

Summary of Pupil Premium Payments

Academic Year 2015-2016

The Department for Education website states:

- The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM (Free school meals) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.
- The Government believes the Pupil Premium, which is additional funding, is the best way to address current inequalities to children.
- It is for schools to decide how to spend Pupil Premium as they are best placed to assess what is needed. But they are held accountable for how they have used funding to support pupils from low income families.

For the academic year 2015-2016 details are as follows:

	Number of pupils Eligible	Total
Free School Meals (FSM)	54	£70,514
Service Families	8	£2,475
Looked after children (LAC)	5	£8,004
Post LAC (adopted from care)	3	£6,175
Grand Total		£87,168

In the academic year 15/16 Heathfield Special School received £80,260 pupil premium allocation. This funding is used to improve outcomes for pupils eligible for Free School Meals, Service Families, Post Looked after Children or those to be from low income families.

Free School Meals and Service Family Funding

This funding supports a variety of activities and initiatives tailored to each individual's own diverse range of needs. This funding is used to enhance the following:

Area of spending	Objective	Evidence and Impact
Provide a family support worker	<p>To ensure good home school links</p> <p>To ensure good attendance</p>	Family support worker makes initial home visits to all pupils ensuring appropriate provision is in place. Our family support worker has continued to monitor attendance figures and work with families in recent years. As a result we are seeing a 94% attendance rate compared to the national average for SEN children of 93.1% (Department of education 2014-2015 figures)
Provide pastoral/behaviour support	<p>To ensure that pupils with emotional and or social needs are supported to enable them to access the school curriculum and are emotionally ready to learn.</p> <p>To develop pupil's social skills and ability to work collaboratively with others</p>	Pupil engagement is greatly increased (see learning walk records)
<p>Art room provision, four days a week, including:</p> <ul style="list-style-type: none"> • Write Dance • Draw and Talk • Lego club 	<p>To enable pupils to develop the physical skills to develop their handwriting skills through movement opportunities.</p> <p>To enable pupils to overcome emotional barriers that may be affecting their learning and behaviour.</p> <p>To develop and reinforce play skills and social skills such as: verbal and non-verbal communication, joint attention, task focus, sharing and turn-taking, collaborative problem-solving</p>	<p>Evidence of progress with their handwriting skills through analysis of data and book scrutinies</p> <p>Pupils are more able to access learning in the classroom (evidence in learning walks + lesson observations)</p>

Provide high staffing ratio including additional support for pupils requiring an alternative provision	To enable all pupils to access the curriculum	Pupils identified as requiring an alternative provision have been able to access the curriculum. The 1:1 support enabled us to successfully reintegrate most of these children with their class groups.
Pie Corbett Talk for Writing training	To increase pupil progress in reading and writing	Pie Corbett rolled out in selected classes. Pupils in these classes are making good progress. Our next step is for this to be embedded across the school.
Healthy snacks for pupils Breakfast club provision for selected pupils	To promote physical and emotional health To ensure pupils are ready for learning	Pupil engagement is greatly increased (see learning walks)

LAC Funding

This funding is targeted to address specific IEP areas of development. Details of this can be found within the individual PEP document for each pupil. Some of the ways this pupil premium is being used include:

Area of spending	Objective	Evidence and Impact
ELSA - Training for 2 additional ELSAs and ELSA sessions running 4 times a week	To ensure that any child with emotional and social needs is fully supported so they can access the school curriculum and are emotionally ready to learn	Improvement seen in individual pupil's ability to work successfully in class.
Nurture group – including training for 2 members of staff and resourcing of new nurture room, resulting in a nurture group provision 3 days a week.	To develop children's social skills and ability to work collaboratively with others	Training undertaken by 2 staff and room prepared for nurture group
Development and implementation of AAC including at audit of communication needs, PECS training by SaLT	To support pupils communication effectively	PECS training and communication boards have

for staff and the introduction of Communication Boards with Makaton signs.		been implemented in relevant classes
Input from specialist OT trained in ASI (Ayres Sensory Integration) on sensory integration techniques, with emphasis on sensory motor factors.	To develop sensory motor abilities	Improvement seen in participation and function during daily activities

The analysis of whole school data for 2014/2015 did not indicate any patterns or areas of concern for these groups of pupils. We remain committed to annually reviewing our use of Pupil Premium in light of the data trends and needs of the pupils.

Examples of Spending

Art Provision



Examples of our art provision including write dance and improving our school environment.

Breakfast club and healthy snacks



Ensuring our pupils are ready for learning and being offered healthy options everyday

AAC provision



Learning to use PECs in everyday situations both in school and out in the community.

Talk for writing



Investment in talk for writing enables pupils to imitate the language they need orally before reading and analysing it and then writing their own version.