

St Hugh's School

THE PUPIL PREMIUM SPEND 2015-16

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) & their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional & social well-being of these pupils.

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St Hugh's context:

Within the academic year 2015-16 St Hugh's, an 11-19 outstanding special school, had 151 students on roll. We are the lead school in a National Teaching School Alliance; Leading Learning Forward. We cater for students with a range of moderate, severe & profound/multiple learning difficulties as well as complex medical needs & Autism. All students within St Hugh's have a Statement of Special Educational Needs/Educational Health Care Plan. The students that attend St Hugh's are some of the most vulnerable within North Lincolnshire:

- 9 students were designated Children Looked After (CLA) by a Local Authority (LA)
- 78 students were in a Pupil Premium category over the Autumn Term 2015
- 81 students were in a Pupil Premium category over the Spring & Summer Terms 2016
- 71 students were on the 2015/16 Ever 6 list used for funding purposes over the financial year 1/4/15 to 31/3/16. 61 students for FSM (including 1 service child), 8 CLA and 2 Post CLA.

For the academic year 2016-17:

- 9 students are designated Children Looked After (CLA) by a Local Authority
- 89 students are in a Pupil Premium category over the Autumn Term 2016.
- 78 students are on the 2016/17 Ever 6 list used for funding purposes over the financial year 1 April 2016 to 31 March 2017. 70 students for FSM (including 1 service child), 6 CLA and 2 Post CLA.

The Ever 6 list accounts for students who are or have been in receipt of Free School Meals (FSM), a service child or post CLA, over the last six years, and is based on the school's January census. It therefore accounts for Year 11 students who may leave at the end of the Summer Term, but does not include Year 7 students who join school in the Autumn Term. Funding for these students will only be received from the following Summer Term.

Funding financial period 2015/16:

Funding category	Pupil Premium allocation (per pupil)
Pupils in Years 7 to 11 recorded as Ever 6 FSM	£935
Pupils in Years 7 to 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence.	£300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.	£1,900
Children Looked After	Up to £1900 (subject to applications in relation to pupil needs & approvals across local authorities)

Pupil Premium funding received into St Hugh's for the 2012-13, 2013-14, 2014-15 & for the 2015-16 financial year(s) is as follows:

Year	FSM	Service Children	Post CLA	CLA	Total
2012-13	£27,856	n/a	n/a	£3,524	£31,380
2013-14	£46,800	n/a	n/a	£6,825	£53,625
2014-15	£56,100	n/a	n/a	£7,724	£63,824
2015-16	£57,035	£300	£3,800	£8,468	£69,603

**Monies received have been in addition to the main allocated school budget.*

All staff within St Hugh's focus relentlessly on improving outcomes for all students. Pupil Premium funding is used to provide highly positive experiences & rich opportunities for quality learning to take place.

The use of Pupil Premium monies are rigorously planned by the senior leadership team to ensure that they have the most positive impact on students which is both timely & sustained. Use of these monies is monitored by the Headteacher & the Governing Body to ensure that they are utilised in the most effective & efficient way for each individual student. Responsibility for organisation and monitoring of impact is part of the Deputy Head teacher's job description.

In addition to the Pupil Premium monies received, additional monies are used from the school budget to support interventions & resources. The impact of Pupil Premium funding is reported termly to the governing body as part of the Achievement & Standards sub-committee meetings.

Pupil Premium monies were used for a wide range of resources, including staffing & activities as listed below as of September 2015:

English Intervention

Intervention is delivered through a range of approaches, both within the classroom & through 1:1 withdrawal. Programmes are bespoke, being designed & differentiated to meet the needs of individuals. Intervention is assigned using:

- BSquared progress data
- Star data
- Identification of Most-able
- Subject teacher request
- Action points from Early Help arena, Child in Need, Children Looked After meetings
- Outcomes identified within Education Health Care Plans
- Teambase/staff requests for support
- Parental requests

English intervention is provided by 2 x teachers & 4 x level three teaching assistants; 19x sessions per week in addition to 10x lessons of English lesson support for higher ability students totalling an additional 920 minutes of English.

