



Pupil Premium Report for Fred Nicholson School 2017 2018

Pupil premium background

The Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. The Pupil Premium is provided in order to support pupils in reaching their potential by accelerating their progress, as research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers.

The Government has used pupils who have been entitled to Free School Meals in the last 6 years and those who are looked after as an indicator for deprivation. Schools receive a fixed amount of money per pupil. This is based upon the number of pupils registered who meet the different thresholds, Free School Meals, children looked after by the local authority and children whose parents are currently serving in the armed forces.

School Context

Fred Nicholson is situated in Dereham, which is a market town within a rural community. We are a complex needs school which meets the needs of 123 young people ranging from Key stage 2 to Key stage 4. As part of the Fred Nicholson provision we have a specialist resource base that supports 19 of our pupils who have the most complex diagnosis of ASC. In addition to this we also have the facility to support boarding throughout the academic year and can support 26 places on a weekly basis.

Our pupils have a wide range of complex needs that require a high level of additional support above and beyond the expectations within the National curriculum. We have a range of educational approaches from static EYFS classes thought to a traditional Key stage 4 model with subject specialist teachers.

Projected spending for 2017 - 2018

No of pupils and Pupil Premium Grant	
Total on role	142
No of pupils eligible for Pupil Premium	77
Amount received per pupil	£1162.58
Total amount received	£72079.96

Actual received for 2017-2018

No of pupils and Pupil Premium Grant	
Total on role	142
No of pupils eligible for Pupil Premium	77
Total Pupil Premium amount received excluding LAC	£71,975
LAC amount received	£9,700
Total Pupil Premium amount received	£81,675
Year 7 catch up Literacy and Numeracy	£7,500
Total received	£89,175.00
Total spent	£119,123.74
Difference (made up from school budget)	£29,947.74

Objectives for year 2017-2018

Objective	Outcome
Continue to monitor the use of interventions and the recording of pupil accessing an intervention and evidencing the impact	Interventions are now tracked and monitored on the EHCP tracker. All outcomes for a child are monitored and recorded in the same place.
To review the impact of spending. Breaking it down in to specific areas across School; main site, Orchard and residential.	This continues to be developed across all areas of spending. Specific areas have been broken down, see provision map.
To ensure that all pupils entitled to pupil premium funding are identified accurately and that this information is widely shared across all staff groups.	Systems are in place and fully embedded across the school to ensure that all pupils are identified and that staff can use this data to support learning.
To ensure that the breakdown of funding is accessible. That this information is shared and is on the school website.	Reports is complete and uploaded to website
To review the policies related to the strategic spending of pupil premium funding to ensure greatest impact and equity of access to interventions.	Impact of policies are regularly reviewed and interventions are assessed against outcomes to measure impact and in individual pupils

Break down of spending

Intervention/ Support	Cost *	Objective / description	No. of pupils accessed PP/Non PP	Outcome
Communication & Interaction	£6,505.89	To develop interpersonal and social abilities from a communication and thinking skills perspective through interventions such as Sulp, Talkboost	All PP pupils access this support	Pupils have benefitted from access to these sessions: Attention and engagement levels were noticed to increase.
Cognition & Learning	£3,760.11	To support the ability to process information, reason, remember, and relate through interventions such as Sound discovery, Talking maths, 1:1 targeted sessions	All KS2 and KS3 pupils access Sound discover. Over 70% of PP pupils access Maths intervention	The majority of literacy levels improved over the year. Nearly all pupils reading and spelling ages improved. As to did maths ages using the MALt testing.
Social Emotional & Mental Health	£98,418.74	To support the development of Social and emotional well-being through interventions such as School counsellor, ELSA, Forest School, Horticulture, Healthy minds.	All KS2 and KS3 pupils access forest school. At least 20 PP pupils have accessed Horticulture. At least 17 PP pupils have accessed the school counsellor	Attendance continues to remain high for pupils. Support from the Learning Support Staff ensures pupils are enabled to re-engage in learning quicker following unsettlement.
Sensory & Physical	£10,439.00	To support pupils with any identified needs through provisions such as Hydro therapy, Physio therapy.	4 PP pupils access Hydro for weekly sessions.	Pupils continue to benefit from weekly hydro and physio sessions continue showing an improvement in the targeted areas.

Additional provision accessed by pupils, including LAC and pupil premium funded, through main school budget
Whole staff training 1:1 support Learning support centre Learning outside the classroom

Multicultural and curriculum enhancement days
Uniform and laundry
Sensory room
Hydro pool
Access days
Pupil Support Unit
Forest schools
Lunch clubs
After school club
Medical resourcing
Toast / milk
Curriculum resourcing

Overall Impact of PP

We track and monitor progress for all pupils attending Fred Nicholson school. In addition to that we monitor separately all pupils who are PP or who are LAC to ensure that these pupils are making good progress and are receiving the correct support and are not disadvantaged because of this.

Our whole school data shows that all pupils within this category are making good progress across the majority, or all of their learning.

Communication and Interaction:

Maths and English continued to be key areas in school. Targeted Interventions were delivered throughout the week during identified times. With the additional funding of the Year 7 catch up we were able to train additional staff to deliver targeted interventions. Pupils benefitted from additional talkboost and Sulp sessions, both to whole classes and on a 1:1 basis. We can show that pupils made good or better progress and that interventions contributed to this progress. However, interventions were impacted on last year due to staff absences. In order to ensure the continuity of deliverance this year interventions will be embedded within the deliverance of the curriculum.

Social Emotional & Mental Health:

A significant amount of the funding continues to be used to support pupils Social, emotional and mental health through the provision of the Learning support centre and the Pupil support centre. For pupils that are or may be struggling in class it gives pupils time to be supported out of the classroom environment before reengaging back in class. This support can take the form of various approaches, and is specific to an individual's needs.

To further support pupils around any mental health issues funding has been used to access a counsellor for 2 days of the week. This has proved extremely successful last year and over 40 pupils benefited from this provision. The counsellor has also supported parents as well as delivering training to the school staff.

In recognition of further need to support pupils in this area, ELSA intervention was successfully run and as a school, we were able to reach more pupils in need of further support. In addition to this, two new staff will be trained in ELSA for 2018-2019.

It is important that we recognise the many different levels of support our pupils need and with the funding we are able to use 2 HLTAs to provide additional 1:1, or small group intervention

through Forest school or Horticulture, both showing positive results of pupils either re-engaging in their learning or developing their positive social interactions and experiences.

Sensory & Physical:

A member of the PE department is leading a weekly well-being intervention to support both physical and sensory needs but also addressing mental health concerns through physical activities.

Alongside this, we fund an HLTA to support weekly sensory groups supporting pupils with identified physical needs, and following OT lead exercises. This is further supported by a weekly session at the local hydro pool for both Main School and Orchard based pupils.

Actions for 2018-2019

- Continue to ensure that Interventions are tracked, reviewed and evaluated using the new tracking system.
- To further link interventions with EHCP outcomes and identified needs and to demonstrate impact of intervention.
- To review and continue to develop the good practice of the 'reflection' area within school.
- To review the impact, if any, of the timing of interventions and removing pupils from class based learning.