

Pupil premium strategy statement

1. Summary information					
School	St Piers School, Young Epilepsy				
Academic Year	2016/17	Total PP budget	£5555	Date of most recent PP Review	September 2016
Total number of pupils	66	Number of pupils eligible for PP	5	Date for next internal review of this strategy	July 2017

2. Current attainment		
Attainment for: 2015-2016 (11 pupils) Whole school	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% on or above target in Literacy	80%	98%
% on or above target in Numeracy	80%	95%
% on or above target in Science	100%	96%

St Piers School is a mixed 5 – 19 non maintained residential and day special school for pupils with epilepsy and a range of other associated co-morbidities such as complex medical and psychological disorders. All pupils at St Piers School have moderate or severe learning difficulties. St Piers School evaluates its own performance through a robust and vigorous process. Pupils’ progress is tracked over time to identify where interventions and strategies are required. Internal and external moderation of work across the school is carried out to ensure that assessments under the assessment service B-Squared are accurate. This data is fed into CASPA to measure progress and focus on any areas of the curriculum or specific pupil needs that require additional support or development. Key stage 4 and 5 accreditation is moderated externally.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	All pupils in receipt of the pupil premium grant have a statement of Special Educational Need and/or an Education, Health Care Plan and Severe Learning Difficulties. The needs of this cohort of pupils include: Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Condition (ASC), Obsessive Compulsive Disorder (OCD) and Physical Disabilities including non weight bearing.

B.	Communication Difficulties i.e. pupils who are non-verbal, those with limited language and pupils with social communication difficulties.	
C.	Sensory Processing Difficulties. Behaviour issues and Emotional Development.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance due to health issues related to their epilepsy, medical conditions, disability and/or family difficulties.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils make expected or better progress in the core subjects.	Pupils eligible for Pupil Premium make accelerated progress by the end of the year so that all pupils eligible for Pupil Premium are reaching or exceeding end of key stage targets.
B.	Pupils to make expected or better progress in reading, phonics and writing.	Pupils eligible for Pupil Premium make accelerated progress by the end of the year in reading and writing to reach or exceed end of key stage targets.
C.	Pupils to make expected or better progress in key areas of mathematics.	Pupils eligible for Pupil Premium make accelerated progress by the end of the year in key areas of mathematics to reach or exceed end of key stage targets.
D.	Increase attendance rates for pupils eligible for the Pupil Premium Grant.	A measurable overall attendance improvement for pupils in receipt of the Pupil Premium Grant.

5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Pupils make expected or better progress in the core subjects.	Focus groups for identified pupils. Additional resources which support pupils in accessing learning or delivery of learning.	Due to the pupil's complex needs intervention programmes need to be individualised to ensure targeted support is relevant and specific to the individual. Specific resources in literacy, numeracy and science to support delivery.	Subject Co-ordinator reviews effectiveness of provision in their subject area. Moderation Termly data uploads and reviews.	Subject Co-ordinators Teachers	Termly
B. Pupils to make expected or better progress in reading, phonics and writing.	Training for all teaching and support staff in phonics and early reading.	To equip all staff with the knowledge to support pupils at a phonics or reading level for pupils to make expected or better progress. To ensure consistency of approach in all class groups.	Subject Co-ordinator reviews effectiveness of provision in their subject area. Moderation Termly data uploads and reviews.	Literacy Co-ordinator Teachers	Termly

C. Pupils to have access to targeted support in key areas of mathematics to enhance engagement and learning.	Focus groups for identified pupils. Promotion of tactile and sensory numeracy resources.	Previous approach has raised attainment. Due to the complex needs of the pupils this approach offers targeted support with appropriate resources.	Subject Co-ordinator reviews effectiveness of provision in their subject area. Moderation. Termly data uploads and reviews.	Numeracy Co-ordinator Teacher	Termly
D. Pupils to have increased attendance rates.	Teachers and SLT to monitor absence and follow up any absences or punctuality issues quickly. Liaison within the multi-disciplinary team to support pupils' medical needs. Home learning and education on the residential homes.	Pupils need to be in education to be able to improve attainment. Home learning has 2+ months impact on attainment as evidenced by the Education Endowment Foundation (EEF).	Monitor Register data. Pupil based multi-disciplinary reviews.	Teachers SLT Homework co-ordinator	Termly

