



Castle Hill School

**Pupil Premium**

**2016 – 2017**

## **Overview of Pupil Premium funding**

In May 2012 the Government introduced Pupil Premium funding for schools which was in addition to the Dedicated Schools Grant (DSG)

“Take it: use it as you see fit. But know that you will be held accountable for what you achieve. Schools cannot just absorb this money and spend it on other things”

Nick Clegg, Deputy Prime Minister May 2012

The Department for Education (DfE) provides the additional funding for schools to support specific groups of pupils who may be disadvantaged by virtue of their family circumstances. Since its introduction the number of young people who may be eligible has increased as the age range has extended. In April 2015 pupil premium was extended to include Early Years children and so now supports young people aged between 3 and 16 years old. Allocations are made based on the school which the eligible pupil attends at the time of the January school census.

### **Pupil Premium falls into three categories**

Deprivation Pupil Premium

Looked – After (for 1 day or more), Guardianship Orders or adopted from care

Service Families

### **What this looks like per eligible child**

Primary £1,300

Secondary £935

Looked – After and Guardianship Orders £1,900

Service Children £300

Pupil Premium funding aims to “close the gap” as typically across schools pupils who fall into the three categories detailed above achieve less well than their peers who do not fall into these categories. Pupil Premium funding is not allocated to individual pupils. Schools have the freedom to decide how best it can be spent on eligible pupils to maximise the impact on pupil's progress and attainment.

### **Free School Meals (FSM)**

From September 2014 Free School Meals for Reception, Year 1 and Year 2 children was introduced (Children and Families Act, 2014). This is additional funding and not part of Pupil Premium budget.

### **Pupil Premium at Castle Hill School**

In 2015 – 2016 Castle Hill School received a total of £29,865.00 for Deprivation Pupil Premium. The funding for Looked – After and Guardianship pupils are a separate area of funding and is administered by the Local Authority. Schools account directly to them as to how that funding has been used.

The breakdown of our funding is as follows:

<b>Number of pupils</b>	<b>Amount per pupil</b>	<b>Total Received</b>
25 Primary	£1320	£33000
11 Secondary	£935	£10285
		£43285

At Castle Hill we have used the Pupil Premium to fund an enhanced level of targeted support for eligible pupils to mirror the importance of the pupil grant and reflect to some degree the work of John Dunford in that we are celebrating the achievements of this group of pupils.

### **Pupil Premium Champion**

Jane Goldring has continued in post as our Pupil Premium Champion. Jane is a Cover Supervisor who has worked with disadvantaged young people for many years. Her job purpose is to improve the outcomes for disadvantaged pupils and to narrow the gap with others in school and to identify and analyse current patterns of vulnerability of pupils in school.

Working with families, teaching staff and the multi-disciplinary team Jane identifies and creates extra-curricular and exciting opportunities based on the individual needs of that young person. Jane works with each Pupil Premium student weekly and has enabled these pupils to access extra learning opportunities in the following ways:

## **Supporting Communication, Intensive Interaction and Well Being of all Pupil Premium students**

### **Sensory Integration**

Liaising with teaching staff and multi-sensory impairment specialists in school, Jane has works with young people for whom sensory experiences are vital. Part of the programme involves time away from the hustle and bustle of class room & lunchtime routines and have had their own sensory sessions with Janes 1: 1 support. Another young person with visual impairment has been encouraged to spend time in her own personal sensory environment, something that she finds particularly challenging. Working in this way Jane has supported her to develop a higher level of toleration for independent access. All students have been encouraged to communicate their wishes and engagement with Jane in a 1:1 environment offers them the opportunity to do so.

### **Community visits**

In response to families who struggle when taking their son or daughter out to different places in the community we have been able to take pupils out to a variety of different places including local shops & cafes as well as the busier environments of the supermarket. By running an ongoing programme we have been able to introduce the pupils in a positive way to new environments. By making these positive experiences we have reduced some of the negative behaviors sometimes seen. The visits have also included opportunities to explore many different items, offering tactile, olfactory and sound experiences to increase their toleration.

### **Music Therapy**

This year we have employed our music therapist for an additional day to work specifically with the pupil premium pupils. Music therapy supports pupils in communication and interaction, providing them with opportunities to both express themselves and take turns. Each pupil premium pupil who we have identified to benefit from music therapy receives a 1:1 20 minute session on a weekly basis.

### **Dance**

For the first time this year we have trailed a dance session for a selection of the Primary pupils. The pupils have received 1:1 sessions from a trained dance coach. The focus of the input has been based on core stability, spatial awareness, building confidence and communication through intensive interaction approaches. For some pupils they have discovered a real love of music and a talent in movement to music. The pupils have gained further confidence in themselves and working with others.

## **Health**

A number of students in both primary and secondary have been supported and encouraged to take part in extra physical activities as part of an initiative to improve the health and well-being of pupil premium students. This has included supporting pupils in accessing play equipment, including the adventure playgrounds with 1:1 support. These opportunities would not normally be available without Jane's additional support. Swimming and hydrotherapy are also interventions that require additional support to make them possible for the pupils to access.

## **Case studies**

Each Pupil Premium student has a comprehensive, holistic case study which includes photographic and video evidence of learning. All interventions are also measured using MAPP (Mapping and Assessing Personal Progress), this ensures that progress is in line with the whole school assessment system. Each pupil has a file that is completed on a weekly basis with summative progress. Teachers also have access to the recording and can add information to reflect the wider impact of pupil premium.

Jane maintains and updates each of these case studies weekly.

Music Therapy & Dance sessions have also been evidenced by video and photographs supported by written accounts of sessions held and assessed using MAPP.

Where appropriate copies of photographic and video evidence of learning have been shared with individual families giving them an insight into the various different experiences their son or daughter has been involved in.

A Pupil Premium newsletter is also being developed to highlight the different interventions that have been funded.

## The Impact of Pupil Premium Funding on Achievement

Pupil progress for pupil premium is measured using MAPP (Mapping and Assessing Personal Progress). This system is already used across the whole school to record progress against objectives taken from the EHCP (Education Health Care Plan).

Each pupil has a Learning Intention set this relates to the Pupil Premium Intervention in place. The progress made is measured against 4 factors: Prompting, Fluency, Maintenance & Generalisation. Each aspect is baselined at the beginning of the intervention and re scored each half term on using a 1-10 scale.

Due to the fact that our Pupil Premium interventions are so student specific and highlight the importance of social and emotional wellbeing it is difficult to provide comparative data. We are able to evidence though MAPP and the individual recordings that Pupil Premium is having a positive impact on pupils.

The whole school P level data however is analysed by different groups including Pupil Premium. The data gathered suggests that:

The pupils who are in receipt of Pupil Premium are making better progress than those who are not in all core areas.

The graph below show the comparison between the two groups in each of the English & Maths strands.

