

Pupil Premium Funding 2017/18

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.

In 2017/18 Bents Green Specialist Secondary School has 189 students on roll and of these 79 students (42.5%) received free school meals and 6 are looked after.

The Pupil Premium funding for this academic year is £80,400

How is 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.

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.

Activity	Purpose	Cost
On-Board	To develop gross and fine motor skills using Skate-boarding & Biking to promote balance and spacial awareness Staff time	£4,000
Additional SALT	Increase SALT assessments and language development programmes	£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 Reading assessments Staff time	£4,000
SCERTs Training	Staff Working Party to develop a strategy to embed SCERTS into student assessment Staff time	£4,000
Evidence for Learning	ICT software & ipad and equipment	£5,000
	To give students access to outdoor & off-site learning	£8,000

Contribution towards transport	Staff time	
Safeguarding & Behaviour Manager and Deputy	To promote communication and positive behaviour across the school community Staff time	£10,000
Horse Riding & Alpacha's	Therapeutic animal care	£4,000
Sensory Curriculum Development	To give students a sensory/therapeutic curriculum for social and emotional regulation	Staffing Level 3 £23.176 Resources £500.00

Data based on attendance at 18/06/2018

	Number On Roll	% On Roll	Attendance
Pupil Premium	79	42.5	90.7
Not PP	107	57.5	91.5
TOTAL / AVERAGE	186	n/a	91.2

Students receiving PP by gender

14 Girls

65 Boys

Number of PP eligible students including FSM

79 (42.5%)

Number of LAC / adopted PP eligible students including FSM

6 Students

Student Progress School Average Expected or Better than Expected Progress

V Pupil Premium Student Progress

% students making expected/better than expected progress – Whole school	
Maths whole school average	70.44%
English whole school average	65.4%
% students making expected/better than expected progress – Pupil Premium	
Maths Pupil Premium	68.96%
English Pupil Premium	74.1%

Pupil premium students are making significant progress in English in Phase 3, 4 & 5

Targeted Support 2017/18

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?
<p>A. To ensure that communication strategies are embedded and implemented throughout school in order that all students can maximise their communication skills both verbal and non-verbal and sensory/therapeutic needs are meet</p>	<p>Appointment of level 3 sensory TA</p> <p>Staff attend SCERTS training</p> <p>New sensory equipment purchased</p> <p>Organised interventions in place</p>	<p>All students have communication and interaction disorders</p> <p>Development of communication skills a SIDP priority 2016/17</p> <p>Part of wider communication/intervention strategy</p> <p>Partnership with parents to promote the development of effective communication at home and school</p>	<p>Sensory TA line managed by SLT</p> <p>Sensory TA attended sensory integration training and network group</p> <p>Track and monitor student progress in communication and sensory intervention through termly assessment and Annual Reviews</p>	<p>AC,CB, KD</p> <p>AC/CB/S LT</p>	<p>The school has continued to direct a level 3 TA to organise, develop and deliver the sensory curriculum. Students have enjoyed the sensory room to regulate the emotions or to socially interact with others and enjoy sensory integration activities. Students have also relaxed in sensory circuit sessions. Staff have been upskilled within the SCERTS programme and have cascaded the training to other staff,</p>

					progress has been made whole school, impacting on student social and emotional regulation. SCERTS has also been linked into the new Evidence for Learning assessment system. Impact on producing live student learning data has been effective for these group of students.
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Other Approaches

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. To enable students to experience an enriched curriculum through participation in offsite learning opportunities	To provide transport for off-site learning opportunities	All students are vulnerable and require high levels of support to travel. Some students travel independently and are able to travel using local transport	Use of verified staff and transport, via Sheffield City Council to maintain quality and safety. Transport remains flexible and	AH/ CV/ AJJ	Students have engaged in a range of off-site learning opportunities and transport has been provided – some students

			responsive to student need		have followed a travel training programme as part of their enrichment activities. The impact of the activities has ensured that students are practicing and learning skills in preparation for adulthood
C. To provide enrichment activities which improve student's health and well-being, and develop social and cooperative skills	Access to swimming lessons, horse riding, Whirlow Farm & Alpacha Farm	Many students suffer from poor mental health and high levels of stress and anxiety	Targeted activities according to specific learning/therapeutic need	CB/AS/AH	Targeted students have followed a swimming development programme, horse riding, Whirlow Farm and Alpacha Farm student engagement has been high during the activities and student enjoyment has increased. All activities have a

					therapeutic nature and support the students health and well being
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	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	Students benefited from form outdoor learning adventurous activities and have gained new knowledge and understanding of the Duke of Edinburgh award. The impact has meant that student are engaged and inquisitive learners.
E. To develop self-confidence, team work and communication skills	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/CB/H C	Student confidence and communication has improved and the impact of these activities has been tracked on the Evidence for Learning ipad showing live data

					of student learning that can be shared in Annual Review meetings and EHCP meetings.
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Overall budget allocated £80,400

