

# BASKERVILLE SCHOOL



## Pupil Premium Report 2015-2016 & Pupil Premium Strategy 2016-2017

### What is the Pupil Premium?

The Pupil Premium is additional funding paid to schools for identified groups of pupils and aims:

- To reduce the attainment gap between the highest and lowest attaining pupils nationally
- To raise the attainment of disadvantaged pupils
- To provide additional resources in school to support the progress of pupils
- To support Looked After Children (LAC)

There are four groups of children who are eligible for the grant funding:

1. Children receiving free school meals (FSM) at any point in the past six years
2. Current Looked After Children (LAC)
3. Children who are adopted from care or leave care on order
4. Children whose parents are Armed Forces Service Personnel

At Baskerville School in 2016-2017 the total Pupil Premium budget is £33,000.

## **School Context & Deployment**

At Baskerville School during the course of the academic year 2016-17 forty pupils will be eligible for Pupil Premium funding.

Pupil premium funding aims to 'close the gap' for those school pupils who fall into the categories detailed above and who typically achieve less well than their peers not included in these categories. Pupil Premium funding is not allocated to individual pupils. When making decisions about the use of Pupil Premium funding it is important to consider the context of the school and the challenges faced. Schools have the freedom to decide how the funding can best be spent on eligible pupils to maximise the impact on their progress and attainment.

We have analysed our data thoroughly and have made use of a range of available information to inform our decision making.

In line with the guidance provided by National Pupil Premium Champions, Pupil Premium funding is used to support:

- Whole school strategies
- Strategies to accelerate progress for both Pupil Premium/ Specialised Interventions
- Specific individual strategies for Pupil Premium pupils.

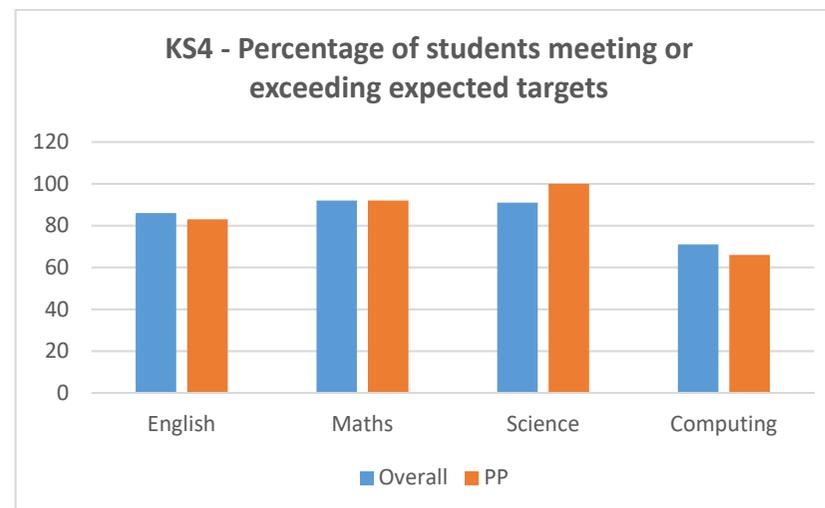
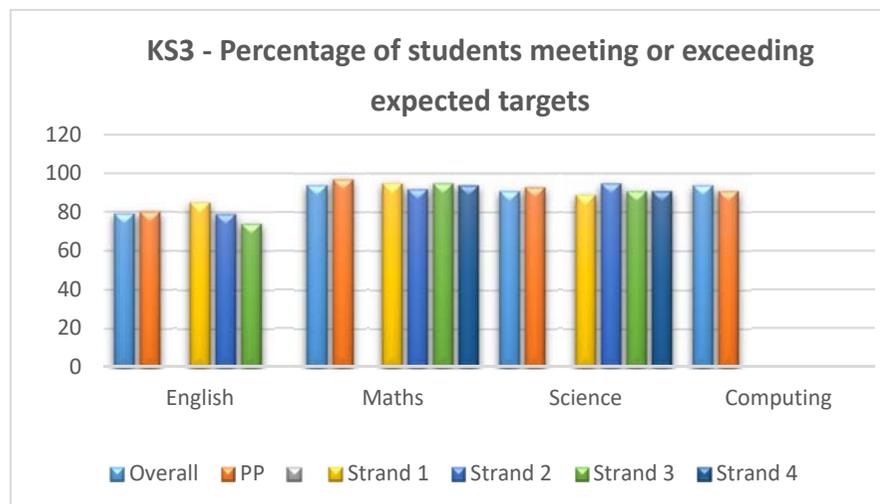
Any intervention implemented will have an expected impact which will be evaluated and reported against at the end of the academic year. Progress of all pupils entitled to Pupil Premium funding is tracked to monitor and evaluate the impact of the interventions used.

## **Current Attainment**

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough so that we can identify any dips in progress and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies and staff, parents and pupils' voice.
- Assessment data is collected each term so that the impact of interventions can be regularly monitored.
- Assessments are regularly moderated to ensure that they are accurate.
- Regular feedback about achievement and performance is given to pupils and their parents/carers.
- Interventions are adapted or changed if they are not working.
- Case studies are used to evaluate the impact of some interventions, such as on attendance, well-being and skills to enhance positive behaviours for learning.
- The SLT maintain an overview of Pupil Premium spending and its impact.
- A member of the Governing Body also has responsibility for monitoring the effective use of Pupil Premium funding.

