



Penn Fields School - Pupil Premium 2017 - 18

Pupil Premium was introduced in April 2011. The funding is provided in addition to the main Special School funding from the LA and is intended to help disadvantaged pupils to 'close the gap' and to raise attainment and improve progress. A high percentage of our pupils receive Pupil Premium funding

Children who are eligible include:

Pupils who have been registered for Free School Meals (FSM) at any point in the last six years

Children who have been looked after continuously for more than six months

Children of armed services personnel.

The funds are used effectively, supplemented by the school's budget to provide additional support so we are able to provide a wide range of additional provision, resources and therapies that meet the needs of our pupils.

Funding for the academic year 2017- 18 - £84,260

School received funding of £1,320 per primary Pupil Premium pupils, £935 per secondary Pupil Premium pupils and £1,900 for LAC (Looked after Children).

Plans for the spending of Pupil Premium funding is made with reference to Sutton Trust research.

The Table below shows how Penn Fields School is using this funding

| Intervention | Description | How supported | Cost | 2017-18 Impact |
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| Intervention work | Additional support for pupils in lower and upper school. This includes support for literacy, numeracy, morning movement, cool kids, haptic massage, sensory interventions, brushing, etc | Additional Teaching & Learning Support Assistants (TLSA's) time is bought in to allow staff to lead a number of intervention strategies. | TLSA salary – 2 days a week | Pupils were base-lined before undertaking an intervention and records are kept of pupil progress. From their starting points, the majority of PP pupils made good or better progress in reading, writing and number work. Pupils also improved in fine and gross motor skills. |
| Residential Visits | Highly subsidised residential visits for KS2, KS3, KS4 and 6 th form pupils. | To aid pupil's personal and social development and their transition to life beyond school All Lac children to have heavily subsidised residential visits. | Staff cover, Residential visit costs. | Key stage 2 – 5 pupils had the opportunity to undertake a residential experience. For most of KS2 it was the first time children had been away from parents/carer and their home. Pupils enjoyed the residential experiences and become more confident. There was emphasis placed on developing independence and self-help skills |
| Mental Health-Support for Pupil's social & emotional Well-being | Penn Fields is involved in Wolverhampton's Headstart programme and is therefore able to provide a range of activities and training to support pupils mental health | Key stage 3 pupils trained as Peer Mentors. Thirty KS3 pupils to attend a Headstart residential programme at the Towers Outdoor Education Centre in North Wales | Staff Cover. | A number of key stage 3 pupils were trained to be Peer Mentors. This had a positive impact on pupil's self-esteem. The Headstart programme took 30 year 7 and 8 pupils on a 4 day residential visit to an outdoor education centre. This project supports pupils in developing resilience and coping strategies to support their emotional well-being. |
| Evening youth clubs (3) – for Key stage 2, Ks 3 & 4 and 6 th form pupils. | To provide after-school youth clubs offering a range of activities both in school and out in the local community. Youth club targets FSM and LAC pupils. | The clubs provide a variety of activities both on and off site. Funding is used to pay staff, activities and an evening meal for pupils. Staff where necessary, provide transport to take pupils home. | Staff wages Activities Pupils' evening meal | Pupils attending youth club had the opportunity to socialise with their peers and experience a range of physical and creative activities in school and the local community. |
| Anger Management Support | To purchase Anger Management counselling from Believe to Achieve. | Identified pupils to receive counselling from Inspire and B2A – Qualified counsellors. | Therapist costs | Anger management sessions were funded to help a small number of pupils develop strategies to control their emotions. Following these workshops, pupils had far fewer anger related incidents recorded. |

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| <p>Play Therapy and Trainee Play therapist support.</p> | <p>Penn Fields funded the university training for a member of the support staff to be a fully qualified Play Therapist. This supports pupils with social, emotional and behavioural issues. At present we are training an additional member of support staff in Play and Creative Arts Therapy</p> | <p>Cover TLSA support is funded to allow the Play Therapist to be out of the classroom and work 1:1 with identified pupils. Funding has also been used to provide the required supervision and additional training for the member of staff.</p> | <p>Training course fees Bereavement counselling course fees TLSA cover costs</p> | <p>Play Therapy Support for identified pupils was put into place to support social, emotional and mental health. It helped pupils to develop resilience. Play therapy support is was also delivered to parents. The support given was to help them get a better understanding of their child's needs and how offered strategies of how best to support them. All play therapy sessions and outcomes are recorded</p> |
| <p>Parent Support Group (SHARE)</p> | <p>Penn Fields School has a very well supported Parent (formerly SHARE) group. The group meet every Wednesday and staff work with parents on a variety of ways to show how parents can support their child's learning.</p> | <p>We employ an additional Parent support worker who supports parents who want assistance in knowing how to best support their child's education. School funds resources and materials for creative sessions both in school and for parents to take home and work with their child.</p> | <p>TLSA salary 0.5 one day a week</p> | <p>A member of staff was employed to lead a Parents Support group on a Wednesday afternoon. The parent support programme involved bringing in external speakers, community visits and undertaking a range of activities parents were able to do at home with their child. Parents gained in confidence and had the opportunity to meet and work with other adults with SEN children. The found the experience a positive one and appreciated support(Parent questionnaire comments)</p> |
| <p>Speech & Language Therapy support</p> | <p>School, via PP, has funded a member of staff to train as a Makaton Regional Tutor</p> | <p>Funding enables us to support additional S&LT sessions. Purchase Makaton manuals for staff use and training.</p> | <p>Makaton Tutor training Makaton manuals</p> | <p>Penn Fields now has a qualified Makaton Regional Tutor. School is now able to provide in house training for all staff on the use of Makaton. This will be an ongoing programme which increase staff knowledge and therefore the level of support for pupils using Makaton.</p> |
| <p>Educational visits and external opportunities</p> | <p>Visits to places to support the delivery of the curriculum such as the theatre (Shakespeare) and Chester zoo, etc. have focused on the Curriculum to build on these shared experiences.</p> | <p>School trips have been subsidised to ensure that every pupil has the opportunity to experience extended and extra- curricular opportunities</p> | <p>Costs of visits Cover implications</p> | <p>In 2017-18 Penn Fields provided a wide range of educational visits to support the curriculum.</p> |

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| Equine Therapy | Pupils in Nurture and 6 th form have undertaken an Equine Therapy Course | | Course fees Additional TLSA support | The Equine Therapy course helped to support pupils' emotional intelligence and well-being. The course taught pupils to manage their feelings and work with others. Pupils were able to transfer these skills into other class based situations. |
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