

Pupil Premium Strategy Statement 2017-2018

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 2016-2017

During 2016-2017 a dedicated full-time teacher was assigned to deliver 1:1 intervention to students in receipt of pupil premium funding. Sessions were personalised to the assessed area of need for individual students, with most focused on interpersonal and social skills, emotional awareness and regulation and creative expression. Some sessions supported students' reading and handwriting skills, with a few students' sessions utilised to develop proficiency in using Proloquo2go as a communication aid. A progress tracking system was trialled to measure the impact of interventions. This showed that most students met at least half of the targets set, with remaining targets being long-term outcomes that will need to be revisited throughout students' time in education. Some students engaged very well during sessions when activities were self-directed, but didn't manage to address set targets successfully. All students developed individual interactions which could be built upon during more contained therapeutic interventions.

Objectives of Pupil Premium spending

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

- Preparing students 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

<p>Outcomes for Pupils We demonstrate the impact of each of the interventions used and funded by the pupil premium funding 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</p>	<p>Personal Development, Behaviour and Welfare We ensure that, students (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 students are aware they are succeeding We collaboratively review individual student behaviour support plans half termly We work closely with other professionals involved with pupils and families</p>
<p>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</p>	<p>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 student data robustly and use a range of achievement and holistic data to track interventions and techniques</p>

<p>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</p>	<p>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</p>
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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	Therapeutic interventions addressing areas of need in an enjoyable and creative way
Individuals to develop social interaction and raise self-esteem by having opportunities they may not ordinarily have access to	Organised trips, music and dance interaction, drama therapy, art therapy

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

Pupil Premium Funding Allocation 2017-2018	
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 123	Total eligible for pupil premium	Free School Meals/Ever 6: 44	PP Budget (Based on January 2017 census)	£59510
	Total eligible for pupil premium plus	Looked after Child: 10 (Service Child: 1) (Alternative Provision: 1 – funds managed separately)	PPP Budget (updated termly with links to specific LAC children)	£19300
	Total	54	Total	£78810

School Context Breakdown (as from April 2017 budget allocation – numbers can fluctuate through the year)						
Total 54	KS	Boys	Girls	Looked after children	Residential	Parents serving in the armed forces
	KS1: 10	10	0	2	0	
	KS2: 26	23	3	4	13	(1)
	KS3: 12	12	0	2	3	
	KS4: 6	6	0	2	2	

Planned Expenditure

Pupil Premium Funding Breakdown £59510					
Desired Outcome	Action	Rationale for this choice	How will we ensure this is implemented well?	Staff Lead	Cost
Individual Intervention Plan to meet individual needs of students delivered by Pupil Premium Teacher	Designated pupil premium teacher to lead 1:1 sessions with PP and PPP students 4.5 days per week	Personalised learning is enhanced through engaging and interactive opportunities Pupils attainment increases following targeted intervention – Supported by successful results from 2016-17	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	£25,000
Music sessions in whole class context delivered by a Music Practitioner	Each class with Pupil Premium students will receive 10 half-hour music sessions	Whole class interventions support classroom staff to generalise approaches to creative engagement, musical expression, turn-taking, sharing and building rapport and respect for each other	Baseline observations and questionnaires will be completed Evaluation process and impact study upon completion	Head of Pupil Premium	1 day per week for 30 weeks £3000
Individual Art Therapy to address more complex emotional difficulties, including trauma and anxiety	15 students per year will receive 10 sessions of 45 minute Art Therapy sessions	Students respond well to indirect approaches and individual opportunities to explore and make sense of emotional difficulties enhance wellbeing, overall functioning and readiness to learn	Rigorous tracking of progress Agreed focus areas Baseline observations and questionnaires will be completed	Head of Pupil Premium	1 day per week for 33 weeks £6000
Parent support and information events	Events to be organised once per half term (6 in total) to provide support and information to parents in a relaxed and informal atmosphere	Parents value the opportunity to meet each other and receive support and information on topical issues	Parents to fill in questionnaires to determine needs. Evaluation forms to be completed after every event.	Head of Pupil Premium Head of Residential	£600
Additional staffing	To increase staffing where necessary to ensure Pupil	Complex behaviour requires increased staffing to ensure	Staffing needs to be monitored and evaluated to determine priority classes	Deputy Headteacher/	£22000

	Premium students are able to access teaching and learning activities in a safe and positive environment	that students are able to safely access teaching and learning activities (1 class has 100% pupil premium students and a further all but 1 pupil premium students)	where Pupil Premium students could benefit from more support	Business Manager	
Additional resources and activities	Resources and activities 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	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	£2910

Pupil Premium Plus Funding Breakdown £1900 - £2200 per student							
Desired Outcome	Action	Rationale for this choice	How will we ensure this is implemented?	Staff Lead	Actual impact?	Cost	Evaluation
Management and coordination of various interventions by Teacher with responsibility for Looked after Children	Liaison with various practitioners to support and improve interventions with knowledge of and relationship with students	In line with statutory requirements, a designated teacher for looked after children is appointed to promote the educational achievement of looked after children.	Designated teacher will represent the school at meetings to receive input from those caring for and with involvement with look after children to ascertain an agreement of the best use of funding for individual students.	Designated Teacher for Looked After Children		£3500 across 10 students. (£350)	
Looked after children to receive interventions tailored to the needs of the individual.	Following agreements with practitioners and those who know the child best at termly Personal Education Plan meetings, arrangements to be made for them to access interventions or resources that it is agreed will have the greatest positive impact on educational achievement.	Allowing each individual looked after child to have a tailor made approach as to the use of their funding aims to get the best possible outcome in terms of development and achievement and working towards their overall educational plan.	Decisions regarding the best use of funding will be reached during meetings with relatives/carers/practitioners and implemented by teacher with responsibility for looked after children who will then feed back to school SLT and relevant external parties as to the impact made. Use of funding may include but is not limited to 1:1 sessions with pupil premium teacher, 1:1 or group sessions in dance music or art, speech and language therapy.	Designated Teacher for Looked After Children		Up to £1550 will be claimed per looked after child or £1850 for looked after service children.	

Review of Expenditure

Review of Pupil Premium spending

Date of Review 1st May 2018

Review of Pupil Premium spending

The impact of pupil premium expenditure will be measured by analysing the academic attainment of the students in receipt of pupil premium funding against the attainment of the school cohort to assess the attainment gap that may exist with students from disadvantaged backgrounds. Student attainment is assessed using SOLAR assessment tool.

At Holbrook School for Autism pupil attainment continues to be predominantly influenced by special educational need rather than social deprivation. Individual progress for students receiving alternate, therapeutic interventions will be monitored and assessed using individual progress trackers against student's individual targets.

We will evaluate whether we have made full and effective use of the funding by evaluating outcomes against the following three objectives of the pupil premium strategy statement;

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