

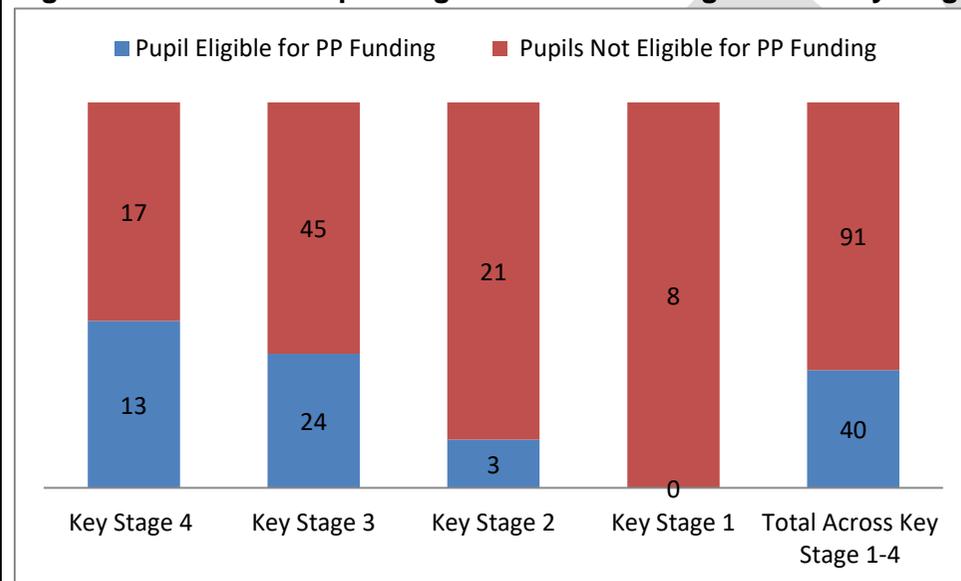
Pupil Premium Strategy Report: 2018/19

Summary information					
School	Alderman Knight School				
Academic Year	2018/19	Total PP budget	£ 47,015	Date of last Pupil Premium review	Sept 2018
			Actual expenditure 18/19 At least £54,500		
Total number of pupils	163 Pupils	Number of pupils eligible for PP	40 (pupils who joined mid-year have been taken out of calculations)	Date of this review	Sept 2019

Attainment of pupils 18/19 - Evidence in Standards data Sept 2019

School Context

Figure 1- Number of Pupils Eligible for PP Funding Across Key Stage 1-4



During the academic year 18/19 the school received funding for 40 pupils through Pupil Premium. Figure 1 shows the percentage of pupils who receive the PP funding in each Key Stage across the school. There are a smaller number of pupils within the Key Stage 1 cohort so these figures should be taken with caution. These figures do not include pupils who receive universal free school meals. Figure 2 show a breakdown of pupils across the school who receive PP for the different categories of funding.

