



Pupil Premium 2017-18

Rationale:

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 and sustained. The use of these monies is monitored by the Headteacher and the Governing Body to ensure that they are utilised in the most effective and efficient way for each individual student. Pupil premium funding is used to provide highly positive experiences and rich opportunities for quality learning to take place.

In addition to the Pupil Premium monies received, additional monies are used from the school budget to support interventions and resources. The impact of Pupil Premium funding is reported to governors termly as part of the Achievement and Standards sub-committee meetings. All staff within St Hugh's focus relentlessly on improving outcomes for all students.

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, 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.

Funding for the financial period 2017/18:

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 £1,900 (subject to applications in relation to pupil needs and approvals across local authorities)

Pupil Premium funding forecast for the 2017-18 financial year(s) is as follows:

Year	FSM	Service Children	Post CLA	CLA	Total
2017-18	£73,865	£600	£1,900	Potentially up to £11,400	Potentially up to £87,765

Intervention within St Hugh's is student needs led. A range of hard and soft data (BSquared assessment data, PSE interviews etc) is collated to provide an overview of student needs which is then swiftly addressed via the use of a tiered intervention system:

- Global- interventions that are globally in place within all classrooms and undertaken by all staff i.e. use of Makaton, symbolised timetable
- Targeted- interventions that are specific to the student and implemented either within the classroom or curriculum to address the students individual learning needs i.e. IBP, class based speech therapy programme, use of wiki sticks, increased font size etc.
- Specialist- interventions that are delivered by a member of staff with a specialism within a particular area for example: Dyslexia, SRE, AAC, SALT, Literacy, Numeracy, TEACCH, anger management. Bespoke packages and targets are put in place which focus acutely upon the individuals areas of need to drive attainment. These interventions take place either on as 1:1, as part of a small group or working alongside the class teacher within lessons.

Function and purpose of support:

To provide intensive English and Mathematics support programmes to students identified as having made below-expected/good progress within any or all attainment targets, or for those identified as Most Able within the subject. Selection of cohort for intervention is based upon both cumulative and snap shot progress data within English and Mathematics and liaison with subject teachers and subject leaders. A review is undertaken mid-year to inform the intervention cohort whilst those students who receive FSM and/or categorised at CLA (Children Looked After) are monitored continually.

The structure and nature of support:

Students will receive a bespoke package tailored to meet their individual needs which is delivered using a multi-model approach incorporating 'in-class' and/or withdrawn support from a teacher or specialist Teaching Assistant. Interventions will recognise & address the barriers to learning students experience, not only the needs identified within Educational Health Care Plans (EHCPs) but also students social, emotional & mental health (SEMH) and sensory profiles. Areas of focus will also include Self-esteem, Anger Management to Relationships & Sex Education (SRE). All programmes are designed and differentiated to meet the needs of individuals.

Mentors plan their intervention groups in line with the results from the Annual Bullying Audit, PASS results, White slip-system, parental requests, teabase concerns, issues identified during teabase reviews, action points from Early Help/CIN/CLA meetings and the Annual Review/EHCP process.

Timetabling:

Intervention slots are timetabled weekly to ensure that students receive on-going support. Whole-school timetable 2017-18 has allowed for intensive interventions to be delivered in an allocated session per week by a subject specialist & identified intervention specialists.

Students within KS4 receive additional subject specialist intervention during English & Mathematics to facilitate & support accreditation pathways; GCSE and Entry Level qualifications.

Intervention via Pupil Premium funding includes additional teaching support including recognised commissioned services & therapies, access to range of curriculum enhancement and educational experiences; including the purchase of specialist equipment, residential opportunities, curriculum visits, residential voluntary contributions, access to the After-school club, work experience placements, Breakfast club vouchers via the school reward system, the purchase of school uniform and essential equipment for the home such as bedding. These are highly subsidised by the school.

Assessment:

The use and importance of assessment is a key component in measuring the impact of intervention for our students. A range of assessment tools are utilised within specific programmes and all progress is tracked using the whole school BSquared Connecting Steps software.

STAR assessment in English & Maths has also been used to track progress. As a formative assessment tool we can gain insight as to pupil performance at a particular point in time. Teachers then use this information to identify potential interventions & next steps, informing planning but most importantly promoting student achievement.

