



# PUPIL PREMIUM STRATEGY

*2018/2019*

The pupil premium strategy lays out how additional funding for Stanley school is used to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

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## Stanley school's pupil premium grant allocation amount

Stanley school received £92360 in pupil premium grant allocation

### Summary of the main barriers to educational achievement faced by eligible pupils at the school

All pupils have **complex/severe learning difficulties**; some pupils have physical and medical issues. An increasing number have **Profound and Multiple Learning difficulties**. A significant number have **Autistic Spectrum Conditions**.

The school has an accurate list of these pupils and the information is analysed on its pupil tracking data base. This is called **CASPA** (Comparison and Analysis of Special Pupil Attainment).

These break down as follows.

- Free School Meal numbers in **blue**.
- Non FSM comparators in **red**.

**25 non FSM** pupils have **ASD** compared to **14 FSM pupils**

**5 non FSM** pupils have **PMLD** compared to **4 FSM pupils**

**63 non FSM** pupils have **SLD** compared to **37 FSM pupils**

**1 non FSM** pupil has **MLD** compared to **0 FSM pupils**

**Whilst MLD and PMLD pupils have similar numbers comparing FSM and non FSM, the ASD categories have nearly half the numbers on FSM. The SLD category has more Non FSM than FSM pupils.**

## How pupil premium will be spent to overcome these barriers and reasoning for these approaches.

### Programme One: Yoga

<b>Lead</b>	Ceely Maxwell		
<b>What will happen</b>			
A specialist yoga instructor will be employed for three days a week. Pupils will then receive weekly sessions in yoga within classroom settings. Sessions will be tailored for each group. Yoga in school will place importance on each individual child, building their self-esteem and self-confidence through games, stories and poses. Partner Yoga will be used and is great fun and gives pupils the chance to praise each other. Kindness and friendship are key themes which run through each Yoga class. Pupils will learn calming breathing techniques and will enjoy a relaxation at the end of the session, either a group relaxation or an individual relaxation with foot/hand massage.			
<b>Target</b>			
<b>For pupils to show reduced levels of disrupting behaviour and improved mental health.</b>			
<b>Strategy</b>	<b>Why this strategy was chosen</b>		
A specialist yoga instructor has been employed for three days a week.	Yoga is an effective tool to increase imitation, cognitive skills and social/communication skills in our pupils. Children show increased skills in eye contact, sitting, non-verbal communication and receptive communication skills.		
Improve mental health for FSM pupils through yoga	Yoga also aids a reduction in anxiety, impulsive, obsessive, challenging and self-stimulatory behaviours.		
<b>Success Criteria</b>			
Pupils will display increased levels of eye-contact, communication, non-verbal and receptive communication skills as well as reduced levels of anxiety. This will be primarily seen through a reduction of incidents recorded within SLEUTH.			
			Spend <b>£9996</b>
<b>December RAG</b>		<b>Easter RAG</b>	

### Programme Two: Additional one to one reading support

<b>Lead</b>	Ceely Maxwell		
<b>What will happen:</b>			
A TA3 withdraws /works with all FSM children during the course of a week to offer an enhanced reading experience which supplements the work being delivered by class teachers. Readers at all levels have an individual programme designed to meet their needs. Their programmes are based on their most up to date P level assessments. Detailed records are kept of their progress which informs their next target. The TA works under the guidance of the literacy coordinator and reports regularly to class teachers.			
<b>Target</b>			
<b>Improve acquisition of Reading</b> skills shown through bsquared.			
<b>Strategy</b>	<b>Why this strategy was chosen</b>		
Support the individual pupils' main learning style by implementing strategies named in the pupils IEP and planning.	Allows for individual learning styles to be provided for.		
Individual pupil progress monitored through formative Pupil Record file.	Allows for a clear understanding of where pupils are performing at.		
<b>Success Criteria</b>			
Within the individualised assessment pathways pupils will show sustained and improved progress within Reading.			
			Spend <b>£31,739</b>
<b>December RAG</b>		<b>Easter RAG</b>	