Figure 2 PP Funding Category across all Key Stages

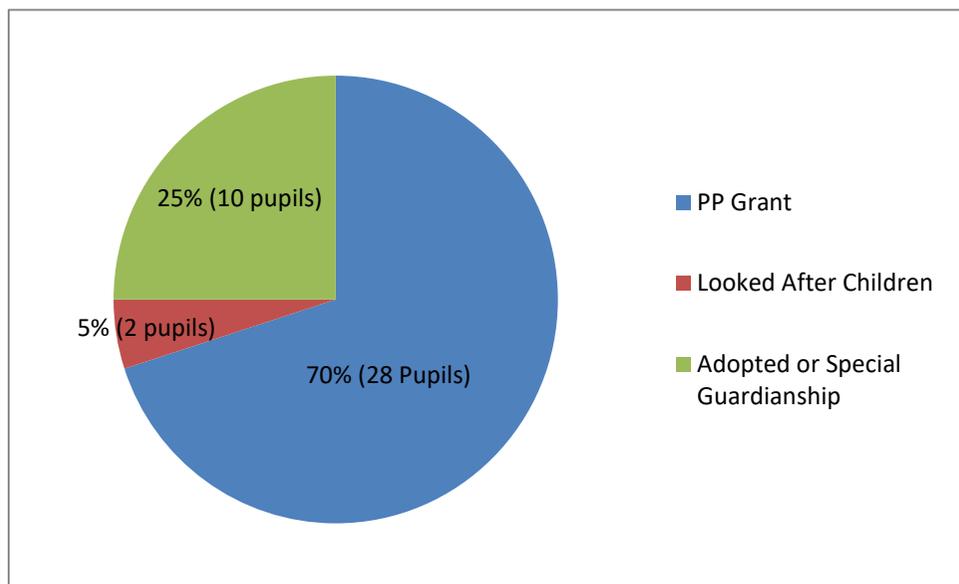


Table 1- Current Progress of Whole School

	Pupils eligible for PP (your school)	Pupils not eligible for PP
% making good or better progress in English Summer 2019	95% (38 out of 40 pupils)	84% (76 out of 91 pupils)
% making good or better progress in Maths Summer 2019	75% (30 out of 40 pupils)	87% (79 out of 91 pupils)

The whole school data shows that the vast majority of pupils make good or better progress in English and Maths and that the results are comparable between those pupils who are eligible for PP and those who are not eligible. There is a slight decrease in the number of PP pupils who achieve good or better progress in Maths comparable to their peers who are not eligible for the PP. However 75% of this group do make at least good progress in Maths. These results mirror the whole school data in all subjects.

Outcomes of all PP pupils at Key Stage 1-3 in English, Maths and Science

For information on how progress is monitored at Alderman Knight School please see assessment policy on the school website. Alderman Knight uses age-related expectations to inform AKS stages. Progress towards AKS Stages is monitored three times a year. Previous school data from Alderman Knight has shown steady progress is 2 sub stages, good progress 3 to 4 sub stages and outstanding progress is 5 or above sub stages over the year. Outstanding progress would be equivalent to the progress made over a year in a mainstream school.

Table 2 Outcomes of pupils who receive PPG funding in each Key Stage

Key Stage 1-3 Pupil Premium (27 pupils)	Steady (Below expected)	Good (Expected Progress)	Outstanding (Above Expected)	Good or Better Progress
English	0% (0 pupil)	22% (6 pupils)	78% (21 pupils)	100% (27 pupils)
Maths	26% (7 pupils)	41% (11 pupils)	33% (9 pupils)	74% (20 pupils)
Science	22% (6 pupils)	4% (1 pupil)	74% (20 pupils)	78% (21 pupils)

Key Stage 4 Pupil Premium (13 pupils)	Steady (Below expected)	Good (Expected Progress)	Outstanding (Above Expected)	Good or Better Progress
English	15% (2 pupils)	69% (9 pupils)	15% (2 pupils)	85% (11 pupils)
Maths	23% (3 pupils)	77% (10 pupils)	0% (0 pupils)	77% (10 pupils)
Science	8% (1 pupil)	62% (8 pupils)	31% (4 pupils)	92% (12 pupils)

Analysis

Maths

- Progress across key stages 1-3 is at least good. Pupils at Key Stage 4 make overall good progress. The numbers of pupils are small and therefore should be taken with caution for example- one pupil at Y11=8%

- The results in maths are slightly behind English and Science. These results mirror the whole school data for Maths. This is a trend was also picked up in 18/19 and as a result Numeracy was included on the school Improvement plan. As the results continue to show a slight dip the whole school focus on numeracy will continue into 19/20.

Science

- In Science, pupils in receipt of the PPG achieve exceptionally well in Key Stage 4 with nearly all pupils making good or better progress across all key stages. This is outstanding progress. In Key Stage 1-3 the results are slightly lower but they still show outstanding progress.

English

- In English at Key Stage, 1-3 progress is outstanding with 100% of PPG achieving at least good progress with the vast majority of pupils achieving outstanding progress. At Key Stage 4 progress is good.

Overall

- Overall PP pupils make slightly better progress in English than other pupils within the school. In Maths PP pupils make slightly less progress than their peers but still make good progress. These results mirrors the whole school data in Maths. Overall, in Science the progress of pupils in receipt of the PP is outstanding across all Key Stages. Variations of one or two pupils can make significant percentage difference. What is clear is that on the whole pupils in receipt of the pupil premium achieve at least equally well as their peers through effective support and the use of the additional funding.

