The Government believes that the Pupil Premium funding, which is additional to main school funding, is the best way to address the current inequalities by ensuring that funding to tackle disadvantage reaches the students 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. Pupil Premium for Looked After Children is held by the local Virtual School and is applied for by the school the pupil attends through a set process.

There is the opportunity for schools to apply for extra funding to support students who have been in care, adopted or are currently in the care of a guardian. Carers/parents must approach the school if they want the school to apply for this funding. Contact Mrs Andreou-Dorey for information.

There are conditions to the school being able to access this additional funding for your child.

Criteria- Your child must have:

•              been adopted in the UK

•              a special guardianship order

•              a child arrangements order

•              a residence order

Since September 2012, schools have been required to publish online information about how the premium has been used.

**STONY DEAN SCHOOL**

**Pupil Premium Funding**

At Stony Dean School, data sources closely track the progress and attainment of pupils in receipt of Pupil Premium Funding. Where under performance is identified as part of the on-going curriculum and/or termly tracking process, short term interventions are identified and implemented.

Analysis of the reasons for underperformance takes place and these are also addressed, either on a specific pupil basis or in terms of reviewing and improving school-wide policy and practice.

Outcomes for those pupils who are eligible for Free School Meals (FSM) and therefore for PPF, are compared to outcomes for Non-FSM pupils. Looked After Children (LAC) and those who were adopted within the required time-frame in order to attract the additional funding are also tracked. This approach allows the greater flexibility necessary to be able to personalise the approach as needed.

The main barriers faced by eligible students at the school include; lower literacy and numeracy skills, which makes it difficult for them to access the curriculum. Some also suffer from low self-esteem and have not developed appropriate social skills and need to learn how to act in different situations Due to the ‘needs’ of our students the following initiatives have been identified to address some barriers, and the impact will be monitored throughout their implementation.

**PUPIL PREMIUM FUNDING (PPF) 2016-17**

The table below shows the initiatives, the reason, how the impact is measured and the cost of the initiative for year 2016-17.

|  |  |  |  |
| --- | --- | --- | --- |
| Initiative | Reason | How impact will be measured | Cost |
| Catch-up Literacy programmes or 1-1 intervention  | The Literacy interventions programmes were chosen because it allows access to the wider curriculum and supports their emotional development through building confidence. Evidence shows improvement in students’ progress and attainment through using these strategies. | Increase in literacy grades, attitude within the subject and increase in self-confidence. Improvement of behavior reports within subject. | £4,060 |
| Catch-up Numeracy programmes or 1-1 intervention  | Numeracy programmes support the students with vital life skills. It allows them to develop independence through understanding time, money and measurements etc… The students who have previously had support through our numeracy programmes have closed the attainment gap with other students. | Increase in numeracy attainment and develop in functional skills used in other subjects. Improved self-confidence. Improvement of behavioral reports in lessons. | £6,384 |
| ICT use and support | Students respond well to ICT use and it makes them more focused in the lessons. For some they find working with a laptop more accessible that writing if they find fine motor skills challenging. | Increased attainment level and transferable skills in other subjects. | £2,600 |
| Home reading programme  | Regular, age and ability appropriate reading is vital for student’s development and allows them access to the wider curriculum. | Improved reading age and increased attainment in subjects due to self-confidence and being able to access the material. | £1,300 |
| SALT and C&I (delivery of social language groups)  | The delivery of extra SALT groups/support allows our students to make faster progress than they would if this resource was funded at the expected level. | More social interaction, more positive interactions and less behavioral reports. More participation in subjects. | £41,600 |
| Staffing to reduce group sizes for the KS3 Decoding programme/ additional literacy programme | Smaller groups mean that students have more personalised attention and can therefore learn at a faster rate. Since making the groups smaller we have found that students are more confident at asking questions and have their needs met faster so can progress quicker. | Increase in attainment levels and progress. | £3,200 |
| Additional activities transport and taxis to support social development | Some of the students that receive this support would otherwise not be able to access activities after school that develop confidence and self-esteem. This has transferred into the classroom with happier more confident students. | Attendance at extra curricular activities, which shows an increased social interaction and self-confidence. More positive attitude towards school. | £600 |
| Staffing to implement supported internship programme  | We have developed the internship programme and have found that students taking part in these programmes develop their social skills, work ethic and organisational skills. This skill development seems to transfer into the classroom and the exam hall. | Personal development of students. | £1,650 |
| Staffing to mentor pupils/ social interaction support/ counsellingTargeted behaviour support | This is a vital area of support for our school. We have a high proportion of students with social, emotional and/or behaviour needs and a space to talk and be supported allows them to focus when they are in a learning environment. It also reduces anxieties and helps students feel safe. Since targeted support has been put in place the schools behaviour incidents have decreased year on year allowing the focus in lessons to be on learning. | More social interaction, positive relationships forming, less behavior reports and increase in attainment. | £13,200£6,000 |
| Alternative Timetable | Students with complex needs need flexibility and support and a personalised timetable has made the difference for some of our students to be able to access education. | Students are able to access all of their timetabled lessons and behave appropriately within them. Integrate students into school setting, help them to settle in. | £1,575 |
| Targeted LSA/teacher support | Students who find certain subjects or learning environments difficult need some extra support and without this initiative they would not cope in the classroom. We have found that timeout sessions needed is reduced by the extra support being in place therefore students are accessing a higher percentage of teacher lead time and increasing their knowledge and progress. | Increase in attainment levels, ability to access lessons and improvement of self-confidence within subjects. Less interventions needed to improve progress. | £3,000 |
| Tutoring Personal tutorials | Pupils receiving tutoring support have shown significant improvement in their attainment for that subject area.Promote emotional and mental well-being, to increase self-confidence. | Increase of attainment and personal development of students. | £12,180 |
| Extra-curricular activities (clubs and trips) | To develop skills of particular interest of the student and promote a positive learning environment. | Increases well-being and encourages participation, more social interactions and more positive learning attitude.  | £4,924 |
| Food/diet support | Students need support with their diets. | Students putting on weight and/or maintaining weight. Improvement in physical health. | £720 |

