

## Pupil Premium Plan and Analysis 2017-2018

Percentage of Fox Hollies Pupils receiving PP = 43%

Number of KS3 pupils = 24 Number of KS4 pupils = 19

43 Students = £40,205.

### SIP Aims

**Our pupils achieve an individually challenging level of progress that is relevant to their needs and future**

Pupil premium used for	Amount Allocated	New or Cont activity	Summary of Intervention and Lead staff	Intended Outcomes	Monitoring	Impact
Numeracy and Literacy support	£9,000	Cont	Cover Literacy and Numeracy leaders to work in classes with colleagues on target setting and annotation. An externally supported course attended by our SLE will result in a targeted group of TA's undertaking annotation support as part of their professional development. DC SY	Pupils make expected levels of literacy and numeracy, this progress is captured rigorously and accurately.	Work Trawls and Data analysis	-Precise annotation supported student progress across KS3/4 in Maths and English. - 80% of KS4 pp students gained recognised Asdan qualifications through targeted teaching. The remaining 20% are working on ASDAN engaging with qualifications which take them five years to complete. They are on track to do so. -57% of pupils receiving targeted support in reading made above average progress. -Good practice modelled by literacy and numeracy co-ordinators made the greatest impact for our early p scale learners.
improve the skills of all class based staff	£14,000	Cont	Internal Training in the following areas PECS, (AD RH TA)	Incidents of challenging behaviours reduce leading to	Behaviour monitoring through Sleuth	-13 new TAs trained in Level 1 PECS.

		New	<p>Personalised reading, AC  Social stories MW, capturing incidental Speaking and Listening, SY and practical applied Number. DC  External Training (Chadsgrove) to be cascaded internally. Specific Learning difficulties.  SY DC</p>	expected levels of literacy and numeracy	Progress reviewed through data analysis.	<p>12 pp pupils improved their communication skills by using personalised communication books.  15 pp pupils improved their communication by using pecs.  1 pp pupil improved his communication using a communication device.</p> <p>Improved communication reduced anxiety less behavioural incidents more engagement with learning.</p> <p>-Social stories are frequently used to de-escalate behaviour and refocus engagement in learning.</p>
Pupil progress is generalised and extended in real life settings	£6,000	New	<p>Map OOH opportunities against Core/MAPP targets.  TF LK All class teachers.  Evidence these back in school.</p>		Evidence of progress gained during residential and OOH schemes is evident in pupil's individual progress folders.	<p>KS3 pupils made a 5.25% increase in progress compared to last year  KS4 pupils made a 24.5% increase in progress compared to last year.  Photographic evidence from the residential</p>

**'Pupils and Families find support they need in a timely way.'**

<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>	
Effectively supporting the pupils' learning at home	£5,000	New	Parental Makaton signing workshops and tutor training CD	Pupils' generalise their learning from home to school and back again	Home – school diaries, MAPP and uploaded Makaton symbols onto school website.	Specific communication support provided for individual families. Whole school approach not implemented at the moment due to Makaton cancelling course until late 2018. MAPP targets shared with families and progress included into end of year assessments.	
	£650	Cont	Midland Mencap 'Care for the Carers' workshops AW	Families are more able to use a range of early intervention strategies. Families plan joint social experiences in out of school times.	FSW reports back on each session	45% of new pp families took up the offer of the Mencap 'caring for the carer workshops'.  53% of all pupil premium families received early help interventions.	
	£600	Cont	Family Circle literacy, SY numeracy and DC	Pupils' generalise their learning from home to school and back again			
		Cont	e-safety in the home. TA	They are safer whilst accessing the internet. Families know how to block unwanted sites			6 family circle events covered curriculum areas of literacy, numeracy. E safety and family matters of benefits, family support systems and wills and trusts. Kevin Small, school IT assistant was made accessible to families to put safety on family IT devices.

**Our pupils will be safe at home, in the Community and in school. We will work together with families and other agencies to ensure this.**

Pupil premium used for	Amount allocated	New or cont activity?	Summary of Intervention	Intended Outcomes	Monitoring	Impact
Pupils who experience challenging mental health problems are supported across school.	£5,000	New	<p>Named staff receive training in recognising the signs of adolescent mental health issues DC TA</p> <p>Malachi employed to support students</p>	<p>Individual staff who develop a skill and interest become leads in their key stage. Pupils have early access to internal help.</p> <p>create an 'I am safe' curriculum via a piece of action research with an NPQH colleague.</p> <p>To create resilience and coping strategies for identified students.</p>	<p>Senior Leadership Team</p> <p>TF and SY meet on a weekly basis with 2 Malachi staff to review caseloads and progress.</p>	<p>The anti-bullying alliance presented the school with a silver award for supporting pupils when being bullied. 2 staff worked with 30% of pupil premium students to complete an anti bullying questionnaire which led to an adapted PHSE curriculum tailored to their individual needs.</p> <p>I am safe descriptors used in PSHE.</p> <p>5 pp students worked on intensive programmes to support loss, bereavement and attachment issues. Support at school and home.</p>