



Yewstock School

Pupil premium grant expenditure: Report to governors: 2015/2016

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	117
Total number of pupils eligible for PPG	40
Amount of PPG received per pupil (Service family pupils) (Post LAC)	£1320 primary £935 secondary £300 £1900
Total amount of PPG received	£44198

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)					
	2011-12	2012-13	2013-14	2014 -15	2015-16
% of pupils making expected progress in English	47%	80%	89%	97%	82%
% of pupils making expected progress in maths	62%	90%	82%	94%	88%

Breakdown

15 Primary Pupil Premiums @ £1320 =	£19800
17 Secondary Pupil Premiums @ £935 =	£15598
4 x Service family pupils @ £300=	£1200
4 x Post LAC @£1900 =	£7600
Total	£44198

Summary of PPG spending 2016/2017

Objectives in spending PPG:

There were 36 pupils recorded as being in receipt of Pupil Premium in 2015/2016. Pupil interventions across the year are tracked to give a clear picture of exactly how Pupil Premium is being spent. School analysis of vulnerable groups show that: 84% boys make expected or better than expected progress, 95% girls make expected or better than expected progress.

There are 35 pupils receiving Pupil Premium on the CASPA system with sufficient data to show progression across the academic year. This data reveals that an outstanding 97% of these pupils achieved expected or above expected progress overall.

This also means that only 3% of the pupils receiving Pupil Premium over the last year achieved below expected progress in the same period and this represents one pupil.

Previous performance of disadvantaged pupils

(pupils eligible for free school meals or in local authority care for at least six months)

Pupils with free school meal entitlement make better progress than pupils who do not: 96% of pupils taking free school meals make expected or better than expected progress; against 93% among pupils who do not take free school meals.

100% of pupils who are not designated "White British", or have English as a second language or who are in Local Authority Care make expected or better than expected progress.

Spending objectives are identified on an individual basis by the class teacher in discussion with Subject Leaders, the Deputy Head and the Learning Resource Centre Team to identify and justify interventions and additional support where appropriate for these pupils.

Summary of spending and actions taken:

Pupils receiving Pupil Premium who are identified as making less than expected progress using the schools comprehensive tracking systems are given priority access to our bespoke school intervention programme to meet their learning needs in literacy, Numeracy, physical or social and emotional development programmes. Class teams work with subject coordinators and the LRC team to develop a programme of learning support and intervention unique to that pupil, reviewed after a set timescale and further actions planned if necessary.

Outcomes to date:

Evaluation of current progress of identified vulnerable groups including pupils in receipt of Pupil Premium:

Detailed analysis has been undertaken of pupils belonging to vulnerable groups (Children in Care, Gender, Free School Meals, Ethnicity, and English as Second Language) or those qualifying for pupil premium, revealing no significant issues to 2016.

Pupils belonging to vulnerable groups at Yewstock School actually make better learning progress than their peers.

If one does a comparison of pupils by designated "Learning Difficulty":

- Profound and Multiple Learning Difficulties (PMLD) 100% make expected progress
- Severe Learning Difficulties (SLD) 94% make expected or above progress
- Moderate Learning Difficulties (MLD) 92% make expected or above progress

Only one pupil receiving Pupil Premium is making Below expected Progress in the comparison

Pupils identified with Autistic Spectrum Disorder (ASD) show 94% make progress at expected or above expected levels with only 6% or 2 pupils making below expected progress and neither of these are in receipt of the Pupil Premium.

When the Key Stages across the school are examined in this context the following data is revealing:

Key Stage	% Pupils making above expected or expected progress	% Pupils making below expected progress
1	100%	0%
2	86%	14%
3	100%	0%
4	91%	9%
5	100%	0%

There is only 1 pupil in the school making below expected progress according to CASPA over the last year and receiving Pupil Premium.

Once pupils making less than expected progress are identified by the primary or secondary subject leader, Deputy Head or class teacher a programme of interventions is planned and actioned.