## Programme Three: Individual Pupil Support and Family Liaison.

Lead:	Louise Wharton		
<b>What will happen:</b>			
<p>Pupils will meet regularly with a mentor to ensure pupils who are red at RAG reviews are successful in meeting future targets. Some pupils have low emotional resilience, resulting in them being unable to manage their emotions, resulting in a variety of difficulties.</p> <p>This role will allow hard to reach or vulnerable pupils to get the support to overcome their difficulties (within their homes if required). It will include meeting with the parents and pupils with low attendance due to individual difficulties. This will include a home-school plan to build on attendance whilst meeting the needs of the family and school. The use of technology could be used to deliver educational support when not in school, if home visits were not appropriate.</p>			
<b>Target</b>			
<b>One to one mentoring will be provided for pupils who are failing to meet academic targets or struggling with attendance.</b>			
<b>Strategy</b>		<b>Why this strategy was chosen</b>	
One to one sessions between mentor and pupil.		This gives the opportunity for high levels of interaction and relationship building.	
Mentor to feed into planning with classroom staff.		This will allow an external viewpoint into the creation and implementation of plans.	
<b>Success Criteria</b>			
For pupils failing to meet targets to achieve accelerated progress and meet targets at next RAGGING opportunity.			
			Spend <b>£33,773</b>
<b>December RAG</b>		<b>Easter RAG</b>	

## Programme Four: Sensory integration

Lead	Ceely Maxwell		
<b>What will happen</b>			
<p>A TA 3 will provide 3 days of sensory integration for pupils receiving FSM offering an individualised sensory programme to improve the skills needed for pupils to access the curriculum. Where possible staff will take pupils to sensory room when a pupil is displaying sensory seeking behaviour. Alongside timetabled sessions TA3 will be able to lead staff bringing pupils in the individuals sensory profiles made.</p>			
<b>Target</b>			
<b>To reduce behaviours and there increase progress of pupils with FSM and sensory processing issues. For time in the sensory room to follow individual sensory programmes.</b>			
<b>Strategy</b>		<b>Why this strategy was chosen</b>	
An identified person to be employed to implement sensory programmes.		To ensure a consistent approach across the delivery of sensory programmes for individuals	
Individual sensory programmes to be created meetings specific needs of pupils		Individual programmes will ensure the specific and personal sensory needs of pupils will be met effectively.	
<b>Success Criteria</b>			
Monthly number of sleuth incidents will fall over the year for pupils with FSM and sensory processing issues.			
			Spend <b>£19,043</b>
<b>December RAG</b>		<b>Easter RAG</b>	

## Programme Five: LAC Social integration

<b>Lead</b>	A. Roberts		
<b>What will happen</b>			
LAC pupil will be encouraged to access after school club			
<b>Target</b>			
Pupil to be offered access to After School Club to socialise and develop friendship groups, confidence and role models as demonstrated by Caspa progress across a range of subjects			
<b>Strategy</b>		<b>Why this strategy was chosen</b>	
All LAC pupils to be offered After school Club		To facilitate opportunities for communication with peers.	
Paid for activities within after school club			
<b>Success Criteria</b>			
Across all the subjects a higher percentage of FSM learners will make expected or above expected progress than their Non FSM counterparts.			
			Spend <b>£3800</b>
<b>December RAG</b>		<b>Easter RAG</b>	

### How effects of the pupil premium will be measured.

A summary of success criteria can be found below.

Programme	Success Criteria
<b>Yoga</b>	Pupils will display increased levels of eye-contact, communication, nonverbal and receptive communication skills as well as reduced levels of anxiety. This will be primarily seen through a reduction of incidents recorded within SLEUTH.
<b>Reading</b>	Within the individualised assessment pathways pupils will show sustained and improved progress within Reading
<b>Individual Pupil Support and Family Liaison.</b>	For pupils failing to meet targets to achieve accelerated progress and meet targets.
<b>Sensory Integration</b>	Monthly number of sleuth incidents will fall over the year for pupils with FSM and sensory processing issues.

