

**Pupil Premium 2015/16**  
**Allocated Pupil Premium £94, 105**  
**Total spent – £112,812**

**Overview of Pupil Premium and influences**

At Sidestrand Hall school we offer a range of interventions to address children's barriers to learning. These are offered to both pupil premium funded children and non-pupil premium funded children. We follow our Inclusion and Intervention Policy to identify children for interventions.

We have reviewed the impact of interventions annually, following this review we will review the impact half termly and report annually. We are looking to improve how we measure the impact of some interventions including THRIVE and Speech and Language. This will include a clear referral system for children considered in need of intervention. We are aware that staff absence has impacted on the effectiveness of some interventions as staff have been needed for cover.

**Intervention posts x 5 £108,809**

(These posts include 2 Education Learning Mentors and the delivery of Literacy and Numeracy Intervention, Speech and Language intervention and THRIVE)

**Literacy and Numeracy Intervention**

Many of the children arrive at Sidestrand Hall School with 'Spikey' profiles; this means they may be proficient in one area of a subject but then be below the expected attainment in another area of the same subject. This could be for a number of reasons including the type of Special Educational Need that the pupil has or due to being out of education for a period of time.

Literacy and Numeracy skills are important to support pupil's independence later in life therefore the interventions are designed around the individual pupil's needs and next steps. Those leading the intervention work with class teachers and the Extended Leadership Team to identify those in need of additional support. This is achieved by considering the academic progress and attainment on our data tool SOLAR and through discussion with other staff members.

The interventions are designed to overcome the pupil's barriers to learning and ensure access to the right resources. For example a child that may struggle to remain focussed in the classroom might use the outdoor area to learn a new skill.

**Speech and Language**

Many of the children at Sidestrand Hall School have communication difficulties identified as a need in their Statements or Education, Health, Care Plans. A BPVS\* was completed on all children identified as needing additional support. Speech and language intervention is delivered following support from the school's Speech and Language Therapist. For those children who have been assessed by the SAL Therapist the intervention has been led by their individual plans. For other children identified as needing additional support the intervention has been planned in conjunction with the SAL Therapist. Most pupils are supported in individual sessions of approximately 20-30 minutes. During these sessions wordless books are used to promote listening skills, inspire pupils to tell a story and develop a wider vocabulary. Picture books allow pupils to use their own imagination to embellish the story and make it their own. Pairs of pupils have also been withdrawn from class to develop clearer speech. These activities are also designed to promote thinking skills.

### \*British Picture Vocabulary Scale

The BPVS is an assessment of children's vocabulary. The assessment plays an important role in understanding children's receptive vocabulary. Each pupil is assessed and a standardised age is given. On average children made 6.7 months progress.

### **ELM (Education and Learning Mentors)**

The needs of the cohort are changing each year and there is an increase of both behavioural and mental health difficulties across the school. Therefore we continue to develop our behaviour and support team in order to meet these needs. The team consists of 2 teaching assistants who offer social and emotional support and are accessible to all children. Some of the work they do includes regular incentives for pupils that need rewards above the normal class reward system (see positive behaviour policy), being on call to support children across the school and the monitoring of both positive and negatives incidents across the school on the behaviour management programme SLEUTH. The positive impact of ELM can be evidenced through case studies demonstrating the progress of children's social and emotional well-being throughout the school.

### **THRIVE**

THRIVE is an approach based on current Neuroscience and the greater understanding of child development. It is designed to support children with their emotional health, well-being and social needs. The programme helps staff to understand the children's behaviour as a type of communication and adapt their approach to develop their self-esteem and increase positive behaviours.

All children, pupil premium funded or not, are screened to identify their level of social and emotional skills. Every child in the school receives THRIVE. Where the need is identified, through screening, children receive weekly 1-1 THRIVE sessions in addition to the whole class THRIVE.

### **Multi-Sensory Impairment Training £2780**

The needs of the cohort at Sidestrand Hall School are changing and we are educating more pupils who have a Hearing Impairment, Visual Impairment or a Multi-Sensory Impairment. Staff have received training to ensure we can provide knowledgeable and skilful support to those children. Children have received support throughout the curriculum by 4 teaching assistants completing the BTEC Advanced Award for Teaching Assistants working with Sensory Impaired Young People. This role included working with different pupils with hearing impairment to support them in the classroom with adapting resources, lesson delivery and the environment to suit their needs. As well as ensuring assistive technology was being used correctly by staff, they worked with the pupils who wear hearing aids to show them hearing aid maintenance and care. This is overseen by a MSI specialist teacher who has regular contact with the Virtual School Sensory Support.

### **TEACCH and Attention Autism Training £545.00**

The number of children with a diagnosis of ASD is increasing within our cohort. The school has 3 ASD specific units as well as several children with ASD across the main school. Staff received training to ensure the school has a range of techniques and strategies to support children with ASD. TEACCH is a strategy that focuses on the child's individual interests and skills and teaches adults how to adapt activities to suit the individual child's needs. Attention Autism helps to increase children's attention abilities and become focused and engaged in learning. These strategies have also proven to reduce anxiety amongst children with ASD.

| <b>Literacy</b>          |                          |  |
|--------------------------|--------------------------|--|
|                          | % made expected progress | % of those who met expected and then exceeded progress |
| MSI                      | 50                       | 50   |
| Speech and Language      | 79                       | 18   |
| Literacy Intervention    | 76                       | 8  |
| TEACCH and AA strategies | 75                       | 38   |

| <b>Numeracy</b>          |                          |  |
|--------------------------|--------------------------|--|
|                          | % made expected progress | % of those who met expected and then exceeded progress |
| MSI                      | 50                       | 13   |
| Speech and Language      | 36                       | 80   |
| Numeracy Intervention    | 50                       | 78   |
| TEACCH and AA strategies | 55                       | 67   |

| <b>THRIVE</b>  |     |
|--|-----|
| % that made progress across all pupil premium funded pupils.                                   | 93  |
| Average % of progress made by pupil premium funded pupils (excluding LAC) receiving 1-1 THRIVE | 108 |
| Average % of progress made by Looked After Children receiving 1-1 THRIVE                       | 78  |