



## Paternoster School

### Pupil Premium Grant 2017/2018

The Pupil Premium Grant (PPG) is a government initiative allocated to improve pupil attainment and to help to overcome any barriers to learning through additional financial support per eligible pupil.

<b>School: Paternoster School</b>	<b>No of PP children:</b> 19	<b>% of PP children:</b> 36.5%	<b>PP Budget 2017/18:</b> £27,046
Number of pupils and PPG received in 2017/18 - 19			
Type of SEN: SLD, PMLD		Date of Review: April 18	

<p><b>Focus</b> <i>What is the current position at your school?</i></p>	<p>In order to maximize learning we provide high staff ratios to all of the classes. We ensure that staff have the relevant skills and expertise through training and support so that they can meet the needs of all pupils. Information from CASPA (pupil tracking system) for 2017 showed that attainment and progress over time of pupil premium pupils is good with the vast majority of pupils making expected progress or more than expected progress. We ensure that staff are aware of the current progress information of all pupils in each class including pupils entitled to pupil premium and those more able, and allocate resources according to individual needs.</p>
<p><b>Barriers to learning</b> <i>What have you identified as the main barriers to learning in your school?</i></p>	<ul style="list-style-type: none"> <li>• Severe, profound and multiple learning disabilities. A small number of pupils have moderate learning difficulties with additional areas of difficulty including social, emotional and/or behavioural difficulties</li> <li>• Autism</li> <li>• Physical difficulties and/or medical issues</li> <li>• Genetic syndromes</li> <li>• Poor school attendance</li> <li>• Poor learning behaviours – difficulties with engagement, concentration and listening skills</li> <li>• Behavior</li> <li>• Communication</li> <li>• No independence – reliant on adult support</li> <li>• Sensory impairment</li> <li>• Social, emotional and behaviour difficulties</li> <li>• Low self esteem</li> <li>• Attachment disorder</li> <li>• Attention deficit disorder</li> <li>• Hunger/poor diet</li> </ul>

	<ul style="list-style-type: none"> <li>• Fatigue and lack of sleep</li> <li>• Mental Health of parents or carers</li> </ul>
<b>Desired Outcomes</b> <i>What are your desired outcomes for pupils?</i>	<ul style="list-style-type: none"> <li>• Improve progress and raise standards of achievement for these pupils</li> <li>• Increase engagement in learning by improving behaviour and the social and emotional wellbeing of pupils</li> <li>• Build up self esteem and self confidence</li> <li>• Increase social interaction between groups</li> <li>• Pupils can better manage behaviour and moods</li> <li>• Reduction in risk behaviours and anxieties</li> <li>• Emotional and mental health support</li> <li>• A supportive environment which has a positive impact on encouraging communication and self esteem</li> <li>• Sensory integration and sensory diet met</li> <li>• Increased mobility</li> <li>• Improvement of fine and gross motor skills</li> <li>• Individual support for parents where necessary</li> </ul>
Allocation of pupil premium	Rationale
Provision of high staff to pupil ratio in classes	<ul style="list-style-type: none"> <li>• This will ensure that PP pupils receive additional staff support to improve progress and raise the standard of achievement appropriate to their needs and for individual work within a class setting. Assessment data will show that there is no gap in literacy and numeracy achievement of pupils who are entitled to pupil premium and those pupils who are not</li> </ul>
Staff training to ensure identified pupil needs are met e.g. Applied Therapeutic Skills Course level 3	<ul style="list-style-type: none"> <li>• To support pupils with emotional and mental well being. The impact will be to the individual child and the teaching and learning within the class</li> </ul>
Family Support Worker to support identified pupils and families	<ul style="list-style-type: none"> <li>• To remove obstacles to learning and engagement and ensuring pupils are attending school.</li> </ul>
Various other teaching and learning resources and equipment as appropriate to identified pupil needs	<ul style="list-style-type: none"> <li>• To enhance access and engagement with learning and support pupil progress</li> </ul>

## Review of expenditure

In 2017/18 Pupil Premium funding will support the delivery of focused interventions such as eye gaze technology and 1:1 support which help pupils make at least good progress in comparison with pupils who are not eligible for pupil premium funding.

The additional funding was used to provide

Provision	Intended Impact	Sustainability
Parent Support Worker	The parent support worker will have supported families entitled to pupil premium. They will have supported them with social and family issues that have an impact on the pupils' readiness to learn. This will remove obstacles to learning and ensure that pupils are attending school. Parents have been supported in meetings that are significant to the social emotional and mental health and education of pupils entitled to pupil premium	The pupil premium grant will continue to support pupils and parents and with social and family issues. Pupils attendance will be increased thereby removing an obstacle to learning and engagement
Additional TA support in classes	Pupils who receive pupil premium will receive additional staff support to improve progress and raise standards of achievement appropriate to their needs. Additional TA's provided support for individual work within a class setting. Supporting pupils to use eye gaze technology for communication and cognition Assessment data will show that there is no gap in literacy and numeracy achievement of pupils who are entitled to pupil premium and those pupils who are not	Pupil premium grant will continue to the contribution of high staff ratio needs in classes
Staff training to ensure identified pupil needs are met e.g. Applied Therapeutic Skills, Level 3 course	Some staff will have training in Mental Health First Aid and Lego therapy to support pupils with social, emotional and mental health needs. Assessment data will evidence that this had an impact to their teaching and learning	This will continue on a response to the individual needs of pupils
Various other teaching and learning resources and equipment as appropriate to identified pupil needs	Resources and equipment are used to improve the progress and raise standards of achievement for pupils in receipt of pupil premium. Assessment data will evidence progress of pupils.	This will continue in response to the individual needs of pupils

### Impact of expenditure on pupils eligible for pupil premium

Pupils eligible for pupil premium	Number of pupils	Amount received
<b>LAC</b> <b>3 x1900 = 5700</b> <b>1x 1817 = 1817</b> <b>1x2094 = 2094</b> <b>1900 c/f from 16/17</b>	5	<b>£11,511</b>
Primary pupils eligible for pupil premium	8	£10,560
Secondary pupils eligible for pupil premium	5	£4,675
Service Pupil	1	£300
Total amount	19	£27,046

The school will closely monitor the progress of pupils through data analysis, Boxall profile and EHCP outcomes

Subjects	(19 pupils)		
	Below expected progress	Expected progress	Above expected progress
English (reading)	5%	32%	63%
English (writing)	21%	32%	47%
Maths	11%	21%	68%

### Non pupil premium pupils

Subjects	(33 pupils)		
	Below expected progress	Expected progress	Above expected progress
English (reading)	21%	21%	58%
English (writing)	36%	2%	34%
Maths	24%	36%	40%

**Conclusion:** The impact of the pupil premium has been very positive with the vast majority of pupils meeting or exceeding their individual targets in English and Math's. Analysis of pupil progress data clearly shows that we do have good to outstanding progress across all students, with Pupil Premium students often matching or exceeding the results of their non-Pupil Premium peers as shown in writing.