

1. Review of expenditure				
Previous Academic Year		2016-2017	Total PP Budget: £40,118.00	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Raised attainment for all pupils.</p> <p><i>The combinations and complexities of need within our population mean the actual budget for Pupil Premium is allocated as below. This section provides information on how raising attainment for all, including those pupils for whom we receive PP, is central to the life of the school.</i></p>	<ul style="list-style-type: none"> • Whole school strategic vision with ethos of promoting attainment for all • Focus on teaching and learning for PP in Performance Appraisal cycle and lesson observations • Agreed 'Essentials for Teaching and Learning' • Pupil Progress meetings targeting individual pupils throughout year identifying strategies, evaluating outcomes • 'Learning Conversations' with Department leads • Staff training on utilising feedback. TA project on Maximizing the Impact of TAs- Performance Review Targets 	<p>Approaches continue to become embedded-range of effective means of assessment for learning observed; stimulating resources for engagement for all, including effective use of digital material; differentiated styles of delivery including 'chunking' to respond to learning needs.</p> <p>Pupil Progress meetings have raised awareness of individual needs throughout school, not just of those eligible for PP. All staff informed of individual pupils' needs and barriers to learning via class and PP meetings. All staff, including support staff, aware of pupils eligible for PP.</p> <p>Effective, differentiated feedback observed in lessons. Lesson observations/ drop ins showed knowledge and understanding of how SPECIFIC Pupil Premium pupils learn and how this impacts on teaching.</p> <p>MLT/ SLT focussed on monitoring and improving the progress of specified more able and less able Pupil Premium pupils in subject(s) /curriculum areas.</p> <p>Lesson observations included TA Performance Appraisal targets on pupil outcomes</p>	<p><i>The combinations and complexities of need within our population meant the actual budget for Pupil Premium was allocated as below.</i></p> <p><i>The whole school budget met all other aspects of development and this will be continued next year.</i></p>	From whole school budget
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

A. Improved levels of literacy	Literacy: Better Reading Support Partners (BRSP) Wave 3	High: 2 pupils had BRSP programme gaining +5 HFWs and +20 HFWs respectively. The former, using AAC, was reported to have developed rapidly in wider use of talker, regarding speed and accuracy. The latter child can now spell CVC words by blending, in addition to increasing sight vocabulary. 2 other pupils did Wave 3 and made 4 and 12 PM Benchmarking levels of progress respectively.	These are effective programmes run by experienced members of staff. They are established within school, and will be continued next year.	£627.52 Literacy
Improved levels of numeracy	1 st Class@Number	High: 4 pupils (2 looked after) were selected by need, following assessment using Sandwell Test,. All made increased and significant rates of progress as measured by the Sandwell test: 3/5/6/7 months progress Success criteria: met	All pupils made progress, though, as expected, the highest rates of progress were made by those pupils whose higher attendance meant they completed all sessions. Withdrawal avoided English/Literacy and Maths/ Numeracy sessions, in line with best practice, and varied the sessions missed across the week. This will also be continued. Noted importance of time allocated for liaison with lead teachers who oversaw impact.	£188.96 Numeracy
Improved communication skills raising academic progress for pupils who use AAC	Direct funded speech and language therapist for 2 days in addition to statutory days	Therapist skilled in use of AAC, was supported by experienced HLTA. Regular meetings with SALT reviewed progress and monitored targets. External verification through City and Guilds certification, and SCOPE certification	Funding continues for additional SALT time, with cohort widened to include children at earlier levels of communication using AAC	SALT £3,377.64 HLTA £1,522.65

C. Reduced impact of barriers to learning associated with ASC for pupils eligible for PP	Programme of Designated ASC Social Groups for KS2/ KS3/ KS4	High: Established programme of social groups effective in enhancing social interaction, enabling pupils to focus on learning when in the classroom. Children in the 3 groups not eligible for PP were also able to benefit. Most pupils KS2- KS4 (11/13) believed they had developed their social skills through the programme	Impact of experienced staff delivering programme. Importance of dedicated time on timetable to ensure staff can prepare. Staffing needs to be additional to curriculum requirements or covered. Staffing enables pupils needing 1:1 to be appropriately supported. Need to monitor adding new pupils to keep positive dynamics, as one pupil adversely affected by an addition. To be evaluated using EEF Toolkit in 2017-2018	£337.92
	Sensory Integration	High: Observed by therapist and teachers- impact of sensory integration (where child has difficulties in sensory processing) on ability to self -regulate and engage with learning. Programme also enabled pupils not eligible for PP to benefit. All 8 pupils made progress from being unable to operate independently to at least being able to complete with a lot of help. 3 pupils were able to complete with 'some' or 'a little' help.	Detailed feedback and reporting by therapist, enabling programme to continue across the week. Importance of detailed initial assessment by ASC lead/ OT, with impact overseen by ASC lead to measure baseline and track outcomes. Funding to continue.	£2,363.66 (1/3 of total year cost)
iii. Other approaches (including links to personal, social and emotional wellbeing)				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

