

Evaluation of the impact of Pupil Premium for the school year 2018-19

The pupil premium allocation to the school for 2018-19 was £189,090. In addition we received further funding for Children in Care via the Virtual School.

Pupil Premium is Government funding provided to ensure disadvantaged children receive additional support, raise their aspirations and improve good educational outcomes.

Schools that receive Pupil Premium are free to spend the funding in a variety of ways. However, the school is accountable for this public money and must show how the funding was used to support disadvantaged children and low income families.

The main barriers to educational achievement faced by eligible pupils of the school are listed below. This is a generic list, each pupil has a highly individual profile of barriers and individualised learning targets are set and closely monitored to ensure pupils make the best progress possible, with relevant specialist teaching and learning interventions as appropriate. Our pupils require a high staff to pupil ratio compared to mainstream pupils. It is essential that identified pupils are supported emotionally and physically too as appropriate to their needs.

The main barriers to educational achievement for our pupil premium pupils during 2018-19 included:

- Severe or profound learning disabilities. A small number of pupils have moderate learning difficulties with additional areas of difficulty such as social, emotional and/or behavioural issues
- Physical disabilities and/or complex medical issues
- Autism
- Specific genetic syndromes
- Sensory impairment
- Difficulties with engagement with learning and concentration
- Poor school attendance
- Social, emotional and behavioural difficulties
- Anxiety and/or behaviour issues which impact on learning
- Attachment disorder
- Attention deficit disorder

The objectives we applied for the use of Pupil Premium at The Milestone School during 2018-19 were:

- To provide additional support to improve the progress and to raise the standard of achievement for these pupils. This includes all aspects of progress such as engagement in learning, educational achievement, building of self-esteem and confidence, behaviour management, building resilience and emotional and mental health support.
- To use funding for specific interventions to narrow and close the gap between the achievement of these pupils and their peers.
- To address any underlying inequalities between children eligible for Pupil Premium and others.
- To ensure the additional funding supported the pupils who need it most and that it made a significant impact on their education and lives.

Our data shows that our pupils in receipt of Pupil Premium funding makes similar or better progress than all pupils in the school. During 2018-19 we therefore focused on providing interventions that had the best possible impact on the whole school, with individual targeted support as appropriate.

The pupil premium allocation was targeted on the below. Each pupil at the school receives support in accordance with their individual identified needs, therefore pupils will benefit as appropriate from the list below. **Individual pupil premium spending is recorded and reviewed for impact against individual targets. This is not published here as it would enable individual pupils to be identified.**

Allocation of pupil premium	Rationale
Provision of high staff to pupil ratios in classes.	To ensure PP pupils received adult support as appropriate to their needs within a class setting and for individual work as appropriate.
Well-being sessions for targeted pupils to include Lego, drama and art therapy.	To meet the identified social, emotional and behavioural needs of pupils to assist them in engaging with learning.
Behaviour teams support for identified pupils and their families.	To support pupils to moderate their behaviour in order to access learning.
Family Support Workers to support identified pupils and families.	To remove obstacles to learning and engagement and ensuring pupils attended school.
Breakfast club staffing.	To ensure identified pupils commenced the day with breakfast, which improves concentration.
Attendance officer.	To support families to ensure identified pupils attended school regularly.
Provision of swim team to enable access to swimming lessons.	To ensure all pupils could access the pool to develop swimming skills, physical exercise, hydrotherapy and associated skills such as concentration, self-esteem building and interaction skills.
Provision of staffing for 1:1 swims for identified pupils.	To support pupils to moderate their behaviour and access physical exercise to improve concentration, and thereby increase access to learning.
Provision of experienced teacher for 1:1 and small group literacy and numeracy intervention.	To support pupils in literacy and numeracy. To provide additional support for pupils with EAL / ESL.
Subsidy for GL1 swimming sessions for identified pupils.	To ensure identified pupils could access the local leisure centre to develop swimming skills, access physical exercise and associated skills such as concentration, self-esteem building and interaction skills.
Subsidy for access to Riding for the Disabled for identified pupils.	To access physical exercise and skills associated with horse riding such as communication, balance, sensory experiences and self-esteem building.
Subsidised trips on school mini buses for identified pupils.	To ensure that all pupils could access educational trips that link to the curriculum and learning.

Additional learning support worker hours for identified pupils, including at times of crisis.	To support identified pupils to access learning or to implement an individualised curriculum and timetable if appropriate.
Music interaction sessions for identified pupils from 2 musicians.	To support the development of interaction skills, communication and language acquisition.
Music Therapy sessions for identified pupils from a qualified music therapist.	To support the development of interaction skills, communication and language acquisition.
Subsidy for music/drama events.	To provide educational events to support the curriculum delivery and enhance teaching and learning.
Financial subsidies for identified pupils for educational trips and residentials.	To ensure that all pupils could access educational trips that link to the curriculum and learning.
Support for cooking and snacks.	To enable group interaction and life skills sessions with a focus on developing communication and social skills.
Support for summer play scheme.	To support identified pupils to attend the play scheme in the summer holiday. This supported the development of play and social skills in a group setting.
Financial support for school uniform for identified pupils.	Whilst school uniform is not compulsory some pupils wish to wear it to feel they are part of the school community. This can be good for self-esteem and well-being.
Administrative support for PEP meetings	To facilitate the smooth and efficient running of PEP meetings and follow up work linked to individual pupil targets.
Staff training to ensure identified pupil needs are met, eg; Applied Therapeutic Skills Course level 3	To support the development of a highly skilled workforce that can meet the identified needs of PP pupils across the School.
Various other teaching and learning resources as appropriate to identified pupil needs	To enhance access and engagement with learning and support pupil progress.

The school closely monitored the progress of each pupil and evaluated the impact of strategies and interventions accessed through analysis of pupil progress data, EHCP outcomes, individual learning outcomes, Boxhall Profile, engagement scales and other analysis as appropriate.

English

- **46% of all pupils made 50% or more progress in English, 5% made 1 level of progress**
- **51% of PP pupils made 50% or more progress in English, 8% made 1 level of progress**

Maths

- **43% of all pupils made 50% or more progress in Maths, 9% of these made 1 level of progress**
- **43% of PP pupils made 50% or more progress in Maths, 10% of these made 1 level of progress**

PP pupils make similar or better progress than non PP pupils.