

PUPIL PREMIUM FUNDING/EXPENDITURE 2017/2018

The Pupil Premium is additional funding given to schools in England to raise the attainment of all disadvantaged pupils and to close the gap between them and their peers.

The Government believes that the Pupil Premium funding, which is additional to main school funding, is the best way to address the current inequalities by ensuring that funds to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Pupil Premium for Children who are Looked After is held by the local Virtual School and is applied for by the school the pupil attends through a set procedure.

The allocation for Alfriston School this year is £43,550, targeted as follows:-

| Initiative and Costs                                    | Reasons                                                                                                                                                  | Outcomes/Impact                                                                                                         |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Catch up Literacy and 1:1 interventions<br>£            | This programme gives pupils access to a wider curriculum and supports their emotional development through building confidence.                           | Improvement in pupils' progress and attainment.                                                                         |
| Catch up Numeracy and 1:1 interventions<br>£            | This programme supports pupils in developing a life skill. It helps to support their independence in understanding number, time and money.               | Improvement in pupils' progress and attainment.                                                                         |
| Speech and Language Therapy in group settings<br>£.     | The delivery of additional SLT groups allows pupils to make greater progress across the curriculum.                                                      | Pupils are able to access all tasks and activities more readily and raise their attainment.                             |
| Speech and Language Therapy in individual sessions<br>£ | The delivery of additional SLT support for individual pupils can target their particular need more specifically.                                         | Pupils are able to access all tasks and activities more readily and raise their attainment.                             |
| Lego Therapy<br>£                                       | A social group focusing on the pupils' ability to work co-operatively in a small group, working towards a common goal                                    | Pupils develop skills of listening, giving clear instructions, asking questions and understanding the needs of others.  |
| Narrative Intervention Programme<br>£                   | Pupils focus on their receptive and expressive language and social skills, working around the theme of stories and narratives.                           | Pupils are able to interpret meaning in stories and develop their own narrative skills.                                 |
| Language and Social Skills<br>£                         | These groups focus on specific needs of individual pupils – listening, attention, understanding of spoken language, expression of ideas, vocabulary etc. | Pupils can apply strategies to improve their listening and attention, expressing their ideas and applying social rules. |
| Specific Language groups<br>£                           | Paired groups for pupils with specific language impairment, according to their specific SLT need.                                                        | Pupils are able to develop their individual language skills including comprehension and expression.                     |
| Hygiene management group<br>£                           | The school nurse provides 2 x 1 hour sessions for groups of 6 or less.                                                                                   | Pupils are able to manage their hygiene needs independently and confidently.                                            |

| Initiative and costs                                                                | Reasons                                                                                                                                                                                    | Outcomes/Impact                                                                                                                       |
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| Friendship group<br>£                                                               | Regular and ad hoc groups target social issues within school.                                                                                                                              | Pupils are more able to discuss difficult issues and problem solve independently.                                                     |
| <u>Wellbeing</u><br>Social and Emotional skills groups; CBT<br>£                    | Pupils are supported on a short or long term basis in groups or individually. These programmes run by the Head of Wellbeing address behaviour, social, emotional, health and mental needs. | Pupils have increased confidence and reduced anxieties, allowing them to focus in the learning environment.                           |
| <u>Wellbeing</u><br>Supporting Families Programme<br>£                              | Parents or parents with their daughters meet in a workshop setting to discuss behavioural, social, emotional, health and mental issues.                                                    | Parents are able to support their daughters in their learning, social interaction and ability to become more independent.             |
| <u>Wellbeing</u><br>Activity camps<br>£                                             | In school holidays, pupils can socialise with their friends in a familiar and safe environment.                                                                                            | Pupils' social and emotional development is supported, encouraging independence and social interaction.                               |
| Residential trips<br>£                                                              | Pupils are able to join their peers, accessing the broad range of residential trips, experiences and activities offered.                                                                   | All pupils are included in the planning and cross curricular tasks and activities before, during and after the event.                 |
| <u>Sporting activities inc.</u><br>Tournaments, Elite events, Boatability etc.<br>£ | All pupils are able to access PE and sport offered across the school. Talented pupils are also given additional opportunities to attend sporting events.                                   | Pupils' confidence and self-esteem are improved, enabling them to transfer skills learned to other areas of the curriculum.           |
| Targeted support in lessons<br>£                                                    | This allows for smaller groups in some lessons, giving pupils more personalised attention and allowing them to learn at a faster rate.                                                     | Pupils are more confident to ask questions in lessons, showing their knowledge and understanding.                                     |
| Targeted support for hearing impairment<br>£                                        | Additional support is needed for some pupils to encourage/train them to use their equipment to the best advantage.                                                                         | Pupils are able to be independent, access more in lessons and participate fully in all activities.                                    |
| Additional activities, support and transport<br>£                                   | Some pupils would otherwise not be able to access activities after school. The Head of Wellbeing supports pupils attending a sports club in a local school.                                | Pupils develop their confidence and self-esteem, transferring this into the learning environment.                                     |
| Counselling<br>£                                                                    | Pupils with social, emotional and/or behavioural needs have time and space in which to discuss their anxieties, finding strategies to help them.                                           | Reduced anxieties and individual strategies put in place allow pupils to focus in the classroom, increasing their attainment levels.  |
| Curriculum trips and outings<br>£                                                   | Additional support for Life Skills activities and Humanities outings to develop independence, social and emotional skills.                                                                 | Pupils are able to be included in all activities, regardless of financial barriers. This increases their confidence with their peers. |
| Support for Duke of Edinburgh award scheme activities<br>£                          | Pupils receive additional support during Bronze/Silver award courses and expeditions.                                                                                                      | All pupils are able to access the full programme, increasing their life skills, independence and confidence.                          |
| 1:1 support with pastoral/care staff<br>£                                           | This targeted support enables pupils to address issues at the start of the day – family, relationships, anxieties. Pupils may also need support with personal hygiene and care.            | Pupils are able to access their learning more readily, focusing within the learning environment.                                      |

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| Additional OT clubs and activities<br>£ | Pupils are supported by the OT and an assistant in small groups, targeted to the needs of pupils. These take place before school and in breaks/lunchtimes. Foci include personal skills, mealtimes, touch typing and handwriting. | Pupils have access to a wider curriculum, their fine motor skills improve and their confidence develops. |
| Uniform and PE kit<br>£                 | We aim for all pupils to wear appropriate uniform and kit which encourage positive attitudes and inclusivity.                                                                                                                     | Pupils show increased confidence, a sense of unity and are able to participate in a range of sports.     |

All the initiatives have been carefully considered to focus on the areas that help our pupils' development and progress. Our pupils have moderate learning difficulties, complex learning needs, social and emotional difficulties and speech, language and communication needs. We therefore need to provide a range of diverse interventions and initiatives to meet the needs of all pupils. All staff are aware of the pupils eligible for Pupil Premium and are invited to contribute to the discussion around the needs of each girl and the initiative that could be put in place in order to support the individual.

Research is in place to evaluate the impact of these initiatives and to monitor the progress of each pupil. The results of the data will inform the use of our pupil premium in the following year.

#### CATCH UP PREMIUM

In addition the school receives literacy and numeracy catch-up premium which provides schools with an additional £500 for each Year 7 pupil who did not achieve at least level 4 in reading and/or maths at the end of Key Stage 2. The funding has been used to support pupils in small groups or with 1:1 support within the Maths and English departments, training staff and purchasing additional resources.