil premium Pupil premium teacher	5 days £26034
Additional resources	Resources which support students in accessing learning or delivery of learning	Due to students complex needs intervention programmes need to be personalised to ensure targeted support is relevant and specific to the individual Specific resources to support delivery of intervention plan	Targeted at specific gaps in attainment and personalised to specific needs of students. Written plan to state how and when the intervention is to be implemented Rigorous monitoring of impact of specific interventions Individualised plan to be reviewed termly	Head of pupil premium Pupil premium teacher	£388 per student £17471

Pupil Premium Plus Funding Breakdown £20900					
Desired Outcome	Action	Rationale for this choice	How will we ensure this is implemented?	Staff Lead	Review
Individual Intervention Plan to meet individual needs of students delivered by teacher or dance therapist	½ hour 1:1 teacher support OR ½ hour 1:1 dance therapy Personalised access to enhanced curriculum and resources to meet individual needs Personalised sessions tailored to individual	Personalised learning is enhanced through engaging and interactive opportunities Pupils attainment increases following targeted intervention	Reports to senior leadership team from pupil premium coordinator Rigorous monitoring of teaching and learning Rigorous monitoring of data, attainment and outcomes Outcomes to be reviewed termly	Head of pupil premium Pupil premium teacher	1 day £8000
Additional Resources	Resources which support students in accessing	Due to students complex needs intervention programmes need to be personalised to ensure	Individualised plan targeted at specific gaps in attainment and personalised to specific needs of students	Head of pupil premium	£630 per student £6900

	learning or delivery of learning	targeted support is relevant and specific to the individual Specific resources to support delivery of intervention plan	Written plan to state how and when the intervention is to be implemented Rigorous monitoring of impact of specific interventions Individualised plan to be reviewed termly	Pupil premium teacher	
Additional trips	Students to have the opportunity to access the community outside of the school curriculum with appropriate peers	Students often have limited opportunities to access the community to engage in activities. This may be to develop their social interaction, or give them access to activities they may not otherwise have opportunities to engage in	Students will be grouped with appropriate peers and a request put to pupil premium lead stating the purpose and desired outcome of the trip A report will be produced for SLT to oversee the impact of the intervention Impact to be reviewed termly	Head of pupil premium Pupil premium teacher	£6000

Review of Expenditure

Pupil Premium Funding Breakdown £43505							
Desired Outcome	Action	Rationale for this choice	How will we ensure this is implemented?	Staff Lead	Actual impact	Cost	Evaluation
Individual Intervention Plan to meet individual needs of students delivered by teacher	½ hour 1:1 or small group teacher support Personalised access to enhanced curriculum to meet individual needs Personalised sessions tailored to individual	Personalised learning is enhanced through engaging and interactive opportunities Pupils attainment increases following targeted intervention	Reports to senior leadership team from pupil premium coordinator Rigorous monitoring of teaching and learning Rigorous monitoring of data, attainment and outcomes Outcomes to be reviewed termly	Head of pupil premium Pupil premium teacher	Good - all students made progress in the targeted areas, which included a range from handwriting and reading support to social skills and emotional awareness.	5 days £26034	Good- there needs to be designated number of sessions for students with different levels of funding to give everyone a turn, due to high number of Pupil Premium students
Additional resources	Resources which support students in accessing learning or delivery of learning	Due to students' complex needs intervention programmes need to be personalised to ensure targeted support is relevant and specific to the individual Specific resources to support delivery of intervention plan	Targeted at specific gaps in attainment and personalised to specific needs of students. Written plan to state how and when the intervention is to be implemented Rigorous monitoring of impact of specific interventions Individualised plan to be reviewed termly	Head of pupil premium Pupil premium teacher	Good – resources are supporting students' individual learning needs	£6488	Good – orders need to be more personalised and processed as needed rather than all together. Remaining funds (£6020) to be carried over to 2017-2018
Additional trips	Students to have the opportunity to access the community outside of the	Students often have limited opportunities to access the community to engage in activities. This may	Students will be grouped with appropriate peers and a request put to pupil premium lead stating the	Head of pupil premium	Excellent – students were included in the suggested trips for PP+ to make best use of resources.	£3963	Excellent – students were included in the suggested trips for PP+ to make best use of resources. Great

	school curriculum with appropriate peers	be to develop their social interaction, or give them access to activities they may not otherwise have opportunities to engage in	purpose and desired outcome of the trip A report will be produced for SLT to oversee the impact of the intervention Impact to be reviewed termly	Pupil premium teacher	Social skills were put into action, with great results. Great feedback from all involved.		feedback from all involved.
						Total:£36485	