The amount of money spent on PPF students by SDS this year totals at £102,993, which is an overspend of £55,375 of the funding received by the school.

There were termly reviews of the Pupil premium strategies and their effectiveness, throughout the year and a final audit occurring at the end of the academic year with the subject analysis of our pupils.

Then following table summarises the impact and evidence of the various interventions and strategies delivered within this school year:

|  |  |
| --- | --- |
| **Initiative** | **Impact** |
| Catch-up Literacy programmes or 1-1 intervention  | The literacy interventions have helped to improve students’ reading and progress within their literacy lessons, as well as specialised programmes have helped certain students with their speech sounds and their social and communication skills. Students are becoming more confident in lessons. These interventions will be continuing over the next academic year. |
| Catch-up Numeracy programmes or 1-1 intervention  | The numeracy catch up sessions and 1:1 support interventions have helped to increase the confidence and self-esteem of certain students so that they are able to access their lessons easier and use the resources given with less support. The numeracy interventions have improved student attainment as well as improved behaviour for certain students, resulting in less referrals and a more positive social interactions. |
| ICT use and support | ICT is used cross-curricular across the majority of subjects taught at Stony Dean. Students use ICT to help with literacy and motor skills as well as to develop certain skills linked with other subjects and learning how to use up to date technology needed in today's society. |
| Home reading programme  | Practice reading at home or during an allocated time helps students to become aware of words and their meanings as well as developing a key skill that they use every day. |
| SALT and C&I (delivery of social language groups)  | All students benefit from SALT lessons, however, certain students are allocated extra sessions to help improve their social interactions and communication skills. These session help students to develop social skills such as turn taking, using positive language, knowing what is socially acceptable as well as links to literacy lessons. These sessions improve student self-esteem, confidence and ability to interact positively with their peers and staff members. This is an on-going intervention for the majority of our school, as social interaction and communication is a skill that our pupils need to continue to develop. |
| Staffing to reduce group sizes for the KS3 Decoding programme/ additional literacy programme | Smaller groups mean that students have more personalised attention and can therefore learn at a faster rate. Since making the groups smaller we have found that students are more confident at asking questions and have their needs met faster so can progress quicker. Decoding is another programme that helps students to progress in literacy. |
| Staffing to implement supported internship programme  | This initiative has been invaluable for those students who have difficulty coping in a normal classroom environment. It helps to develop their functional skills, develop a work ethic and aid their organisational skills. This initiative has shown to improve confidence and employability skills as well as improve student behaviour. |
| Staffing to mentor pupils/ social interaction support/ counsellingTargeted behaviour support | These are on-going initiatives that are a vital part of our support system within our school. A vast majority of our school have social, emotional and/or behaviour needs, so they need a support base to talk, feel safe and re focus them when their anxieties are high. These initiatives have helped to reduce the number of referrals year on year, and have helped students to access their lessons and improve their social interactions within those lessons so that they are focused on the learning. |
| Alternative Timetable | The students who have been allocated an alternative timetable have been working on their social and communication skills so that they are able to phase back into their normal lessons. This has also helped in increasing self-esteem and reducing anxiety which has prevented learning within particular lessons. |
| Targeted LSA/teacher support | Students who find certain subjects or learning environments difficult need some extra support and without this initiative they would not cope in the classroom. This initiative has reduced the number of behaviour referrals and need for time out sessions. |
| Tutoring  | Students receive tutoring for different subjects; these tutoring sessions help improve student progress within their lessons as well as their confidence within that subject area. |
| Additional activities transport and taxis to support social development | This initiative gives students the opportunity to participate in after school clubs and extra activities, which improves the students’ emotional well-being and their confidence, making them more positive about school and their social interactions. |
| Extra-curricular activities (clubs and trips) |

