

## Pupil Premium Analysis 2016-2017

Percentage of Fox Hollies Pupils receiving PP = 45%

Number of KS3 pupils = 32    Number of KS4 pupils = 13

45 pupils = £43,070

### SIP Aims

“Pupil progress is generalised and extended in real life settings”

Pupil premium used for	Amount Allocated	New or Cont activity?	Summary of Intervention	Intended Outcomes	Monitoring	Impact
<b>Enrichment opportunities, Industry project, Out of school learning opportunities i.e. residential and trips</b>	£6,000	Continued	Visits to Macaroni Woods, Kingswood outward bounds centre to incorporate an inclusive residential with pupils from Bishop Challoner Catholic College.	Students will produce qualification work for PPU. KS3 and KS4 pupils will undertake life skills on residential. All students will address MAPP targets in an out of school setting	Detailed planning linked to residential visits or trips with clear learning opportunities. Feedback after the event. Inclusion work with BC school, disability awareness.	Work towards ASDAN qualifications for 3 identified students was completed. 21 students attended residential at Kingswood, staff linked the MAPP individual targets to the activities 10 students attended a sensory residential to Macaroni Woods, staff linked MAPP targets to activities All PP students made an average of 51% progress in MAPP targets

**“Pupil Learning in Literacy, Maths and IT is Enhanced and supported by Staff”**

<b>Pupil premium used for</b>	<b>Amount allocated</b>	<b>New or cont activity?</b>	<b>Summary of Intervention</b>	<b>Intended Outcomes</b>	<b>Monitoring</b>	<b>Impact</b>
<b>Communication skills training for staff</b>	<b>£3,500</b>	Continued	Train new staff in using PECS and Makaton Train a new Makaton tutor.	Pupils in all classes use and are taught their preferred form of communication therefore progress is accelerated.	Staff receive training and ongoing support in school from PECS implementers and our Makaton lead. Middle leaders review progress each term.	Staff received ongoing support and training in pecs by the implementers. 11 PP students had communication books created. Impact ranged from reduced challenging behaviours, communication by pupils about what they had done in home/school environments, increase in vocabulary and growth in self confidence. All 11 families were offered training to ensure they could model correct usage in the home environment. To date 7 families have received the training and 3 have indicated they would like to take up the offer in the next academic year. Makaton signed assemblies take place each Monday to support staff and students. This provides core vocabulary for projects and specific times of year to give the students a voice. The Makaton champion received 1 core training module and will complete the remaining work in the next academic year to take the qualification to tutor level. She will then be able to offer families Makaton courses. This will provide the correct communication both at home and school for our signing pupils.

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<b>Support the Interventions of core subject leaders</b>	<b>£9,000</b>	New	1. Train and support core subject leaders in whole school work trawls.  2. Additional cover to be provided for core subject leaders to analyse data	Targeted group of students make improved progress	TLR holders half termly reviews	1. TLR holders undertook 2 work trawls, the first was paired with support from senior leaders and the second was TLR holders only. The second work trawl showed an increase in evidence and quality.  2. Staff received CPD in target setting. Data analysis of numeracy gave a KS3 focus upon ‘Using and Applying’ creating functional lessons and functional literacy. This links to our ‘To 25’ whole school direction.

			<p>and work alongside colleagues.</p> <p>3. Additional cover for Year 7 teacher with primary literacy background to accelerate progress in speaking and listening/reading.</p>			<p>3. 12 pupils received targeted interventions, 5 made upper quartile progress, 5 made mid quartile progress and 2 pupils remained in lower quartile. The pupils were identified as beginning to plateau in their skills set. First year results suggest this is because of the specific learning disabilities.</p>
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<b>Following a small scale trial introduce MAPP to replace IEPs as an accurate assessment tool for lateral progression</b>	<b>£3,000</b>	New	All teachers will be trained in the use of MAPP. The Assistant Head will receive further training and attend Dale School (Yorkshire) for support	All students will make individualised lateral progress.	All pupils progress to be monitored across the year through internal moderation with staff and governors.	All pupils have made lateral progress. Whole school mid to upper quartile progress was 89.4%, PP students made 92.27%.

**“Pupils learning is enhanced through supporting challenging behaviours”**

Pupil premium used for	Amount allocated	New or cont activity?	Summary of Intervention	Intended Outcomes	Monitoring	Impact
<p><b>1.OT assessments,</b></p> <p><b>2.Ed psychologist package, multi agency support meetings,</b></p> <p><b>3.Team Teach training</b></p>	<p><b>£5,500</b></p>	<p>Continued</p>	<p>1.Sensory OT assessments for 2 pupils in school and home environments,</p> <p>2.Ed Psych package from Birmingham traded services and support from CAT team to support identified students across school, multi-agency meetings for new challenging pupils, Ed Psych team deliver teacher training in Functional Behaviour Analysis.</p> <p>3. 4 new staff trained in Team Teach and all staff receive refresher TT training. New behaviour faculty developed to monitor student behaviour and develop strategies to support colleagues in the teaching and learning of the students. Staff are retrained in the use of the Sleuth system.</p>	<p>1.Students learning environments are personalised enabling them to make better progress</p> <p>2.Pupil behaviours improve. Staff have a new toolkit to unpick and understand the behavioural drivers that are barriers to learning.</p> <p>3.Staff are able to positively support pupils in their behaviours. Behaviour Faculty analyses sleuth reports and offers support strategies for individual pupils which ensure they are able to access a full timetable. Accurate records enable staff to track records over a period of time.</p>	<p>OT reports</p> <p>Ed Psych and CAT observations collated and are incorporated into the multi agency meetings.</p> <p>Monitoring of Sleuth records.</p>	<p>Sleuth records show a reduction in the type and frequency of challenging behaviours displayed. Consequently MAPP progress was made.</p> <p>8 pupils supported by Ed Psych/ CAT have reduced challenging behaviours/ made PLevel progress/ or made MAPP progress.</p> <p>2 staff have been trained as Team Teach tutors. There has been a whole school refresher session. Sleuth records are monitored and any students of concern are supported initially by the internal behavioural team and then through FTB referrals or CAT team. 5 new FTB referrals resulted in clinical support for families. Pupil behaviours are effectively managed.</p>

