

St Hugh's School

THE PUPIL PREMIUM SPEND 2016-17

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 2016-17 St Hugh's, an 11-19 outstanding special school, had 158 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
- 89 students were in a Pupil Premium category over the Autumn Term 2016.
- 93 students were in a Pupil Premium category over the Spring & Summer Terms 2017
- 78 students were 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

For the academic year 2017-18:

- 9 students are designated Children Looked After (CLA) by a Local Authority
- 86 students are in a Pupil Premium category over the Autumn Term 2017.
- 80 students are on the 2017/18 Ever 6 list used for funding purposes over the financial year 1 April 2017 to 31 March 2018. 79 students for FSM (including 2 service children), and 1 Post CLA. In addition, we have 6 CLA students eligible for pupil premium funding.

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. Therefore, the number of students featured throughout this report are those students on-roll for the academic year as opposed to funding year.

Funding financial period 2016/17:

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, 2015-16 & for the 2016-17 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
2016-17	£65,450	£300	£3,800	£11,833	£81,383

**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, recognising the barriers to learning which include social, emotional & mental health (SEMH), sensory profiles and the needs identified within each student's Educational Health Care Plan (EHCP). 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 2016:

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

Autumn 2016

English intervention was provided by 3x teachers & 2x level three teaching assistants; 12x sessions per week including 7 lessons of subject specific English lesson support for higher ability students totalling an additional 570 minutes of English.

Total number of students = 9: Boys = 4 Girls = 5

NFSM			PP/FSM			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
2 Boys	25%	25%	0 Boys			2 Boys	25%	
2 Girls		40%	1 Girl		20%	2 Girls	20%	

Spring 2017

English intervention was provided by 4x teachers & 2x level three teaching assistants; 17x sessions per week including 12 lessons of subject specific English lesson support for higher ability students totalling an additional 850 minutes of English.

Total number of students = 39: Boys = 23 Girls = 16

NFSM			PP/FSM			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
5 Boys	8.7%	4.35%	15 Boys	8.7%	8.7%	3 Boys	13%	
5 Girls	6.25%		9 Girls			2 Girls	6.25%	

Summer 2017

English intervention was provided by 4x teachers & 2x level three teaching assistants; 18x sessions per week including 11 lessons of subject specific English lesson support for higher ability students totalling an additional 860 minutes of English.

Total number of students = 39: Boys = 23 Girls = 16

NFSM			PP/FSM			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
5 Boys	4.3%	4.3%	15 Boys	13%	4.3%	3 Boys		4.3%
5 Girls		19%	9 Girls		12.5%	2 Girls	12.5%	

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

Autumn 2016

Mathematics intervention was provided by 1x teacher & 1x level three teaching assistant; 19x sessions per week including 14 lessons of subject specific Mathematics lesson support for higher ability students totalling an additional 1015 minutes of Maths.

Total number of students = 10: Boys = 7 Girls = 3

NFSM			PP/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
1 Boy		14.2%	3 Boys	14.2%	14.2%	3 Boys		42.8%
2 Girls	33.3%	33.3%	0 Girls			1 Girl		33.3%

Spring 2017

Mathematics intervention is provided by 2x teachers & 1x Level 3 teaching assistant, 24x sessions per week including 16x lessons of Maths lesson support for higher ability students totalling an additional 1160 minutes of Maths.

Total number of students = 14: Boys = 11 Girls = 3

NFSM			PP/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
2 Boys	18%		6 Boys	27%		3 Boys	9%	18%
2 Girls			0 Girls			1 Girl	33.3%	

Summer 2017

Mathematics intervention is provided by 1 x teacher & 1 Level 3 x teaching assistant, 23x sessions per week including 16x lessons of Maths lesson support for higher ability students totalling an additional 1110 minutes of Maths.

Total number of students = 14: Boys = 11 Girls = 3

NFSM			PP/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
2 Boys			6 Boys	37%	9%	3 Boys	9%	18%
2 Girls			0 Girls			1 Girl	33.3%	

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: PHSE/SRE & Forest School. 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)	8 x 45mins per week 8 x 50mins per week	Total = 18 students across the year	Self-esteem, feelings about school, behaviour, difficulty of work, bullying, anger management, confidence, Forest school, Sensory Intervention
(B)	2 x 50mins per week	Total = 14 students across the year	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): All students participate in self-assessment.

