

## Pupil Premium Strategy 2018-19: policy into practice

### Barriers to Learning

**Communication barriers** - some pupils have complex social, communication and emotional needs which can result in challenging behaviours. These behaviours can impact on their ability to learn effectively.

**Environmental barriers** – some pupils' sensory needs are negatively affected by their physical environment; this can reduce their ability to learn effectively.

**Parental engagement** – some parents require a high level of support to engage fully in all aspects of school life.

**Attendance** –some pupils struggle to maintain consistently high levels of attendance. This interrupted attendance pattern leads to slower levels of progress.

Interventions	Outcomes/Impact	Pupils: Year Groups Numbers	Dates	Expenditure	Staff
Home School Support	<ul style="list-style-type: none"> <li>• Raise individual attainment addressing concerns with families which lead to underachievement</li> <li>• Provide advice and guidance on a range of issues including housing, health and finance</li> <li>• Provide uniform to pupil premium pupils</li> </ul>	Targeted individuals across all years groups. Emma Moore maintains an active caseload of pupils and families which is regularly under review.	On-going	£21000	Emma Moore Home School Support Practitioner Class teams to follow-up and support as needed.
Non-residential educational visits	<ul style="list-style-type: none"> <li>• Provide opportunities to transfer and apply knowledge and skills taught in the</li> </ul>	Educational visits throughout the year across both the primary and secondary	Visits are arranged to support both the curriculum and to promote positive behaviour.	£21300	Class teams

	<p>classroom</p> <ul style="list-style-type: none"> <li>Promote independence and greater self-awareness</li> </ul>	department.			
Increase speech and language therapy across all year groups.	<ul style="list-style-type: none"> <li>Direct support for individuals and groups to learn, apply and extend communication skills</li> </ul>	Targeted individuals (as identified by teachers and therapists) across both the primary and secondary departments.	Additional days/sessions allocated to specific individuals and/or groups	£30000	Candice Smith Seona Bailey
<p>Out of hours learning: after school clubs</p> <ul style="list-style-type: none"> <li>Football Secondary</li> <li>Football Primary</li> <li>ICT</li> <li>Cookery</li> <li>Play Group (2 days)</li> <li>Boxercise</li> <li>Duke of Edinburgh Award scheme</li> <li>Drama club</li> </ul>	<ul style="list-style-type: none"> <li>Promote a range of practical physical skills</li> <li>Promote health and fitness</li> <li>Provide opportunities to raise self-esteem and self-awareness</li> <li>Provide opportunities to work as part of a group (often with less familiar peers)</li> <li>Provide opportunities to develop social interaction and play skills</li> <li>Promote independence and raise self-esteem</li> <li>Provide opportunities to learn practical life</li> </ul>	<p>All pupils are encouraged to engage in out of hours learning. PPG pupils are specifically urged to engage.</p> <p>Upper Secondary</p>	<p>Monday: Cookery Tuesday: Play Group, ICT Wednesday: Play Group, ICT Secondary only Thursday: Football Secondary, Boxercise Friday: Football Primary, Bike Club</p>	£39000	<p>Gerry Flynn Kenny Anderson George King Tracy Malyon Emily Ward Daisy McCloughey</p> <p>Gus Ayinbode</p> <p>Paul Wilson</p> <p>Kenny Anderson</p>

	skills				
Speech Bubbles	<ul style="list-style-type: none"> <li>Promotes communication, confidence and well-being</li> </ul>	The following classes access this intervention: Sycamore Oak Ash Elm Willow Chestnut	Autumn 27/9 – 8/10 1/11- 22/11 Spring 17/1 – 7/2 21/2 – 14/3 Summer 2/5 -23/5 6/6 – 27/6		Alison Hayle Class teams
Targeted Resources	<ul style="list-style-type: none"> <li>Resource budget delegated to Middle leaders to provide targeted support to identified groups of pupils</li> </ul>	Whole school  Separate Action Plan	Ongoing	£6000	Denise Brereton Sam Waring Claire Ali Winston Lo Lydia Blackmore Jenny Jones Greg Marsden
Art Therapy	<ul style="list-style-type: none"> <li>Uses visual media as the main channel of communication</li> <li>Supports children with complex emotional needs</li> <li>Offers non-verbal ways of communicating emotion, feelings and needs</li> </ul>	Two days: timetable followed. Individuals and/or small groups which change over time. Teacher referrals	Two days: timetable followed. Individuals and/or small groups which change over time	£1500	Therapist
Additional therapeutic counselling	<ul style="list-style-type: none"> <li>Promote greater self-awareness</li> <li>Support the development of self-regulation skills</li> <li>Provide support to individuals at times of crises</li> <li>Provide coping</li> </ul>	Identified individuals across the secondary department. Primary pupils can also be referred.	Three days: timetable followed. Individuals change over time	£14500	Ellen Davis Plus counsellor Heather

	strategies to help address individual emotional needs and specific issues				
				<b>PPG 2018-19</b>	<b>£113,000</b>
				<b>Total PPG proposed expenditure 2018-19</b>	<b>£113,000 plus any additional £20,300 from school budget</b>

Review date: September 2019