

THE RISE SCHOOL

Pupil Premium Funding (PPF) midyear report: April 2017

1. Background

The Rise School has the highest expectations of, and aspirations for, all its pupils. Each pupil should have equal opportunities to achieve the best possible life chances, irrespective of socio economic background and to ensure that not a single pupil gets left behind.

We make every effort to ensure that disadvantaged pupils receive outstanding support and believe our core business is to aim for all our pupils to make outstanding progress as a result of good and better teaching and learning.

We understand that the aim of PPF is to support schools in raising the attainment levels of the most disadvantaged pupils and to 'close' or 'narrow' the gap' that exists nationally. To this end, the Department for Education (DfE) provides additional Pupil Premium Funding (PPF) to all schools based on the pupils:

- who are currently eligible for Free School Meals (FSM)
- who have been eligible for FSM at any time in their last 6 years (known as Ever 6)
- who are Looked After Children (LACs/CLAs)
- who are children of Armed Forces Personnel

Research published by the DfE suggests that nationally, 14% of families entitled to FSM are not claiming them and this figure rises to 25% in the South East. Recent correspondence to schools from Her Majesty's Inspectorate (HMI) advises that as long as schools can show they have narrowed the gap between eligible pupils and others and that PPF has contributed to this, then the PPF may also have an impact on non-eligible pupils.

As a school, we recognise that it is not the funding itself that will improve achievement and attainment, but how it is used. The Department for Education (DfE) expects us to use PPF appropriately and to be accountable for the decisions we make. The school governors/trustees – who are judged by Ofsted as part of its assessment of the Leadership and Management of the school – must ensure that rigorous monitoring of PPF is in place and that it is managed efficiently and that staff and resources are deployed effectively in order to benefit all groups of pupils.

Our Pupil Premium Policy states that PPF must be used to support those pupils for whom the grant is eligible. However, it is difficult to spend PPF on the improvement of teaching and learning without benefits impacting on other pupils. Additionally, it is morally difficult to exclude a child who is not on FSM from accessing any initiatives if they could clearly benefit from them. However, we are also clear in the way that interventions are targeted to ensure FSM pupils benefit from PPF.

At The Rise School, our aims and rationale for PPF expenditure are based on a number of factors. Using a range of data sources, we critically analyse aspects of day-to-day teaching in order to identify achievement

and underachievement. From this we are able to implement interventions to improve outcomes for individuals and groups. We believe that educational research from both mainstream and specialist settings is invaluable in informing practice, both in terms of deciding upon the efficacy of specific interventions and in implementing strategies as effectively as possible.

1. Pupil Premium (PP) Profile

Total Number on role (NOR)	58
No. of pupils eligible for PP	25
% of PP pupils as % of NOR	25/58 = 43%
No. of Primary PP	15
Amount of funding per pupil (Primary)	£1320.00
Total Primary PP as % of NOR	15/58 = 26%
Total Primary PP as % of all Primary	15/35 = 43%
No. of Secondary PP	10
Amount of funding per pupil (Secondary)	£935.00
Total Secondary PP as % of NOR	10/58 = 17%
Total Secondary PP as % of all Secondary	10/23 = 43%
Total Pupil Premium Budget	£29,150.00

- Of the 25 PP pupils, 3 also have English as an Additional Language (EFL): 2 in primary and 1 in secondary.
- There are no Looked After Children (LAC) on the school roll.

2. Monitoring of impact of PPF

- From the start of November 2015, the school has implemented robust and rigorous monitoring of pupils attendance, with a recognised system to motivate pupils and involve and support parents where a pupil's attendance is causing concern, in particular if a pupil's attendance rate falls below 90% they are considered to fall in the category of Persistent Absentee (PA).
- The school is building on its processes to track the progress of FSM pupils compared to all other pupils. Evidence of underachievement is challenged and interventions put in place to accelerate progress.
- The school monitors attendance of FSM pupils and shares this information with families at annual reviews, pupil progress meetings and parent's evenings

- The Headteacher has overall responsibility for monitoring impact of PPF and meets with the named governor on a termly basis to report back on outcomes.

3. Summary of PPF expenditure and interventions at The Rise School

No.	Intervention	Objective	Impact	Next steps	Cost
1	Feedback: Assessment for Learning (AFL)	To improve the quality of feedback (verbal & written) given to pupils in all lessons	Accelerated pupil progress	Continue to revisit in training and share best practice.	Notional
2	Meta-Cognition and Self Regulation	To leverage this high-impact strategy to improve pupil progress.	Increased independence and resilience evidenced in tackling all types of lesson work. Accelerated pupil progress – particularly in “exam-esque” situations.	Continue to revisit in training and share best practice.	Notional
3	Regulation: Team Teach	To up skill all staff in the management of behaviour through the diffusion of potentially challenging situations and the teaching of coping skills	Decrease in incidents requiring restraint and also disruption to the learning of other pupils has been minimized	Ongoing refresher training	Notional
4	Parental Involvement: Including Parent Meet	To provide support for families on a range of topics of their choice and to improve wider outcomes for themselves and their children	Families work more closely & collaboratively with school to provide consistency & security for their children, calmer behaviour & evidenced better attendance.	Continued investment	£2.25k
5	PECS & Makaton	To ensure all pupils that may benefit from a PECS & Makaton approach have access to all necessary resources & suitably trained staff	PECS & Makaton are developing the communication of a select group of non-verbal pupils.	Continued investment	Notional
6	Phonics: Read Write Inc	To improve reading skills amongst pupils using a structured, systematic & well regarded phonics scheme	There are four PPG pupils completing phonics. Two pupils have made outstanding progress between December and April (1.93 and 2.7 levels of progress). The other two pupils have made progress, but smaller steps (0.53 and 0.09 levels) – they are both being taught 1:1.	Continued investment	£1.3K
7	ICT:	To improve numeracy skills using a range of specially selected motivating apps	New initiative starting April that will increase confidence, enjoyment, participation & skills development of Maths via use of use of ICT programme <i>My Maths that can be used at home as well.</i>	Continued investment	1K

