

WHAT IS PUPIL PREMIUM?

- The Pupil Premium is a Government initiative that provides additional funding for pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided in order to support these pupils in reaching their full potential and achieving similar to their peers (with similar needs).
- The government uses pupils entitled to Free School Meals to indicate those from a deprived background, hence those who will receive Pupil Premium funding.
- Schools have to publish information on how much pupil premium grant funding we receive, how we spend it and the impact this has on the attainment of pupils receiving it.

PUPIL PREMIUM AT MANDEVILLE SCHOOL 2017/2018

Number of pupils and pupil premium grant received			
	2015/2016	2016/207	2017/2018
Number of pupils on roll (not inc. nursery)	94 (16 vacancies)	118	121
Number of pupils eligible for the PPG	37 @ £1,320 = £48,840	39 @ £1,320 = £51,480	44 @ £1,320
Number of pupils eligible for the PPG+	2 @ £1900 = £3800	2 @ £1900 = £3800	
Total funding received	£52,640	£55,280	£58,080

	Provision in 2017/2018	Funding
1.	Music Therapy - Pupils will develop positive relationship and interactions with partner, increase vocalisations and gain confidence within self	£7820
2.	ABA consultancy –Class teams in ASC dept will have further training and in class support to ensure pupils individualised learning targets are generalised across settings and behaviours are effectively managed.	£7000
3.	Develop independence/mobility and self help skills - pupils develop independence skills/mobility and self help skills from their starting point in September 2017 through a range of teaching approaches, e.g. using task analysis for hygiene programmes; floor play, swimming, PE to increase mobility, eating a wider range of foods through food exploration, carrying out assigned duties with less prompting using positive reinforcement and errorless learning etc.	£23,571 (scale 4)
4.	ASC Playground equipment: Given the opportunities, pupils will be able to engage in active and open ended free flow learning through play. Pupils will develop problem solving skills, independence and learn to play and share with their friends	£3000
5.	Outdoor Classroom: Create a stimulating and structured environment for learning outdoors. Pupils will be able to learn creatively, actively, develop play skills, independence skills and generalise learning from inside the classroom to the outdoor environment.	£2985
6.	Group Learning Zones/Fun Room: Pupils will develop play skills through exploring a wide range of resources which encourages pupils to develop interests, curiosity, problem solving, creative thinking and planning	£1600
7.	Community visits/education off site: Pupils to access a wide range of facilities and resources in the local community. They will have better understanding of what is expected of them when out in the community, and therefore behave appropriately	£2000
8.	Sensory Integration – Pupils’ sensory needs are met through using sensory circuits. Staff receive training in using sensory circuits in Adventure room as well as how to use the equipment in the sensory circuit trolley.	£9066

TOTAL = £57042

MEASURING THE IMPACT OF PPG FUNDING IN 2017/2018

The impact of PPG funding will be measured by progress pupils have made from their starting point in September 2017. Evidence of progress will consist of p levels, data from individualised programmes, observational notes, specialist progress reports (e.g. music therapy progress report) and pupil progress meeting notes.

Provision	Impact	Evidence
Music Therapy	Pupils will develop positive relationships and interactions with partner, increase vocalisations and gain confidence within self.	Pupils progress in number of vocalisations made, increased eye contact, initiating interaction with adult, confidence in exploring space around them Progress in Speaking & Listening, PSHCE
ABA consultancy	Through whole school training, all staff will have an understanding of how ABA is used to teach pupils individual targets and how that is generalised to everyday activities. Each class in ASC dept will have opportunity to meet with ABA consultant and highlight where further support is needed. Through hands on training, modelling and advice from ABA consultant, all pupils will make progress with individualised learning programmes and/or behaviours.	Pupil progress in individualised learning programmes (from their starting point, data) and/or behaviours Progress in English, Maths and/or PSHCE Planning reflecting individualised learning programmes, generalisation Classroom organisation

<p>Develop independence/mobility and self help skills</p>	<p>Pupils develop independence skills/mobility and self help skills from their starting point in September 2016 through a range of teaching approaches, e.g. using task analysis for hygiene programmes; floor play, swimming, PE to increase mobility, eating a wider range of foods through food exploration, carrying out assigned duties with less prompting using positive reinforcement and errorless learning etc.</p>	<p>Progress from Pupils starting point in Sept 2017 to Jul 2018 (data, notes, videos, professional reports) Progress in PSHCE Progress in individualised programmes</p>
<p>Sensory Integration</p>	<p>Pupils are able to regulate self using sensory circuits. They understand what is expected of them and are able to complete some activities independently. Following training on how to use sensory circuits in Adventure room and/or how to use the equipment in the sensory circuit trolley, staff are able to tailor activities to suit individual needs.</p>	<p>Progress within OT programmes from their starting point (e.g. pupils able to regulate self, be more focused and independent) Progress in behaviours</p>