

Lonsdale School Pupil Premium

Allocation and Impact Report 2014-2015

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Allocation and Impact Report

In 2011/2012 schools were allocated Pupil Premium (PP) funding for pupils from low-income families who were eligible for free school meals (FSM) or had been looked after continuously for more than six months. From April 2012 the PP was extended to include pupils who had been eligible for FSM at any point in the last six years. A premium has also been introduced for pupils whose parents are currently serving in the Armed Forces. During 2013/2014 each eligible pupil attracts £900 through PP and this figure increased to £935 during 2014/15/16.

This report is an overview of how the PP money was allocated and the impact that it had.

Overview of the school

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	92
Total number of pupils eligible for PPG (Ever 6 FSM, CLA and Service Children) Financial Year 2014/15	19
Amount of PPG received per pupil	2014-2015 £935 / pupil
Amount of PPG+ received per pupil	2014-2015 £7600
Total amount of PPG received	£20, 075

Numicon resources and staff training £4850

We believe it's a sustainable resource that can be used year on year. We liaised with other schools as to what they found effective in teaching lower level Maths skills and Numicon came up on several occasions. It was decided that we would buy resources for every class and run it across the school when the teacher feels it is appropriate. We have also invested in some whole school more specialised resources. We have

run training with specialised Numicon trainers which has now upskilled our staff and we envisage will start impacting on Maths/Numeracy over the academic year.

1:1 Communication Support £1040

This was offered to students that needed 1 to 1 input for accessing their communication device and also basics of communication and understanding of concepts in daily living. The areas worked on made a big impact on the student and they were able to select symbols, make comments, make requests, answer questions and start to combine words. Concepts such as where and when were developed. The research shows that this strategy of individualised instruction can have a gain of +2 months (EEF).

Counselling £8,000

A proportion of the pupil premium money goes to buying support for our students from an external counsellor. This can include working with individual students, small groups and or with the family around the student. The research shows that this strategy of social and Emotional learning can have a gain of +4 months (EEF).

Speech Confidence Group £160

This was a group run by a qualified NHS SaLT and was for students that needed to work on their speech confidence and projection. They accessed a skills package called "Talkabout" where they looked at different types of communication including body language. They had to self-assess and then were working on these areas. We intend to run this group again next academic year to continue their progress. The research shows that this strategy of oral language intervention can have a gain of +5months (EEF).

Music Tuition £200

The students that were offered music tuition within school was on a 1-to-1 basis. This was specialised for students with SEN and students were able to choose the type of tuition they would like. The research shows that this strategy of arts intervention can have a gain of +2months (EEF).

Help with Trip Funding £500

Some students were given access to some school trips via the funding. This covered a range of school trips and support.

Software for Eye Gaze £50

Some students required more software for their eye-gaze. This included educational games.

Social Communication Group £640

A small group of students was offered sessions to develop their social skills on conversation. The group covered such skills as eye contact, listening, turn taking and topic maintenance. Within this group “Lego therapy” was also used to reinforce the social skills learnt earlier in each session. The research shows that this strategy of social and Emotional learning can have a gain of +4 months (EEF).

Family Therapy £700

Some of our students and families were offered family therapy with our counsellor as a way of fully supporting student through school and at home. The research shows that this strategy of social and Emotional learning can have a gain of +4 months (EEF).

1:1 History Tuition £1160

One of our gifted and talented students in history is now receiving 1:1 tuition and will be the first student from Lonsdale to sit a History GCSE. It has had a hugely positive impact on the pupil concerned. It has helped to raise their aspirations and future goals. This pupil now has the opportunity to work towards a GCSE in this subject. It has given opportunities to broaden and extend their personal social skills such as using email to communicate, work in different environments and to organise themselves and their resources. The research shows that this strategy of one to one tuition can have a gain of +5 months (EEF).

Driving Lessons £200

Students identified as needing specialised wheelchair driving input to become more independent in their everyday lives. Their skills were developed from the classroom and then to Marriotts and outside. This intervention should make the students more independent in the future. The research shows that this strategy of individualised instruction can have a gain of +2 months (EEF).

