



Pupil Premium Report for Fred Nicholson School 2018 -2019

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 145 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 2018 - 2019

No of pupils and Pupil Premium Grant	
Total on role	145
No of pupils eligible for Pupil Premium	77
Total amount received	£72079.96

Actual received for 2018-2019

No of pupils and Pupil Premium Grant	
Total on role	142
No of pupils eligible for Pupil Premium	77
Total Pupil Premium amount received	£ 91,075.00
Year 7 catch up Literacy and Numeracy	£ 4,236.00
Total received	£ 95,311.00
Total spent	£154,489.00
Difference (made up from school budget)	£ 59,178.00

Objectives for year 2018-2019

Objective	Outcome
Continue to ensure that Interventions are tracked, reviewed and evaluated using the new tracking system.	Tracking and monitoring of interventions is monitored on the EHCP tracker. All outcomes for a child are monitored and recorded in the same place. This is then fed into the Annual review process and discussed with both pupil and parent\carer. Impact is evident during termly and annual review.
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.	Ongoing discussion with CEPPs team about how reflection is used by both pupils and staff. Reviewed layout plans and alternative approaches to how best support pupils with a more nurturing model. Training to be put in place.
To review the impact, if any, of the timing of interventions and removing pupils from class-based learning.	The number of pupils that are removed during lessons has reduced over time. More whole class interventions have had a positive impact on pupils.

Break down of spending

Intervention/ Support	Cost *	Objective / description	No. of pupils accessed PP/Non PP	Outcome
Communication & Interaction		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 benefited from access to these sessions: Attention and engagement levels were noticed to increase. Evidence is demonstrated through EHCP tracker.
Cognition & Learning		To support the ability to process information, reason, remember, and relate through interventions such as Sound discovery	All KS2 and KS3 pupils access Sound discover.	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		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. All pupils access protect me	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		To support pupils with any identified needs through provisions such as Hydro therapy, Physio therapy.	3 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 Protect me Pupil Support Unit Forest schools Lunch clubs Summer School Medical resourcing Toast / milk Curriculum resourcing

Overall Impact of PP

At Fred Nicholson School we use the pupil premium funding to support the provision. Such provisions include the pupil support unit and the learning support centre where pupils are supported with their learning, behaviour and emotional well-being. This helps to ensure that whilst pupils are supported out of class that learning continues within the class

We believe that this Holistic approach, backed by outcome evidence and individual cases, and demonstrates that the gap between pupils eligible for pupil premium and those that are not eligible continues to remain close.

We track and monitor progress for all pupils attending Fred Nicholson school. In addition to that we monitor separately all pupils who are eligible for PP or those who receive additional funding such as Looked after children. We do this to ensure that these pupils are making the appropriate progress and are receiving the correct support.

Our approach to monitoring and reviewing progress is ongoing throughout the academic year. In addition to that we have three set dates, one a term, where all data is collated as a whole school and reviewed together.

With such a large percentage of our cohort eligible for pupil premium we have delivered many interventions to whole classes, whilst still offering smaller group and individual intervention where there continues to be a need identified.

Year 7 catch up Literacy and Numeracy

The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2).

This year there was particular focus on Literacy. Working closely with external professionals from CEPPS, we supported staff with the teaching of Phonic. In addition to that we then delivered targeted whole school phonics training/sessions over the course of the year. This supported teaching in the classroom and on an individual level.

Data from last year has shown that all pupils in Key stage 2 and 3 made expected or better progress in literacy:

57% of PP pupils in Key stage 2 were working within their expected progress, whilst 43% of PP pupils were working above their expected progress.

Key stage 3 was very similar with 72% of PP pupils working within their expected progress and 28% above their expected progress.

Communication and Interaction:

There are two allocated times each day where specific interventions will happen, these 25 minutes in the morning and 20 minutes are used to support both whole class and individual needs.

One HLTA is trained in delivering Talkboost and is timetabled to deliver whole class interventions each week.

Four teaching assistants have been trained to deliver the 'Protect me' programme and deliver this to each class on a weekly timetable.

One HLTA and Teaching assistant have been trained to deliver the Social use of language programme and work with small groups and individual pupils each week.

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 (LSC) and the Pupil support Unit (PSU).

The pupil Support unit is led a by a HLTA who is a trained ELSA practitioner. The LSC is led by an HLTA, who is one of schools STEPS tutors, and supported by two Teaching assistants.

Funding has been used to support the training focused on Trauma Informed Schools UK diploma.

Both provisions offer support for pupils who may be struggling in class. It gives them time to be supported out of the classroom environment before reengaging back in class when ready. 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 over the last two year and 25 pupils benefited from this provision, 77% were PP pupils. As well as supporting pupils, the counsellor has been able to support parents and families. Whilst there is no hard data to show the positive impact of this family intervention, parents have reported this to be useful in supporting them and their children.

Two new staff were trained in ELSA which has enabled us to reach a wider group of pupils. We now have 4 trained staff in school and one member of the boarding team.

It is also important to recognise the many other different levels of support our pupils need and by using the funding we are able to employ 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 and independence.

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.

We have been fortunate to employ an OT for 1.5 days each week. This support has been offered to individual pupils, families and staff support and training.

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.

Projected spending for 2019 - 2020

No of pupils and Pupil Premium Grant	
Total on role	151 (142 PP allocations, June 2019)
No of pupils eligible for Pupil Premium on roll	95
Year 7 catch up Literacy and Numeracy	
Number of pupils funded for 2019-2020	85
Total amount received	£94,660.00

Actions for 2019-2020

- Continue to measure the impact and cost effective use of the LSC and the way it is organised
- New English coordinator is reviewing books in the library and reading – raising engagement of reading in year 7
- New Maths coordinator to develop learning in year 7 maths with a focus on the statistic strand
- Continue to measure the impact of the OT/ELSA and School Counsellor.
- Liaise with other Complex provisions around their PP allocation and discuss impact and measuring outcomes.
- Review the impact of hydro and consider whether it is an area of growth and need for the future years.