

1. Summary information					
School	Fountaindale				
Academic Year	2016/17	Total PP budget	£20,618	Date of most recent PP Review	Sept17
Total number of pupils	70	Number of pupils eligible for PP	26		

2. Attainment		
	<i>Pupils eligible for PP</i>	<i>School Average</i>
% EYFS pupils making one or more aged stage of development by end of EYFS	0%	50%
% Pre-formal pupils demonstrating progress in Communication in 2016/17	75%	84%
% Semi-formal & Formal pupils achieving expected or better progress in English 2016/17	91%	89%
% Semi-formal & Formal pupils achieving expected or better progress in Maths 2016/17	58%	67%
% Semi-formal & Formal pupils achieving expected or better progress in English at end of Key Stage 2016/17	100%	100%
% Semi-formal & Formal pupils achieving expected or better progress in Maths at end of Key Stage 2016/17	40%	72%
% Formal pupils achieving accreditation at Entry Level 1 and above in English & Maths at end of Key Stages 4 & 5	100%	100%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Poor interaction and communication skills of PP pupils with complex needs (Pre-formal & Semi-formal)
B.	Poor self-esteem, independence and confidence

<b>C.</b>	Provision of appropriate additional support to enhance learning in Maths and English, including gifted & talented	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Low access to enrichment activities (after school clubs, holiday schemes, residential trips)	
<b>E.</b>	Low parental engagement (parents evenings, EHC Plan Reviews, school based parental activities)	
<b>F.</b>	Low levels of support and encouragement with home based self-study	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Pre-formal and Semi-formal PP pupils to demonstrate progress in interaction and communication	Pre-formal Pupil progress data shows progress along the Learning Continuum for islands within the Routes for Learning framework, relevant to communication & interaction, Semi-formal pupils show progress along the school's 'STEP' indicators for Communication, Literacy and Social & Emotional Development. Formal pupils with communication difficulties demonstrate improved independence in use of augmentative and alternative communication approaches.
<b>B.</b>	PP pupils to demonstrate Improved levels of independence, confidence and self-esteem	Expected or better progress levels within PSD, DofE achievements, increased access to residential based activities
<b>C.</b>	Improved progress within English and Maths for formal PP pupils, including accreditation for identified G&T pupils	Expected or better progress, including accreditation level attainment
<b>D.</b>	Increased access to enrichment activities for PP pupils	Increased uptake of PP pupils and families in enrichment activities
<b>E.</b>	Improved levels of parental engagement with school to support child's learning	Improved parental attendance rates at parents evenings, Reviews and school based parental activities

F.	Improved provision in place to support self-study	Homework and coursework completed on time and to required standard. Expected or better than expected progress demonstrated within core areas.
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5. Review of Expenditure				
Previous Academic Year		2016/17 Pupil Premium £20,618		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
A. Pre-formal pupils to demonstrate progress in communication and interaction	To train a member of staff as an Intensive Interaction Co-ordinator	2 out of 7 training blocks have been completed. Impact is in early stages. All Pre-formal pupils, including 13 PP pupils have gained from receiving more intensive interaction	As more training units are completed, member of staff will be able to mentor and train other staff specifically. Processes for monitoring impact will need to be designed and implemented. The approach needs to be continued.	
B. Improved levels of independence, confidence and self-esteem	Semi-formal and Formal Key Stage 5 pupils to be offered opportunity to enrol for DofE Bronze or Silver Award. Staff CPD provided on appropriate support of pupil activities	6 pupils, including 2 PP pupils achieved DofE Bronze awards and demonstrated clear gains in independence, self-esteem and resilience to failure. Pupil presentations were applauded by local and regional DofE officers. All pupils received certification at an award ceremony. 2 formal PP students completing Bronze DofE made expected or better than expected overall progress in PSD against annual targets.	The DofE scheme provided valuable opportunities for developing team working and independent problem solving skills and raised pupil, parent and staff expectations of what our pupils are capable of. Student successes received a high level of community acclaim. The approach also proved to be a good source of professional development for staff with respect to 'stepping back' and allowing pupils to build resilience from learning from mistakes. The approach will be continued for 2017/18.	