Total number of students = 35: Boys = 28 Girls = 7

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
9 Boys	11%	78%	18 Boys	17%	61%	6 Boys	16.6%	66.6%	0		
3 Girls	33.3%	33.3%	3 Girls		66.6%	3 Girls	66.6%		1 girl	100%	

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 who offer a specialist confidential coaching & mentoring service: Total number of students accessing across school = 12 (*12 boys*)

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: Total number of students accessing across school = 11 (*7 boys, 4 girls*)

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

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

Total number of students accessing across school = 15 (*11 boys, 4 girls*)

Pupil Premium area	Number of students
FSM	3 Boys
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:

Total number of students accessing across school = 11 (*6 boys, 5 girls*)

Pupil Premium area	Number of students
FSM	1 Boy
CLA	0

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

Total number of students accessing across school = 22 (*15 boys, 7 girls*)

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

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

Total number of students accessing across school = 19 (*19 boys*)

Pupil Premium area	Number of students
FSM	12 Boys
CLA	1 Boy

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

Total number of students accessing across school = 14 (*9 boys, 5 girls*)

Pupil Premium area	Number of students
FSM	6 Boys 1 Girl
CLA	1 Girl

Motivation Monday: Students access physical activity to increase self-esteem & self-confidence, raising awareness of healthy lifestyles whilst improving general fitness.

Total number of students accessing across school = 10 (*6 boys, 4 girls*)

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

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	2 Girls	1 Girl
Specialist equipment eg: iPads	1 Boy	1 Girl
Uniform	2 Boys	0
Breakfast Club	2 Boys	0
Other: After School/Sports Club, School photograph	2 Boys, 2 Girls	1 Girl

Review of Impact 2016-17

- 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 2016-17, from a total cohort of 136 students within Key Stages 3 & 4, 86 students were in a Pupil Premium category at the end of the academic year:

- 57.4% (49) of Pupil Premium students were judged to have made expected or above expected progress in 2016-2017 within core subjects.
- In English, 63% (54) students categorised as Pupil Premium met or exceeded their targets.
- In Mathematics, 78% (67) students categorised as Pupil Premium met or exceeded their targets.

These results are comparable to the achievement of NFSM students where:

- 78% (50) students were judged to have made expected or above expected progress in 2016-2017.

**All data %'s representative of updated assessment rationale Oct 2017.*

Description	Sessions per week	£	Total Spend
Additional English Intervention	1x 0.5 teacher + 10x 50mins (TA) = 500 mins	£28,038	£28,038
Additional Maths Intervention	1x 0.5 teacher + 15x 50mins(TA) = 750 mins	£39,160	£39,160
Learning Mentor Intervention:			
Specialist Teaching Assistant A	8 x 50mins = 400 mins 8 x 45mins = 360 mins	£2,996 £2,697	£11,071
Specialist Teaching Assistant B	2 x 50 mins = 100 mins	£1,195	
Specialist Teaching Assistant C	5 x 50 mins = 250 mins	£2,988	
Specialist Teaching Assistant D	2 x 50 mins = 100 mins	£1,195	
Rebound Therapy:			
Rebound Therapy - PODS Leisure Centre	1 x 90 mins = 90 mins	£7,079	£13,947
Rebound Therapy in School	Led by TAs	£6,868	
Hydrotherapy:			
Hydrotherapy led by physiotherapist in School	Proportion of SLA	£5,987	£21,487
Hydrotherapy independent of physiotherapist in School	Led by TAs	£15,500	
Physiotherapy	Proportion of SLA	£15,250	£15,250
Occupational Therapy	SLA plus TA support	£10,442	£10,442
Speech and Language Therapy	SLA	£19,383	£19,383
Life Coach	2 hours	£4,000	£4,000
Play Therapy	2.5 hours	£3,788	£3,788
Equine Therapy	2 hours	£2,000	£2,000
Drumming Therapy	5.5 hours	£9,900	£9,900
Gardening Therapy	1.5 days	£8,700	£8,700
Support for residential & educational visits	Keswick x 3 Bendrigg x 2	£895	£895
Access to Extended school activities	Sports Club x 2 students After School x 3 students	£434	£434
Breakfast Club	7 students	£665	£665
Incidental items:			
Uniform	6 students	£103	£103
Watch	1 student	£11	£11
iPad	1 student	£380	£380
Maths - Numicon	1 student	£30	£30
Mattress	1 student	£88	£88
School photograph	1 student	£15	£15
TOTAL SPEND 2016-17		£189,787	£189,787
Less FSM Pupil Premium Grant (PPG) receivable			£65,450
Less Service Children PPG receivable			£300
Less Adopted from Care PPG receivable			£3,800
Less CLA PPG receivable			£11,833
Contribution from School Budget			£108,404

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.