

PUPIL PREMIUM EXPENDITURE REPORT FOR 2015 2016

Nature of support 2015/16

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

To continue the provision of the additional Pastoral support worker post for hard to reach families and to support transition into adult services. £28,018.00

To continue the provision of additional independent advice and guidance for post 19 transition. £1,550.00

To continue the provision of specialist speech and language provision as well as support for the further development of sensory related training, resources and provision. £7,600.00.

The role of Pastoral Support Worker to support students and their families around attendance, transition and to engage with hard to reach families as been in place for two years.

Attendance is monitored daily and contact made with families to establish the reasons for non-attendance, support will be given to enable the student to return to school as soon as possible. Between September 2015/ July 2016 we had 10 pupils achieve 100% attendance, 61 pupils achieve between 95-99.9% and only 15 pupils below 85% attendance, compared to September 2014/July 2015 of which we had 9 pupils with 100% attendance , 45 pupils achieving between 95-99.9% and 16 pupils below 85%

OFSTED REPORT 2015

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

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.

The monitoring of absenteeism prevents families from falling into persistent absence levels through support, engaging and signposting

Transition

The transition to post 19 provisions as improved with the creation of this post

Since 2014 we have supported 27 students leaving Redbridge, 15 into college placements, 12 into day services, 2 into supported employment and 3 into supported accommodation. The figures include pupils who have a 5-day service consisting of college placement and day service provision Every student leaves with a Person Centred Plan, Health Action plan and Communication Passport. We work closely with The Statement Review Office and the information collated helps form part of the new EHC plans

All families are supported to visit post 19 provision and this has gone some way in helping the process less stressful for everyone

Engagement of hard to reach families

By building a positive relationship with both the parents and the pupil and being reliable and consistent, we have been able to connect with families that find it hard to engage with school. The offer of transport to those parents who find it difficult to attend planned meetings has helped to increase families' attendance, also the opportunity to hold meetings within the family home at a time that is convenient for them has been welcomed.

To help maintain this engagement contact continues through phone calls, letters or if need be a home visit, this may lead to the signposting of families to other agencies and we will support the families through this if required

ADDITIONAL SaLT PROVISION

Parents received training on developing communication strategies and managing complex and challenging behaviour using pro-active and active calming strategies.

Our Speech and Language Therapist has been booked on a termly sessional basis to complete:

- year 7 screenings,
- developing speaking and listening using visual low tech solutions-aided language boards
- Assessments for AAC devices and applications for funding via the CAAT team
- Target setting for receptive and expressive language for individual complex communication needs
- Observations and advice to inform transition of pupils into new placement
- Strategies to develop communication linked to behaviour for individual complex pupils

The impact has been increased staff confidence in developing and implementing communication strategies for pupils with ASD and SLD in particular. Pupils therefore are abler to communicate with, respond to and interact with the world around them.

PUPILS ELIGIBLE FOR PUPIL PREMIUM (41 PUPILS KS 3 & 4 Yrs. 7 -11 of which 36 had data available).
Comparison of progress against expectations ignoring category of need expressed as a change in CASPA percentile rankings for academic year 2015 – 2016

Aspects Averaged for each area

LITERACY	Expected: 95%	Exceeded: 2.5%	Less than 5%	1 Yr. 7 pupil 1 Yr. 11
NUMERACY	Expected: 95%	Exceeded: 2.5%	Less than: 5%	2 Yr.7 pupils
SCIENCE	Expected: 87.5%	Exceeded: 10%	Less than: 12.5%	5 pupils across year groups either Yr.7 or higher achieving pupils who had plateaued
ICT	Expected:92.5%	Exceeded: 22.5%	Less than: 7.5%	2 Yr. 7 pupils 1 Yr. 8 pupil
PSD	Expected: 92.5%	Exceeded: 12.5%	Less than: 7.5%	2 Yr. 7 pupils 1 Yr. 8 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.