

Pupil Premium Mabel Prichard School allocation and spend 2017/2018

<p>Funding allocation for pupil for 2017 to 2018 is as follows:</p> <ul style="list-style-type: none"> • £1,320 for Pupils in year groups reception to year 6 • £935 for pupils in years 7 to 11 recorded as Ever 6 FSM • £1900 for looked after children • £300 for service children 	
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Pupil premium Allocation at Mabel Prichard School

Pupils premium for 2017/2018 £ 41.019

Pupil Premium spending for 2017/2018

Pupil premium used for	Cost	Intervention	Impact
Maths: Numicon and other maths intervention resources	£1000	<p>To ensure teachers have access to online activities to plan and implement personalised teaching and learning.</p> <p>To continue to narrow the gap between Pupil Premium children and Non-Pupil Premium children in maths.</p>	59% of pupil premium pupils made better than expected progress in Maths, which equals that of the whole school.
English: SCERT training and other English intervention resources	£1000	<p>Continued development for whole school staff in using SCERT.</p> <p>To continue narrow the gap between Pupil Premium children</p>	<p>Pupils were able make progress with their expressive communication.</p> <p>63% made better than expected progress in English compared to 56% of the</p>

		and non- Pupil Premium children in English.	whole school.
Enrichment – trips	£1000	To extend opportunities for students to experience activities that are motivating, exciting and memorable as well as developing independence.	Students were able to access a variety of out of school experiences. For example, trips to community events and London, contributing to increased confidence and broadening access to a variety of experiences.
Developing outdoor learning on both sites.	£ 2000	To ensure creativity linked to learning that can happen off site can also take place in school for students with most complex needs who may have difficulties accessing some off site learning centres.	Outdoor learning opportunities extended the curriculum offer and offered a safe space for pupils to master skills before transferring them to the wider community.
Vocational and functional skills	£500	To ensure all steps towards independence and next steps in life are enhanced at curriculum level. Developed business enterprise and supported independence skills through food tech and horticulture to extend and generalise skills learning in class and offsite.	Students to access appropriately supported work-related learning e.g. budgeting, social skills, making products. Life skills were enhanced through horticulture and food tech skills.
Salary related cost	£ 12,958	To provide 1:1 support for pupils to be able to achieve their targets.	Pupil premium pupils made the same or better progress than their

		To provide support within lessons to improve understanding of learning -time to practise and apply learnt skills. To build pupils' confidence.	peers in English and Maths.
Play therapy and play therapy training	£ 2000	To hold regular training sessions for staff to ensure all students have access to suitable play therapy interventions.	Play therapy training completed for staff and is in place for relevant pupils. Pupils achieved targets related to Play therapy.

Progress Analysis and summary 2017-2018

Context:

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

In September (2017) personalised interventions were planned for pupils who are eligible for the pupil premium grant as we recognise with their level of learning needs, there are too many variables to apply a blanket approach. In addition to barriers presented by special educational needs, common barriers for children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". All interventions were reviewed throughout the year and monitored for impact.

A high level of staffing and small groups allows for both personalised learning and ensuring that groups are having rich learning experiences.

Summary:

Last academic year when we analysed the data it showed not enough pupil premium pupils were making expected or better progress. Although some students did make more progress compared to their peers in their Key Stage, it wasn't consistent throughout the school and most importantly, it was not evidenced what impact the interventions had. To address this and ensure progress, we adopted a more individualised approach, which was monitored throughout the year.

63% made better than expected progress in English compared to 56% of the whole school, which shows our pupil premium students have made more progress than their peers. 59% made better than expected progress in Maths, which equals that of the whole school. The new strategy to target interventions for each child has led to the gap between our disadvantaged children completely closing in maths and exceeding that of all children in English and this approach will be continued next year. This is outstanding progress for this group. Our March data collection point showed that some of our pupil premium pupils were making more progress than their peers. We wanted to celebrate their success, but also made sure that we kept supporting these pupils to achieve more. 1:1 support and small group work meant that these pupils were able to integrate to mainstream lessons, which has had a positive impact on learning.

Individual targeted plans:

100% of Pupil premium pupils received 1:1 support

23% of Pupil premium pupils received different forms of therapy

9% of Pupil premium pupils received support to extend their learning in mainstream setting.

36% of pupil premium pupils benefitted of different technological resources (iPad, computer-based recourses)