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Pupils to make expected or better progress in reading, phonics and writing.	Development of pupil specific resources in phonics, early reading and writing. Extended learning opportunities in literacy.	Individualised learning is enhanced through engaging and interactive opportunities. Pupil's attainment increases following targeted intervention. The EEF evidences that individualised learning improves attainment by 2+ months in a mainstream setting.	Subject Co-ordinator reviews effectiveness of provision in their subject area. Moderation Termly data uploads and reviews.	Subject Co-ordinator Class Teacher	Termly
Pupils to have access to targeted support in key areas of mathematics to enhance engagement and learning.	Promotion of tactile and sensory numeracy resources.	Individualised learning is enhanced through engaging and interactive opportunities. Pupil's attainment increases following targeted intervention.	Subject Co-ordinator reviews effectiveness of provision in their subject area. Moderation Termly data uploads and reviews.	Subject Co-ordinator Class Teacher	Termly
6. Review of expenditure					
Previous Academic Year		2015/16			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned		Cost

<p>Facilitating pupils to access the curriculum through specific and individual ICT equipment.</p>	<p>Investment in the Purple Mash software, 2Simple software.</p>	<p>Increased access to ICT within the curriculum.</p> <p>Enhancement of engagement and communication through interactive literacy, numeracy, science and PSHE resources.</p> <p>100% of lesson observations demonstrated multiple use of ICT accessed in the new school build throughout lessons including the use of the Imaginarium, Smart board, iPads and Apple televisions.</p>	<p>This software was most effective when accessed on the interactive whiteboard or on individual IT equipment to support topic work.</p>	<p>£600</p>
<p>Facilitating the base lining of pupil's writing and supporting the development through physical and practical activities.</p>	<p>Investment in a writing scheme and clever kids boxes (sensory resources to prepare for writing).</p>	<p>Increased progress of pupils in literacy with a focus on writing.</p> <p>Engagement in current literature which has supported understanding, reading, writing and speaking and listening.</p>	<p>This approach has been successful as it has been gradually rolled out to each class group to prepare pupils for writing tasks.</p>	<p>£800</p>

<p>Specific staff training to help to identify and support pupil's leaning.</p> <p>Specific staff training to help to identify and support need in areas such as lesson observations, feedback, student voice, work scrutiny, quality of teaching and evidence recording.</p>	<p>Investment in training at a senior level</p>	<p>Greater understanding of pupil's needs.</p> <p>Expected targets met or exceeded in the core subjects.</p>	<p>The leadership training has cascaded down to all teaching staff to deliver a consistent and targeting teaching approach. Observations have fostered development and strengths in purposeful lesson observations and quality of teaching.</p> <p>Selected teaching staff accessed training developing teaching and learning strategies for Numeracy. Based on an early years approach to the curriculum. This approach allowed learning to take place using a multi-sensory approach which is relevant and meaningful to the pupils and consolidates learning taking place in adult led activities.</p>	<p>£3000</p>
<p>Facilitating access of mathematics through specific applications in key areas to enhance engagement and learning.</p>	<p>Tactile numeracy resources purchase.</p>	<p>Enhancement and progress in mathematics through the access of tactile resources.</p>	<p>These tactile and sensory resources have been key in lesson delivery at an early level and in focus groups to support progress.</p>	<p>£850</p>

Facilitating pupils to access the Science curriculum through specific practical resources. Specific science resources focused on scientific enquiry, materials and their properties and physical processes.	Investment in practical resources i.e. chemistry sets, and electrical sets.	Enhancement and progress in Science through visual and tactile resources.	These tactile and sensory Science resources have been key in lesson delivery at an early level and in focus groups to support progress.	£500
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Facilitating pupils to access the curriculum through specific and individual ICT equipment.	Investment in the Purple Mash software - 2Simple software, iPads and Laptops. Purchase of the Pictello software to put on a pupil's specific iPad.	Increased access to ICT within the curriculum. Enhancement of engagement and communication through interactive literacy, numeracy, science and PSHE resources.	This has been positive where pupils have had their own ICT equipment to access the specific software or teaching resources with 1:1 support. Pictello was purchased so that the pupil in receipt of the PPG, their family and staff at Young Epilepsy can record activities and experiences that they have taken part in. They have been able to play these stories of photographs to support communication to peers and others about what they have been doing. This has been successful at increasing engagement and communication.	£2000

<p>Equipping staff and pupils with the skills and physical resources to participate in sensory integration activities.</p>	<p>Pupil specific lycra suit.</p> <p>Sensory integration equipment.</p> <p>Staff sensory integration training.</p>	<p>Increased concentration levels, a greater awareness and participation in sensory integration activities to prepare for learning.</p> <p>Greater staff knowledge of sensory integration.</p>	<p>The pupil has increased concentration levels. A lycra suit was purchased in order to aid posture when walking and sitting in his class chair. The pupil has been successful in concentrating on learning and the activity that he is taking part in rather than having to work on positioning his body and continually moving himself.</p>	<p>£3300</p>
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<p>7. Additional detail</p>
<p>The pupil premium strategy will be reviewed on a case by case basis as pupils receive this additional funding. The focus of the pupil premium expenditure 2016/17 is on tactile, IT and interactive literacy and numeracy resources to enhance engagement.</p>