



Skilts School

Pupil Premium 2017-18



Skilts School Pupil Premium Strategy and Action Plan

Head Teacher name:	Graham Walmsley	Signature:	
Chair of Governors name:	Lesley Burgess	Signature:	
Number of eligible pupils:			
	Deprivation: 61	Service Child: 0	Post LAC: 10
Amount per pupil:			
	Deprivation: £ 1,320	Service Child: £ 0	Post LAC: £500
Total pupil premium budget:			
	Deprivation: £ 80,520	Service Child: £ 0	Post LAC: £ 15000

Executive summary

Our strategy:

- 78.2% 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
 - 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.

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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 additional assessment and support, Autism support, Speech and Language Therapy and 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 Malachi 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 	<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. Malachi monitoring in place with clear impact analysis each term. 3. Monitoring of pupils' assessments and programmes in place. 	

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				language achievement for pupils.	Monitoring of effectiveness through English assessment, behaviour and PSHE.	
To develop the use of Numicon into the Maths curriculum	£2000	Developing	<ol style="list-style-type: none"> 1. Whole school development linked to the School Improvement Plan to develop practical Maths for boys of ALL levels 2. The purchase of targeted resources and planning materials alongside a day's training for all staff 	<p>Numicon focuses on where the children need to get to mathematically and it focuses on improving three key aspects of doing Mathematics</p> <ul style="list-style-type: none"> • It improves childrens' mathematical communication. • It teaches children to generalize and look for patterns where they can 'see' the Maths. • It encourages and helps children to explore the relationships in different mathematical contexts. <p>If it is successful children will not feel that all is lost when they feel 'stuck'. They will be engaged and confident about exploring possibilities and 'doing' Maths. They will develop persistence when looking for patterns and ultimately children will have a deeper understanding of</p>	<ol style="list-style-type: none"> 1. It will be monitored through pupil progress by the class teacher and Maths Lead. 2. Maths Lead will monitor through class observation and pupil audit and look at problem solving and reasoning through the child's use of resources. 3. Success will be evidenced at PP meetings and Breaking Barriers assessment tool for those who are accessing this. 	

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				Maths and it will have an impact on their progress.		
Assessment of cognition and learning needs	£1000	New	<ol style="list-style-type: none"> 1. Whole school development linked to the School Improvement Plan to develop the identification of SEN needs within school 2. 	<p>SEN identification focuses on empowering staff on how best to identify pupils different learning needs and opening up the curriculum to meet there needs</p> <ul style="list-style-type: none"> • It improves childrens' chances of making most progress • It will aid the benchmarking of pupils starting points • It may lead to pupils behaviour improving due to more understanding of needs 	<ol style="list-style-type: none"> 1. It will be monitored through pupil progress by the class teacher and SENCO lead. 2. SENCO Lead will monitor through class observation and pupil audit through the child's use of specific resources. <p>Success will be evidenced at PP meetings, lesson observations and book trawls</p>	