Record of PPG spending by item/project 2014/2015

Item/project	Cost	Objective	Outcome
Learning Mentor x 1	Georgia Collis £17980	Delivering 1stclass@number2 maths intervention 1.1 and guidance to pupils to help them overcome social, emotional and behavioural problems which act as a barrier to learning	In the 2015/2016 academic year 1 st Class@Number1 and 2 interventions continued to run for pupils struggling with basic Number work in their Maths.
Senior TA	£17980	Delivering 1stclass@number1 maths intervention 1.1 and guidance to pupils to help them overcome social, emotional and behavioural problems which act as a barrier to learning	In the 2015/2016 academic year 1stClass@Number1 and 2 interventions continued to run for pupils struggling with basic Number work in their Maths.
Interventions through LRC including Literacy and numeracy	Included in Learning Mentor costs above.	Provide bespoke personalised support for pupils who from data analysis show under achievement.	A wide range of pupils are offered through LRC tracked through online provision map.
Speech and Language Therapy	SALT x 1 £8000	Communication skills are crucial for intellectual, educational, social and emotional development Speech and Language Therapist worked with children and young people who have problems with understanding, expressing themselves and using communication to socialise appropriately.	Provision of programmes of work and ways of supporting the child in different environments and by different people. Assessment and provision of resources.. Direct therapy with child individually or in a group. Following the agreed period of support the child's progress will be reviewed in partnership with parents/carers and others and further recommendations and actions will be adopted according to the child's changing needs.
Social Communication Skills Programme	£50 / week x 39 = £1950	The Yewstock Social Communication Skills Programme is used to teach social skills e.g. sharing, self help skills, and enabling children to communicate with each other and to develop friendships. The programme increases our pupils awareness of others and feelings of others as well as developing self confidence	Outcomes for pupils include: improvements in basic social communication skills; self/other awareness e.g. describing appearance, Pupils are enabled to apply nonverbal and verbal communication skills to potentially difficult social contexts.
'Cool Zone' Occupational Therapy Approaches	£50 / week x 6 = £300	In house programme developed to support pupils who are experiencing difficulties with co-ordination, handwriting, self-esteem,	Outcomes for pupils include: Improvement to balance, co-ordination, confidence, self esteem, handwriting, dexterity, sequencing and

		spatial and body awareness.	organisational skills and visual and auditory perception. Many other core skills are likely to have improved having a direct effect on learning, concentration and class participation.
ELSA x 2	£50/week x 39 weeks = £1950 x 2 = £3900	Two Emotional Literacy Support Assistants are trained to support pupils in the development of their emotional literacy.	Outcome for pupils include: improvement in recognising emotions, self esteem, social skills, friendship skills, anger management and ability to cope with loss and bereavement.
Breakfast Club	£11/hr x 1 TA + £11 x 5 days = £55 / wk = £2145	To provide social opportunity for pupils on arrival at school	Prepares pupils for day in school, settles them, builds friendships and improves own social skills.
Visual Perception Skills Builder	£50/week x 6 £300	In house programme to develop visual perception.	Outcomes for pupils: increased confidence in their ability to interpret, analyse and give meaning to what they see in turn improving their reading, spelling and handwriting.
Drawing and Talking Therapy	£50/week x 39 = £1950	TA trained in Drawing and Talking therapy, encouraging pupils through drawing and non-intrusive questioning to seek resolution to conflict.	Outcome: pupils more able to control their behaviour and better able to access the curriculum.
Residential	£491	Yr 5/6 overnight stay at Leeson House, Swanage. Post 16 5 days/4 nights residential at Freshwater, Burton Bradstock. Yrs 9/10 5days/4nights residential at Avon Tyrell, New Forest.	Visit paid for 4 pupils in receipt of pupil premium
Hydrotherapy	£2339 operating costs	Running costs and equipment. Pool Manager and Pool Assistant costing £36756	Pool maintained to high standard to provide for identified pupils.
Music Therapy	£45/hour x 3 per week x 39 weeks £5265	Music therapist with Post Graduate Diploma in Music Therapy delivered individualised programme for identified pupils	Outcome for pupils: TO: <ul style="list-style-type: none"> Facilitate and develop communication skills Develop trusting relationships Develop self - awareness and self esteem Offer opportunities for self-expression of emotional issues Develop creativity Enable

			spontaneous expression <ul style="list-style-type: none"> • Offer opportunities for sharing and involvement • Increase motivation
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Total PPG received	£44198
Total PPG expenditure	£62600
PPG remaining	none