

Pupil Premium 2017/2018

Purpose

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged students and close the gap between them and their peers.

Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units.

Funding for 2017/2018

In the 2017/2018 financial year, schools received:

- £935 for each eligible secondary-aged pupil
- 104 students in receipt of funding
- £97,240 total amount received

Accountability

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged students compared with their peers
- the Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium

- requiring schools to publish details online each year of how they are using the pupil premium and the impact it is having on pupil achievement

Publishing Data

The level of detail to include in the information put online is for each school to decide, but must include the following:

- The pupil premium allocation for the current academic year
- details of how the school intends to spend the allocation
- details of how the school spent the previous academic year's allocation
- how it made a difference to the attainment of disadvantaged students

The funding is allocated for each financial year, but the information published online should refer to the academic year, as this is how parents and the general public understand the school year.

Source: Gov.UK Website: Pupil Premium

Updated 22nd February 2017

<http://www.education.gov.uk/schools/pupilsupport/premium/a0076063/pp>

Actual Pupil Premium Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Actual Spend (£)	Variance (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and students involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for students 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?
Home School Link Worker	£ 15,683	15,742	59	Continued	Work with families to help address social & family needs	Families feel well supported in their parenting role and behaviour in school improves	HT Reports	As a result of this action, the Home School Worker has supported 34 students and their families last year. Amongst these students, 24 were entitled to Pupil Premium. Families were given financial support such as identifying entitlement to benefits, (Income Support and Housing Benefit) and applying for free school meals. They were also given emotional support and signposted to external

								agencies who offer support with mental health such as Forward Thinking Birmingham. Parenting support was delivered on ASC and behavioural issues. The HSW has also carried out important safeguarding procedures such as 'Safe and Well' checks.
Speech & Language Assistant	£33,755	£22,074	-11,681	Continued	Speech & Language Assistant to provide 1:1 and group sessions	Continued Speech & Language support for students across the school, both in communication and social skills	Reported to SLT and Governors	As a result of this action, SALT have focused on removing barriers to attainment presented by Communication, Speech and Language Needs. At Queensbury there is targeted support for communication skills. 28% of PP children receive speech and language intervention compared to 30% of non-PP children. The outcome is Improved communication and social skills . SALT target sheets
Speech & Language Therapist	£23,173	£23,167	-£6.00					

								<p>demonstrate progress for students receiving intervention.</p> <p>Speech and Language interventions (e.g. Makaton support, Nuffield Dyspraxia programme, Language for Thinking, Vocabulary programmes, Social Skills programmes etc.) are effective with students with a range of special needs.</p> <p>Target sheets/progress are shared with teaching staff and parents/carers at review meetings.</p> <p>Since March 2018 the majority of SALT targets are being fully achieved.</p> <p>Future Implementation Termly meetings with Senior Leadership Team to review pupil progress.</p>
Speech & Language Capitation	£0	£103	£103	Continued	Allocated funds to purchase extra resources and	Students have increased confidence and demonstrate	Speech & Language TA tracks progress.	As a result of this funding, the Speech and Language therapist has been able to assess

					communications book	progress towards targets set by the S&L TA	Reported to SLT and Governors.	students before beginning interventions. Resources are also used for 1-1 sessions and engage all students so that they achieve their SALT targets.
Mentors Resources	£0	£549	£549	New	Allocated funds to purchase clothing for students, laminator, Friends for Life Activity Book.	Scanner used to help families send documents for benefits and grant applications also to enter information onto CPOMS. Students are supported and receive resilience training especially for bereavement of close family members	Report to the HT	The Friends for Life resources have been used to benefit students by helping them to become emotionally resilient and enabling them to cope with life's ups and downs in a more positive manner. The next course is already planned and is due to start Jan 2019. The laminator has been used to protect mentoring resources and display. Funding has allowed for the purchase of small items of clothing such as underwear should they be needed in an emergency.
Travel Training Expense	£0	£773	£773	New	Allocated funding for costs of travel from travel trainer.	Aids social skills and		As a result of this training, students have developed an important

						increases confidence.		<p>skills for life, such as additional freedom.. It has also helped to increase social, educational and employment opportunities.</p> <p>The programme involves young people being trained to travel safely from home to school/college and from school/college to home, therefore promoting independence.</p> <p>Training has provided the skills and knowledge needed to be able to complete journeys safely, confidently and successfully.</p> <p>Independent Travel Training has covered various topics depending on the needs of the young person, such as :</p>
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								Personal & Road Safety Walking, cycling & bus safety Planning a journey - identifying appropriate routes, landmarks & timetables Using a bus pass or paying a fare Using a bus or train Understanding Instruction Cope successfully with changes to route & routine Managing an emergency & know where to get help The funding also paid for the bus pass for the travel trainer for the academic year.
Minibus Expenses	£0	£2,550	£2,550	New	Maintenance and Fuel for the use of the minibus for Visits for all Year	Students further develop their social skills as	Report to HT	Last academic year 17/18, the minibuses were used approximately 258 times. This included regular