			(Also reviewing in the future use of <i>Maths Gym</i>)		
8	Art: Specialist Art Teaching	To provide an outlet for expression for PP pupils in KS3	An UQT has been appointed to support this area. The first cohort of pupils will have the opportunity to select Art GCSE or AQA Entry Level Certificate in Art and Design.	Expenditure to continue through to 2016/17	£7.2k
9	Wellbeing: Mindfulness, BMSF.	To teach pupils basic Mindfulness techniques, stretches, meditation and breathing activities	Head of Wellbeing appointed. Pupils receive 2 weekly Mindfulness sessions. In Mindfulness, pupils' self-esteem is improved & correct breathing patterns are being adopted resulting in improved well-being & mental health. A calmer response, focus and readiness to learn is evident in the lessons that follow these sessions.	Continued investment	£7.2k
10	After School Clubs	To provide pupils with opportunities to 1. Develop passions and interests 2. Experience a broader range of learning experiences 3. Collaborate with pupils of various ages.	In the first two weeks of the extracurricular programme, pupils are enjoying a wide range of diverse opportunities including gardening, cooking, additional art, animation.	Continued investment	£1K
11	Sports/PE	To provide pupils with purposeful opportunities to develop in a range of sporting activities so they 1. acquire a number of relevant skills (eg. personal care, motor skills, coordination, social skills of team work & communication) 2. are developing healthy lifestyle habits	Pupils are establishing lifelong positive habits. Improvement seen in independence of self-care (changing). Improvement seen in willingness to take risks, try a range of activities, cope with team work and competition. Self-confidence is improvement (eg. through sports day and Panathalon type events)	Continued investment	

12	Individualised Learning: ATLAS	To provide additional tuition for pupils who demonstrate a particular aptitude or interest in certain curriculum areas	Timetables of ATLAS support individual needs of pupils	Expenditure to continue	£7.2
13	Music: Extracurricular clubs	To develop auditory, co-ordination & aesthetic skills & the ability & confidence to perform with & to others & provide peer feedback & self-assessment. To develop SMSC & imaginative play.	Improved self-confidence & performing to & with others. Development of concentration & greater awareness of others & their learning. Improved fine motor skills positively impacting on pupils' abilities to engage in all other lessons requiring writing.	Continued investment	Notional
14	Learning outside the classroom: Forest Schools	To develop positive attitude to themselves & their abilities through the Forest Schools ethos on learning outside the classroom.	Through the exposure & experience of <i>Ben Bullen</i> Adventures, Activities week, Educational & Cultural visit, pupils show improved self-regulation of behaviour whilst on outdoor visits leading more positive attitude to school & learning. Clear reduction of behaviour incidents in outdoor activities.	Continued investment	30K
15	Enhanced OT and sensory circuits	To improve sensory processing abilities and fine & gross motor skills.	On-going baseline full assessment made by Specialist Paediatric Neurological Occupational Therapist based on full assessment of child's educational needs. Pupils achieving their OT ISP targets monitored at their review meetings with specialist therapist weekly/ fortnightly/ twice or once half termly depending on need. Staff are fully involved in these targets which are supported in lessons by staff completing log books. Positive feedback from parents, teachers & TAs	Continued investment	£7.54k
16	Attendance Project	To achieve 94% whole school attendance for 2016/17 & reduce PAs	Improved attendance for all, therefore increased learning and progress.	Continued investment	TBC

17	Breakfast Club:	To improve health & wellbeing, as well as behaviour, social interaction skills & eating manners.	Regular attendance of pupils means pupils enjoying provision. Offer of breakfast to disadvantaged pupils, ensures pupils have eaten before lessons to support better concentration, mental & physical growth.	Continued investment	£1k
18	Other sports: Swimming	To develop self-esteem, OT –gross motor co-ordination	Pupils’ gross motor skills, self-confidence & skills set develop, overcoming fears & anxieties & developing enjoyment of sport.	Continued investment	Notional
Total Costs to Date					£65.7K
Autumn Term 2016 – £21.9K					
Spring Term 2017 - £21.9K					
Summer Term 2017 - £21.9K					

Notes:

- *Notional* denotes the fact that the activity is planned as part of the wider school improvement processes which PP pupils will benefit from.
- Cash Figures indicate a proportion of total spend on activity that can be attributed to PP pupils. This is based on c.60% of pupils attracting PP funding and 2 terms of the AY.

