



Pear Tree Specialist School

“Achieving the best we can in everything we do.”

Evaluation of the impact of Pupil Premium Funding at a whole school level

2015-2016

Pupil premium 2015-2016

The actual allocated budget for 2015-2016 was £15,375-significantly less than originally proposed. 30 pupils are currently receiving pupil premium funding; this includes LAC, children adopted from care and Ever 6.

At a whole school level, the following interventions have been identified as strategies for using pupil premium to improve outcomes for all. These strategies will be reviewed and further interventions identified as appropriate.

Intervention	Cost	Intended impact	Actual impact
<ul style="list-style-type: none"> • Julia Dyer-Advanced Sensory Integration Practitioner-assessments and support in setting up and implementing sensory diets. 	£6000	<ul style="list-style-type: none"> • Appropriate strategies/sensory diets in place for individual children (for whom it is appropriate) to enable them to better regulate their own behaviour and access learning opportunities. • Greater understanding and confidence in planning for individual timetables/curriculum for identified children. 	<ul style="list-style-type: none"> • High impact intervention. VF lead teacher on personalised timetables upskilled and able to provide support to teachers in planning for and delivering personalised timetables. • Personalised timetables in place for identified children with positive impact: better engagement with learning activities, improved relationships between staff and pupil, improved behaviour at home, decrease in serious incidents.
<ul style="list-style-type: none"> • Sensory processing and Sensory diets training for 2 staff 	£350	<ul style="list-style-type: none"> • Staff to lead on developing activities 	<ul style="list-style-type: none"> • Sensory timetable in place across the age range, providing intensive sensory integration sessions for identified pupils. • Improved relationships between pupil and staff, better

			engagement with lessons and learning, pupils calmer.
<ul style="list-style-type: none"> •Lesson study with a focus on developing and improving questioning skills. 	2xTeacher cover 3 hours per term £241.50	<ul style="list-style-type: none"> •Improved and greater use of questioning to extend learning and thinking for SLD pupils. •Pupils respond appropriately to a range of questioning strategies and ask questions of their peers. •Teachers more confident in planning for questioning. 	<ul style="list-style-type: none"> •Teachers planning for questions to extend learning of more able pupils. •In recent lesson observations, 71% of lessons were judged to be outstanding in providing differentiation and challenge.
<ul style="list-style-type: none"> •Staff training in developing questioning skills to extend pupils' learning 	N/A-provided by RW/KW	<ul style="list-style-type: none"> •Greater understanding of how to improve teaching and learning through the use of questioning. •Better use of questioning during lessons that extends children's thinking and learning. •Questions identified on lesson planning. 	<ul style="list-style-type: none"> •Teachers planning for questions to extend learning of more able pupils. •In recent lesson observations, 71% of lessons were judged to be outstanding in providing differentiation and challenge.
<ul style="list-style-type: none"> •Phonics and early reading intervention programmes 	£551.35	<ul style="list-style-type: none"> •To improve the learning of phonics and early reading skills. 	<ul style="list-style-type: none"> •Improved reading due to differentiated booster groups in upper school. •Further work to be implemented in academic year 2016-17
<ul style="list-style-type: none"> •TA to support access to mainstream inclusion sessions. 	£2,744	<ul style="list-style-type: none"> •At an individual level, enrich and extend learning opportunities alongside mainstream peers/role models. •Improve speaking and listening skills. •Improve social skills 	<ul style="list-style-type: none"> •A range of inclusion opportunities taking place across school. •See individual records of progress for individual impact.
<ul style="list-style-type: none"> •Additional TA support for identified pupils to access 	£2,744	<ul style="list-style-type: none"> •Individual pupils are able to fully access postural management programmes and 	<ul style="list-style-type: none"> •Personalised timetables in place for all pupils who require

personalised timetables for health reasons.		<p>physio programmes appropriate to their level of need.</p> <ul style="list-style-type: none"> •Pupils health is maintained/improved resulting tin them being well enough to attend school and access education. •Pupil attendance is high. 	<p>postural management programmes to be implemented/additional swims/wheelie walkers session.</p> <ul style="list-style-type: none"> •Good attendance for all pupils.
<ul style="list-style-type: none"> •Additional TA support for identified pupils to access personalised timetables to improve behaviour. 	£2,744	<ul style="list-style-type: none"> •Serious incidents within school are reduced. •All pupils are able to access provision suitable to their learning needs. •Personalised timetables fully embedded for individual pupils resulting in pupils being better able to regulate their own behaviour and access their education. •Sensory diets embedded throughout the day. 	<ul style="list-style-type: none"> •Decrease in serious incidents occurring. •Appropriate provision in place for identified pupils who require additional support to regulate behaviour. •Increased pupil engagement in lessons.
<ul style="list-style-type: none"> • 1 hour a week of TA support to oversee the management of the lexia reading programme to ensure optimum use. 	£400	<ul style="list-style-type: none"> •Improve pupil engagement/interest in reading. •Improve the teaching and learning of phonics. •Ensure all staff are using Lexia appropriately for all pupils. 	<ul style="list-style-type: none"> •Increased use of Lexia by individual children. •Pupil progress in reading.