

## PUPIL PREMIUM EXPENDITURE REPORT FOR 2014 2015

### Nature of support 2014/15

Based on our priorities in the school development plan the school has directed our pupil premium funding towards the following objectives;

To employ an additional pastoral support worker to support transition and work with families to support attendance in school. £28,018.00

To engage independent advice and guidance for students in terms of routes they can follow on leaving school. £1,550.00

To provide additional speech and language support particularly from pupils working at a sensory level.  
£4,600.00

To continue access to the Local School Sports Partnership to enhance sports provision including extra-curricular activities. £4,450.00

To purchase additional identified sensory resources to support sensory diets and programmes.  
£3,000.00

To provide additional support in Year 7 to support transition into school  
£7,500.00 (Yr. 7 catch up monies)

### IMPACT OF ADDITIONAL RESOURCES FOR PASTORAL SUPPORT AND TRANSITION POST SCHOOL

One full time Pastoral Support Worker was taken on in September 2014 to ensure capacity was in place to support students and their families around attendance, transition and to engage with hard to reach families.

The school monitors attendance daily and will engage with families to establish the reasons for non-attendance and will offer support to enable the student to return to school as soon as possible. This was commented on in our recent OFSTED report 2015;

**“Parents are overwhelmingly supportive of the school and very satisfied with its work. They value the very strong partnership they have with school staff and are confident their children are very well taught and looked after.**

**The school fosters good relations with everyone**

Families are monitored to prevent them falling into persistent absence levels and are offered parenting support, signposting to other services and general encouragement in the form of telephone calls, emails, letters and discussions. The Pastoral Support Worker on most days is present to greet families, congratulate children on arriving on time and being around when parents need to talk to someone.

## **Transition**

The task of improving student's transition to post 19 provision was a key part of this role. In 2015 we had 15 students leaving Redbridge, 8 took up places at college, 5 took up places within day services, 1 went into employment with their family and one student went into their own supported accommodation.

Families are supported to set up parent-pupil visits to all post 19 provision. Establishing these links early has helped relieve stress, create dialogue and gone some way in making this process less painful. Every student will leave school with a Person Centred Plan, Health Action plan and Communication Passport. This information also forms part of the new EHC plans and the staff member works closely with The Statement Review Office to complete these documents.

This again was commented on by OFSTED in their report 2015;

**“Well established, highly effective links with local colleges and residential Provision enable students to transfer successfully when they leave school and to sustain their placements during the following year”**

## **Engagement of hard to reach families**

Another part of this role was to connect with families that don't engage with school, this has been done by, building a positive relationship with both the parents and the pupil and being reliable and consistent. Transport is offered to those parents who find it difficult to attend planned meetings and the opportunity to hold meetings within the family home at a time that is convenient for them.

Maintaining the engagement once it's been established is essential and this is done through phone calls, letters or a home visit.

Signposting families to other agencies if required

OFSTED REPORT 2015;

**“The school works in very close partnership with Parents, providing them with excellent support”.**

## **IMPACT OF ADDITIONAL SaLT SUPPORT AND SENSORY REOSURCES**

Staff received training on developing behaviour support using proactive solutions to manage behaviour via a behaviour consultant, this was commented on in our recent OFSTED report:-

*‘The school has very well established and highly effective systems in place for managing students’ behaviour. Behaviour plans for students who need them are appropriate and work well.’*

Proactive interventions were observed by the Autism accreditation review team in March 2015 who commented:-

*‘The review team observed good de-escalation techniques and very few challenging behaviours, which could be linked to the comprehensive work done developing sensory profiles and strategies for the ASD pupils’*

A Speech and Language Therapist has been appointed on a termly sessional basis to complete:-

- year 7 screenings,
- parental coffee mornings to cover topics such as ‘delayed functional communication’ and its role in behaviour issues
- developing speaking and listening using visual low tech solutions-aided language boards

- target setting for receptive and expressive language
- developing the speaking and listening curriculum

The impact of this training was noted in the observations of recent Autism accreditation review in March 2015:-