Internal Interventions	Area of work
English	SPAG, Phonics, Reading & Writing
Mathematics	Number fluency, calculation
Specialist Teaching Assistant A	Self-esteem, feelings about school, behaviour, difficulty of work, bullying, anger management, confidence, Sensory Interventions, Forest school
Specialist Teaching Assistant B	SRE, Puberty, masturbation, pornography, inappropriate online images/websites, self-worth, self-confidence
Specialist Teaching Assistant C	IAG, Planning My Future, aspirations, work experience Supporting work related learning; interviews, visits, monitoring of provision
Specialist Teaching Assistant D	Bullying, internet safety
Rebound Therapy	Personalised programmes for fitness & well-being include intensive interaction, positioning and physiotherapy programmes.
Hydrotherapy	
Physiotherapy	
Occupational Therapy	
External Commissions	Area of work
Life Coach	Specialist confidential coaching & mentoring service
Play Therapy	Specialist confidential counselling/mentoring service
Equine Therapy	Specialist provision to promote students emotional

	growth & understanding of their emotions
Gardening	Specialist to increase levels of self-esteem & self-confidence & target behaviour.
Drumming	Specialist to increase levels of self-esteem & self-confidence & target behaviour.
Breakfast Club	To tackle hunger but also to improve concentration & behaviour in teaching & learning

As a school we are committed to ensuring the very best learning opportunities for all of our students. We very carefully track the progress throughout the school which helps us to ensure that our students are making good and above progress and achieving their full potential.

- use of standardised testing which provides objective data, which can be compared/contrasted alongside rigorous internal data tracking & assessment processes
- one to one tuition to provide students with additional confidence building learning opportunities
- purchase of additional resources for example; *reading material to promote a love of reading amongst our students, mattress for home, access to Breakfast Club, Uniform including shoes, PE kit, Personal Care products etc*
- allocated additional small group learning opportunities in order to meet learning targets
- delivered academic intervention programmes designed to boost the confidence and skills
- subsidised educational visits
- equality of opportunity & supported extra-curricular activities eg; horse therapy to further develop the exciting range of opportunities available within our school
- family liaison: identifying need for intervention and implementing it effectively, referring to outside agencies, where appropriate, for further information and support
- intervention staff continue to liaise in order to assess the impact of interventions and adjust approaches accordingly

Investment for this academic year 2017-18 is intended as follows:

Description	Sessions per week
Additional English Intervention	Includes 0.5 teacher from Autumn term 2017
Additional Maths Intervention	Includes 0.5 teacher from Autumn term 2017
Learning Mentor Intervention: Specialist Teaching Assistant A Specialist Teaching Assistant B Specialist Teaching Assistant C Specialist Teaching Assistant D	5 x 50 mins = 250 mins 2 x 50 mins = 100 mins 5 x 50 mins = 250 mins 2 x 50 mins = 100 mins
Rebound Therapy:	
Rebound Therapy - PODS Leisure Centre	1 x 90 mins = 90 mins
Rebound Therapy in School	4 x 90 mins = 360 mins
Hydrotherapy:	
Hydrotherapy led by physiotherapist in School	SLA plus TA support
Hydrotherapy independent of physiotherapist in School	
Physiotherapy	Proportion of SLA
Occupational Therapy	SLA plus TA support
Life Coach	2 hours
Play Therapy	2.5 hours
Equine Therapy	2 hours
Drumming Therapy	5.5 hours
Gardening Therapy	1.5 days
Support for residential & educational visits	Identified & allocated by need
Extended school activities	
Breakfast Club	
Incidental items eg school photos, uniform, personal care products	
ESTIMATED TOTAL SPEND 2017-18	£175,000
Less FSM Pupil Premium Grant (PPG) receivable	£73,865
Less Service Children PPG receivable	£600
Less Adopted from Care PPG receivable	£1900
Less CLA PPG potentially receivable	£11,400
Approximate contribution from School Budget	£87,235

Best practice approaches are put in place for all of our students in school, therefore School Revenue heavily subsidises this to an approximate figure of £87k.

If you would like to request a printable version of this document, please contact Mrs Millard, the Headteacher, in the first instance.

Information is provided free of charge to parents and carers.