

# Knowsley Central

## PUPIL PREMIUM Strategy Report 2016 - 17

### Key priority

To narrow the disadvantage gap by addressing inequalities and raising the attainment in those students in low income families. To include LAC, service children and children on free school meals (FSM) and children that have been eligible for free school meals in the last six years. To extend the positive impact of resources to the largest number of pupils as possible. Mental well - being has been identified as a key area of development for children and as a school we will look for opportunities to develop this across the school.

### What we plan to see

Improved level of attainment and progress in literacy and numeracy.  
Close attainment gaps in line with average of school results.  
Ensure full access to the curriculum.  
Access to extra-curricular activities.  
Improved attendance.  
Enhanced behaviour for learning.  
Improved motivation  
Improved self esteem  
Improved mental well - being

### **How the money was spent:**

The total grant to the school: £66,275

Primary pupil = £1320 x 41 = £54,120

Secondary pupil = £935 x 13 = £12,155

### **Number of children directly supported by funds:**

**Reception = 1**

**Year 1 = 2**

**Year 2 = 3**

**Year 3 = 6**

**Year 4 = 13**

**Year 5 = 6**

**Year 6 = 10 + 1(LAC)**

**Year 7 = 6**

**Year 8 = 6**

**Year 9 = 1**

**Total = 54**

<b><u>Item</u></b>	<b><u>Number of pupils involved</u></b>	<b><u>Cost</u></b>
1. Pupil Premium review & audit		£400
2. English - Thrive & Read and Read, write Inc	All	£500
3. Maths (targeted interventions of PP pupils)	PP Selected pupils	£100
4. External interventions ( Educational Psychologist)	PP Selected pupils	£400
5. Rewards System	All	£500
6. Breakfast club	All	£300

7. 1:1 support for SEMH, ADHD and ASC pupils who are not able to access curriculum.	All	£32,000
8. Residential Trips	All	£400
9. After school clubs	Selected pupils All given opportunity	£300
10. OT and sensory equipment	All	£150
11. I Pads/laptops	All	£3500
12. Play Therapy	All	£150
13. SAT's support	PP Selected pupils	£200

<b>Tasks and input</b>	<b>By whom</b>	<b>By when</b>	<b>Impact/Outcomes</b>	<b>Resources</b>
1. Pupil premium review and Audit	PL	March 2017	External agency to look at current strategy and spending and identify areas for improvement and development.	Set date
2. English – Purchasing materials so that we can implement Read Write Inc and Thrive and read.	DS	Feb 2017	Once we have tested all of the students on their sounds we will be able to identify which students have big gaps in their knowledge. Students will work in small groups at similar levels to give them extra support in sounds, sight words and spellings.	Staff training

3. Maths	CG/DS	April 2017	SAT's targeted students who require support and interventions to meet potential.	
4. External Interventions (EP, SALT)	DMc/PL	All year	PP pupils who are experiencing specific needs that require external agency support in order for them to access the school curriculum and help them develop their social and emotional needs.	EI added to IEP to support
5. Rewards System	PL	All year	Tuck shop and celebration lottery weekly and termly to reward attendance, behaviour and school ethos.	Prizes -certificates and medals
6. Breakfast club	AR	Kitchen Staff	Some students start their school day for various reasons on an empty stomach which we know is not a good basic building block for learning. Breakfast club has run now for four years and continues to be popular with a good number of students; it has attracted some regulars from all year groups. The club has offered a relaxing and welcoming environment to start the school day for students. The club continues to help to remove social communication barriers with some students; as it builds on student/ staff rapport	Food ordered through Kitchen
7. 1:1 support for SEMH, ADHD and ASC pupils who are not able to access curriculum.	DB	All Year	Students have been able to fully participate where family finances wouldn't have allowed.	3 full time TA's
8. Residential Trips	AT/PL	June 2017	All pupils will experience a 1 or 2 night residential trip that will allow them to develop a variety of skills. The residential will also look at building positive relationships with staff and other pupils across the school.	Transport to and from the residential.
9. After School Clubs	VB	All Year	Provision of an extensive and varied afterschool club to allow pupils to access unique learning experiences and develop positive relationships with teachers and TA's.	Termly Timetable
10. OT and sensory processing course – to understand how sensory processing difficulties impact on behaviour and	All staff	May 2017	Sensory processing difficulties can relate to all senses – sight, sound, smell, oral, touch, vestibular, body. A person maybe - Hyper-sensitive (requires more stimulus). Hypo-sensitive	Trainer and resources

attention. It explores the differences in sensory processing difficulties and behaviours and provide strategies to support sensory processing and attention			(requires less stimulus) –or a mixture of the two. Strategies will be given to all staff to explain how to support students with sensory processing disorder.	
11. I pads - laptops	LC	All year	Laptops provided to all ks3 pupils to support learning and ICT skills	I pad charger Transporter cases.
12. Play Therapy	SS	All year	Provide a calm play environment which allows pupils to experience and learn how to play in a non threatening environment.	play equipment
13. SAT's Support	RP/DH	April 2017	Small group sessions to target SAT's preparation and focus on SPG, to enhance achievement within SAT's exams.	Past papers computer programm

### **Plans for 2016/17**

**Barriers to educational achievement.** All students have a statement of educational needs; many of these needs are complex and include autism, speech, language and communication difficulties and social, emotional and mental health needs. A variety of experiences and opportunities are crucial for learners to improve their life opportunities when they leave school. We aim to equip them with the physical, emotional and social skills they will need to become a integral part of a community or school.

### **Allocation of funds to address these needs and reasons for approaches planned.**

There will be a focus on health and well-being for all and building resilience. This will include training for all staff on building resilience and around mental health and wellbeing, use of a wellbeing room at lunchtimes, fruit days, breakfast clubs, student voice through school council meetings and implementing ideas. It is well documented that mental health in young people is on the increase and causing a concern. The benefits of wellbeing and positive individual characteristics is also well documented. Happiness and wellbeing are a necessity for students to live well balanced lives. By building resilience we are helping young people acquire the skills they need when life throws up challenges.

1. Continued intervention programmes in maths and English with individual /group tuition for some. Further targeting at specific students, time limited, clear success criteria and evaluated regularly. Following this year's progress in maths and English it has proved beneficial to target students and groups of students

to raise attainment in these areas. Appointment of a support staff for 10 extra hours per week to further support maths and English within the classroom will further enhance this.

2. Trips/opportunities outside of school environment giving students opportunities and experiences to learn outside the classroom in often a more realistic environment.
3. Continued emphasis on social development at every level.

**We will continue to measure the impact of pupil premium through assessment and impact and outcomes of each use of the fund.**