

Pupil Premium Report October 2018

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Pictor Academy Pupil Premium Oct 18

Pupil Premium is a Government initiative which provides additional funding to schools to help ‘close the gap’ in achievement between those children who are eligible for Free School Meals (FSM), for children ‘Looked After’, for children who are adopted, and for other groups in schools.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most. It is for schools to decide how the Pupil Premium, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

From September 2013 Ofsted has placed greater emphasis on the performance of children who receive the Pupil Premium. The use and impact of the pupil premium is now taken into account when considering Ofsted judgements for both Achievement and Leadership & Management.

1. Funding in 2018/19

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|--|--------|
| Pupils in year groups reception to year 6 recorded as Ever 6 free school meals | £1,320 |
| Pupils in years 7 to 11 recorded as Ever 6 FSM | £935 |
| Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | £2,300 |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order | £2,300 |
| EYFS pupil premium £300 | |

Pictor School allocation

| | Pupils | Amount per pupil £ | Total funding £ |
|-----------|--------|--|---|
| 2012-13 | 38 | 600 | 22,800 |
| 2013-14 | 38 | 900 | 34,200 |
| 2014-15 | 36 | 1300 | 46,800 |
| 2015-16 | 36 | 1320 | 47,520 |
| 2016-17 | 31 | 27 x 1320 4 x 1900 | 43,240 |
| 2017 - 18 | 33 | 26 X £1,320 = £33,800 5 X £1,900 = £9,800 | Total £43,300 + possible £1,900 LAC (nos of pupils hidden) |
| 2018 - 19 | 35 | 27 X £1,320 = £35,640 6 X £2,300 = £13,800 | Total £49,440 + possible £2,300 LAC (nos of pupils hidden) |

You can find more detail about pupil premium funding at <https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant>

2. How the funding is used

4 X days Speech Therapy
3 days family worker/advocacy work
IPads (with recommended educational programs on).
To Support our Year 6 Residential Trip.
Staff training

At Pictor we begin by looking at the individual needs of each child and identifying the barriers to learning. We have identified the main barriers to learning as Communication, social skills and for our looked after children and previously looked after children, attachment difficulties. Therefore, we have used the bulk of our Pupil Premium funding to fund interventions that address these issues. Our big focus is to promote Communication skills, social skills, through our Speech Therapy workers. Personal support for our LAC and previously LAC children is done with our Family/Child Support worker. The funding is also used to help the families, where appropriate, to support their child's needs.

As far as its powers allow the school have used the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

We ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Pupil Premium funding is focused on the recipients of the Pupil Premium, but not to the exclusion of all other children.

The school looked carefully at the needs of each pupil and we decided to use the following intervention strategies during 2018-19:

1. Additional Speech and Language therapy support.
2. Child/Family support worker.
3. Extra- curricular activities that give children wider social and educational opportunities mainly in the form of a residential trip for Year 6 pupils.
4. Support for parents and carers through provision of specific workshops and through the support of a Parent Support Advisor in order to provide the best opportunities for our children.
5. Art Therapy
6. Additional specific resources to enhance the individual pupils learning: ICT resources (individual e.g. iPads) and whole class/school e.g. RM EasiMaths, Signalong resources

3. Benefits for children & families

These are the outcomes of our focused spending:

Extra- curricular activities: all Year 6 pupils went to Bendrigg on a 5 day Residential outdoor activity break. They were able to participate in all activities e.g. canoeing, climbing, abseiling, archery etc. regardless of their disability. The trip also provided opportunities for children to be part of a team and to use opportunities for social experiences in a safe environment. The trip was staffed by highly skilled teachers and teaching assistants with some staff going after school just to join in and support the children.

4. Support for Parents and Carers

Our Parent/ Child Support Advisor (PSA) role covers many things. She has –

Our Parent Support Advisor has supported parents to access the Earlybird course run by Pictor member of staff, she provides additional information and often transport to and from the course.

She organises the NAS course about sensory needs and curriculum involving many parents.

She works across four of the special schools in Trafford and has developed very close links with all the schools and families that enables transition to be very effective.

She participates in the new starters meeting for parents whose children will attend Pictor at the start of the new academic year.

She attends parents' evenings and is available to talk to parents or help them to access the meeting.

She has spent a considerable amount of time supporting parents to appeal against proposed transport decisions that mean that they are unable to get their child into school.

She has worked in class providing individual support for some pupils which allowed her to get to know the children in a school setting.

Parents report confidence in our PSA, and an ability to talk to her about concerns and difficulties they might have that they don't want to talk to anyone else about.

She is currently working with some of our LAC and post LAC children on a weekly basis. This is so that pupils have a point of contact in school when they need some support. Children are being supported earlier so issues are not escalating.

Both our parent/child support worker and our teaching staff provide support for parents to develop their own skills to support their child's learning within the curriculum.

Conclusion

- It is hard to measure progress in the case work covered by the Parent Support Advisor.
- Families reported that they continued to benefit from the support.
- Parents and carers benefit from the course offered
- Continued CPD opportunities offered to Parent Support Advisor for children with additional needs and personal centred planning so that this knowledge can be shared in sessions and home visits
- Parents and carers value workshops offered
- Parents reported that behaviour improved at home because they felt more confident in implementing the strategies used in school and support and information gained in sessions.

5. Additional Speech and Language therapy support

The Speech and Language needs of a high proportion of our pupils are significant and whilst we do have very experienced Speech Therapists on site we felt that pupils would benefit from additional support. 95% of our pupil premium children have extra speech therapy support. The pupils have varying needs and require different types of therapy. Those pupils with oro-motor, speech sound or ABA type imitation targets require frequent on-going support. Some pupils have received a block of support, sometimes as a group e.g. developing social & communication skills. Speech & Language Therapy support at secondary level is lower so this is the last chance for intensive support for pupils in year 6.

The speech & Language Therapy team needed to offer the Teaching Assistants selected high levels of training and support initially.

6. Impact

- Pupils have benefitted greatly from the additional input from trained TAs.
- Targets are set in co-ordination with the speech therapy team and the class teacher, three times a year in the child's EAC. Last year Pupils all achieved their targets set and are now moving onto new targets.

Additional specific resources to enhance the individual pupils learning: ICT resources (individual e.g. iPads) and whole class/school e.g. RM EasiMaths, Signalong resource

New proposals by the government now state that all schools now need to take account of the wellbeing and mental wellbeing of all of our Looked After and previously Looked After Children and state that every school should provide training for all staff on Attachment and issues related to LAC children. This year we have already delivered training about Attachment to all of our Teachers and TA's. We have also had a twilight training session on Emotional Coaching. Furthermore we have commissioned our Family support worker to work with our Looked After and previously Looked After Children, on a weekly basis, to address these very issues.

A previous government report on the most effective use of pupil premium spending, concluded that the most effective spending, which had the highest impact, was in Communication and language, working with early starters and Self Regulating Strategies. This very much reflects how we spend the majority of our budget at Pictor.

We have found that a number of our pupil premium children are less motivated to write in formal ways, others struggle with fine motor skills and one child struggles visually. This can be a real barrier to learning and is why we have provided a number of our pupil children with iPads. Clicker 7 on our iPads has particularly helped a number of children with their literacy work.

We have also worked with other agencies to bring in additional expertise when needed. Last term we brought in Trafford Psychologist services to deliver training on Emotional Coaching to all of the teaching staff.