1:1 VOCA Support £1,000

This support was given to students that would benefit from further input on using their communication aid. This is essential for them to access everything in their daily

living and for them to get their thoughts and opinions across. Support was given and progress shown both in sessions and through access to lessons and social times.

iPad £500

One student was brought an iPad for communication. This was deemed the best way for the student to communicate. This meant the student could communicate more effectively in social situations and also contribute more in lessons.

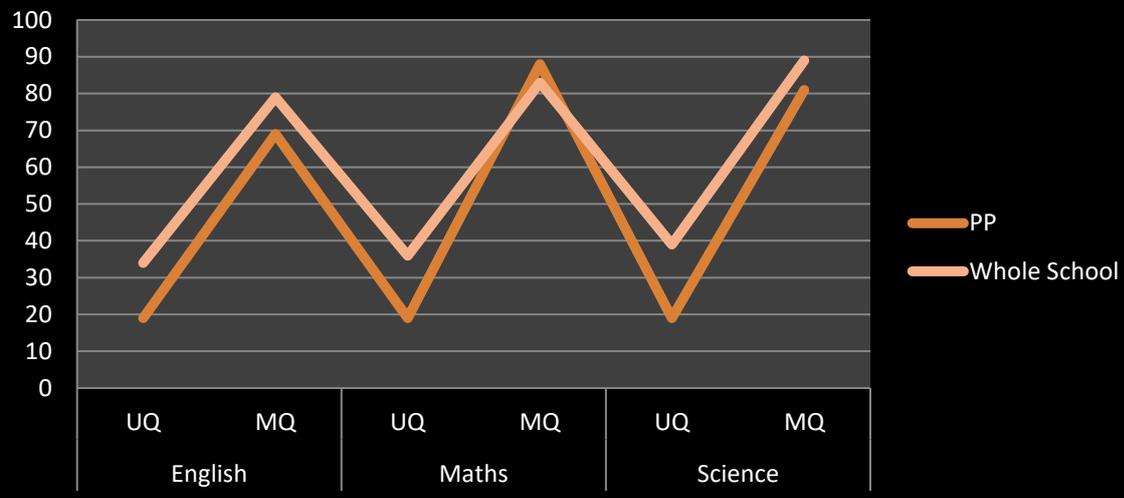
Beamz Equipment and Software £950

Beamz is an interactive music system that uses lasers to trigger musical instruments, sound effects, songs and more. Here's the thing, it's not about the music, it's about using music to differentiate instruction, convey early learning concepts, develop innovative therapy protocols and address the needs of wide range of special education populations. In self-contained and life skills classrooms, teachers use Beamz to teach everything from basic concepts like directionality and counting, to site words and safety sign identification. In school therapy settings, it's a compelling tool for doing hand, foot and midline exercises—all kinds of range of motion and fine and gross motor development! In settings where staff are explicitly working with students with Autism, Beamz is used as an incentive or reward and is on the menu as part of many students' daily sensory diet. And finally, in classrooms that serve students who are blind or low vision Beamz is great for auditory and tactile training. The school has not seen the impact of this yet, the equipment has been purchased and the training is booked for October 2015. We hope to see the input from this time onwards.

Impact – Data Analysis

With regards to impact, we cannot comment on national examination comparisons, but we can comment on the difference between pupil premium students in the school and the average for the school with regards to MQ and UQ targets. The graph below shows the percentage average for students in each group. This graph shows that PP students currently sit slightly below those in the rest of the school; however the data can be a little misleading due to the small number of students in the PP group and in the school. I think this is something to note and to ensure that it is monitored closely next year to see if this is a pattern or if it is a one off. We do however need to try and impact on more PP students hitting their UQ targets next year.

A Comparison between Pupil Premium and Whole School % of targets on target or met



Improvements to be made next year.

- More input needed into Literacy and Numeracy skills.
- Better recording by staff using the correct budget code.
- Better tracking of interventions through the “Focus Targets” on the Individual Learning Plans as part of the New Horizons assessment package.