**Total Spend £98,351**

### Date of the next review of the school's pupil premium strategy

The next review of the schools pupil premium strategy will be 3<sup>rd</sup> December 2019

## Previous Academic Year

### How money was spent in the year 2017-18

#### Programme One: Additional classroom based IEP Number support for all FSM pupils.

<b>What happened</b>													
TA2 to support Teachers who will highlight a Number work for extra pupil premium support and this will be delivered through increased provision. FSM pupils currently make progress and attain at similar levels to non FSM pupils.													
<b>Target</b>													
Improve overall FSM CASPA scores within Number													
<b>Chosen Action</b>													
TA2 to visit each FSM child and carryout 1:1 number work.													
<b>Outcomes for pupils</b>													
<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p style="text-align: center;">Comparison of FSM pupils progress within Number compared to National expectation</p> <table border="1"> <caption>Data for Comparison of FSM pupils progress</caption> <thead> <tr> <th>Year</th> <th>Below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>2016/17</td> <td>65%</td> <td>25%</td> <td>10%</td> </tr> <tr> <td>2017/18</td> <td>35%</td> <td>35%</td> <td>30%</td> </tr> </tbody> </table> </div> <div style="width: 35%; border-left: 1px solid black; padding-left: 10px;"> <p>Within Number there has been a steep reduction in percentage of pupils making below the level of progress expected. We can also see an increase in the percentage of pupils making above expected progress</p> </div> </div>		Year	Below	Expected	Above	2016/17	65%	25%	10%	2017/18	35%	35%	30%
Year	Below	Expected	Above										
2016/17	65%	25%	10%										
2017/18	35%	35%	30%										
Spend	<b>£28, 833</b>												
Was Programme successful	<b>Yes</b>												

## Programme Two: One to one Literacy support for all FSM pupils.

<b>What happened</b>													
<p>A TA3 withdraws /works with all FSM children during the course of a week to offer an enhanced reading experience which supplements the work being delivered by class teachers. Readers at all levels have an individual programme designed to meet their needs.</p> <p>Their programmes are based on their most up to date P level assessments. Detailed records are kept of their progress which are used to inform their next target.</p> <p>The TA works under the guidance of the literacy coordinator and reports regularly to class teachers.</p>													
<b>Target</b>													
<b>Improve Reading scores in the summative assessment.</b>													
<b>Strategy</b>													
Support of the individual pupils' main learning style by implementing strategies named in the pupils IEP and planning.													
Monitoring Individual pupil progress monitored through formative Pupil Record file.													
<b>Outcomes for pupils</b>													
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Year	Below (%)	Expected (%)	Above (%)										
2016/17	72	23	5										
2017/18	32	43	25										
Spend	<b>£32,713</b>												
Was Programme successful	<b>Yes</b>												