The above mentioned initiatives will continue for particular students throughout the next academic year. In addition to these initiative Stony Dean has implemented other special interventions for pupil premium individuals to help them improve their well-being and progress within subjects, see table below for some examples;

|  |  |
| --- | --- |
| Specialist interventions | Impact and reason |
| Private tutoring | This tutoring was to help individuals catch up on GCSE work missed due to late start to Stony Dean, as well as keep them focused to develop their skills. |
| Nurturing minds | This strategy was to support the school with more specialist strategies to support students with higher level of needs.  |
| Speech sounds and English | This helped to improve different individuals’ speech and increase their confidence in giving oral answers as well as improving their reading and understanding of words. |

Each initiative is identified, planned and implemented throughout the school targeting both Pupil premium and Non-premium students. The long term impact of these initiatives and subject specific initiative are analysed and can be shown in the end of year data:

|  |  |  |  |
| --- | --- | --- | --- |
| English | Above expected pathway | Making expected pathway | Below expected pathway |
| PPF students | 0 | 51 | 0 |
| Non-PPF students | 1 | 81 | 2 |

|  |  |  |  |
| --- | --- | --- | --- |
| Maths | Above expected pathway | Making expected pathway | Below expected pathway |
| PPF students | 11 | 34 | 6 |
| Non-PPF students | 9 | 67 | 8 |

|  |  |  |  |
| --- | --- | --- | --- |
| Science | Above expected pathway | Making expected pathway | Below expected pathway |
| PPF students | 2 | 43 | 5 |
| Non-PPF students | 4 | 75 | 6 |

Subject leaders use their data and analyse how well different initiatives have impacted on their students and they evaluate the best interventions and initiatives to be used in the future with different students.

**PUPIL PREMIUM FUNDING (PPF) 2017-18**

The initiatives mentioned in the previous years will continue throughout this academic year to continue and improve the development of skills and emotional and social development for our pupils. These strategies are both beneficial for our pupil premium and our non-pupil premium pupils at Stony Dean.