					Groups throughout the year.	well as increase their ability to deal with money.		activities such as swimming, community access, college, allotments and the food bank. They were then used for PE activities such as Orienteering exam sessions, football matches and football visits, also educational visits including cathedrals, canals, work experience, skills show and lastly for class activity visits like cinema, meals out, Drayton Manor, farms etc. All money spent on the buses was for fuel and the 6 weekly safety checks which included MOT's, brake checks and overall safety.
Swimming	£0	£1,290	£1,290	New	Swimming Year 8, to help to build social skills and independence in the water.	Children learn to swim and exercise at the same time.		Swimming sessions haven taken place once a week for every year 8 pupil at Queensbury School. Classes have taken turns in going swimming or taking part in PE sessions each half term.

								<p>Approximately 25 students took part in the swimming sessions. The impact of this activity is that students experience valuable swimming sessions that will help them and others to stay safe and improve their confidence when they are around water as well as being fun and helping to keep them fit and healthy.</p>
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								<p>Next time it would be useful if students were given three periods rather than two to enable them to have their full swimming session. Students in 3b also need to be included in the sessions. All students need to be encouraged to bring their kit.</p>
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Breakfast Club Expenses	£1000	£257	-£743	Continue	Breakfast provision provides a nutritious start to the day as well as pastoral support.	Breakfast Club provided for all students.		<p>Qualitative benefits for learners attending breakfast club have included:</p> <ul style="list-style-type: none"> students having their breakfast/first meal of day and therefore being ready to learn rather than thinking about hunger. This also helped with behaviour issues. Some students have also had a warm drink as they were up so early for the mini bus. Some have also had fruit so that they had a breaktime snack the same as their peers. Breakfast has helped to settle daily anxieties and in some cases students have required food with medication taken at school. Any problems noticed/raised in breakfast club have been shared with the mentors
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								<p>these have included things happening over weekends/social media etc.</p> <p>Students have been able to socialise in a quiet relaxed atmosphere with peers beyond their year group.</p> <p>Students have gained valuable table manners and communication skills such as asking for breakfast items.</p> <p>Some have given a voluntary contribution and therefore strengthened money management skills.</p>
Pastoral Manager	£49,984	£50,161	£177	Continued	To provide coordinated Pastoral Support for all students and ensure maintenance of current high quality Safeguarding Procedures	Decisions on support and interventions required. Liaison with parents and external agencies.	Pastoral reports to Governors	As a result of this action, the Lead DSL has provided the Single Point of Access within the school, maintaining oversight on all aspects of Safeguarding and promoting the welfare, wellbeing and protection of students. Additional

								<p>responsibilities have included managing behaviour and overseeing whole school attendance, whilst also liaising and communicating with families and external agencies and facilitating links between the two in order to improve outcomes for vulnerable children.</p> <p>The DSL continues to lead and manage safeguarding throughout the school, coordinating referrals to statutory and voluntary agencies, arranging action and reviewing services for children and families whilst also being responsible for child protection policies,</p>
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								<p>procedures, training and guidance for all staff. He manages and maintains a register of students who are 'At Risk', have Child Protection Plans or are Looked after Children, ensuring those identified are supported through 'Early Help' via the Signs of Safety and Wellbeing Practice Framework to avoid any identified issues escalating or the need increasing. Those deemed as being 'At Risk' are offered additional pastoral support to support their wellbeing, welfare, attendance, behaviour and learning.</p>
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								<p>A key part of his role is multi-agency and partnership working, he liaises with external agencies including, Children's Social Care, Forward Thinking Birmingham, Educational Psychologists, Health professionals and a multitude of other services and organisations on a daily basis. He attends and actively participates in Core Group, Child Protection Conferences and Planning and Review meetings.</p> <p>The Pastoral Manager, is also responsible for managing the Pastoral Team, which consists of a team of Learning Mentors, a Home School Link Worker and a Travel Trainer. The team focus</p>
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								on supporting identified students to ensure that they are able to excel and realise their full potential whilst working to strengthen partnerships with parents and encouraging greater parental involvement in supporting learning.
Education City	£599	£649	£50	New	To provide engaging, purposeful activities and resources for students.	Increased learning through interaction		With its capacity for differentiated learning, it supports differing pupil prerequisites and interventions
Chroma Creative Arts Therapy	£3330	£0	£3330	New	Learning activities targeted to meet individual students' needs through therapeutic intervention.	Develop students' confidence and creativity and improve social interactions. Learning through interaction and enjoyment	Headteacher Reports to Governors.	Plans for project were halted due to funding issues.

Total	£117,315							
Cost	£97,240							
Total Funding								

Source: Ofsted - The Pupil Premium: Analysis and challenge tools for schools