## Programme Three: Part time, one to one Language support for all FSM pupils led by SALT

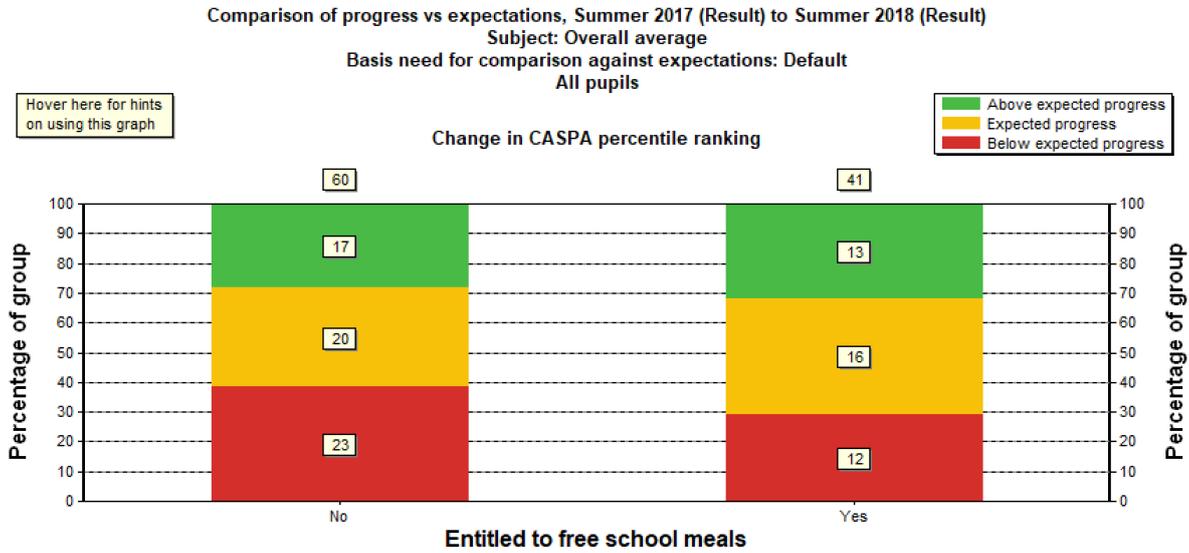
<b>What happened</b>																																	
<p>A TA4 withdraws /works with all FSM children during the course of a week every morning to offer an enhanced language programme which supplements the work being delivered by class teachers.</p> <p>All pupils have an individual programme designed to meet their needs written by the Speech and Language therapist</p> <p>Their programmes are based on their most up to date P level assessments. Detailed records are kept of their progress which is then used to inform their next target.</p> <p>The TA works under the guidance of the SALT and Language Teacher and reports regularly to class teachers.</p>																																	
<b>Target</b>																																	
<b>Improve Speaking and Listening as shown by CASPA scores in the summative assessment.</b>																																	
<b>Strategy</b>																																	
TA4 to visit each FSM child and carryout 1:1 Language sessions.																																	
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Average	16/17	64	30	6																													
	17/18	38	37	25																													
Spend	£24,283																																
Was Programme successful	<b>Yes</b>																																

## Programme Four: LAC pupils attending after school club

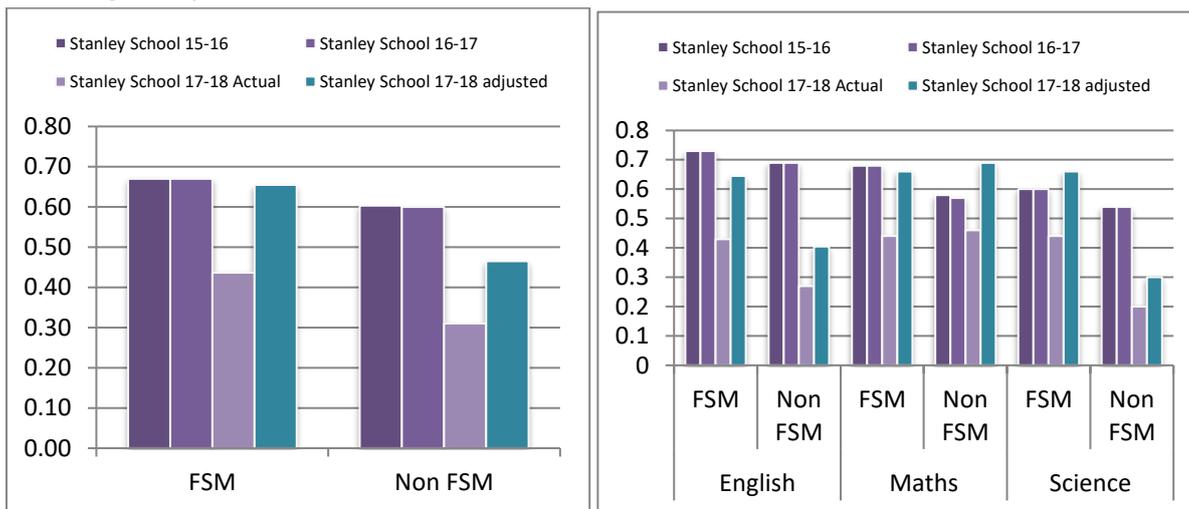
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Category	Below	Expected	Above										
FSM	30%	40%	30%										
Non FSM	40%	30%	30%										
Spend	£600												
Was Programme successful	Yes												

## Overall performance

When using comparing each cohort against comparative national data (Taken from the CASPA database we can see that as a percentage **fewer pupils receiving FSM performed below expectation**. We can also see **more of these pupils**, as a percentage, **achieved expected progress**.



## Raw Progress by FSM6



## Attendance by FSM

