



Pupil Premium Strategy Statement

ST GILES SCHOOL, RETFORD.



Statement of Pupil Premium Strategy

1. Summary information					
School	St Giles School			Type of SEN (e.g. PMLD/SLD/MLD etc.)	Mixed
Academic Year	2018 - 19	Total Pupil Premium budget	£48,737	Date of most recent PP Review	November 2018
Total number of pupils	125	Number of pupils eligible for Pupil Premium	43 pupils + service	Date for next internal review of this strategy	June 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected or above targets in English & communication	%	%
% achieving expected or above targets in maths	%	%

3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers		External barriers	
A.	Pupil behaviour	1.	Attendance
B.	Literacy and numeracy skills	2.	Health and physical needs
C.	Emotional well being	3.	Communication and language needs
D.	Social skills	4.	Sensory needs

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To reduce the number of whole school behaviour incidents	Reduction in behaviour incidents by 5%
B.	To ensure that progress in all subjects is good or better (see school data for measures)	90% of all pupils make expected or better progress across the curriculum, with at least 25% making better than expected progress
C.	To maintain the attendance of those eligible for pupil premium and to ensure that whole school attendance meets the school target	Pupil premium attendance is at least 92%. Whole school attendance is at least 92%
D.	To ensure that pupils are able to access a wide range of interventions / activities / resources to develop their personal, social and emotional wellbeing	Evident through observation, teacher feedback, pupil and parent voice

5. Planned expenditure

Academic year

2018 - 2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/ approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budgeted cost
1. Pupil progress across the curriculum is expected or better in ALL subjects	Quality teaching	<ul style="list-style-type: none"> • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ small group tuition ○ reducing class sizes ○ peer tutoring ○ feedback 	<ul style="list-style-type: none"> • Timetabled lessons • Quality assurance process monitors quality of learning • Termly pupil progress meetings (4 hours per term) • Budget allocation to purchase resources as required 	Assessment lead – AS	Termly	Meeting time cover = £170 Cover for external monitoring = £1000 Cover for visits to other schools = £3,000 Curriculum Resources = £1500
Total budgeted cost						£5670



i. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budgeted cost
2. Pupil progress in reading accelerated a. Pupils are more confident readers b. Pupils decoding skills improve c. Pupils reading skills are transferrable across the curriculum	Reading, Writing and Inference Interventions	<ul style="list-style-type: none"> • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ reading comprehension strategies ○ one to one tuition ○ teaching assistants ○ feedback ○ individualised instruction 	<ul style="list-style-type: none"> • Protected timetabled sessions to be paid for by pupil premium funding (3 x 10 weeks) • Additional staff bought in to cover trained staff • Staff training as required • PPA for trained staff timetabled • Pupil progress closely monitored by lead 	English Lead – LH	Termly	£4,000
3. Pupil progress in maths accelerated a. Pupils are more confident mathematicians b. Pupils maths skills are transferrable across the curriculum	Catch Up Numeracy intervention	<ul style="list-style-type: none"> • Maths intervention needed in school • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ one to one tuition ○ teaching assistants ○ feedback ○ individualised instruction 	<ul style="list-style-type: none"> • Protected timetabled sessions to be paid for by pupil premium funding (3 x 10 weeks) • Additional staff bought in to cover trained staff • On-going staff training as required • PPA for trained staff timetabled • Pupil progress closely monitored by lead 	Maths Lead – JD	Termly	£4,000
Total budgeted cost						£8,000



i. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budgeted cost
4. To develop social skills including turn taking, collaboration and social communication	Lego therapy	<ul style="list-style-type: none"> • Previous excellent success with the intervention in 17/18 • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ Arts participation ○ Social and emotional learning 	<ul style="list-style-type: none"> • Staff previously accessed training • Purchase of new and suitable equipment to successfully run intervention • Appropriately chosen pupils • Feedback from pupils and lead staff at the end of the intervention 	Interventions lead – JH	Termly (after each block of therapy)	£750
5. To experience and engage with live, multi-sensory, interactive theatre at the appropriate level and pace	M&M Theatre Production	<ul style="list-style-type: none"> • Previous excellent success with the intervention in 16/17 and 17/18 • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ Arts participation ○ Social and emotional learning • Testimonials from the website 	<ul style="list-style-type: none"> • Bought in sessions from M&M Theatre Group • Feedback from staff 	Interventions lead – JH	After the session has taken place	£1000
6. To offer an opportunity to learn through early nurturing experiences and develop the skills to do well at school, make friends and deal more confidently and calmly with issues that may arise	Interventions group	<ul style="list-style-type: none"> • Previous success with the intervention in 17/18 • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ Small group tuition ○ Social and emotional learning • Area identified for development within school 	<ul style="list-style-type: none"> • Dedicated sessions • Progress in nurture group assessed using amended AET progression framework 	Nurture lead – JH	Termly	£2,000
7. To provide adequate levels of staffing to support swimming to maintain and develop	Swimming additional staffing support	<ul style="list-style-type: none"> • Previous success within school to develop and maintain pupils swimming skills 	<ul style="list-style-type: none"> • Feedback from staff on the swimming progress of the pupils 	PE lead – LG	Termly	£2,000