Pupil Premium Plus Funding Breakdown £20900

Desired Outcome	Action	Rationale for this choice	How will we ensure this is implemented?	Staff Lead	Actual impact?	Cost	Evaluation
Individual Intervention Plan to meet individual needs of students delivered by teacher and dance Practitioner	½ hour 1:1 teacher support AND ½ hour 1:1 dance therapy Personalised access to enhanced curriculum and resources to meet individual needs Personalised sessions tailored to individual	Personalised learning is enhanced through engaging and interactive opportunities Pupils attainment increases following targeted intervention	Reports to senior leadership team from pupil premium coordinator Rigorous monitoring of teaching and learning Rigorous monitoring of data, attainment and outcomes Outcomes to be reviewed termly	Head of pupil premium Pupil premium teacher	Good - students responded well to the opportunity for building a consistent relationship with the Pupil Premium teacher/Arts therapist and addressing learning outcomes on a 1:1 basis. Dance Interaction sessions were funded separately so students had both. Excellent response.	1 day £8000	Good- students responded well to the opportunity for building a consistent relationship with the Pupil Premium teacher/Arts therapist and addressing learning outcomes on a 1:1 basis. Dance Interaction sessions were funded separately so students had both. Excellent response.
Additional Resources	Resources which	Due to students' complex needs	Individualised plan targeted at specific gaps	Head of pupil premium	Good – resources are supporting	£5258	Satisfactory – system for requesting resources to

	support students in accessing learning or delivery of learning	intervention programmes need to be personalised to ensure targeted support is relevant and specific to the individual Specific resources to support delivery of intervention plan	in attainment and personalised to specific needs of students. Written plan to state how and when the intervention is to be implemented. Rigorous monitoring of impact of specific intervention. Individualised plan to be reviewed termly	Pupil premium teacher	students' individual learning needs.		be streamlined so that orders can be processed as needed, not all at once. Look at providing more services and support next year.
Additional trips	Students went on 4 different trips through the summer term with mostly one-to-one support, a designated vehicle and dinners out in the community.	Students often have limited opportunities to access the community to engage in activities. This may be to develop their social interaction, or give them access to activities they may not otherwise have opportunities to engage in	Students will be grouped with appropriate peers and a request put to pupil premium lead stating the purpose and desired outcome of the trip A report will be produced for SLT to oversee the impact of the intervention Impact to be reviewed termly	Head of pupil premium Pupil premium teacher	Excellent – students benefited greatly from the supported access to community venues and activities.	£1595	Excellent – students benefited greatly from the supported access to community venues and activities.
						Total:£14823	

Pupil Premium Attainment – 2016-2017 Cohort						
	Pupils eligible for PP			Pupils not eligible for PP		
	Number	Shape, Space, measure	Using and Applying	Number	Shape, Space, measure	Using and Applying
Pupils making outstanding progress in Maths	37%	48%	35%	42%	36%	35%
Pupils making expected progress in Maths	51%	36%	45%	46%	51%	43%
Pupils making below expected progress in Maths	12%	16%	20%	14%	13%	22%
	Reading	Writing	Communication	Reading	Writing	Communication
Pupils making outstanding progress in Literacy	56%	45%	49%	43%	39%	38%
Pupils making expected progress in Literacy	41%	48%	34%	46%	53%	45%
Pupils making below expected progress in Literacy	3%	7%	17%	11%	8%	17%

Good Progress = % of pupils Representative of Median Quartile progress against National Progression Guidance and previous whole school data

Outstanding Progress = % of pupils Representative of Upper Quartile progress against National Progression Guidance and previous whole school data