



## Pupil Premium Funding 2016/17

### Report for Parent/Carers

#### 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.

In 2016/17 Bents Green Specialist Secondary School had **168** students on roll and of these **50 (29.8%)** students received free school meals and **4** were looked after.

The Pupil Premium funding received was **65k**.

#### How was the money used?

The curriculum at Bents Green Specialist 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.

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.

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 new provision has been captured in testimonies for students and staff.

### **Analysis of progress students in receipt of Pupil Premium**

The Keystage 3 to 4 data for Language and Literacy from Summer 2017 demonstrates students making expected or more than expected progress that require a sensory therapeutic curriculum. In language and literacy 50 (29.8%) of students have achieved at least expected progress. 6 students made more than expected progress. In Mathematics 50 (29.8%) of students are making expected progress. 4 students have made more than expected progress.

From September 2016 the Sensory/therapeutic curriculum/provision at BGSS is using a proportion of Pupil Premium funding. Student Progress will be measured for impact of the Sensory curriculum and other outlined interventions in summer 2017.

Each student supported by the intervention programme has a sensory profile ensuring each individual becomes aware of what helps them to become

“**ready for learning**”. The students who are able will begin to apply the Alert Programme for self-regulation by participating in relevant sensory activities.

The impact of sensory and therapeutic learning from September 2016 has shown some students will rely on staff understanding their needs and implementing new activities.

**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, gel balls and expanding shapes.

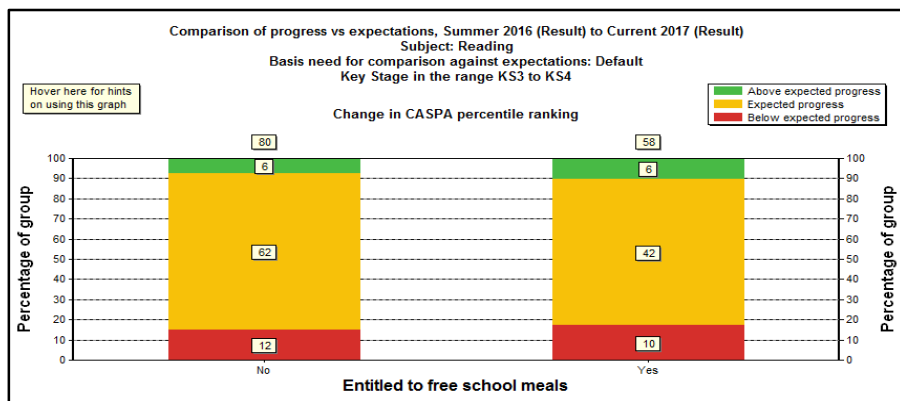
**Sensory Room – (Multisensory interactive learning environment)**, using themed programmes, aroma, specialised lighting programmes to match images and sound. This area is also used for relaxation programmes and some limited massage activities.

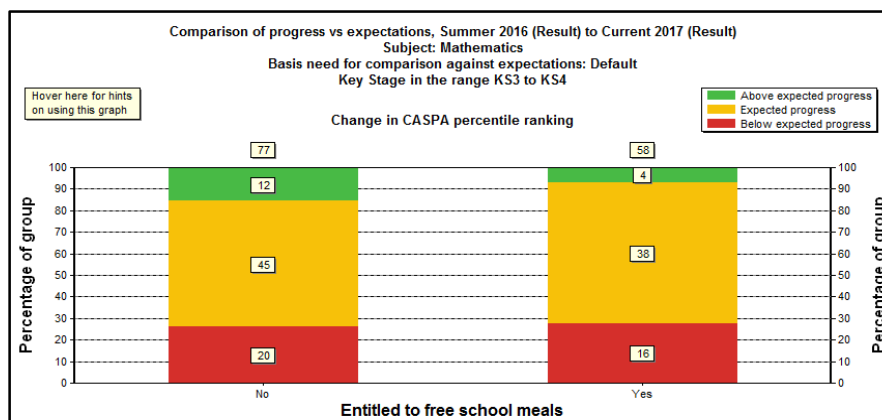
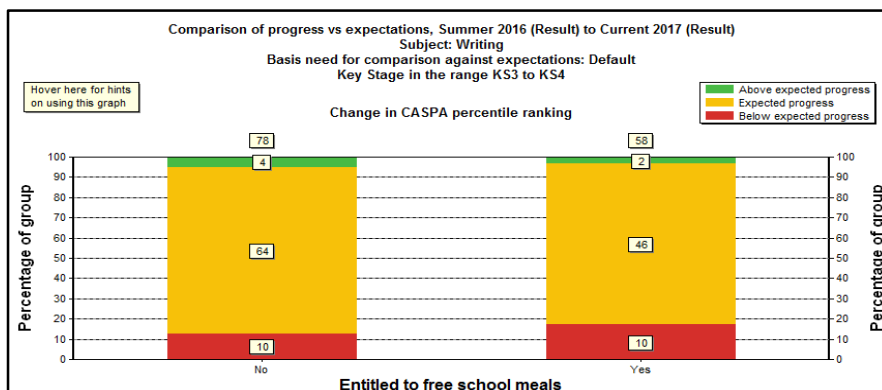
**Movement-proprioception equipment** – students use this equipment to encourage lateral movement, pulling –heavy work, spinning, balance, bouncing – vertical movement.