Please note analysis has been undertaken for all other year groups in order to compare progress of pupils with and without PP through whole school review of standards and in Subject Reports and self-evaluations. The data shows the majority of pupils in receipt of pupil premium do equally as well as those without.

Extract from 18/19 Behaviour Report – Pupil Premium and Children-in-Care

Pupil Premium & Children-in-Care

None of the top 10 most challenging pupils are categorised as Pupil Premium or CIC. Table 3 provides a summary of the behaviour observed by pupil premium pupils and children-in-care. Pupil Premium Pupils only account for 14% of the schools challenging behaviour in the last Academic Year, even though they form 31% of the school population. This is an exceptional result considering these are some of our most disadvantaged pupils. Efforts continue to be implemented to try and help these pupils manage their behaviour.

Pupil Group	Percentage of Behaviour
Pupil Premium (31% of the school population)	14%
Remaining Pupils (69% of the school population)	86%

Table 3: A table showing the amount of challenging behaviour observed by our three key pupil groups

Review of expenditure: £ / 40 eligible pupils

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost 18/19
A. Improve pupils' attainment and progress in core subjects of English and mathematics	<p>Pupils would be highlighted by subject leaders at the end of assessment period. PP pupils progress is reviewed by all staff following each assessment period.</p> <p>Baseline testing carried out via LASS diagnostic assessment. Pupils may have small group work or 1:1 targeted intervention.</p> <p>Literacy and numeracy software programmes, Accelerated Reader, Spellodrome, Mathletics are used regularly with pupils to help them improve their numeracy and literacy skills.</p> <p>School works with home to encourage consolidation of literacy and numeracy using Accelerated Reader, Mathletics and Spellodrome. Parents evenings focusing on</p>	<p>Of the 5 PP pupils who received targeted intervention in English and Maths. All 5 made at least expected progress at the end of the year even though some of these pupils were below target at the beginning of the year.</p> <p>Baseline testing has been used to support all subjects across the school and has been included on learning maps. This has been useful to teachers to build on progression and maintain standards of literacy and numeracy in all subjects.</p> <p>Literacy and numeracy software has been supporting all pupils across each key stage and has contributed to whole school results.</p>	For 19/20 we will including sections on the subject evaluation form for subject leaders to evaluate the impact of interventions for PP pupils.	£18 500 was allocated to staffing to support quality teaching for all as well as additional resources. Cost of interventions in English and Maths and costs of C+I sessions

	use of these programmes held in school and discussed individually at PEP/ LAC EHCP reviews			
B. Pupils improve their communication and interaction to become confident communicators in a range of different situations.	<p>Increased time provided for tutor and PSD sessions a total of approximately 11 hours over the fortnight.</p> <p>Tutorials focus on C+I and work with pupils focuses on identified C+I needs – small group, 1:1 work, work with S+L therapist.</p> <p>Pupils social development is tracked through PSD passport. These pupil passports have been introduced to monitor and enable planning for progression relating to C+I and other key life skills. These have ben paperbased in the trail phase and more recently an electronic system has been trialled.</p> <p>Access and support to learning mentor and pastoral support co-ordinator.</p>	<p>Personal Social Development was judged to be outstanding in recent Ofsted inspection.</p> <p>Pupils personal and social developmet is well catered for across the school. Pupils and parents feel well supported (evidence in SOAP 18/19)</p>	<p>PSD passport system has been implemented and now needs to be fine tuned to ensure it is appropriate for all phases.</p> <p>Pastoral support has been restructured to provide increased support for tutor teams.</p>	
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost 18/19
C. Pupils have access to appropriate support and counselling to help them cope more effectively with anxiety and manage change more effectively and their behaviour improves. The school has a new pastoral support team to help	<p>Identified pupils receive regular input from learning mentor.</p> <p>The school liaises with and buys in additional support from external agencies to reduce barriers to learning and behaviour, for example:</p> <p>Bereavement counselling as needed</p>	<p>Personal Social Development was judged to be outstanding in recent Ofsted inspection.</p> <p>Pupils personal and social developmet is well catered for across the school. Pupils and parents feel well supported (evidence in SOAP 18/19)</p> <p>The feedback from pupils re the impact of their time with the learning mentor show that this is very valuable resource and helps pupils gain in</p>	Pastoral support has been restructured to provide increased support for tutor team and to support increase in pupils numbers and complexity of needs.	£30,000

