Alexandra School
Learning Together

Pupil Premium Summer 2017 ~ impact of spending for 2016-2017

Alexandra School had 23 children on roll eligible for Pupil Premium funding in 2016-17. Pupil Premium is the additional funding given to schools and academies to raise the attainment of disadvantaged pupils and close the attainment gap between those children and their peers. We received £1,320 to support each of these children to help them achieve as much as possible, both academically and socially. We received on average £1,300 for Looked After Children.

Impact of Pupil Premium spending is measured carefully in school and reflected at mid-year review and in our end of year data collection. The headlines from our end of year data analysis 2016-17 are as follow:

Analysis of Key Stage 2 progress for Year 6 leavers 2017 shows that children in receipt of pupil premium made outstanding progress in literacy, numeracy and science.

Children across the school, including those in receipt of Pupil Premium, made outstanding progress in literacy, numeracy and science this year. Four children in KS1 made progress that required improvement – individual interventions will be provided for these children next year.

Children across the school made outstanding progress in their social, emotional and behavioural skills. The majority of Year 6 children reached levels of attainment comparable with their mainstream peers.

Below is an account of the way in which Pupil Premium has been allocated this year.

- Last year's end of year data identified **writing** as an area for focus this year. We organised a day of training for all staff in March 2017, using the Talk 4 Writing Scheme. Our Literacy Subject Leader also attended an Inspiring Writers KS1 course, delivered by the Centre for Literacy in Primary Education. We invested in a wide range of resources across the school to develop a culture of writing, including materials to create writing corners in all classrooms and specific T4W resources. The impact of this spending was seen in the progress made by children across the year. **Children made outstanding progress in writing in 2016-17**. This was irrespective of their starting point and demonstrated an improved rage of progress in writing when compared with the previous year. We will continue to invest in appropriate Talk 4 Writing resources next year.

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- Last year's end of year data also identified **number** as an area for focus this year. Our Mathematics Subject Leader worked with the teaching staff during the year to develop an understanding of Mathematics Mastery. We invested in resources to support this work and this is something that will be invested in further next year, releasing staff to attend appropriate training. Maths Week was held in February 2017, to celebrate and promote mathematical work across the school. We also ran Numberfit for our Year 6 classes during the Spring term. The impact of this spending was seen in the progress made by children across the year. **Children made outstanding progress in number in 2016-17**. This was irrespective of their starting point.

- We have continued to focus on supporting pupils' **well-being and mental health**, working with other professionals, including CAMHS, SALT and OT to invest in training and resources that can strengthen the children's well-being, improve their readiness to learn and therefore enhance progress. We had hoped to develop a Nurture Room within school but the space had to be used for other purposes this year, to support an individual child's need. We will use pupil premium funding next year to take the Nurture Room project forward. Specific resources have been purchased for individual children to support their well-being in school, for example an MP3 player and a therapeutic listening programme to support one child's challenges with sensory processing dysfunction, listening and attention. Other children have required adaptations to their seating, e.g. with a footrest, to help them sit comfortably and focus on their learning. **Children across the school made outstanding progress in their social, emotional and behavioural skills during this year.**

- **Play therapy** provision has continued for one full day each week this year, benefitting at least seven individual children through 1:1 or small group sessions. The wider school population has also benefitted from the play therapist's expertise, shared with staff during staff discussion or drop-in sessions. **Children across the school made outstanding progress in their social, emotional and behavioural skills during this year.**

- Our three **Learning Mentors** and our **LSA 3 for ASD and Health Support** have worked with individuals and groups of children to ensure that barriers to learning are broken down. All four members of staff have been based for at least half the week in classes where children in receipt of pupil premium most require a higher level of adult support for their needs. During their time out of class, they worked with families to increase engagement in school, provide support around particular issues. This year they provided parent sessions on transition, e-safety, toileting, healthy eating and sleep. The Learning Mentors and LSA 3 also worked with individual children in school focusing on learning behaviour. **Children across the school made outstanding progress in their social, emotional and behavioural skills this year**

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- Three members of staff attended high-quality training for **Bucket Time** and **PECS**, to support the communication and attention skills of all pupils, but particularly those in the younger classes. **Children in EYFS made outstanding progress across all areas of the curriculum, at least 30% better than chronological development.** The progress in KS1 was less consistent. Out of ten children, six made at least two ladder steps of progress in speaking and listening, while four only made one step. There will be focused intervention and liaison with SALT for these children next year.

- Pupil Premium was used to support the funding of resources for **parent programmes** at Alexandra, empowering parents to support their children's learning. During 2016-17 we offered a positive parenting course, a "Let's Get Cooking" course, a "Share A Story" course and a functional English course. These courses were all well-attended and received positive evaluations from the parents. We will repeat these courses next year.

- The children's access to **trampolining and rebound therapy** this year was limited by unavoidable staff absence. Next year we will invest PE and Sport Premium in training more members of staff in rebound therapy and trampolining, to ensure that the trampoline can be well-used and of benefit to all children, as we know that these activities can have an impact not just on a child's physical fitness but also on their confidence, independence and readiness to learn.

- **Extra-curricular activities** have been funded this year for children in receipt of pupil premium. This allows for equal access to activities such as musical instrument tuition, drama or ballet. It is a good chance to unearth and develop talent, and to provide all children with broad and balanced extra-curricular opportunities. This year, 5 children in receipt of PP have accessed music tuition and 6 have accessed ballet. The impact on the children's confidence and ability has been seen in performances to the whole school and to parents. One day of each of our **holiday club sessions** is offered free of charge to children in receipt of pupil premium. At our Easter holiday club, 12 children in receipt of PP accessed the club. At our Summer holiday club, 9 children in receipt of PP accessed the club.

- **Pupil premium funding has also been used to support the individual needs of children in terms of their welfare and basic needs.** We have continued to fund Breakfast Club by Pupil Premium, bearing in mind the body of research and common sense which promotes the need to meet basic requirements of food, water, good health, shelter and warmth before any other learning can successfully take place.