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 Data- Pupil Premium Funding 2016/17





### 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 has also been 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.



## Activity, Purpose and Expenditure

Activity	Purpose	Cost
New Sensory Curriculum	To give students a sensory/therapeutic curriculum for social and emotional regulation	Staffing: Level 3 sp 23 £21,057 Resources: £200.00
On-Board	To develop gross and fine motor skills using Skate-boarding & Biking to promote balance and spacial awareness Staff time	£4,000
GTA	To understand car maintenance skills, develop gross and fine motors skills Staff time	£4,000
Whirlow Farm	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
Maths Intervention	Sum Dog Intervention group to extend skills in maths and everyday number work for Adult learning Staff time	£4,000
Literacy Intervention	Lexia Toe by Toe reading intervention	



	Staff time	£4,000
SCERTs Training	Head of School was trained and will develop a strategy to embed SCERTS into student assessment Staff time	£4,000
Swimming lessons	To develop water confidence, swimming skills and social interaction skills through regular opportunities in a public swimming baths	£4,000
Contribution towards transport	To give students access to outdoor & off-site learning Staff time	£4,000
HLTAs	To promote communication and positive behaviour across the school community Staff time	£4,000
Horse riding & Alpacha's	Therapeutic animal care	£4,000

## Pupil Premium Eligibility

<u>Students eligible for Pupil Premium</u>		
End of Key Stage 3		
	English	Maths
Total Pupils in data set = 30		
% Pupils making expected progress	80	73
% making better than expected progress	17	17
% making less than expected progress	3	10
% pupils showing regression		
End of Key Stage 4		
Total Pupils in data set = 29		
% Pupils making expected progress	72	28
% making better than expected progress	11	62
% making less than expected progress	17	10
% pupils showing regression		

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**Students not eligible for Pupil Premium**

<b>End of Key Stage 3</b>		
	<b>English</b>	<b>Maths</b>
Total Pupils in data set = 65		
% Pupils making expected progress	74	55
% making better than expected progress	20	33
% making less than expected progress	6	12
% pupils showing regression		
<b>End of Key Stage 4</b>		
Total Pupils in data set = 13		
% Pupils making expected progress	77	62
% making better than expected progress	15	23
% making less than expected progress	8	15
% pupils showing regression		



## Attendance

	Number On Roll	% On Roll	Attendance
PP	50	37.04%	85.24%
Not PP	85	62.96%	90.36%
TOTAL/AVERAGE	135	N/A	87.80%

## Students receiving Pupil Premium by gender

10 girls

40 boys

## 2016/17

50 (29.8%) students are eligible for Pupil Premium funding in Y7-11. There are 10 girls and 40 boys. Across the year groups. The school has received £65.000 and had identified the following priorities.