Total number of students = 26: Boys = 20 Girls = 6

NFSM			PP/FSM			CLA			FSM/CLA		
Number of students	Expected Progress	Above Expected Progress	Number of students	Expected Progress	Above Expected Progress	Number of students	Expected Progress	Above Expected Progress	Number of students	Expected Progress	Above Expected Progress
9 Boys	22.2%	66.6%	10 Boys	10%	60%	1 Boy		100%	0		
3 Girls		100%	2 Girls	100%		1 Girl		100%	0		

Mathematic Intervention

Intervention is delivered through a range of approaches, both within the classroom & through 1:1 withdrawal. Programmes are bespoke, being designed & differentiated to meet the needs of individuals. Intervention is assigned using:

- BSquared progress data
- Star data
- Identification of Most-able
- Subject teacher request
- Action points from Early Help arena, Child in Need, Children Looked After meetings
- Outcomes identified within Education Health Care Plans
- Teambase/staff requests for support
- Parental requests

Mathematics intervention is provided by 2 x teacher & 1 Level 3 x teaching assistant, 17x sessions per week in addition to 17x lessons of Maths lesson support for higher ability students totalling an additional 1175 minutes of Maths.

Total number of students = 19: Boys = 11 Girls = 8

NFSM			PP/FSM			CLA			FSM/CLA		
Number of students	Expected Progress	Above Expected Progress	Number of students	Expected Progress	Above Expected Progress	Number of students	Expected Progress	Above Expected Progress	Number of students	Expected Progress	Above Expected Progress
5 Boys	40%	60%	5 Boys		80%	1 Boy		100%	0		
3 Girls	33.3%	33.3%	3 Girls	33.3	66.6%	1 Girl		100%	1 Girl	100%*	

**student no longer on roll*

Specialist TA Intervention

Specialist Intervention is structured to address the specific needs & emotional wellbeing of students, in addition to providing targeted support around the family if required. All programmes are bespoke, being designed & differentiated to meet the needs of individuals. Interventions are assigned using a range of data which includes;

- PASS (Pupils' attitude to Self & School) audit
- Anti-bullying audit
- Ofsted student survey
- Emotional Literacy audit
- White Slip consequence
- Action points from Early Help arena, Child in Need, Children Looked After meetings
- Children Services recommendations
- Outcomes identified within Education Health Care Plans
- Teambase/staff requests for support
- Parental requests

Specialist TA intervention is provided by 4 x Level 3 teaching assistants working across the school with specialist qualifications & knowledge, for example: Forest School, Talking & Drawing Therapy & PHSE/SRE. Areas of focus range from Self-esteem, anger management to Sex & Relationships Education (SRE). Interventions are specific to the needs of the young person.

Specialist TA	Allocated timetable time	Allocated students	Area of work
(A)	5 x 50mins per week	Total = 14 students	Self-esteem, feelings about school, behaviour, difficulty of work, bullying, anger management, confidence, Drawing therapy, Forest school
(B)	2 x 50mins per week	Total = 3 students	SRE, Puberty, masturbation, pornography, inappropriate online images/websites, self-worth, self-confidence
(C)	5 x 50mins per week	Total = 2 students 1:1 support Work Experience placements Planning My Future - Yrs 9,10 & 11	IAG, Planning My Future, aspirations, work experience Supporting work related learning; interviews, visits, monitoring of provision
(D)	2 x 50mins per week	Total = 3 students	Bullying, internet safety

PASS (Pupils' attitude to Self & School):

Total number of students = 27: Boys = 23 Girls = 4

NFSM			FSM			CLA			FSM/CLA		
Number of students	Expected Progress	Above Expected Progress	Number of students	Expected Progress	Above Expected Progress	Number of students	Expected Progress	Above Expected Progress	Number of students	Expected Progress	Above Expected Progress
4 Boys	50%	25%	17 Boys	19%	63%	0			2 Boys	50%	50%
1 Girl		100%	3 Girls		100%	0			0		

Intervention approaches within St Hugh's School advocate those identified within the Teaching & Learning Toolkits promoted by The Sutton Trust & Education Endowment Fund. Using this approach enables us to identify how best to use our current and potential resources in order to improve the attainment of disadvantaged pupils. The implementation of an intensive intervention support programme, to support those students who have been identified as not meeting expected progress targets within English and Mathematics to enable them to close the gap (including those qualifying for Pupil Premium), not only gives us the best possible evidence on which to base professional judgements but also allows us to 'scale up' those interventions which have been shown to be most effective.

