

## **Pupil Premium Funding 2018/19**

### **How do intend to maximise student learning for students receiving Pupil Premium?**

#### **What is Pupil Premium?**

Pupil Premium is an allocation of additional funding given to schools to support the progress and achievement of vulnerable groups of students. The amount given is based on the number of students who receive free school meals or are looked after by the local authority.

From September 2018/19 Bents Green Secondary School has 204 students on roll and of these 56 students (41%) received free school meals and 6 are looked after.

The Pupil Premium funding for this academic year is £68'192 (Change numbers for September)

#### **How is the money used?**

The curriculum at Bents Green Secondary School is rich and varied, and personalised to meet the needs of each student. The focus on individual students ensures that barriers to learning are identified and appropriate interventions and support are put in place so that students are able to enjoy their learning and achieve.

#### **Enhancing the curriculum with additional interventions to support student learning**

The Pupil Premium funding is used to provide interventions that are specific to the learning needs of individual students and also includes enrichment activities such as off-site and vocational learning, outdoor learning and participation enterprise and music projects, maths and literacy interventions such as Sum Dog and accelerated reading.

#### **Supporting students with their social and emotional regulation**

Our Sensory Curriculum is an established area within the school provision, we have one specialist member of staff, and the class teacher and teaching assistants that support students within the provision.

The Sensory area is used for interventions of a therapeutic and sensory nature.

The approach is based on the Alert Programme for self- regulation developed by Williams and Shellenburger (1996). By using this approach we have enabled students to experience a range of sensory interventions.

The Sensory Area gives students the chance to explore the activities in the different rooms. For example; Messy Play, Activity Room, Movement Corridor, and the Sensory Room.

The themes we explore are all the different sensory areas; Look, listen, touch, mouth, move along with relaxation sessions.

Activities in the Sensory Area may involve calming supportive touch, to reassure, to correct position, to comfort or calm students.

The impact of our Sensory provision has been captured in testimonies for students and staff.

### **The sensory area based on 3 focussed rooms – continuous provision**

**Activity Room** – Beanbag seating area for the introduction and plenary, also used for quiet space for students. Practical activities based on sensory theme, making activities and movement activities.

**Messy Play Room** – Range of messy activities for students to engage in their personalised learning. Sand, water, playdough, gloop, foam, gell balls and expanding shapes.

**Sensory Room – (Multisensory interactive learning environment)**, using themed programmes, aroma, specialised lighting programmes to match images and sound. This area is also used for relaxation programmes and some limited massage activities.

**Movement-proprioception equipment** – students use this equipment to encourage lateral movement, pulling –heavy work, spinning, balance, bouncing – vertical movement.

The sensory/therapeutic intervention programme supports students across the key stages. In addition each Year 7 class is timetabled for one regular session per week.

Year 7 students are new to their environment and often require additional support with transition related issues.

### **Student comments**

“Sometimes I choose the sensory room, it helps me feel calm if I am angry or upset.”

“It’s a fun place. I like coming here it makes me feel happy.”

“I think all schools should have one”

### **Staff comments**

“It has made a massive difference to their emotional regulation and happiness.”

“He knows he is going to feel better after a sensory session. He is definitely calmer and can now sit still and quiet for 10 minutes.”

“Regular sessions have helped him access the rest of his curriculum. He couldn’t do this before.”

Pupil Premium funding will be used to enhance the learning through

- Offering a wide range of enrichment activities
- Offering inclusive personalised learning via the sensory and therapeutic provision
- Supporting the development of communication skills
- Ensuring there is no gap between the progress and attainment of those receiving Pupil Premium

### **What do the staff at BGSS need to learn about Sensory intervention and learning?**

We are aiming to increase staff and student awareness of how they can use their sensory knowledge to recognise state of alertness as they relate to students attention and behaviour.

Through this staff and students can begin to recognise levels of “too slow”, “too fast” and “just right for learning”. It is essential that BGSS know which sensory activities or resources will support each student to return to their “just right for learning” state which will enable students to achieve more success in school.

Students have also been involved in a range of intervention activities as cited below. All interventions have support student learning and progress.

### **Developing a new Evidence for learning system**

The school has use Pupil Premium funding to purchase a lap top for an individual student and ipads to support the use of Evidence for learning in the classroom.

The new assessment system links with SCERTS (Social communication, emotional regulation and transactional supports), personalised frameworks and the Educational Health Care Plan. The App allows us to gather evidence and produce learning journey documents for each and every student. The information is useful to share with parents, EHCP meetings and Annual Reviews.

### **Additional Speech and language support**

An increase in student numbers and students with speech and language difficulties gives rise to an increase in classroom support and SALT assessments. The school will endeavour to provide language development programmes and an increase in SALT assessments. The school current uses SALT commissioning to access SALT provision. Additional SALT intervention will enhance the learning outcomes of those requiring further support with communication and interaction.

<b>Activity</b>	<b>Purpose</b>	<b>Cost</b>
<b>On-Board</b>	To develop gross and fine motor skills using Skate-boarding & Biking to promote balance and spacial awareness Staff time	£4,000
<b>Additional SALT</b>	Increase SALT assessments and language development programmes	£4,000
<b>Whirlow Farm</b>	To develop PSHCE skills when caring for and appreciating animals and how to care for animals that live both in and outdoors Staff time	£4,000
<b>Maths Intervention</b>	Sum Dog Intervention group to extend skills in maths and everyday number work for Adult learning Staff time	£4,000
<b>Literacy Intervention</b>	Lexia Toe by Toe reading intervention Reading assessments Reading for Inference Read, write, Ink Staff time	£4,000
<b>SCERTs Training</b>	Staff Working Party to develop a strategy to embed SCERTS into student assessment Staff time	£4,000
<b>Evidence for Learning</b>	ICT software & ipad and equipment	£5,000

<b>Contribution towards transport</b>	To give students access to outdoor & off-site learning Staff time	£8,000
<b>Safeguarding &amp; Behaviour Manager and Deputy Intervention Officer</b>	To promote communication and positive behaviour across the school community Staff time	£10,448
<b>Horse Riding &amp; Alpacha's</b>	Therapeutic animal care	£4,000
<b>Sensory Curriculum Development</b>	To give students a sensory/therapeutic curriculum for social and emotional regulation	Staffing Level 3 £23.176  Resources £500.00