*'Staff because of their training understand the difficulties experienced by ASC pupils and in practice were seen to communicate holistically using reduced language, symbols or objects of reference and Makaton signing. A variety of communication approaches were observed by the Review Team from Intensive Interaction to PECs as well as a range of low tech aids [ Big Mac's, I Talk 2, PDD books and Go Talks. Writing with pictures, symbols and photographs were used to cue pupils into action, reinforced by Makaton signing. There are a range of AAC systems being developed throughout the school to enable pupils to become functional communicators. Staff were very receptive to the communicative intent of pupils and interpreted their gestures and non-verbal communication effectively in a variety of settings'*

OFSTED commented in February 2015 that:-

*'Staff do all they can, to promote the development of communication skills. Signing, symbols and pictures are used frequently to help students' understanding and extend their learning. In addition, appropriate technical aids are used well to help students communicate and enable them to make choices.'*

## **IMPACT OF ACCESS TO THE LIVERPOOL SCHOOL SPORTS PARTNERSHIP**

Sport at Redbridge is a big part of our everyday life, not only in Physical Education lessons but also in Swimming, Cycling and Health Related Fitness activities that our pupils access each and every week. Liverpool School Sports Partnership (LSSP) has helped us to create even more opportunities for a wider variety of pupils than ever before.

The Rebound Therapy after school club was attended by over 50% of Redbridge pupils who access PE at levels P1 to P4 during 2014-2015. This club allowed pupils to work on their individual Winstrada targets such as relaxation into set stretches and independent initiation of movement.

Our school sports coach, John, has spent the last year improving the Agility, Balance and Co-ordination skills of pupils in one of our ASD classes. Throughout the year, the pupils have made huge leaps forward, not only in tolerating these new and different activities but looking forward to new skills each week and participating fully in each new sporting activity that they were presented with. John's involvement has been a key factor in each of these pupils moving up 1 P level in PE.

John has also worked with our FE pupils, who have been learning about teamwork what it takes to be a good team player. All pupils worked hard towards these goals and by the end of the year, each pupil had a clearer understanding of how to work as a member of a team and why it is important to help each other. Part of this work was to work with a group OF pupils who had not experienced certain sports before, supporting them and helping them through this challenge. All pupils excelled

in these lessons, which contributed towards each pupil's sporting section of their Duke of Edinburgh Awards.

In addition to coaching, the LSSP have also arranged a range of different Competitions that our pupils have been involved in. Last year, we found that the sub section of our pupils being targeted by these competitions were our P5 – P7's. Events for this group of pupils were fun and well thought out, with plenty of coaches on hand to help the events run smoothly. Pupils joined in with different events such as New Age Kurling and had a fantastic time competing in the School Highland Games.

During 2014 – 2015, over 70% of our pupils have worked with the LSSP, whether that be during lesson, extracurricular clubs or competitions. This is an increase from previous years and the future looks bright for PE at Redbridge as a new SLD school competition network has been formed to target those pupils who are have previously been unable to attend any events or clubs.

#### **IMPACT OF ADDITIONAL SUPPORT FOR PUPILS IN YEAR 7.**

The bulk of the resources went to support one pupil in particular who required a be-spoke support package involving an individualised curriculum and provision plan. Unfortunately despite the additional input the school could not meet the pupil's needs and they transferred to alternative provision.

**PUPILS ELIGIBLE FOR PUPIL PREMIUM (49 PUPILS KS 3 & 4 Yrs. 8 -11). Comparison of progress against expectations taking account of category of need expressed as a change in CASPA percentile rankings for academic year 2014 – 2015**

#### **Aspects Averaged for each area**

<b>LITERACY</b>	Expected: 92%	Exceeded: 8%		
<b>NUMERACY</b>	Expected: 84%	Exceeded: 14%	Less than: 2%	1 Yr.9 pupil
<b>SCIENCE</b>	Expected: 82%	Exceeded: 14%	Less than: 4%	2 Yr. 9 pupils
<b>ICT</b>	Expected:78%	Exceeded: 16%	Less than: 6%	1 yr.8 1 Yr.9 1Yr.10
<b>PSD</b>	Expected: 82%	Exceeded: 16%	Less than: 2%	1 Yr. 11 pupil

The analysis of our data for pupils eligible for pupil premium shows that pupils' progress was outstanding. Where pupils made less than expected progress further analysis of their PIVATs data showed that this was the case for perhaps one aspect of a subject and they made progress on all other areas.