

Ifield School Pupil Premium Strategy 2017-18

Ifield School plans careful interventions for students eligible for Pupil Premium Funding based on national and school evidence, but recognises the importance of Quality First Teaching to improve outcomes for all of our students.

1. Summary information					
School	Ifield School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/CLDD/PM LD
Academic Year	2017-2018	Total PP budget	£81 160	Date of most recent PP Review	September 2017
Total number of pupils	228	Number of pupils eligible for PP	71	Date for next internal review of this strategy	February 2018

Current attainment	
Pupil Premium Pupils	Non Pupil Premium Pupils
72% of Primary Pupil Premium pupils are making expected or better progress in Maths.	87% of Primary Non-Pupil Premium pupils are making expected or better progress in Maths.
66% of Primary Pupil Premium pupils are making expected or better progress in Reading.	75% of Primary Non-Pupil Premium pupils are making expected or better progress in Reading.
62% of Primary Pupil Premium pupils are making expected or better progress in Writing.	77% of Primary Non-Pupil Premium pupils are making expected or better progress in Writing.
67% of Secondary Pupil Premium pupils are making expected or better progress in Maths.	68% of Secondary Non-Pupil Premium pupils are making expected or better progress in Maths.
54% of Secondary Pupil Premium pupils are making expected or better progress in English.	48% of Secondary Non-Pupil Premium pupils are making expected or better progress in English.

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Skills in literacy and Mathematics
B.	Language and Communication
C.	Life skills
External barriers	
D.	Access to social and physical activities

3. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Increased progress in Reading, Writing and Mathematics for PP pupils.	Progress in English and Mathematics will improve so that 80% or more pupils will make expected or better progress (as seen on Pupil Asset).
B.	Pupil Premium pupils will be challenged to develop their language and communication skills	PP pupils will continue to be challenged in developing their communication so that 85% or more PP pupils will make progress towards their communication targets.
C.	Increased progress towards RFL targets for PP pupils.	Progress towards RFL targets will improve so that 80% or more PP pupils will make progress towards their RFL targets.
D.	Students engage in a range of physical activities and social experiences to develop self-confidence, self-esteem, social skills, well-being and engagement in learning	Evidence of pupils making good progress in self-confidence, social skills, well-being and engagement in learning.

4. Planned expenditure					
Academic year		2017-2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Increased progress in Reading, Writing and Mathematics for Pupil Premium students.	Staff Training: - including identified aspects of Literacy and Mathematics as well as Communication and Language	NFER (2015) Report recommended a focus on high quality teaching	Staff Evaluation of the impact of training	ND / PJ	February 2018 and July 2018
B. Pupil Premium students will be challenged to develop their language and communication skills					
C. Increased progress towards RFL targets for Pupil Premium students	Senior Leaders to closely analyse data and discuss each Pupil Premium child each term	Ofsted (2014) Report notes the importance of robust tracking by school leaders	Agreed actions to be monitored by Leadership Team. Use of Pupil Asset to support analysis of attainment and progress of Pupil Premium children	MJ / ND	
	Pupil Progress Meetings – release time to discuss progress of all children and agree actions to ensure identified children make accelerated progress	NFER (2015) report noted successes from using frequent, rather than one-off assessment and decision points.	Interventions and other actions will be identified for class teachers to implement.	MJ / ND	
	Subsidies for	First hand opportunities and experiences	Enrichment activities will	PJ	

	educational enrichment activities and school visits	will engage children in the curriculum and their learning	be planned to engage children in curriculum work. Pupil dialogue will show children are motivated by enrichment activities. Progress will be reflected in assessment data.	RG	
	P.E. enrichment activities	P.E. enrichment activities will provide students with opportunities to develop physical skills, self-esteem and well-being	Leuven Scales to be used to monitor whether PE enrichment has a positive impact on engagement outside of PE enrichment sessions..		