 The table below will identify the cost required for these initiatives, as well as summarise the initiatives.

|  |  |  |  |
| --- | --- | --- | --- |
| Initiative | Reason | How impact will be measured | Cost |
| Catch-up Literacy programmes or 1-1 intervention Home reading and specific book packs | The Literacy interventions programmes were chosen because it allows access to the wider curriculum and supports their emotional development through building confidence. Development of life skills. Regular, age and ability appropriate reading is vital for student’s development and allows them access to the wider curriculum. | Increase in literacy grades, attitude within the subject and increase in self-confidence. Improvement of behavior reports within subject.Improvement of speech sounds and oral answers. Improved reading age and increased attainment in subjects due to self-confidence and being able to access the material. | £2,520£1,400 |
| Catch-up Numeracy programmes or 1-1 intervention  | Numeracy programmes support the students with vital life skills. It allows them to develop independence through understanding time, money and measurements etc. The students who have previously had support through our numeracy programmes have closed the attainment gap with other students.Catch up runs alongside the learning in the classroom to help students gain confidence and become more independent when using the resources given. | Increase in numeracy attainment and develop in functional skills used in other subjects. Improved self-confidence. Improvement of behavioral reports in lessons. | £2,275 |
| ICT use and support | Students respond well to ICT use and it makes them more focused in the lessons. For some they find working with a laptop more accessible that writing if they find fine motor skills challenging. | Increased attainment level and transferable skills in other subjects. | £2,800 |
| SALT (delivery of social language groups) Decoding programme/ additional literacy programme | The delivery of extra SALT groups/support allows our students to make faster progress than they would if this resource was funded at the expected level. Smaller groups mean that students have more personalised attention and can therefore learn at a faster rate. | More social interaction, more positive interactions and less behavioral reports. More participation in subjects. Increase in attainment levels and progress. | £44,800£2,600 |
| Additional activities transport and taxis to support social development | Some of the students that receive this support would otherwise not be able to access activities after school that develop confidence and self-esteem. This has transferred into the classroom with happier more confident students. | Attendance at extra-curricular activities, which shows an increased social interaction and self-confidence. More positive attitude towards school. | £300 |
| Staffing to implement supported internship programme and work experience  | We have developed the internship programme and have found that students taking part in these programmes develop their social skills, work ethic and organisational skills. This skill development seems to transfer into the classroom and the exam hall. | Personal development of students. | £1,650 |
| Staffing to mentor pupils/ social interaction support/ counselling/talk timeTargeted behaviour support | This is a vital area of support for our school. We have a high proportion of students with social, emotional and/or behaviour needs and a space to talk and be supported allows them to focus when they are in a learning environment. It also reduces anxieties and helps students feel safe.  | More social interaction, positive relationships forming, less behavior reports and increase in attainment. | £2,600£3,750 |
| Alternative Timetable | Students with complex needs need flexibility and support and a personalised timetable has made the difference for some of our students to be able to access education. | Students are able to access all of their timetabled lessons and behave appropriately within them. Integrate students into school setting, help them to settle in. | £2,275 |
| Targeted LSA/teacher support | Students who find certain subjects or learning environments difficult need some extra support and without this initiative they would not cope in the classroom. | Increase in attainment levels, ability to access lessons and improvement of self-confidence within subjects. Fewer interventions needed to improve progress. | £1,900 |
| Tutoring  | Pupils receiving tutoring support have shown significant improvement in their attainment for that subject area | Increase of attainment and personal development of students | £2,320 |
| Outdoor activities programme | Students who are unable to cope with a classroom environment seem to develop skills when completing activities outside of the classroom around the school. It gives the student a sense of responsibility and initiates a positive relationship between staff and student. Also this helps to reduce anxiety and develops life skills. | Personal development and reduced referrals; students more focused and engaged.  | £2,800 |
| Staff training for delivering specific strategies | Training to be provided for staff implementing specific initiatives or delivering specialised programmes to ensure success. | Improvement in attainment levels and development of student social, emotional well-being. | £6,880 |
| Extra-curricular activities (clubs and trips) | To develop skills of particular interest of the student and promote a positive learning environment. | Increases well-being and encourage participation, more social interactions and more positive learning attitude.  | £1,570 |
| Food/diet support | Students need support with their diets. | Students putting on weight and/or maintaining weight. Improvement in physical health. | £540 |

The amount of money intended to be spent on PPF students by SDS 2017-18 totals at £89,105 which is an overspend £25,251 of the funding received by the school.