4. Case Studies

- To provide further evidence of the impact of specific interventions for individual pupils in receipt of PPF, there are some case studies below:

Case Study One: behaviour support/Allocated 1:1 intervention

Pupil A's behavioural and emotional difficulties had become increasing barriers to his academic development and performance. In previous educational environments he had frequent physical and verbal lashing outs which had cause him to be unable to access the playground with other children. The fear and stress that underpins his behaviour was thought to have a recognisable impact on his emotional wellbeing and mental health.

Since recently joining The Rise staff have found Pupil A to be a child who responds well to the school's routines and strategies. He joins his class for all activities and enjoys playground time with his class and secondary pupils with whom he has a good relationship. Physical and verbal lashings are infrequent. He makes very good use of the school's behaviour management strategies such as breaks and mindfulness curriculum and is insightful when reflecting on his behaviour. He is an able pupil who enjoys being challenged and is learning to cope with frustration, self-assessment and accepting help and feedback for his work.

Case Study Two: Behaviour support

Pupil B is a KS3 pupil. During the last academic year Pupil B was a verbally as well as physically aggressive pupil, which dramatically impacted on his behaviour and learning. Pupil B had poor handwriting skills as a result of his behaviour and even 15 minutes of learning was considered a huge success. Pupil B's communication included constant swearing (at least 1000 occurrences/day), Even when in a positive/happy mood. Non-compliance was occurring every hour and would often result in absconding within school grounds as well as outside. With the new behaviour system in place, along with 1:1 support Pupil B has made great progress with regards to behaviour, which resulted in improved learning. 1:1 support strategies mainly focused on consistency and positive reinforcement which resulted in a significant reduction of incidents by 90%. Pupil B is now compliant, well behaved and is considered a positive role model by his peers as a result of the close relationship Pupil B developed with the 1:1 staff member. Pupil B's swearing has also had a significant reduction from very frequent swearing to only swearing on average 5 times/week. As a result of improved behaviour, Pupil B now engages in every single lesson throughout the day, works completely independently and is developing his handwriting skills to a good level.

Case Study Three: Phonics Intervention

Pupil C is a KS1 pupil whose daily phonics sessions have impacted on his personal confidence in reading, knowledge and skills. He started at The Rise in September 2016 moving from a mainstream provision. He was on Phase 1 in Phonics which means he was significantly behind in reading and writing.

Being constantly unsuccessful affected his confidence significantly. He became anxious, he was reluctant to take part in any reading and writing activity and escalated when he had been asked to do a written task or to read. Now, 6 months later, he has made a significant improvement. He has already achieved 7% of Phase 4. He takes part in every Phonics lesson happily, the daily morning guided reading session and is now he is on Oxford Reading Tree yellow books.

5. Progress levels

Data from the end of Spring Term, March 2017 shows that PPG pupils are performing in line with their peers in all phases and both core subjects with the one exception of Primary Maths where 57% of PPG pupils made expected or better progress in comparison to 82% of their peers. In this instance there are 4 more PPG not

making expected or better progress in comparison to 1 non-PPG peer not making expected or better progress. The Leadership team and teachers are aware of these pupils and progress review meetings are in place for each of these individuals to identify their barriers in Maths and ways to overcome.

Cohort Size in March 2017 55				Progress at The Rise - March 2017 PPG = 25							
Progress at The Rise - March 2017 NON PPG = 30				No	%	Progress at The Rise - March 2017 PPG = 25				No	%
	English	Making progress	11	92%		English	Making progress	9	100%		
		* Making expected, or better, progress	11	92%			* Making expected, or better, progress	9	100%		
		Not making progress	1	8%			Not making progress	0	0%		
Secondary					Secondary						
12 pupils					10 (- 1 pupil YEL = 9)						
1 pupil = 8.3%	Maths	Making progress	11	92%	1 pupil = 11.1%	Maths	Making progress	9	100%		
		* Making expected, or better, progress	11	92%			* Making expected, or better, progress	9	100%		
		Not making progress	1	8%			Not making progress	0	0%		
	English	Making progress	15	88%		English	Making progress	14	100%		
		* Making expected, or better, progress	13	76%			* Making expected, or better, progress	12	86%		
		Not making progress	2	12%			Not making progress	0	0%		
Primary	Maths	Making progress	15	88%	Primary	Maths	Making progress	13	93%		
17 pupils		* Making expected, or better, progress	14	82%	14 pupils		* Making expected, or better, progress	8	57%		
1 pupil = 5.8%		Not making progress	2	12%	1 pupil = 7.14%		Not making progress	1	7%		
plus 1 pupil on P-levels					plus 1 pupil on P-levels						
1 pupil = 100%	P-levels	Making progress	1	100%	1 pupil = 100%	P-levels	Making progress	1	100%		
		* Making expected, or better, progress	1	100%			* Making expected, or better, progress	1	100%		
		Not making progress	0	0%			Not making progress	0	0%		