

Pupil Premium Report

Pupil Premium is additional funding given to schools and academies to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It was first introduced in April 2011. Since then the amount schools and academies receive has increased. Schools and academies will receive funding based on the number of pupils who have been eligible for free school meals at any point in the last 6 years.

Financial year 2017 to 2018

In the 2016 to 2017 financial year, schools receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

£935 for pupils in year 7 to year 11

Schools also receive £1,900 for each pupil who has left local authority-care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- who has been in local-authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local-authority care)

Schools are free to spend the Pupil Premium as they see fit, however we are accountable as to how the additional funding has been used to support pupils from low income families.

Samuel Laycock received £56455 funding this year.

The funding criteria means that 52 of our 120 pupils will benefit.

The pupil premium money is enabling us to be more focussed in the personalised support we have been able to give to our pupils although quantified data outcomes does show a gap. This is because the quality of teaching and learning is not yet good. A rigorous focus on performance management will ensure that staff are aware of pupil premium pupils so that more targeted interventions can be put in place to accelerate progress to close the gap.

| | 2018 | |
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| | PP | Non PP |
| Percentage pupils making expected and above progress in English | 60% | 71% |

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| Percentage pupils making expected and above progress in Maths | 44% | 75% |
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| Item/Project | Cost | Objectives | Outcomes |
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| Intervention groups | £10025 | TA support to run intervention groups or 1:1 sessions to develop literacy and numeracy skills, develop communication skills, develop emotional literacy and or meet social and emotional needs. These will be identified through EHCP outcomes, pupil progress meetings, Tutor team referral, safeguarding team. | Pupils have had access to a curriculum more suited to their needs. All have made progress against their starting points however this needs to be further defined so that a greater proportion of pupils are achieving expected levels of progress and the gap is closed between disadvantaged and non-disadvantaged groups. Further embed the use of data to track progress including Pupil Premium groups. |
| Enabling access to activities, not available in the family home. | £4900 | To support inclusion in local community events and /or events outside of school. | Vulnerable families have accessed support and enrichment activities have provided a range of positive outcomes: effective stimuli for projects, topics and writing, they also enabled staff to increase the wider awareness of the world as part of SMSC and the PSHE curriculum. |
| After school clubs | £2000 | | |
| Breakfast clubs | £2000 | | |
| | | | Review the offer with staff, using feedback, club by club. Target key PP children. |

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| One day IT consultant's time to extend IT provision for pupil premium. Additional classroom support from IT technician | £3000 | To provide further computing options for the vocational options in KS4. | Continue to scrutinise progress data to identify any under achieving groups or individuals and then create bespoke interventions to target these. |
| School counselling service. | £10,140 | <p>To explore thoughts, feelings and behaviours relating to challenging life events.</p> <p>To develop skills in managing thoughts, feelings and behaviours in a positive manner.</p> <p>To support positive and active involvement in school and learning.</p> | <p>Vulnerable families have had appropriate support and had access to support from Nona.</p> <p>Continue offer for counselling for the most vulnerable pupils in the next academic year and review again.</p> <p>individual counselling records show individual impact measures, with positive outcomes being recorded in a range of ways.</p> |
| Forest Schools | <p>2 extra ppa session to complete qualification</p> <p>Equipment and clothing for pupils</p> <p>£2,580</p> | To support the development of Forest Schools within Samuel Laycock. Forest schools is where pupils learn a holistic approach to develop social, physical, intellectual, communication, emotional and spiritual well-being. | Staff reported that 86% of those who attended displayed improved confidence and self-management strategies. |
| Team Teach | Initial 2 day training and | To train staff in positive de-escalation and team teach | A whole school approach in supporting |

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| training. | on going training for new people. £5000 | strategies. To ensure all staff feel confident in dealing with incidents of challenging behaviour and developing individual strategies to reduce the risk of challenging behaviour occurring. | and managing challenging behaviour in a positive way has been developed. |
| Providing offsite visits free of charge | £8000 | To enable pupil premium pupils to access visits. | These enrichment activities provided a range of positive outcomes: effective stimuli for projects, topics and writing, they also enabled staff to increase the wider awareness of the world as part of SMSC and the PSHE. |
| Enrichment events. | £8,355 | To support inclusion in local community events and /or events inside and outside of school. | The impact was shown in the following ways: targeted families showed an increase in attendance; engagement of families supported rose (evidenced via attendance at school meetings, parent evenings). There was no clear evidence that progress was impacted upon. |