



Skilts School

Pupil Premium 2016-17



Skilts School Pupil Premium Strategy and Action Plan

Head Teacher name:	Dominic Crompton	Signature:	
Chair of Governors name:	Lesley Burgess	Signature:	
Number of eligible pupils:			
	Deprivation: 65	Service Child: 0	Post LAC: 11
Amount per pupil:			
	Deprivation: £ 1,320	Service Child: £ 0	Post LAC: £1,500
Total pupil premium budget:			
	Deprivation: £ 85,800	Service Child: £ 0	Post LAC: £16,500
Total pupil premium budget:			

Executive summary

Our strategy:

- 80% of our pupils are eligible for the Pupil Premium and there is no significant difference between their progress and those of their peers in core subjects. Our strategy is to identify barriers, however small, that impact on pupil academic progress and outcomes. For our pupils this includes fostering a readiness to learn through developing increasing levels of independence, removing or reducing behavioural barriers, encouraging our pupils to use self-help techniques where possible and most importantly developing our pupils verbal and non-verbal modes of communication to enable them to engage with others in order to learn, be safe and be part of their school and local community.
- The overall aims of the plan are to:
 - Reduce progress gap between the school's disadvantaged pupils and others nationally

Skilts School

Pupil Premium 2016-17

- Raise the in-school attainment and progress of both disadvantaged pupils and their peers
- This plan is reviewed annually or sooner if new interventions are found which prove more beneficial to our pupils.

Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
To provide curriculum enrichment activities especially through Creative Arts Thematic Learning approaches.	£4300	Continued	<ol style="list-style-type: none"> 1. To provide weekly and additional targeted opportunities for a range of creative art activities and experiences to support learning across the curriculum. 2. Provision through the input of a Creative Practitioner and/or implementation of environments and 	<ol style="list-style-type: none"> 1. Support to the cost of Creative Practitioners to school who provide additional creative curriculum enrichment activities and training for staff. 2. Pupils engaged and learning enhanced in all areas of the curriculum especially communication and interaction for ASD pupils. 	<ol style="list-style-type: none"> 1. Curriculum enrichment folders 2. Evidence in pupil folders showing high levels of engagements. 3. Book/evidence folder trawls and observations by SMT 	

Skilts School

Pupil Premium 2016-17

			workshops in the Creative Space		4. Staff and pupil feedback.	
To provide additional assessment and support, Speech and Language Therapy assessment and behaviour support for families	Speech and Language £10,000 Malaki £12, 000 CAT £10, 000	Continued	<ol style="list-style-type: none"> 1. Procurement of services of Speech and Language, CAT (Community Autism Team) and Malaki 2. Behaviour/family support reviewed termly, programmes to be in place and reviewed as appropriate. 	<ol style="list-style-type: none"> 1. Pupils' needs will be identified and fulfilled to enable access to learning to be maximised. 2. Vulnerable families to be supported with their child's behaviour, relationships maintained and pupil behaviour improves to enable learning and positive family environment. 3. Assessments carried out and programmes in place to enable school staff to maximise communication and language achievement for pupils. 	<ol style="list-style-type: none"> 1. Monitoring of impact through agency reports and school monitoring of behaviour for learning and behaviour/calm ratio for pupils. 2. Malaki monitoring in place with clear impact analysis each term. 3. Monitoring of pupils' assessments and programmes in place. Monitoring of effectiveness through English assessment, behaviour and PSHE. 	Marked improvement of engagement with 3 families whose children have a high level of need
To develop additional support for all students; thus enabling a more personalised learning	£47 512	Continued	<ol style="list-style-type: none"> 1. To increase the ratio of staff: pupils in particular classes. 	<ol style="list-style-type: none"> 1. To provide opportunity for learning/ targets to be achieved through specific 1:1 teaching activities. 2. Additional support in classes to enable 	<ol style="list-style-type: none"> 1. Evidence from pupil progress meetings of specific pupils meeting challenging targets. Monitored through Pupil Progress Meeting and SMT data trawls. 	This resulted in consistent good practice in terms of expectations in teaching & learning and behaviour that have been validated by external monitoring.

Skilts School

Pupil Premium 2016-17

approach				learning to continue during standing/changing etc		We now need to extend personalisation further.
To train staff in the Thrive Approach – focusing on pupils	£1000		<ol style="list-style-type: none"> 1. Train staff to be lead Thrive practioners 2. To develop a through school program focusing on the development of students social and emotional aspects of learning 	<ol style="list-style-type: none"> 1. To enable staff to bench mark and develop personalised programs of learning for students 2. To develop and evidence links between progress in Social and Emotional development and curriculum progress 	<ol style="list-style-type: none"> 1. Qualified Thirve practioners and whole school approach developed 2. Progress data analysed to show progress made by individuals and groups of students 	<p>This did not happen because leaders felt the school needed to embed existing practice before introducing any new initiatives.</p> <p>We used this money on family support initiatives, please see above</p>