B. Reduced impact of social, emotional and mental health issues on the engagement, lesson attendance of pupils eligible for PP	RENEW programme	High: 3 pupils, including non- PP eligible, had Renew programme, all perceiving they had made progress in recognising thoughts and feelings of others.	RENEW was previously evaluated by York University, and the same model was used to evaluate the <i>Myself</i> programme.	£96.00
	<i>Myself</i> programme	Programme set up with pupil eligible for PP, but did not attend due to complex health needs. Other 4 pupils all benefitted, reporting at least 30% increase in self- esteem. Success criteria: met	Programmes and outcomes shared with staff. Programmes will continue next year, with pupils identified by any staff member and referred to the lead for SEHM.	£140.80
	Funded trained counsellor across both sites	High: 19 pupils seen, including those not eligible for PP. 75% at follow up found to have improved SDQ scores. 100% said it was helpful to attend, with 75% saying 'very helpful'.	Significant feedback on pupils sharing with counsellor and wanting it shared to change their situation. Post to continue (new counsellor appointed following local reorganisation)	£3,040 (1/3 of total year cost)
	Direct funding of Educational Psychologist	21 pupils, including pupils not eligible for PP, seen/ reports written, with observations/ 1:1 consultations	Experienced Educational Psychologist familiar with school and population. Funding to continue.	£2,333 (1/3 of total year cost)
	Music Therapy	Nordoff Robbins –trained experienced therapist working with those with 19 of those with most complex needs- with/ without PP. Pupils' individual targets (academic as well as social/ emotional/ for engagement) were shared with music therapist. Documented progress including powerful video evidence noted high levels of engagement and positive reports of enhanced engagement in the classroom, including younger 'harder to reach children'. Success criteria: met	Approaches seen and modelled in music therapy were able to be carried over into the classroom. Staff were impressed by the outcomes and visible impact on pupils' engagement and confidence. Regular group to be established in Newman Additional Resource	£572

<p>D. Increased parent/carer engagement in families of children eligible for PP; increased attendance rates for pupils eligible for Pupil Premium, where these factors are an issue</p>	<p>2 family support officers employed to raise family engagement; conduct pre-admission visits; organise family learning programmes; support delivery of behaviour and sleep programmes; follow up attendance issues; advise on social, emotional, academic, financial issues, issues that impact on pupil achievement, including signposting to e.g., family literacy support plus EAL, sleep clinics, therapeutic interventions.</p>	<p>High: All families across school aware of availability of support, with high number of families of children eligible for PP having targeted and on-going support to meet a range of needs. These included challenging behaviour at home, vulnerable housing status, financial questions, family literacy support and development, signposting to other services. Families on an individual basis were supported to prepare for and attend meetings, with home visits in place to support raising attendance. All families attended Annual Reviews.</p> <p>Families where there is not eligibility for PP also benefit from the provision, supporting the SEMH of a wider range of pupils.</p> <p>Close liaison between family support officers, Admin staff monitoring attendance, Inclusion Officer, and lead teacher for SEMH who links with allied mental health professionals (school employed counsellor, CAHMS).</p> <p>Of the 9 children eligible for PP with attendance below 90%, 5 had complex health/ SEMH needs, leading to raised absence.</p> <p>Success criteria: met</p>	<p>All staff positive about role of Family Support Officer, and will alert where there is a need for targeted support. Officer attends Annual Reviews of targeted pupils, ensuring a link between academic and wider needs. Families contact directly for range of confidential issues that may impact on pupils' wellbeing/ attendance. Officer also supports families where the pupil has complex health needs and who may be too unwell to attend school. This maintains a positive link, and can aid a speedy return to school. The role will be maintained, with the Family Support Officer covering Newman Main School and Newman Additional Resource, with Admin support.</p>	<p>NMS: £22,380.60 NAR: £6,545.00 (contribution)</p>
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