## Pupils achieving expected or above expected progress measured against their annual target in 2015/2016



This analysis shows that in KS3 pupils entitled to Pupil Premium funding are achieving as well or better than their peers in school.

In KS4 pupils entitled to Pupil Premium funding are achieving as well or better than their peers in Maths and Science and are only slightly behind in English and Computing.

Overall, there is a high number of students exceeding their expected targets and making very good progress. Data for pupils in receipt of Pupil Premium funding shows that they make at least good progress in all core areas.

1. Summary information					
<b>School</b>	Baskerville School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£33,000	<b>Date of most recent PP Review</b>	Jan 2016
<b>Total number of pupils</b>	117	<b>Number of pupils eligible for PP</b>	40	<b>Date for next internal review of this strategy</b>	Jan 2017

2. Barriers to future attainment	
<b>A.</b>	Language and communication difficulties
<b>B.</b>	Attendance
<b>C.</b>	Behaviour for learning – attention and engagement

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Students achieving/exceeding EHCP outcomes and ILP targets through targeted curriculum interventions by personalised learning assistants.	Students making accelerated progress to exceed targets.
<b>B.</b>	Improved attendance for identified students whose attendance falls below 95% through implementation of a personalised action plan.	Improved attendance for identified students resulting in increased progress.
<b>C.</b>	Effective analysis of data from the student tracker to identify students with low engagement and thereby at risk of not meeting targets. Provide mentoring support to encourage increased engagement.	Improvement in engagement scores for identified students on student tracker thereby resulting in increased progress.

<b>4. Planned expenditure</b>					
<b>Academic year</b>	<b>2016/17</b>				
The information below demonstrates how we will be using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>Chosen action/approach</b>	<b>Desired outcome</b>	<b>What is the rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Date for review</b>
Referral to Personalised Learning Assistants (prioritising students eligible for Pupil Premium) for individual targeted support.	All students achieve or exceed their targets.	Students who receive individual support make accelerated progress.	Faculty Leaders will review progress of all students against targets, make referrals to the Personalised Learning Assistants where progress is less than expected and then review/evaluate success of interventions.	Assistant Head Teacher (Assessment and Progress)	April 2017
Individual action planning to improve attendance. Action plans to include any additional support required, e.g. Malachi counselling, individual reward system.	All students to achieve attendance of at least 95% by the end of the academic year.	Students need to have high levels of attendance at school to make good progress.	Attendance team to meet half termly to analyse attendance data and identify students at risk of not achieving required levels of attendance.	Assistant Head Teacher (Pastoral)	April 2017
The school employs a specialist Occupational Therapist (OT) to directly support pupils in school and also to develop staff knowledge and practice through training. Referrals for support are made by the class team.	Effectiveness of interventions will be measured in terms of progress towards identified outcomes as per individual referral forms.	The sensory profile of the student can impact negatively on the progress of a student if appropriate measures are not put in place. The OT assesses individual students and advises on strategies as appropriate.	The Assistant Head Teacher (Pastoral) will monitor referrals and evaluate any actions taken.	Assistant Head Teacher (Pastoral)	April 2017
<b>Total budgeted cost</b>					<b>£33,000</b>

## 5. Review of expenditure : 2015/2016

<b>Chosen action/approach</b>	<b>Desired outcome</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
The Pupil Premium is used to fund an enhanced level of support in the following areas:		Did we meet the success criteria?	Will we continue with this approach?	
Personalised Learning Assistants to implement interventions for students at risk of not achieving targets in English and Maths through one to one support.	All students to meet their targets and exceed them where possible in English and Maths.	All students made at least good progress including students eligible for Pupil Premium.	This system works well and is planned to continue to ensure all students continue to make at least good progress in core subjects.	£25000
Provision of After School Club to offer students the opportunity to access and socialise through community activities.	Students to access community events/activities and thereby further develop their social and independence skills.	Take up for the After School Club places was very limited. The students did not attend if they did not like the particular activities on offer.	The club has not run since September 2016 whilst the school researches a format for the club that will more effectively achieve the objective.	£5600
Malachi Trust support for students and their families where students score highly on the school's vulnerable student matrix.	Targeted strategies to support students in engaging in education. Counselling for students where mental health issues impact on their ability to engage in education.	A Malachi family support worker was commissioned to work for 2 days/week with students in school. The students most in need were prioritised via the vulnerable student matrix. Reports produced evaluate impact of the work carried out with the students and their families.	Where vulnerable students are identified with mental health issues the school has no capacity within the staff team to give specialised support the students need. To fulfil the schools' responsibility to keep students safe the service the Malachi family support worker provides is a very effective tool and will continue to be used.	£2000

<p>Occupational Therapist to provide individual student support and staff training.</p>	<p>Timely sensory profile assessments made and training given to class teams to provide strategies to encourage students to engage in learning.</p>	<p>Capacity to complete all assessments was impacted as the Occupational Therapist had a long term period of sickness. Therefore, a limited amount of Pupil Premium was allocated for this area of support. For those students where support was provided the strategies and training were effective and the class teams were able to continue to implement strategies that helped students engage in learning and achieve their targets.</p>	<p>The Occupational Therapist will continue to be asked to assess students and advise on strategies to support their learning. Students eligible for Pupil Premium will be prioritised.</p>	<p>£1000</p>
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