<p>pupils manage anxiety and change.</p>	<p>Referral and assessments to Educational Psychology Service</p> <p>Appointment of two pastoral support assistants</p> <p>Whole staff training</p>	<p>self-confidence and are confident to talk to a wider range of people to share concerns and anxieties.</p> <p>An increased number of staff have been able to access mental health training to support their roles in school.</p>		
<p>D. Pupils have a broader range of experiences and opportunities and engagement in learning is increased</p>	<p>Pupils continue to have access to Forest schools and swimming.</p> <p>Non-contact inclusion rugby sessions weekly</p> <p>Riding for the disabled</p> <p>All PP pupils enabled to take part in residential holidays</p> <p>Pupils are enabled to cook weekly with their peers and food taken home to share with parents. PP pupils can have support with the cost on ingredients. Parents are invited to take part in family cookery sessions.</p> <p>Saturday Craft club offered to PP children and Saturday football club</p> <p>PP pupils encouraged to join in with Duke of Edinburgh</p> <p>Transport and all costs provided for families and pupils to enable access to out of school events such as Cattle Country, Malvern Splash, Cheltenham Everyman, The Roses Theatre, family walks</p>	<p>Personal Social Development was judged to be outstanding in recent Ofsted inspection.</p> <p>All pupils across the school, irrespective of their needs have access to an incredibly wide range of opportunities.</p> <p>Cost of these is no barriers to pupils and PP monies is used to ensure this.</p> <p>Pupil feedback suggests that the practical activities and opportunities to take part in extra- curricular activities are some of the most popular times for pupils.</p> <p>Forest school is a fantastic way of supporting personal development and promoting health and well-being and developing key skills such as communication and interaction.</p> <p>Parents value these additional opportunities highly take up for out of school activities, summer school activities and family outings is very high with many PP children and their families participating.</p>	<p>Increase the opportunities for all pupils!</p> <p>These activities are opportunities are crucially important in helping develop the child's personal and social skills and supporting pupils in being ready to learn.</p> <p>Continue to offer a range of activities throughout the year and consider extending the range of activities for PP pupils and their families.</p>	<p>£6000</p>

Summary statement within the school's self-evaluation form.

Please note the school's self-evaluation of outcomes for the vast majority of Pupil Premium children indicates that they do as well as all other children across the curriculum irrespective of age or need.

Key areas of expenditure include:

- Higher staffing levels for focused literacy and numeracy groups in KS3 (Y7 Catch up also supporting this)
- The on-going provision of the school's Pastoral Support Co-ordinator
- Extension of the Pastoral support team
- Purchase of additional sensory equipment (e.g. Weighted vests, fidget toys) for use across the school and for loaning to families
- Purchase of additional educational software for Maths and English including Mathletics, spellodrome and accelerated reader
- Contributions towards an extensive range of extra-curricular and external activities and visits, including Forest School, swimming lessons, cookery ingredients, RDA, craft club, residential activity holidays, and support with payment to attend after school and holiday clubs.
- Whole staff and individual staff training to support specific pupils in school as well as support positive mental health.
- External alternative counselling and assessments for targeted individuals. This included
 - Referrals and assessments undertaken by Independent Educational Psychology Services and sensory occupational therapist
 - Bereavement counselling

With the exception of the final item, all of the above have enhanced whole-school provision, with particular emphasis on our Pupil Premium children.

In addition please see the following to support review of Pupil Premium Report

- 1. 18/19 Achievement data for Y1 to Y5 and Y7 to Y10**
- 2. Behaviour report 18/19**
- 3. Example of Provision Mapping for Pupil Premium children and how it is used to support Children in Care reviews**
- 4. Referrals to Educational Psychologist for bespoke work with PP children**
- 5. Copy of a Pupil Passport showing how it can be used to support next steps in personal development**
- 6. Whole School Improvement Plan reviews of 18/19 and School Improvement Plan 19/20**
- 7. Subject improvement plans and Subject Leaders reports**