B. Improved levels of independence, confidence and self-esteem	To complete enquiry based research into the impact of Forest Schools on the learning of pupils with complex needs.	All pupils, including 26 PP children took part in Forest Schools taster sessions over 2 days.  Provision of sessions for all pupils over 2017/18 have been costed out and funding agreed by governors.	It has been agreed that it will be more cost effective to employ a provider on a sessional basis than to train and cover a school member of staff.  Processes for measuring the impact on pupil progress, particularly for PP pupils will need to be determined	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	
A. Pre-formal and Semi-formal pupils to demonstrate progress in communication and interaction	A music therapist employed to provide 1-1 and small group sessions on a weekly basis	PP pupils received blocks of music therapy over 2016/17. Therapy reports along with observation records and Routes for Learning Tracking documents demonstrate the positive impact this has had on the communication and interaction of these pupils.	More pupils meet the criteria for music therapy provision than there are available sessions. Agreed that SLT, Assistant Heads for Pre-formal and Semi-formal curriculum and Specialist Sensory TA will meet with music therapist in early autumn term to discuss priorities and appropriate groupings.	
A. PP pupils to demonstrate progress in communication and interaction	A specialist TA for Communication to be employed for 0.1 FTE to support the implementation of SALT programmes within the classroom for targeted PP pupils	PP pupils received specific support with their use of augmentative and alternative communication aids. Specialist TA time to work with individuals was increased to 0.3 FTE during Spring term  PP pupils receiving this support made expected or better progress in English and Communication	There is an increasing demand for this level of support. The budget will be able to sustain 0.3 FTE for the rest of the financial year but this will need to be reviewed for the 2018/19 financial year	

C. Improved progress in English & Maths for formal PP pupils.	Provision of 1-1 and small group support from specialist TAs	PP pupils received 1-1 and small group support for intervention. PP pupils made expected or better progress against annual targets in Maths and made expected or better progress in English. PP pupils at the end of their Key stage in 2016/17 made expected or better progress at the end of their key stage. Non-PP pupils were also included within the small groups.	The provision is ensuring that PP pupils keep on track with annual and end of key stage targets and therefore will be continued for 2017/18.	
C. Improved progress within English and Maths accreditation for identified G&T PP pupils	Weekly small group sessions in maths and English for high-attaining pupils with Assistant Head replacing tutor time or assembly.	3 pupils, including 2 PP pupils received individual GCSE support. PP pupils made expected or better progress against annual targets in Maths made expected or better progress in English.	The provision is ensuring that PP pupils keep on track with annual and end of key stage accreditation targets and therefore will be continued for 2017/18.	
F. Improved provision in place to support self-study	Additional Mid-day care assistant employed to release a Teaching Assistant to provide lunchtime homework club	A homework club was introduced following reorganisation of lunchtimes without the need to increase Mid-day care assistant time. PP pupils attended this each week, helping pupils to complete homework on time	Provision of homework club has been well received by pupils and parents and will continue in 2017/18	

### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
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<p>D. Increased access to enrichment activities</p>	<p>To provide free access for PP pupils to enrichment activities, including after school clubs, holiday schemes, family days, Saturday swims, offsite visits, in-school residential, and residential trips. Free transport to be provided for holiday schemes.</p>	<p>Over 2016/17 18/22 PP pupils attended after school or out of school enrichment activities. This represents an increase from 2015/16 when 17/22 (77%) of PP pupils attended. Evaluations and feedback from pupils and parents were extremely positive.</p>	<p>There has been an increase in take up. However, some pupils are failing to attend sessions that they have signed up for. This could be a hazard of giving the sessions free. A strategy towards combatting this will need further Leadership discussion.</p> <p>PP pupils identified as not attending any enrichment activities will be discussed with the individual parents concerned to ascertain how they might be further supported.</p>	
<p>E. Improved levels of parental engagement with school to support child's learning</p>	<p>To offer free transport to school based meetings where lack of available transport is highlighted as a difficulty. To offer follow up meetings or home visits for parents not attending Annual Reviews. To provide more informal parent events in school for support (coffee mornings, activity days)</p>	<p>Parents of PP pupils were provided with transport to attend school based meetings.</p> <p>PP home visits were completed where parents had transport difficulties.</p> <p>Termly family activity days were organised and were well supported by parents. Staff were able to model approaches of working with children in an informal way. Parents of PP pupils attended at least one of these activity days</p>	<p>The approach has served to ensure that a greater percentage of parents are more involved with school based activities. There are still some families proving hard to engage with. These will require specific targeting for future support.</p>	