

## The Willows School report for Pupil Premium Funding 2015-16.

For the past 6 years the government has awarded nearly £2 billion a year extra funding for



children from low-income families who are eligible for free school meals, looked after children and those from families with parents in the Armed Forces. It has been the responsibility of each organisation to spend this funding to improve attainment, improve progress and raise levels of engagement of pupils who fall under the umbrella of Pupil Premium. The school has a responsibility to monitor and report on the direct impact this funding has had on this group of pupils.

The Willows School is a school for children between the ages of 7-16 years with Moderate Learning Difficulties and additional complex needs. All of our children have a statement/EHC of SEN and their levels upon entry to the school are significantly below the national averages. A high proportion of our children arrive by transport which is provided by the LEA, therefore the catchment covers all areas of Rotherham, with a few children who are cross authority. Every year, on average 65% of our children are eligible for Pupil Premium.



This report outlines the key objectives and evaluation for the funding 2015-16 which was approximately £63,800. The money is approximate as the funding is awarded per financial year whereas schools run as academic years. It includes the data analysis of Maths and English data comparing Pupil Premium to non-Pupil Premium children.

	Objectives	Brief evaluation
1	<p><u>Literacy:</u>            Increase the reading levels of all children who are highlighted as Pupil Premium in line with or exceeding those of children who are non-Pupil Premium through using LEXIA and other interventions. Raise the profile and levels of engagement of reading and writing for Pupil Premium children by personalising targets, interventions and resources. Training for all new Lower school staff joining in September 2015 in guided reading, developing writing skills and the use of phonics which will have a positive impact on all children but an emphasis will be made for those highlighted as Pupil Premium.</p>	<p>Data analysis shows that 94% of Pupil Premium children made progress with 39% making outstanding progress.</p> <p>Intervention programmes ensured that pupils who had specific areas of need were targeted and made progress. Further data analysis can be found at the end of this report.</p> <p>Training for all Lower school staff joining in September was delivered as well as on-going support from the English department throughout the year.</p>
2	<p><u>Numeracy:</u>            Increase the number of Pupil Premium children receiving 1:1 intervention by the HLTA Maths specialist. Improve levels of attainment by targeting individuals for intervention with a specific focus on areas in Maths where they are 'stuck' which will help them improve in line with their counterparts. Raise the profile of Maths in the Lower school by putting in place CPD for new staff on how brain damage can affect Mathematical understanding giving staff a deeper knowledge about the needs of the pupils including Pupil Premium (developmental stages). Continue to promote positive engagement by using a wide variety of resources which include subscription to online packages i.e. Numeracywarmup and SuperMathsWorld.</p>	<p>Data analysis shows that 94% of Pupil Premium children made progress with 49% making outstanding progress.</p> <p>The number of Pupil Premium children receiving an intervention were selected termly by the Head of Maths and HLTA using the data analysis. The data also highlighted the specific areas that pupils needed support with. Generally it was found that pupils with a lower reading age than the national average found worded questions more difficult to understand.</p> <p>All new and existing teachers of Maths received training on the effects of brain damage on Mathematical thinking and how to address these when delivering Maths. This resulted in resources and delivery being more bespoke.</p> <p>All staff teaching Maths use on-line</p>