Total budgeted cost					
Staff Training					£2 000
Senior Leaders Time for data analysis and implementing actions					£2 000
Subsidies for enrichment activities and school visits					£2 600
Numicon					£1000
P.E. Enrichment					£6 000
Total budgeted cost for "Quality teaching for all"					£13 600

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Increased progress in Reading, Writing and Mathematics for Pupil Premium students.	Maths Booster Clubs Numicon	Opportunity for immediate feedback, repetition and direct instruction in those areas key to pupil understanding which can be selected using resources available (e.g. Overcoming Barriers) suitably adapted to meet pupil needs.	Use of high quality Maths specialist teachers. Regular review of Pupil Progress data. Focus on identified pupils that need to make accelerated progress	ND / PJ	February 2018 and July 2018
B. Pupil Premium students will be challenged to develop their language and communication skills	1:1 targeted intervention time.	Body of research exists to suggest the use of manipulatives such as Numicon are crucial to the development of mathematical understanding.			

<p>C. Increased progress towards RFL targets for Pupil Premium students</p>	<p>Reading recovery teacher</p> <p>Bug Club renewal</p> <p>1:1 targeted intervention time.</p> <p>Group Reading Interventions.</p> <p>1:1 targeted writing intervention time.</p> <p>Targeted resources</p> <p>Occupational Therapist</p> <p>1:1 targeted intervention time.</p> <p>Sensory Room</p>	<p>1:1 Tuition can add 5 months' progress (EEF)</p> <p>Studies show 8/10 pupils who take part in reading recovery catch up with their age appropriate peers.</p> <p>Comprehension strategies have shown to add up to 5 months of progress.</p> <p>1:1 tuition can add 5 months of progress.</p> <p>Opportunity for immediate feedback, repetition and direct instruction in those areas key to pupil progress in writing.</p> <p>EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields.</p> <p>Curriculum planning places the students at the centre of the process.</p>	<p>Use of subject specialist teachers.</p> <p>Regular review of Pupil Progress data</p> <p>Focus on identified pupils that need to make accelerated progress.</p> <p>Use of subject specialist teachers.</p> <p>Regular review of Pupil Progress data</p> <p>Focus on identified pupils that need to make accelerated progress.</p> <p>Regular review of RFL trackers.</p> <p>Focus on identified pupils that need to make accelerated progress.</p>	<p>PJ / SH / LH / IB</p> <p>SH / LH / PJ</p> <p>E / SD / PJ</p>	
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	Hydrotherapy. Physiotherapy. MOVE Speech & Language Therapists Sensory Circuit	SLIC Team use their expertise in guiding the development of both class based and additional interventions.	Use of Speech & Language Therapists. Regular review of Pupil Progress data. Review of S&L interventions on Provision Maps.	CP / PJ	
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Total budgeted cost				
				Maths Intervention £3 000 Reading Recovery / Writing Intervention £4 000 MOVE/ Physiotherapy/ Hydrotherapy/ Occupational Therapist £6 000 Contribution to Riding Bikes £2100 Specific Resources £5 000 Speech and Language Therapists £30 000
Total budgeted cost for "Targeted Support"				£50 100

iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased pupil wellbeing and confidence.	Ifield Life overnight stays Youth Club Challenger Troop	Reduction in recorded behaviour incidents for PP pupils. Research has shown Forest schools has a significant impact on confidence, independence and general well-being both in the forest and school settings.	Termly Review of Forest Schools. Specialist Teachers. Leuven Scales.	SK/SS/R G/SC/S S/MJ/A W	

	Hadlow College Ski Trip After school clubs Forest Schools PE Enrichment After School Clubs Playground Equipment Activate Social Calendar	Ifield Life provides a safe space to develop independence and confidence in a home setting. Challenger Troop provides opportunities for students to develop their team work/social skills, enhances self-esteem, and encourages personal discipline and pride in personal appearance. The Ski-Trip provides opportunities for students to develop their team work/social skills, enhances self-esteem and encourages independence and take pride in their achievements. This trip is often the climax of years of personal development and utilises all the strategies learned during the students' time at Ifield.			
Total budgeted cost					
				Ifield Life	£1 300
				Youth Club	£2 500
				Challenger Troop	£2 520
				Hadlow College	£1 500
				After School Clubs	£3 500
				Forest School	£4 240
				Ski-Trip	£1 900
				Total budgeted cost	£17 460