

## Pupil Premium allocations and impact 2018/19

All pupil premium students received at least two interventions to support further development. Interventions were individualised and based solely on the needs of each child. This year pupil premium allocation was supported by 'self-generated' income in order to provide further intervention opportunities for students.

<b>Accelerated Reading Programme</b>	<b>£ 2,100</b>
<p>Achieving good levels of literacy is fundamental to achievement in all areas of learning and reading is an essential skill for adult life. For this reason funds were allocated to enable 14 students to have an additional 1:1 session for reading per week.</p> <p>In lower and middle school the impact was profound with 90% of pupil premium students making good or outstanding progress compared to 85% of non-pupil premium students.</p> <p>Analysis of KS3 progress tracking data for 'All subjects' found no significant difference between Students in receipt of pupil premium and non-pupil premium students (0.75 vs 0.79 of a NOFAN level). However the additional 1:1 session for reading per week assisted KS3 students in receipt of pupil premium to make greater progress in English than non-pupil premium students (1.10 vs 0.73 NOFAN level).</p>	
<b>Counselling</b>	<b>£9,520</b>
<p>Using the 'risk and protective factors assessment', 7 pupil premium students were identified to be in need of differing forms of counselling. This was put in place for these students who had emerging SEMH needs as an early and preventive measure. The costing is based on the number of terms the students attended counselling.</p> <p>Positive outcomes were noted by both parents and staff. Parental engagement with counselling sessions was a key component in the successful outcomes. Positive impact was also noticed in the general community of the school with no 'crisis' referrals made to Deaf CAMHS during the year. We believe the counselling prevented a number of referrals that would have otherwise been made to Deaf CAMHS. It was also significant that Deaf CAMHS referrals were only now being required when an undiagnosed learning need was suspected.</p>	
<b>Mentoring</b>	<b>£5,130</b>
<p>Good behaviour for learning is essential if children are to achieve and make good progress. Heathlands encourages and supports students to develop self-management skills and learn to make the right decisions themselves.</p> <p>9 students received 1-1 mentoring with one of three key staff weekly throughout the year. The degree of impact was variable for each student however overall</p>	

improvement was noted in a number of monitoring outcomes:

- A 22% reduction in level 4 behaviour issues
- A significant improvement for identified students on “behaviour watch”
- A 7% increase in the number of pupils earning achievement points.

**BSL teaching**

**£3,040**

There are an increasing number of students that require an enhanced BSL provision, e.g. due to family relocation from another country or because the child has a specific language disorder or delay. Over the year there were 7 students that had additional BSL support and teaching, 5 required a lower level of support and input and 2 students required a higher level of support. The impact of BSL provision was significant:

- 1 student passed his BSL level 1 qualification
- 2 students completed 2 units of the BSL level 1 qualification.
- 4 students had language input to enable them to take their level 1 BSL qualification at a different time.

In addition to the formal qualifications the enhanced BSL provision improved access in lessons and supported students to engage in a range of social opportunities with their peers.

**In Class Support and Enhanced Support Assistants**

**£57,680**

Over the past year this has been the largest allocation of pupil premium money and school funds. By allocating the spend in this way students have been supported in the classroom with specific learning and language needs and were able to take part in some small focused group teaching.

Good or outstanding progress was made by pupil premium students in 94% of monitored learning categories when given additional in class support.

**Structured Games**

**£780**

Three students benefitted from a structured lunch break. These are students who have experienced challenge with social behaviour and mixing with a large group of children. By providing this structured time key social skills were able to be modelled and taught. It was also a key component in reducing student anxiety over times they identified as stressful.

**After school Tutoring**

**£470**

During the year one student received weekly tutoring in a range of subjects delivered in BSL. This enabled them to have a good level of support for home learning. Due to this intervention the student made good progress in all areas of Reading, Writing, Maths and Communication. This is in comparison to the previous year when progress concerns, linked to home learning, had been identified. This support enabled the student to sit the SATS examinations with confidence and achieve good results.

**Extended Day Provision**

**£1,330**

It was beneficial for 1 student to have an extended day placement weekly. This enabled the student to have support with homework and reading with staff fluent in BSL. This pupil was also able to access an 'after school' club and the 'family' dining experience of Heath House and benefitted greatly from the social experiences afforded. As a result of this intervention the student was happier and reported feeling less isolation.

End of year monitoring found progress to be 'good' or 'outstanding' across all areas of Reading, Writing, Maths, Communication and Home Learning. This was a substantial improvement on the previous year and the student was recorded as moving from making 'steady' to 'good' progress in home learning and from 'good' to 'outstanding' progress in English.

<b>Medical Support</b>	<b>£5,700</b>
Due to the complex medical needs of 2 students we have needed to allocate specifically trained members of staff who work closely to administer medication as appropriate. This means that the students' complex medical needs are managed discreetly within the classroom environment which means they do not miss out on fundamental learning time.	
<b>Guides</b>	<b>£600</b>
Specific arrangements were made for some students to have additional basic skills support after school. Over the past year 2 students enjoyed the continuous provision of Guides with communication support being made available. The guides group supports social interactions and develops communication and confidence in the young people who attend.	
<b>Equipment</b>	<b>£500</b>
An additional radio aid was purchased for a pupil who had lost their own. This allowed immediate replacement, outside the usual budget cycle, to ensure optimal use of residual hearing continued.	
<b>Pupil Premium Allocation</b>	<b>£52,020</b>
<b>Spend</b>	<b>£86,850</b>