

Pupil Premium 2016-17

Pupil Premium was introduced in April 2011. The funding is provided in addition to the main Special School funding from the LA and is intended to help disadvantaged pupils to 'close the gap' and to raise attainment and improve progress. A high percentage of our pupils receive Pupil Premium funding

Children who are eligible include:

Pupils who have been registered for Free School Meals (FSM) at any point in the last six years

Children who have been looked after continuously for more than six months

Children of armed services personnel.

The funds are used effectively, supplemented by the school's budget to provide additional support so we are able to provide a wide range of additional provision, resources and therapies that meet the needs of our pupils.

Funding for the academic year 2016-167 is £84,425

School has received funding of £1,320 per primary Pupil Premium pupils, £935 per secondary Pupil Premium pupils and £1,900 for Looked after Children (9 pupils)

Plans for the spending of are made with reference to Sutton Trust research.

The Table below shows how Penn Fields School this funding 2016-17

Intervention	Description	COST	How supported/Impact
Intervention work	Additional support for pupils in terms of support for literacy, boys reading, numeracy, morning movement, Cool Kids, haptic massage, sensory support etc.	£8625	Additional Teaching & Learning Support Assistants (TLSA's) time is bought in to allow staff to lead a number of intervention strategies. Impact Interventions are base lined and regularly assessed. They have shown a positive impact on pupil progress. Staff record pupil progress and record it on SeeSaw
Additional speech & Language Therapy support	School through PP has funded two TLSA's to undertake EKLAN training. This enables us to support additional S<	£21945	Funding was used to provide cover for TLSA staff giving pupils S<. Impact SLT data shows a positive impact in communication and social skills. Pupils have grown in confidence and have demonstrated improved self-esteem
The purchase of additional/replacement ICT equipment (IPads & laptops)	To increase the number of IPads in school to one per pupil.	£5475	To allow learners to access a wide range of learning opportunities to support their individual learning. Impact The introduction of 1 iPad per child has highly motivated pupils and has enabled them, to use a range of apps to support & enhance their learning experiences. Where appropriate, pupils are able to video their best work for self-assessment.
Residential Visits	Highly subsidised residential visits for KS2, KS3, KS4 and 6 th form	£12628	To aid pupil's personal and social development and their transition to life beyond school. Impact Residential visits offered many pupils their first experience away from home. It has impacted on pupils independence and self esteem

<p>Three evening youth clubs – upper and lower school and 6th form</p>	<p>To provide after school clubs targeting FSM and LAC pupils.</p>	<p>£8970</p>	<p>The clubs provide a variety of activities both on and off site. Funding is used to pay staff. Pupils are provided with an evening meal before being taken home by school minibus.</p> <p>Impact Youth club has allowed pupils to interact with peers and access a wide range of community experiences and activities. For many pupils it is their main social experience.</p>
<p>Play Therapy</p>	<p>Penn Fields has funded the university training for a member of the support staff to be a fully qualified Play Therapist. This will support pupils with social, emotional and behavioural issues.</p>	<p>£8783</p> <p>Clinical Supervision £300</p> <p>Equipment £1200</p>	<p>Cover TLSA support is funded to allow the Play Therapist to be out of the classroom and work 1:1 with identified pupils. Funding has also been used to provide the required supervision and additional training for the member of staff.</p> <p>Impact Play Therapy has a positive impact enabling pupils to:</p> <ul style="list-style-type: none"> • Become more responsible for behaviours and develop more successful strategies. • Develop new and creative solutions to problems. • Develop respect and acceptance of self and others. • Learn to experience and express emotion
<p>Parent Support Group (SHARE)</p>	<p>Penn Fields School has a very well supported Parent (SHARE) group. The group meet every Wednesday and staff work with parents on a variety of ways to show how parents can support their child's learning.</p>	<p>£2875 – staffing</p> <p>Resources £750</p> <p>Visits £450</p>	<p>We employ an additional Parent support worker who supports parents/carers to assist them in learning a range of educational ideas to share with their child, visit local places of interest, etc. School also funds resources and materials for creative sessions and send materials home for activities to be undertaken with their child.</p> <p>Impact School SHARE group supports parents to support their child's education. Parents are very positive about the experiences and support they receive. Parents are undertaking a range of educational activities with their child at home and have a range of professionals come in to offer support and advice.</p>

1:1 mentoring in KS3, KS4 & 6 th form	Cover for teachers to talk to pupils and to develop the 'Well-being' curriculum which will include the mentoring of Pupils.	£3800	<p>To further develop the Well-being curriculum and foster an environment where our young people have the opportunity to develop relationships and express and release their feelings.</p> <p>Impact Although this is a new initiative, staff already feel that delivering a 'well-being' curriculum to their mentoring groups is developing a strong support network which is developing pupil self-esteem, confidence and helping promote social appropriateness.</p>
Educational visits and external opportunities	Visits to places to support the delivery of the curriculum such as the theatre (Shakespeare) and the Chester zoo, etc. have focused on the Curriculum to build on these shared experiences.	£1160	<p>Educational visits have been heavily subsidised to ensure that every pupil has the opportunity to experience curricular, extended and extra-curricular opportunities.</p> <p>Impact Extra stimulation in new environments has been shown to be very beneficial to SEN pupils and helps teach life skills, social skills and improved independence</p>
Equine Therapy	To work with horses to achieve educational goals. E.g. working in a team, taking responsibility, communicating effectively and understanding feelings and the messages behind them.	£7800	<p>Identified groups of PP children pupils and LAC children. This initiative was highly valued by pupils.</p> <p>Impact Staff feel pupils benefited by the calming nature of working with horses. Over the length of the course pupil's confidence in working with horses grew and pupils developed attachments to their horses and an understanding of the importance of being calm and controlled.</p>