Additional Specialist Intervention

External services are bought into school to address the needs of those young people requiring it & make up part of bespoke individual packages for time limited periods.

Life Coach: A service commissioned into school from 'Fluent Coaching' who offer a specialist confidential counselling service:

Pupil Premium area	Number of students
FSM	3 Boys
CLA	2 Boys

Play Therapy: A service commissioned into school offering a specialist confidential counselling & mentoring service:

Pupil Premium area	Number of students
FSM	4 Boys 3 Girls
CLA/FSM	2 Boys

Hydrotherapy: Students access hydrotherapy for intensive interaction, positioning & physiotherapy programmes. All programmes are personalised to meet the needs of the individuals:

Pupil Premium area	Number of students
FSM	4 Boys 3 Girls
CLA	0

Rebound therapy: Students access rebound therapy for intensive interaction, positioning & physiotherapy programmes. All programmes are personalised to meet the needs of the individuals:

Pupil Premium area	Number of students
FSM	4 Boys 2 Girls
CLA	0

Drumming Therapy: Students access Drumming Therapy to improve behaviour & increase levels of self-esteem & self-confidence:

Pupil Premium area	Number of students
FSM	9 Boys 1 Girl
CLA/FSM	1 Boy

Gardening Therapy: Students access therapeutic Gardening Therapy to improve behaviour & increase levels of self-esteem & self-confidence:

Pupil Premium area	Number of students
FSM	5 Boys 1 Girl
CLA	0

Equine Therapy: A service commissioned outside of school to promote students emotional growth & understanding their emotions:

Pupil Premium area	Number of students
FSM	6 Boys 3 Girls
CLA/FSM	1 Boy

Additional resources & opportunities: The spend within this area has included additional teaching support & access to range of curriculum enhancement & educational experiences. Breakfast club is subsidised for our students & in some instances support with purchasing school uniform & residential visit voluntary contributions.

	FSM	CLA/FSM
Residential	1 Girl	0
Specialist equipment including, iPads, Kindle fires	2 Boys	0
Uniform	1 Boy	0
Breakfast Club	3 Boys 1 Girl	0
Other:	1 Boy (mattress & bedding)	0

Review of Impact 2015-16

- Specialist intervention & therapies for those students who benefit from more frequent personal attention & greater intervention leading to accelerated progress - *Emotional literacy, attendance & white slip %*
- Interventions within English & Mathematics via small group & 1:1 within lessons, delivered by additional specialist teachers & teaching assistants to overcome identified gaps in learning - *see above progress %*
- Individual interventions to access accelerated phonics, reading schemes & numeracy to support the development of key skills which underpin success across the curriculum - *whole school performance %*
- All inclusive experiences for students to boost confidence, enhance self-esteem & develop social, communication & independence skills - *Emotional literacy, attendance & white slip %*
- Access to support from outside agencies to maintain & support student well-being, with emphasis for those students who encounter specific social & emotional difficulties as a result of disadvantaged backgrounds - *Emotional literacy, attendance & white slip %*

In 2015-16, from a total cohort of 151 students, 81 students were in a Pupil Premium category.

98.5% (79) of Pupil Premium students were judged to have made expected or above expected progress in 2015-2016.

1.2% (2) students were judged as requiring improvement or as needing additional support.

These results are better than the achievement of NFSM students where:

82% (58) students were judged to have made expected or above expected progress in 2015-2016

18% (12) students being judged as needing extra support.

Additional 1:1 & small group teaching & interventions by experienced teachers & specialist teaching assistants, targeted planning & assessment, class support & the use of specialist resources has therefore had a positive impact on Pupil Premium standards & there appears to be no significant gap between students who receive Pupil Premium funding & those which do not.

In English, 98% (79) of students categorised as Pupil Premium met or exceeded their targets.

In Mathematics, 99% (80) of students categorised as Pupil Premium met or exceeded their targets.