

Pitcheroak School

Use of the Pupil Premium in 2019/20

Pupil Premium allocation, use and impact on attainment

Number of pupils and pupil premium grant (PPG) received 2019/20	
Total number of pupils on roll based on January '19 census	157
Total number of pupils eligible for PPG	56
Total number of pupils eligible for PPG who are LAC	7
Total number of pupils who are Service Children (Ever 6)	1
Amount of PPG received per pupil	<p>£1320 per Primary Child (18 x Children)</p> <p>£935 per Secondary Child (31 x Children)</p> <p>£300 per Service Child (1 x Children)</p>
LAC funding	<p>£500 per term per Birmingham LAC child (2 x children)</p> <p>£600 per term Luton LAC child (2 x children)</p> <p>£700 per term WCC LAC child (3 x children)</p>

Total amount of PPG received including LAC funding	£65,945
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Nature of support 2019/20 against planned use of the Pupil Premium Grant

Cognition and Learning Difficulties/Communication Difficulties

Internal and external interventions delivered by schools communication lead

Estimated costs- (M1-M6 @ 0.6 teacher) - £21,004

Progress to date	Impact	Further Actions
Unfortunately, the school's communication lead has been unable to deliver internal and external interventions as envisioned, due to having to remain in class full-time. She has however provided communication-based training sessions across the school, as well as helping to develop communication aids for identified class groups.	The profile of communication and the importance of personalised aids has been increased.	To develop this role during the next academic year.

Independent skills

Enrichment Activities

Estimated costs - £2,500

Progress to date	Impact	Further Actions
PP students are financially supported to participate in residential and enrichment activities at centres such as Dodford Farm and PGL Osmington Bay (Dorset). Pupils are provided with several enrichment activities across each term such as visits to Severn Valley Railway Santa experience, Snowdome, Bosworth Water Park, Stratford-upon-Avon and the circus.	100% of PP students accessed at least 2 enrichment activities during 2019-20 (April- April). The visits are planned and focussed to develop independence, confidence and self-esteem. We work closely with individual students to address their termly IEP targets and track and monitor success criteria, particularly when on residential visits. The SIP who visited on 10.12.19 commented that 'the needs of	Continue to provide a broad enrichment programme that supports curriculum work and develops confidence and independence skills, with a clear differentiation between the opportunities provided for different cohorts of young people. Continue to evaluate enrichment visits. Develop opportunities for pupils to reflect on the learning intention of the activity as well

	<p>all learners are considered'. Despite an increase in negative behaviour incidents recorded between April-April 2019-20, compared to the previous year, more than half of these incidents involved just 7 students, all of whom are either accessing additional therapies in school and/or being supported by other services e.g. CAMHS. Notably 35 of our PP students had 5 or less negative incidents during this period, with 17 students having no negative incidents at all.</p> <p>Attendance for PP student has increased slightly from last year from 91.01% to 91.93% indicating continued increased levels of enjoyment and participation.</p>	<p>and whether they achieved their outcomes.</p>
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Engagement of learners

After School clubs

Estimated costs - £5,000 (costs absorbed by Midland Mencap)

Progress to date	Impact	Further Actions
<p>This year a wider range of after school clubs have been provided for all Key stages. Clubs have included; sensory science, singing and signing, Forest School, gardening, Zumba and Smart Moves. Our own school staff have led and supported these clubs, including teachers and assistant teachers. Staff have been encouraged to support and deliver clubs of their own expertise/special interests. We have also worked with outside agencies, including the YMCA.</p>	<p>Social communication and interaction skills have been promoted for pupils with SLD and complex needs through a play-based approach to after school clubs. Students have been provided with a range of different activities to develop social skills and nurture relationships with the adults and other young people that they are working with.</p> <p>26% of eligible students accessed at least one after school club over the course of the academic year, this is a decrease of 8% from the previous year. However, we</p>	<p>When safe to do so, continue to offer a wide range of after school clubs, with teaching assistants delivering these and using staff specialist subjects or areas of interest. Continue to take in to consideration the clubs that students would like to see being offered.</p>

	have increased the proportion of PP students attending these clubs. Of the 35 students that attended, 51% were PP, which is a 10% increase on the previous year.	
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Hard to reach families

Educational welfare package

Estimated costs - £500

Progress to date	Impact	Further Actions
EWO support in place; termly meetings with school leadership to support attendance issues.	Attendance data is broadly average, although higher when compared to our special school counterparts. April '19 – April '20 = 91.93%, which is a slight increase on last year. Special school data 2018 = 90.3%	SLT to continue to meet with EWO on a termly basis, to discuss attendance issues and agree actions to be taken.

Mental Health Issues

Therapies

Estimated costs - £12,000

Progress to date	Impact	Further Actions
Where appropriate additional therapies have been provided for individual students, including drama and music therapy. Therapy sessions have been accessed by targeted individuals, groups of students, as well as family sessions when required. Students are referred internally for such services with a clear rationale and desired outcome for the referral. PP students are prioritised for these therapy sessions. Students have also had access to our 'well-being councillor' for additional	86% of students that received music therapy were PP and 69% of students that received drama therapy were PP. Both therapists provide termly reports, as well as meeting with the Deputy Headteacher to discuss progress made by individual students in their therapy sessions. Based on quantitative measures employed by the music therapist, on average students increased their individual scores by 10.75 points against a number of personalised aims including	To continue to provide access to students requiring additional therapies through the internal referral system. Therapy sessions to be resumed as soon as is possible when school's re-open. PP students who may struggle to transition back to school should be prioritised. To monitor the impact of these using termly reports and scoring systems in place.

<p>support in school when required.</p>	<p>the following aspects; communication, physical responses, musical ability, emotional responses and psycho-therapeutic responses. The average point increase last year was 5, hence an increase in positive outcomes for students attending music therapy.</p> <p>Likewise, students that have benefited from regular sessions with the drama therapist, increased their individual scores on average by an overall 2.74 points against various measures, including; eye contact, confidence, communication, interaction, attitude and smiles. Due to the drama therapist leaving, these sessions ceased in December, hence the smaller point increase when compared to the music therapy or last years figures.</p> <p>This indicates a positive outcome for students attending therapy sessions in terms of their individual mental health and readiness for learning, in turn having a positive impact on academic achievements.</p>	
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Sensory impairment – complex needs

ICT

Estimated costs – cost absorbed by school

Progress to date	Impact	Further Actions
<p>Interactive Screens in classrooms have been upgraded in 9 classrooms to include new digital touch screen displays. All remaining classrooms have also had non-touch displays. iPads have</p>	<p>All classes now have easy access to a variety of ICT resources, including iPads, laptops and computers. This enables a greater number of students to access these devices, within their own</p>	<p>Continue to invest in class-based ICT that is readily accessible by all students, in order to promote good progress and outcomes in all area of the curriculum.</p>

<p>been a major part of the ICT Development strategy and we have purchased class-based units – these have enabled pupils to have alternative communication aids as well as easy access to curriculum apps.</p>	<p>classroom environments, without having to transition to a different space to do this. ICT is now used to support work across the curriculum, rather than being used more in isolation as a discrete subject area.</p>	

Pupil Outcomes March 2019-March 2020

Individual tracking grids of individual PP pupils are available upon request from the school office.

There is no progress data to report this year due to baselining on our new assessment tool, SOLAR.