**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.

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| Initiative | Reason | How impact will be measured | Cost |
| Catch-up Literacy programmes or 1-1 intervention  Specialist published books (dyslexia friendly) and home booklets for English skills  C-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 time  Targeted 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 initially 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.

However, in the academic year 2018-2019 SDS spent a total amount of £98,931.05, which was an overspend of £41,761.05 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.

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| --- | --- |
| 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.

Here are some examples of initiatives that have helped to improve both PPF/Non-PPF pupils’ well-being and aid in their development of skills this academic year:

|  |  |
| --- | --- |
| Specialist intervention | Impact |
| Equine therapy | This activity has helped to reduce anxiety of particular pupils; used as a stress management strategy, as well as improved pupils’ self-awareness and awareness of others around them through the handling and husbandry of horses. |
| Bush craft/ bouldering (personalised curriculum) | These activities have encouraged certain pupils to improve their attendance at school as well as have had a positive effect on their mental well-being. The activities have helped pupils develop different skills and some skills are used cross-curricular within other subjects. |
| Peer mentoring | Through this strategy of having different members of staff talking and spending time with different pupils; the pupils have built different relationship with staff they may not have worked with before. Also this strategy encourages pupils to talk about anything they want to, which enables them to communicate anxieties and goals in a 1:1 setting. It helps to give an insight to other strategies or inventions that will improve their well-being or help them develop skills for the future. |

The end analysis in completed by subject leaders, which identifies if pupils are making progress above their expected pathway, on their expected pathway or below 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. It helps departments to plan curriculums and lessons appropriate for the pupils they are teaching and make sure it is accessible to all. Pastoral leaders also use the gathered information to identify any specific interventions necessary to help particular pupils achieve their potential, reduce anxieties and aid their well-being.

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 | 13 | 32 | 6 |
| Non-PPF students | 9 | 50 | 5 |

|  |  |  |  |
| --- | --- | --- | --- |
| Maths | Above expected pathway | Making expected pathway | Below expected pathway |
| PPF students | 0 | 47 | 4 |
| Non-PPF students | 0 | 62 | 2 |

|  |  |  |  |
| --- | --- | --- | --- |
| Science | Above expected pathway | Making expected pathway | Below expected pathway |
| PPF students | 4 | 36 | 11 |
| Non-PPF students | 3 | 54 | 7 |

|  |  |  |  |
| --- | --- | --- | --- |
| ICT | Above expected pathway | Making expected pathway | Below expected pathway |
| PPF students | 7 | 40 | 4 |
| Non-PPF students | 8 | 52 | 2 |