In addition to the above initiatives, subjects have their own specific initiatives to aid development of the skills and attainment within the subject, see some examples below:

|  |  |
| --- | --- |
| Science | * Laptops to help literacy skills
* Strategic seating plans
* Individual schedules
* Break down of task into smaller steps
* Use of online code for GCSE revision book
* Catch up time and extra support during GOAL includes GCSE support
* 1:1 support for practical skills
* Keyword/topic books to be used as support or as challenge
 |
| Food Technology | * Follow whole school strategies
* Packs given with recipe and ingredients for students to try at home
 |
| Art | * Art club for catch up
* 1:1 support
* Possible outside tutors
* Art packages/ distribution of specialist stationary for more able/ students that need it
* Differentiated resources and support
 |

All initiatives are reviewed termly with a final audit at the end of the academic year.

Impact of strategies please see Key for PPF interventions.

Subjects complete analysis against pupils and their expected pathways at the end of each academic year; each pupil is identified as being either below their expected pathway, making their expected pathway or above their expected pathway. This analysis helps the departments to identify pupils that need new strategies or interventions as well as identify gifted and talented pupils. The analysis helps department to plan curriculums and lessons appropriate for the pupils they are teaching.

Analysis of data for this academic year please see following tables:

|  |  |  |  |
| --- | --- | --- | --- |
| English | Above expected pathway | Making expected pathway | Below expected pathway |
| PPF students | 4 | 45 | 6 |
| Non-PPF students | 1 | 74 | 7 |

|  |  |  |  |
| --- | --- | --- | --- |
| Maths | Above expected pathway | Making expected pathway | Below expected pathway |
| PPF students | 0 | 53 | 2 |
| Non-PPF students | 0 | 74 | 8 |

|  |  |  |  |
| --- | --- | --- | --- |
| Science | Above expected pathway | Making expected pathway | Below expected pathway |
| PPF students | 0 | 49 | 6 |
| Non-PPF students | 0 | 76 | 6 |

|  |  |  |  |
| --- | --- | --- | --- |
| ICT | Above expected pathway | Making expected pathway | Below expected pathway |
| PPF students | 10 | 30 | 8 |
| Non-PPF students | 15 | 46 | 10 |

**PUPIL PREMIUM FUNDING (PPF) 2018-19**

The initiatives mentioned in the previous years are on-going every year to improve the development of skills and emotional and social development for our pupils. These strategies are both beneficial for our pupil premium and our non-pupil premium pupils at Stony Dean.

 The table below will identify the cost required for these initiatives for this academic year, as well as summarise the initiatives.

