



The Pines School Pupil Premium for the academic year 2018/2019

The Pines School Pupil Premium Summary			
Type of Sen	ASC	Number of primary	58 Pupils (£1320 per pupil)
		Total PP Primary	£76,560
Number on Role	169	Number of secondary	9 Pupils (£935 per pupil)
		Total PP secondary	£8,515
Number of pupils eligible for pupil premium	68 pupils (40%)	Post LAC Pupil Premium	1 pupil £1,900
		Total amount including carry forward	£87, 272

As a Rights Respecting School we have high aspirations and ambitions for all of our pupils and believe that no child should be left behind. We are determined to ensure that our pupils are given every opportunity to realise their full potential. Pupil Premium funding represents a significant proportion of our budget and this outlines how we will ensure it is spent to maximum effect.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. As a specialist school for children with autism there is a great emphasis on removing the ASC barriers to learning. We bias our work towards the acquisition of language and communication skills, and ensure that the curriculum is modified and presented in such a way as to make it accessible to all pupils. The challenges are varied and there is no 'one size fits all'.

By following the key principles below, we believe that we can maximise the impact of our Pupil Premium spending

- Ensure that teaching and learning opportunities meet the needs of all pupils
- Pupil Premium funding is used to make a difference to the learning and progress of our vulnerable and disadvantaged pupils both academically and socially
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving funding will be in receipt of all Pupil Premium interventions at one time.
- All teaching and support staff are involved in the analysis of data and identification of pupils
- Enable parents and carers to be active participants in their child's education

The range of provision for this group may include, but not limited to:

- Providing extra 1:1 work or small group support focussed on narrowing gaps in learning
- 1:1 support for music therapy
- Assessment and 1:1/small group work for speech therapy, occupational therapy
- Breakfast clubs
- Home/school support
- Financial support for residential visits
- Additional homework opportunities
- Tailoring interventions to the needs of the child

Data analysis - academic year 2017 -2018		
	% Achieving target – PP eligible	% Achieving target non PP
Reading	82 %	81%
Writing	80 %	79%
Speaking and listening	78%	81%
English overall	80%	80%
Number	77%	82%
Geometry	70%	74%
Maths overall	74%	79%

Barriers to future attainment for pupils eligible for PP	
<i>In School barriers</i>	
A	Communication and speaking and listening needs
B	Significant learning needs
C	Pupils need support to develop learning opportunities at home
D	Pupils have significant SEMH needs and need ongoing support to be able to communicate emotions and feelings.
<i>External barriers</i>	
E	Challenging behaviour at home
F	Pupils from low income families need additional support, e.g. Breakfasts

Desired outcome	Chosen action/approach	Approx. cost	Rationale	How will you ensure it is implemented well?	Staff	Review (summer 2019)
(A,D) Increased communication and social skills and ability to communicate emotions	<ul style="list-style-type: none"> • Music therapy • Speech therapy • Occupational therapy • Speech and language resources 	£54,000	<p>Targeted support for pupils to enhance communication</p> <p>Access to a range of therapeutic support to enable pupils to communicate and self regulate.</p>	<p>Targeted intervention from speech and language therapist.</p> <p>Communication profile for individual pupils Occupational therapy/ music therapy reports</p> <p>End of year reports</p> <p>Personalised programmes of therapeutic support</p>	<p>LG</p> <p>HL</p> <p>JD</p>	

				Evidence of implementation in class.		
(D,E) Improved pupil behaviour, parenting skills and parental confidence to support their children	<ul style="list-style-type: none"> Home/school worker to Support families providing advice on strategies, interpreter and ongoing support throughout the year. Parent group/workshops 	£12,294	<p>Parents will get high levels of support to implement strategies at home to help modify and support behaviours</p> <p>Parents will access a range of support groups</p> <p>Profile of pupils will be raised and additional support can be sourced</p>	<p>Regular meeting and feedback from home/school worker.</p> <p>Parent questionnaire</p>	LC SA YS	
(F) All pupils receive breakfast	<ul style="list-style-type: none"> Magic Breakfast 	£500	<p>Pupils will start the day with a healthy breakfast that will help prepare them for the day ahead.</p> <p>Parents will be assured that a breakfast will be provided</p>	<p>Pupils have access daily to healthy breakfast.</p> <p>Pupils will be able to socialise during structured times.</p> <p>Will develop positive relationships with peers</p>	CMC	
(B) Progress in specific areas of English and Maths, as identified, is achieved	<ul style="list-style-type: none"> To increase the ratio of staff: pupils to allow for 1:1 teaching during English and Maths lessons 	£19,213	<p>Pupils will have enhanced support to narrow the gap</p> <p>Additionally to the curriculum in place</p>	<p>Pupil progress meetings.</p> <p>Lesson observations.</p> <p>Progress in read, write inc Gap between PP pupils and non PP pupils will narrow in Maths</p>	CT SLT	
(E) To provide additional homework opportunities	<ul style="list-style-type: none"> Access to online programmes Lexia/Education city 	£1,658		<p>Termly reports of work completed and progress by pupils.</p> <p>Pupil progress will develop</p> <p>Parent report</p> <p>Parent questionnaire</p>	CMC	