		resources funded to increase engagement which is evident with children commenting on the use of these resources making the more lessons fun.
3	<p><u>Wellbeing:</u> Enhance and promote social and emotional wellbeing and positive mental health by assessing the individual Personal, Health, Social, Emotional (PHSE) profiles of Pupil Premium children and put the appropriate intervention in place delivered by the Pupil Support Team.</p> <p>Continue to develop the opportunities for independence and life skills through enrichment activities including Easter and Summer schools set up predominately for Pupil Premium children to access.</p> <p>Equip staff to deal with range of pupil behaviours and needs through CPD for all staff which includes 'Team Teach' training (5 new teaching staff September 2015).</p> <p>Promote a healthy balanced diet by giving free milk to all Pupil Premium children daily.</p> <p>Subsidise trips that will enrich the experiences of the Pupil Premium children such as attending a Premier Football match, going to X-Factor live show, watching a pantomime.</p>	<p>All Pupil Premium children every year received some form of 1:1 intervention with a member of the BST and records are available (including Annual Reviews and Pupil Centred Reviews) where appropriate of the positive progress made by all of the children.</p> <p>Easter and Summer schools were, as always, successful and evaluation forms (available for scrutiny) show that all children involved had a positive experience. Parents and carers were all keen to ensure that their child would be included in any further activities.</p> <p>All new staff received 'Team Teach' training and all staff received training on Behaviour management as part of CPD.</p> <p>All Pupil Premium children are offered milk which is part funded by the school.</p> <p>Throughout every half term, after school activities have been available for Pupil Premium to access including transport home where needed which has seen numbers increase. Approximately a quarter of Pupil Premium children took up the offer and accessed a club.</p> <p>Trips subsidised this year have included a Premier Football match and attending a pantomime at a theatre.</p>
4	<p><u>Parental Engagement:</u> Further develop the work started in raising attendance figures of Pupil Premium children through the close monitoring of attendance by assigned member of staff and subsequent work with families to resolve any issues which</p>	<p>Attendance has been consistently good over the academic year for Pupil Premium children, with no major concerns.</p> <p>There were regular parent/carers meetings throughout the year (one per</p>

	<p>may be hindering a child's attendance. Continue to pursue increasing the level of parental/carer support and engagement of Pupil Premium children through invitations to informal events as well as more formal occasions.</p>	<p>half term). This allowed parents and carers to discuss the best ways for communication as well as meetings arranged for specific external agencies to come in and talk to them i.e. disability service (Andrew Lound RMBC Disability Services).</p> <p>A network for all parent/carers used to communicate with each other and share relevant information was successfully launched.</p>
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#### Funding for the academic year 2015-16

Primary £1,320 x 10	£13200
Secondary £935 x 44	£41140
Children in care £1,900 x 5	£9,500
<b>Total</b>	<b>£63840</b>

#### Key Expenditure

Description	Approximate costings
HLTA's in Maths and English	£30,000
BST dedicated time	£30,000
Extra staff support for out of hours activities	£800
Transport for after school clubs	£1000
Support for enrichment and out of hours activities	£1000
Subscriptions for online resources	£1000
Resources -other	£100
<b>Total</b>	<b>£63,900</b>

Costings are difficult to give as exact figures as percentage amounts of time are allocated for Pupil Premium children as part of staff roles. As reported by Ofsted, many staff roles have been enhanced due to the funding rather than creating a limited number of new roles.

## **Objectives for Pupil Premium Funding 2016-17**

Many of the objectives will be ongoing as we receive the funding due to the success and reported levels of improvement for the target group.

	Objectives
1	<p><b><u>Literacy:</u></b> Increase the reading levels of all children who are highlighted as Pupil Premium in line with or exceeding those of children who are non-Pupil Premium through using LEXIA and other interventions. Raise the profile and levels of engagement of reading and writing for Pupil Premium children by personalising targets, interventions and resources. Training for all staff in September 2016 on dyslexia and the use of phonics which will have a positive impact on all children but an emphasis will be made for those highlighted as Pupil Premium. This training is ongoing as new staff join as well as keeping existing staff up to date.</p>
2	<p><b><u>Numeracy:</u></b> Continue to increase the number of Pupil Premium children receiving 1:1 intervention by the HLTA Maths specialist. Improve levels of attainment by targeting individuals for intervention with a specific focus on areas in Maths where they are 'stuck' which will help them improve in line with their counterparts. Put in place CPD for new staff on how brain damage can affect Mathematical understanding giving staff a deeper knowledge about the needs of the pupils including Pupil Premium (developmental stages) as well as support existing staff. Continue to promote positive engagement by using a wide variety of resources which include subscription to online packages i.e. Numeracywarmup and SuperMathsWorld which can be accessed outside of school.</p>
3	<p><b><u>Wellbeing:</u></b> Enhance and promote social and emotional wellbeing and positive mental health by assessing the individual Personal, Health, Social, Emotional (PHSE) profiles of Pupil Premium children and put the appropriate intervention in place delivered by the Pupil Support Team. Continue to develop the opportunities for independence and life skills through enrichment activities including Easter and Summer schools set up predominately for Pupil Premium children to access. Equip staff to deal with range of pupil behaviours and needs through CPD for all staff which includes 'Team Teach' training. Promote a healthy balanced diet by giving free milk to all Pupil Premium children daily. Subsidise trips that will enrich the experiences of the Pupil Premium children such as attending a Premier Football match, going to X-Factor live show, watching a pantomime. Ensure that all Pupil Premium children can access after school clubs with transport provided if this is a barrier to them attending.</p>