|  |  |  |  |
| --- | --- | --- | --- |
| Initiative | Reason | How impact will be measured | Cost |
| Catch-up Literacy programmes or 1-1 interventionSpecialist published books (dyslexia friendly) and home booklets for English skillsC-Pen (scanning text to audio device)Decoding programme/ additional literacy programme | 1:1 intervention done outside the classroom with a specialist LSA. It includes a series of books and accompanying test materials. One to one forms a bond between the LSA and student giving them confidence to make mistakes and practice reading aloud. This is aimed at supporting comprehension and participation as well as sight word recognition. Maintaining a supply of age appropriate and reading age accessible books printed in a style that supports the visual needs of students who find reading challenging. Enabling independent practice of a range of skills from fine motor control (writing) to punctuation practice and reading comprehension.Specific electronic devices and software to support access to the curriculum; deepening communicative ability where standard intervention have had less impact. Small group or 1:1 literacy programme to support phonic knowledge, tracking, scanning and comprehension. The withdrawal of some pupils is necessary to cater to specific needs and improve their willingness to engage with reading where literacy has been severely delayed. | Increase in literacy grades, attitude within the subject and increase in self-confidence. Improvement of behavior reports within subject. Catch-Up tracking showing progress.Improved reading age and increased attainment in subjects due to self-confidence and being able to access the material.Improved reading comprehension age and increased attainment in subjects due to self-confidence and being able to access written material independently.Increase in attainment levels and progress. | £3335£1000 |
| Catch-up Numeracy programmes or 1-1 intervention  | Numeracy programmes support the students with vital life skills. It allows them to develop independence through understanding time, money and measurements etc. The students who have previously had support through our numeracy programmes have closed the attainment gap with other students.Catch up runs alongside the learning in the classroom to help students gain confidence and become more independent when using the resources given. | Increase in numeracy attainment and develop in functional skills used in other subjects. Improved self-confidence. Improvement of behavioral reports in lessons. | £2016 |
| Additional ICT use | Students respond well to ICT use and it makes them more focused in the lessons. For some they find working with a laptop more accessible that writing if they find fine motor skills challenging. | Increased attainment level and transferable skills in other subjects. | £2350 |
| Personalised SALT interventions  | The delivery of extra SALT groups/support allows our students to make faster progress than they would if this resource was funded at the expected level.  | More social interaction, more positive interactions and less behavioral reports. More participation in subjects. Increase in attainment levels and progress. | £35200 |
| Bespoke support to provide access to the school | Some of the students that receive this support would otherwise not be able to access activities after school that develop confidence and self-esteem. This has transferred into the classroom with happier more confident students. | Attendance at extra-curricular activities, which shows an increased social interaction and self-confidence. More positive attitude towards school. | £2450 |
| Supported internship programme  | We have developed the internship programme and have found that students taking part in these programmes develop their social skills, work ethic and organisational skills. This skill development seems to transfer into the classroom and the exam hall. | Personal development of students. | £1350 |
| Mentoring/Talk timeTargeted behaviour support | This is a vital area of support for our school. We have a high proportion of students with social, emotional and/or behaviour needs and a space to talk and be supported allows them to focus when they are in a learning environment. It also reduces anxieties and helps students feel safe.  | More social interaction, positive relationships forming, less behavior reports and increase in attainment. | £4450£3750 |
| Personalised Timetable/Curriculum | Students with complex needs need flexibility and support and a personalised timetable has made the difference for some of our students to be able to access education. | Students are able to access all of their timetabled lessons and behave appropriately within them. Integrate students into school setting, help them to settle in. | £4595 |
| Targeted LSA support | Students who find certain subjects or learning environments difficult need some extra support and without this initiative they would not cope in the classroom. | Increase in attainment levels, ability to access lessons and improvement of self-confidence within subjects. Fewer interventions needed to improve progress. | £1800 |
| Outdoor activities programme (includes Equine therapy)Other therapy programmes (includes Music and Art therapy)  | Students who are unable to cope with a classroom environment seem to develop skills when completing activities outside of the classroom around the school or in a different setting. It gives the student a sense of responsibility and initiates a positive relationship between staff and student. Also this helps to reduce anxiety and develops life skills. | Personal development and reduced referrals; students more focused and engaged.  | £4950 |
| Staff training/ Specialist teaching strategies | Training to be provided for staff implementing specific initiatives or delivering specialised programmes to ensure success. | Improvement in attainment levels and development of student social, emotional well-being. | £6376 |
| Extra-curricular activities (clubs and trips) | To develop skills of particular interest of the student and promote a positive learning environment. | Increases well-being and encourage participation, more social interactions and more positive learning attitude.  | £150 |
| Food/diet support | Students need support with their diets. | Students putting on weight and/or maintaining weight. Improvement in physical health. | £360 |

The amount of money intended to be spent on PPF students by SDS 2018-19 totals at £74,132 which is an overspend £18,277 of the funding received by the school.

Additional initiatives offered this academic year include; art and music therapy. These therapies would be beneficial for both PPF and Non-PPF pupils.

|  |  |
| --- | --- |
| Specialist intervention | Reason and impact |
| Art therapy | Research has shown that pupils with autism can express their feelings through art therapy; it is a visual tool for communication as well as a calming activity to help reduce stress and anxiety. Art therapy can help to improve social interactions and behaviours of pupils. |
| Music therapy | Research has shown that music interventions used with pupils with autism helps to improve their social behaviours, increase their focus and aid in development of their reading and writing skills. Music also helps to reduce anxiety and stress with autism.  |

For more information on the benefits and impacts of these therapies and research linked to the interventions and strategies please see the Key for PPF interventions document.

All initiatives are reviewed termly with a final audit at the end of the academic year.