



Pupil Premium Impact Report July 2015

Southfield School Pupil Premium Planning and Impact Report July 2015

Context

Schools receive a payment, or Pupil Premium, for children who experience circumstances which could disadvantage them. Specifically those children who are or have been registered for free school meals (£1,320 in 2015 to 2016) and those who have been in continuous care for six months or more (£1,900 for 2015-16).

Schools receive £300 (2015-2016) for pupils whose parents are serving in the armed forces rising to £250 for 2012-13.

In the Academic Year 2014-15 33% of pupils at Southfield were eligible for pupil premium funding and the school received £32,500 pupil premium funding during that financial year.

School progress data from 2013 to 2014 had indicated that although these pupils did well in English, and Science when compared to their peers within the school, they did less well with regards to Personal, Social Health and Citizenship Education with 51% of these pupils attaining three sub levels or more in PHSE and 75% attaining the same level in maths. We therefore decided to focus resources in this area, to help our pupils to develop their attention, independence and social skills and positive learning behaviours.

Provision

During 2014 to 2015 the pupil premium funding was spent on a number of interventions to support eligible pupils. Therapist support, equipment and extra Teaching Assistant support was provided through the Pupil Premium funding. The interventions were:-

Music Therapy: - individual or small group work led by a trained music therapist, using music to improve pupils' communication, attention and social skills.

Rebound Therapy: - individual work led by a trained therapist using trampolining to improve pupils' early communication, attention, gross motor and sensory processing skills.

Sensory Circuits: - individual work using a circuit of specific physical activities to improve pupils ability to process sensory information and as a result improve concentration, focus and behaviour while reducing anxiety.

Play Therapy:- Individual or paired play sessions led by a trained play therapist with a focus on enabling pupils to identify and explore emotions and develop their ability to regulate their emotional responses.

Bucket Groups: - A Speech and Language Therapy approach for Autistic Pupils to encourage communication and attention skills in a structured group activity.



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Impact

Pupils in receipt of Pupil Premium funding made the following progress. In the table below their progress is compared to the progress of pupils not in receipt of this funding.

| Whole school progress as % pupils making 3 sub levels per year (equates to more than 2 P levels progress over 4 years i.e. more than KS2 expected) | | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|-----|-----|---------|------|-----|-----|------|-----|-----|
| English | | | | Maths | | | Science | | | | PSHE | | |
| L | S | R | W | U&A | N | SSM | SE | LPLT | M&P | PP | IWO | I&O | A |
| 84% | 69% | 74% | 81% | 83% | 74% | 74% | 81% | 85% | 85% | 79% | 76% | 74% | 71% |
| | | | | | | | | | | | | | |
| Progress of pupils in receipt of pupil premium as % of pupils making 3 sub levels per year | | | | | | | | | | | | | |
| 80% | 75% | 75% | 80% | 80% | 90% | 85% | 80% | 80% | 80% | 75% | 75% | 75% | 70% |
| | | | | | | | | | | | | | |
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The gap for Pupils in the pupil premium group and their peers had reduced very significantly in both Maths and PSHE. These were the areas which the school had identified as a focus at the end of 2013 to 2014.

2015 to 2016 Planning

Southfield will receive approx. £35,640 through the pupil premium, during the 2014 to 15 financial year. Our plans will focus on improving communication and emotional regulation for all pupils, with pupils attracting the pupil premium continuing to access enhanced support through the following interventions.

Music Therapy

Rebound Therapy

Sensory Circuits

Drama Therapy

Attention Autism

SCERTS

Art Activities.

We are also planning to develop new approaches to working with parents to make sure that they have the information and support that they need to support their children's learning. We will be developing an in house format for the home/school diary to enable staff to give more information in a quick and easy format. We will be further developing opportunities for 'stay and play' opportunities in EYFS and a range of further workshops throughout the school.