**“Pupils’ learning is supported through Out Of Hours”**

Pupil premium used for	Amount allocated	New or cont activity?	Summary of Intervention	Intended Outcomes	Monitoring	Impact
<p>1)summer arts scheme transport and staffing which also supports the transition process from yr6 to 7.</p> <p>2)Easter and summer schemes for sensory learners, transport and staffing.</p> <p>3)Saturday Club transport and staffing.</p> <p>4)Junior Freefall Dance group</p> <p>5)“The Company” drama group.</p>	<p>£9,000</p>	<p>Continued</p>	<p>1 week summer scheme Yr 7 transition activities through the schemes</p> <p>2X sensory interventions for 3 days.</p> <p>Saturday Club 9-12 most weeks during term times.</p> <p>Junior Freefall dance 1 ½ Wednesday term time</p> <p>The Company Thursday 2 ½ hours term time.</p>	<p>Students access social based activities. They struggle to access similar activities in their own communities due to their LD. A successful transition for our new yr 7 pupils. Performing Arts clubs which enable students to socialise and perform at external venues</p>	<p>New yr 7 pupils who join the summer schemes are monitored by the deputy head and learning support mentor. Performances are recorded. Saturday Club staff meet SLT around safeguarding, planning and evaluation. Clubs are monitored by SLT</p>	<p>Our out of hours clubs support families in the holiday periods and provide students with a social opportunity which is hard to replicate in their own communities. All new students moving into year 7 were offered places on the schemes. 39% took up the offer and the families have told us this really helped.</p> <p>89% of students receiving PP were offered a place at the appropriate scheme. The remaining 11% indicated they did not want the support or were unavailable during the offered dates.</p> <p>89% of students attending Saturday Club from KS3/4 receive PP.</p> <p>50% of students attending junior freefall receive PP They performed twice.</p> <p>90% of students attending ‘The Company’ from KS3/4 receive PP. They performed for the whole school and invited guests.</p>

## Focus Area 2: Support Around the Family

### “Pupils in KS3 and KS4 have individual Long Term Targets”

Pupil premium used for	Amount allocated	New or cont activity?	Summary of Intervention	Intended Outcomes	Monitoring	Impact
Employment of an independent careers officer for Yr 9 and 11 to support EHCPs.	£1,500	New component	ICO to support families to write real and relevant EHCPs leading to realistic life targets	Real and relevant EHCPs written in conjunction with families to support our pupils	All targets read and moderated by SLT EHCPs submitted to BCC	ICO also supported Year 8 student meetings to give careers advice and expertise on writing a meaningful and concise EHCP. The impact of this will become more obvious as the group move through school. 100% year 8,9,11 had a transfer review. All EHCPs submitted to BCC. The whole school now has a high quality EHCP with individual long term targets.

### “Pupils’ families multi-agency needs are assessed and supported promptly”

Pupil premium used for	Amount allocated	New or cont activity?	Summary of Intervention	Intended Outcomes	Monitoring	Impact
Increase the hours of a family support worker from 9 to 11 each week.	£4,500	Continued.	11 hours a week taken up by family worker to provide ongoing support around fCAFs, Forward Thinking Birmingham and other agencies.	Families are given advice quickly and directed towards the necessary services. Other agencies contacted and support established. EG Barnardos, Cerebra.	FSW meets with SLT on a weekly basis.	52% of students and their families entitled to PP received support including advocacy services, PIP and direct payment applications, housing support, furniture grants and blue badge applications. This is 24% of the whole school population.

**“Parents are able to effectively support their child’s learning at home”**

Pupil premium used for	Amount allocated	New or cont activity?	Summary of Intervention	Intended Outcomes	Monitoring	Impact
<p><b>Support of family circle events e.g. literacy, numeracy, autism, e-safety.</b></p>	<p><b>£750</b></p>	<p>Continued</p>	<p>Teachers and external professionals deliver relevant materials to enhance student learning at home.</p>	<p>E safety training to be offered for a second year. Families will be invited to put forward meeting ideas to be considered</p>	<p>SLT member supports teacher in planning and at delivery stage. Family feedback sought through evaluations.</p>	<p>This important social and informative setting has continued to provide targeted help and support. School also worked with Midland Mencap in a programme called ‘Support the Carer’. 6 PP families attended 6 sessions and continued to support each other out of school during the holidays. The families accessed further activities eg sports based days which they would not have done so without the Fox Hollies/Mencap programme.</p>