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

The table below shows the initiatives, the reason, how the impact is measured and the cost of the initiative for year 2019-20. It summarizes the initiatives as well as conveys the required cost for these initiatives to take place for our pupils.

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| --- | --- | --- | --- |
| 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:

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| --- | --- |
| 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
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| Food Technology | * Follow whole school strategies
* Packs given with recipe and ingredients for students to try at home
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| 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
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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:

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| --- | --- | --- | --- |
| 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 |