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Parental Engagement:

Continue developing the work started in maintaining good attendance figures of Pupil Premium children through the close monitoring of attendance by assigned member of staff and subsequent work with families to resolve any issues which may be hindering a child's attendance.

Add to the number of parents/carers who attend the support group with the new parents/carers.

Continue to promote the support and engagement of Pupil Premium children parent/carers through invitations to informal events as well as more formal occasions.

Look for forging links between the Student Council and YMCA so that possible funding can be accessed for extra activities and support.

## Data analysis for English and Maths:

### Summer 2015- Summer 2016

The tables of data for both English and Maths uses PIVAT scores which is an assessment scheme written by Lancashire County Council and used nationally across special schools to help show progress.

The Head of English and the Head of Maths then look at pupils in the category:

**0≥1** as needing immediate action/investigation

**1≥3** as achieving below the target and needing an appropriate intervention

**3≥4.5** as making good progress

**4.5+** as making exceptional progress

### Data analysis for English: Summer 2015 - Summer 2016

PIVAT points	Whole school	Pupil premium	Non pupil premium	Intervention pupils
<b>0≥1</b>	4/84 5%	3/51 6%	1/33 3%	1/25 4%
<b>1≥3</b>	25/84 30%	13/51 25%	12/33 36%	10/25 40%
<b>3≥4.5</b>	22/84 26%	15/51 29%	7/33 21%	6/25 24%
<b>4.5+</b>	33/84 39%	20/51 39%	13/33 39%	8/25 32%

The data shows a natural distribution with no obvious concerns. Comparison of data year on year is difficult because of the fluctuation of valid data due to pupil numbers and new pupils joining the school at different points. This data reflects progress of pupils on roll in Summer 2015.

On average, pupils who are pupil premium are making similar progress to non-pupil premium children. Intervention pupils are making slightly slower progress but this is



expected as the pupils selected for intervention are those who need extra support to making expected progress. It is an achievement that 96% of intervention pupils have made progress this year.

## Data analysis for Maths: Summer 2015- Summer 2016

PIVAT points	Whole school	Pupil premium	Non pupil premium	Intervention pupils*
<b>&lt;0</b>	**6/84 7%	3/51 6%	3/33 9%	2/21 10%
<b>0≥1</b>	***4/84 5%	2/51 4%	2/33 6%	2/21 10%
<b>1≥3</b>	16/84 19%	10/51 20%	6/33 18%	3/21 14%
<b>3≥4.5</b>	19/84 23%	11/51 22%	8/33 24%	5/21 24%
<b>4.5+</b>	39/84 46%	25/51 49%	14/33 42%	9/21 43%

The data shows a natural distribution with no obvious concerns. Comparison of data year on year is difficult because of the fluctuation of valid data due to pupil numbers.

\*14 pupils included on intervention were Pupil Premium.

\*\*All six pupils identified had significant changes in their Maths teaching staff from Easter 2015 to Easter 2016. Throughout the year all six students have made progress since being re-base lined.

\*\*\* Three of the four pupils identified made significant outstanding progress Summer 2014 to Summer 2015. One of the pupils identified makes progress but due to her needs and for her as an individual finds intervention distressing.