

Pupil premium strategy statement 2017 – 2018

1. Summary information					
School	St Piers School, Young Epilepsy				
Academic Year	2017/18	Total PP budget	£3000	Date of most recent PP Review	September 2017
Total number of pupils	54	Number of pupils eligible for PP	7	Date for next internal review of this strategy	July 2018

2. Current attainment		
Attainment for: 2016-2017 (9 pupils) Whole school	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% on or above target in Literacy	89%	97%
% on or above target in Numeracy	100%	97%
% on or above target in Science	77%	95%
<p>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.</p>		

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 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	
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		2017/18			
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 in lesson delivery.	Due to the pupils' 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 (to include ICT resources and software).	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.	Focus groups Specific literacy teaching resources Training and curriculum meetings for teaching staff in phonics and early reading.	Increased engagement and progress through access to literacy specific resources. To equip 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. Phonics has 2+ months impact on attainment as evidenced by the Education Endowment Foundation (EEF).	Subject Co-ordinator reviews effectiveness of provision in their subject area. Moderation Termly data uploads and reviews.	Literacy Co-ordinator Teachers	Termly

<p>C. Pupils to have access to targeted support in key areas of mathematics to enhance engagement and learning.</p>	<p>Focus groups for identified pupils.</p> <p>Promotion of tactile and sensory numeracy resources.</p>	<p>This approach of targeted intervention has raised attainment.</p> <p>Due to the complex needs of the pupils this approach offers targeted support with appropriate resources.</p> <p>Small group tuition has 5+ months impact on attainment as evidenced by the Education Endowment Foundation (EEF).</p>	<p>Subject Co-ordinator reviews effectiveness of provision in their subject area.</p> <p>Moderation.</p> <p>Termly data uploads and reviews.</p>	<p>Numeracy Co-ordinator</p> <p>Teacher</p>	<p>Termly</p>
<p>D. Pupils to have increased attendance rates.</p>	<p>Teachers and SLT to monitor absence and follow up any absences or punctuality issues quickly.</p> <p>Liaison within the multi-disciplinary team to support pupils' medical needs.</p> <p>Home learning and education on the residential homes.</p>	<p>Pupils need to be in education to be able to improve attainment.</p> <p>Home learning has 2+ months impact on attainment as evidenced by the Education Endowment Foundation (EEF).</p>	<p>Monitor Register data.</p> <p>Pupil based multi-disciplinary reviews.</p>	<p>Teachers</p> <p>SLT</p> <p>Homework co-ordinator</p>	<p>Termly</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

To equip staff and pupils with the skills and physical resources to participate in sensory integration activities to support individual need.	Increase accessibility to sensory integration equipment. Staff training and support in sensory integration delivery.	Increased concentration levels, a greater understanding and participation in sensory integration to prepare for learning.	Lesson observations Class Reviews Termly data uploads and reviews.	Class teachers SLT	Termly
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6. Review of expenditure

Previous Academic Year	2016/17
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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.	This has been a successful approach and will be ongoing during 17/18 with targeted support for individual pupils to increase attainment. Increased engagement with the new resources for specific areas of literacy, numeracy and science.	Please see below – numeracy and literacy resource costs.

<p>Pupils to make expected or better progress in reading, phonics and writing.</p>	<p>Purchase of Oxford Reading Tree Reading Scheme.</p> <p>Training for all teaching and support staff in phonics and early reading.</p>	<p>To equip all staff with the knowledge to support pupils at a phonics or reading level for pupils to make expected or better progress.</p> <p>To ensure consistency of approach in all class groups.</p>	<p>Promotion of new reading materials in class prompted greater engagement.</p> <p>Greater understanding of phonics in staff delivery, consistency of approach and expanded teaching resources.</p>	<p>£3,000</p>
<p>Pupils to have access to targeted support in key areas of mathematics to enhance engagement and learning.</p>	<p>Focus groups for identified pupils.</p> <p>Promotion of tactile and sensory numeracy resources.</p>	<p>Previous approach has raised attainment.</p> <p>Due to the complex needs of the pupils this approach offers targeted support with appropriate resources.</p>	<p>The use of tactile and sensory resources have been key in lesson delivery at an early level and in focus groups to support progress.</p>	<p>£300</p>

<p>Pupils to have increased attendance rates.</p>	<p>Teachers and SLT to monitor absence and follow up any absences or punctuality issues quickly.</p> <p>Liaison within the multi-disciplinary team to support pupils' medical needs.</p> <p>Home learning and education on the residential homes.</p>	<p>Pupils need to be in education to be able to improve attainment.</p>	<p>Home learning continues to be a successful intervention with a focus on literacy, numeracy and science. Improved understanding of the pupils' level of work and outcomes.</p> <p>Increased home learning resources for pupils to access.</p>	<p>£400</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Pupils to make expected or better progress in reading, phonics and writing.</p>	<p>Development of pupil specific resources in phonics, early reading and writing.</p> <p>Extended learning opportunities in literacy.</p>	<p>Individualised learning is enhanced through engaging and interactive opportunities. Pupil's attainment increases following targeted intervention.</p> <p>The EEF evidences that individualised learning improves attainment by 2+ months in a mainstream setting.</p>	<p>This has had a positive impact and will be continuing in the same form with targeted support in literacy.</p> <p>3 pupils in receipt of Pupil Premium who are at a reading level made progress of between 1 year and 3.6 years in their word reading age and 0.6 years and 1.2 years in their spelling age.</p> <p>8 out 9 pupils in receipt of Pupil Premium are on or above target in literacy.</p>	<p>£250</p>

<p>Pupils to have access to targeted support in key areas of mathematics to enhance engagement and learning.</p>	<p>Promotion of tactile and sensory numeracy resources.</p>	<p>Individualised learning is enhanced through engaging and interactive opportunities. Pupil's attainment increases following targeted intervention.</p>	<p>This has had a positive impact on engagement and progress with access to targeted intervention and access to tactile and sensory resources.</p> <p>9 out of 9 pupils in receipt of Pupil Premium are on or above target in numeracy.</p>	<p>£300</p>
<p>Pupil access to specific and specialised sensory integration equipment.</p>	<p>Pupil specific lycra suit.</p>	<p>Increased concentration levels, a greater awareness and participation in sensory integration activities to prepare for learning.</p>	<p>The pupil has increased concentration levels. A sensory lycra suit was purchased in order to aid posture when walking and sitting. The pupil has been successful in concentrating on learning and in the activities that he is taking part in rather than having to work on positioning his body and continually moving.</p>	<p>£700</p>
<p>Facilitating pupils to access the curriculum through specific and individual ICT equipment.</p>	<p>Purchase of 3 iPads, protective cases and communication Apps for specific pupils</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>This has been a positive intervention where pupils have had their own ICT equipment to access the specific software or teaching resources with 1:1 support.</p> <p>Increase in communication, independence and engagement by accessing a communication programme.</p>	<p>£1,900</p>

Specific staff training and resources to support identify and support pupil's needs and learning.	Staff training in Pathological Demand Avoidance (PDA). Specific resources to support this pupil.	Greater understanding of pupil's needs. Increase staff skills in support strategies to maximise learning.	This training has increased the skills of the staff team and have enabled them to develop teaching and learning strategies to support this individual pupil. Increased engagement within the classroom.	£1,100
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7. Additional detail
<p>The pupil premium strategy will be reviewed on a case by case basis as pupils receive this additional funding.</p> <p>The focus of the pupil premium expenditure 2017/18 is on literacy and numeracy resources and training to enhance engagement and attainment.</p>