their physical swimming skills			<ul style="list-style-type: none"> • Appropriate staffing to maintain safety • 1 x staff per week 			
8. To offer hydrotherapy to pupils who require this to maintain and develop their physical skills	Hydrotherapy additional staffing support	<ul style="list-style-type: none"> • Previous success within school to develop and maintain pupils physical skills through hydrotherapy 	<ul style="list-style-type: none"> • Feedback from staff on the physical needs of the pupils • Appropriate staffed programme put in place to ensure that pupils who need hydrotherapy access this once per week • Part funded from PE grant (2 additional staff) 	PE lead – LG	Termly	£2,500
9. To ensure that pupils sensory needs are met within school	Sensory Solutions	<ul style="list-style-type: none"> • Previous success within school to ensure pupils sensory needs are met • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ Arts participation ○ Learning styles ○ Meta-cognition and self-regulation ○ Social and emotional learning 	<ul style="list-style-type: none"> • Consultation and programme support from a sensory specialist • Specialist reports demonstrate areas that need to be addressed and follow ups show improvement • Feedback from teachers around the impact of the sensory OT input 	Staff lead – JH	Termly	£8,750
10. To ensure that pupils have access to appropriate ICT resources	Resources: Busy Things My Choice Pad Choose it Maker	<ul style="list-style-type: none"> • Previous success within school to ensure pupils range of needs are met • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ Literacy ○ Mathematics ○ Oral language interventions 	<ul style="list-style-type: none"> • Monitor use and impact of purchased schemes • Monitor impact of My Choice Pad app on the communication of pupils • Laptops are replaced with quality alternatives to allow pupils to access 	Literacy lead – LH Computing lead - JA	Termly	Resources = £1,000 Apps = £1,000
11. To ensure that the sensory needs of pupils are effectively met	Sensory programme / Thera Play	<ul style="list-style-type: none"> • Reduced focus over recent years has possible Previous success with small group sensory programmes (class based) • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ Arts participation ○ Learning styles 	<ul style="list-style-type: none"> • 2.5 hours support per week for 6 pupils to allow class staff to run lead sensory input (3 blocks x 10 weeks) – 25 mins a pupil / week • Feedback from class teachers of the impact on the pupils and learning • ½ day whole staff training 	Staff lead – JH	Termly	£2,000



		<ul style="list-style-type: none"> ○ Meta-cognition and self-regulation ● Social and emotional learning 				
12. To ensure that the physical needs of pupils are effectively met	Physical programme	<ul style="list-style-type: none"> ● Previous success within school to develop and maintain pupils physical and walking skills 	<ul style="list-style-type: none"> ● 5 hours support per week for 6-8 pupils to be walked (3 blocks x 10 weeks) – 15-20 mins x twice a week / pupil ● Feedback from staff regarding the physical needs of the pupils ● Appropriate staffed programme put in place to ensure that pupils who need additional walking practice are able to access this twice per week 	PE Lead – AR Therapies Lead - JH	Termly	£2,000
13. To ensure that pupils have access to appropriate resources to meet their needs	Miscellaneous resources	<ul style="list-style-type: none"> ● To support staff to purchase any additional resources required to extend pupil learning and development 	<ul style="list-style-type: none"> ● Impact of resources on pupils progress within lessons 	AHoS – MR	At the end of the year	£3,000
14. Staff receive appropriate training to support the mental health of all within school	Mental health and well-being INSET day	<ul style="list-style-type: none"> ● Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ Feedback ○ Meta-cognition and self-regulation ○ Social and emotional learning ● Identified as an area for development from 17-18 impact assessment 	<ul style="list-style-type: none"> ● Staff INSET day to be planned with external providers to be sourced 	CPD Lead – RG	Through INSET feedback	£1,000
15. To allow pupils to be able to access therapy to support their social and emotional needs	Drama Therapy	<ul style="list-style-type: none"> ● Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ Feedback ○ Meta-cognition and self-regulation ○ Social and emotional learning ○ Arts participation 	<ul style="list-style-type: none"> ● Drama therapist to work with identified pupils ● 1 block x 13 weeks 	Pupil Premium lead - MR	Termly	£4,000



16. To allow pupils to be able to access therapy to support their social and emotional needs	Music Therapy	<ul style="list-style-type: none">• Evidence from the Education Endowment Foundation<ul style="list-style-type: none">○ Feedback○ Meta-cognition and self-regulation○ Social and emotional learning○ Arts participation	<ul style="list-style-type: none">• Music therapist to work with identified pupils and small groups• 3 blocks x 10 weeks (shared cost between main school budget)	Pupil Premium lead - MR	Termly	£4,000
Total budgeted cost						£35,000

Plan Total = £48,670

Estimated Total £47,630 PPG
£900 - service
£207 additional EY funding
£48,737