- To promote learning for all students, so that all can participate fully in the curriculum and enrichment activities
- All pupils in receipt of Pupil Premium make expected or better than expected progress.
- To ensure that communication strategies are embedded and implemented throughout school in order that students can maximise their communication skills, both verbal and non-verbal.
- To promote self-confidence, resilience and increased independence by enabling student's complete accreditation and complete challenging activities and life skills



- To enable students to experience an enriched curriculum through participation in offsite learning opportunities
- To provide enrichment activities which improve student's health and well-being, and develop social and co-operative skills



## Bent Green Specialist School

### Pupil Premium Review and Action Plan 2016/17

School Leadership		
Headteacher	Amanda Costello	
Chair of Governors	Laura Gillespie	
Pupil Premium Champion	Sally Haslingden	

Pupil Premium Profile	
Number of students on roll	168
Total number of eligible students including FSM	50 (29.8%)
LAC/adopted	2
Services	0
Amount per student	£1,30.00 per student
Total Pupil Premium Budget	£65.000



## Executive Summary

Bents Green Specialist School is currently judged as Good by Ofsted 2014 and is also designated as a National Support School. **2016/17**

The school received £65,000 Pupil Premium funding representing 44% of the population from Y7-11, for 50 (29.8%) students in receipt of FSM and 2 looked After Children.

The school delivers a rich curriculum within differentiated pathways to meet the needs of all students. The focus was on individual students and ensuring that barriers to learning were identified and appropriate interventions and support were put in place. Bents Green School priorities for 2016/17 were:

- To ensure that there was no gap between the progress and attainment of those receiving Pupil Premium and other Students
- To support the development of communication skills, social and emotional regulation
- To offer a wide range of enrichment and cultural activities
- To promote health and well-being through outdoor learning activities

The school assesses students learning using B squared and CASPA for data analysis. This provides a robust comparator for the school, in measuring its outcomes for students against national data for similar students with similar needs and starting points. The school is robust in monitoring its teaching and learning strategy, ensuring targets for individuals are moderated, relevant and appropriate. Senior leaders discuss individual progress with class teachers on a regular basis, identifying any concerns regarding progress and data, and establishing action plans with them to address these.

Outcomes confirmed by the school, show all students for whom Pupil Premium is received, making expected or better than expected progress at the end of Phase 3 and 4



## Pupil Premium Action Plan 2016/17

The three heading below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support who school strategies

### Quality of Teaching for All

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A.To promote learning for all students, so that all can participate fully in the curriculum and in enrichment activities</b>	Implement a new sensory curriculum To give students a sensory/therapeutic curriculum for social and emotional regulation Literacy and numeracy interventions	Diverse population needing personalise approaches and access to therapeutic support and learning Literacy & numeracy interventions	Monitoring of Teaching and Learning	HP/SLT	Termly
<b>B. All students in receipt of Pupil Premium make</b>	EHCP's and personalised outcomes in place for all	Diverse population needs individual targets	Termly assessment and data collections	SH/HP/SLT	Termly



		of effective communication at home and school	communication and sensory intervention through termly assessment and Annual Reviews		
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**Other Approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>D. To promote self-confidence, resilience and increased independence by enabling students to become more involved with Duke of Edinburgh Award ,Outdoor Adventurous Activities and Forest School learning</b>	To enable students to participate in Forest Schools activities and outdoor Adventurous activities To enable student in Phase 4 to complete their Duke of Edinburgh bronze or silver award	All students are vulnerable and lack self-confidence and independence skills	Trained outdoor learning staff	FH, MG, MT	Annually



<p><b>E. To enable students to experience an enriched curriculum through participation in offsite learning opportunities</b></p>	<p>To provide transport for off - site learning opportunities</p>	<p>All students are vulnerable and require high levels of support to travel. Some students travel independently and are able to travel using local transport</p>	<p>Use of verified staff and transport, via Sheffield City Council to maintain quality and safety.</p> <p>Transport remains flexible and responsive to student need</p>	<p>AH/ CV/ AJJ</p>	<p>Annually</p>
<p><b>F. To provide enrichment activities which improve student's health and well-being, and develop social and cooperative skills</b></p>	<p>Access to swimming lessons, horse riding, Whirlow Farm &amp; Alpacha Farm</p>	<p>Many students suffer from poor mental health and high levels of stress and anxiety</p>	<p>Targeted activities according to specific learning/therapeutic need</p>	<p>HC/HP</p>	<p>Annually</p>



<b>G. To develop self-confidence, team work and communication skills</b>	To enable students to develop confidence by accessing on-board activities, swimming, Alpacha's and Whirlow Farm	Many students lack confidence and co-operative skills	Participation in the off-site provisions	JR/HP/HC	Annually
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**Overall budget allocated £65.000**