



Highfurlong School
'Inspire, Challenge, Believe'

Pupil Premium 2015-16



The pupil premium is allocated to schools for;

- Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)
- Children who have been looked after continuously for more than six months
- Children whose parents are currently working in the armed forces

School receives £1300 per pupil for Primary pupils and £935 for Secondary age pupils.

The DFE offer the following guidance;

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

However they also state that;

Schools are free to spend Pupil Premium as they see fit. However they will be held accountable for how they have used additional funding to support pupils from low-income families.

The purpose of this report is to report back on the way the pupil premium money was spent over period April 2015 - April 2016 and enable us to inform parents, carers and governors of the impact it has on pupil achievement.

The Pupil Premium for the academic year 2015-16

The school received a total pupil premium budget of £20,295. (18 pupils, 9 Secondary age and 9 Primary age pupils). The table below sets out how the money was spent to fund activities, initiatives and staffing. The impact column was populated as evidence arose.

Pupil Premium 2015-16		
Activity/Initiative/Staff	Purpose	Impact
Core 5 Lexia reading and spelling programme to access in school and at home on iPads.	To support a literacy programme, targeted literacy intervention across the school.	Improved progress in all aspects of literacy. Evidence: 88% achieved or exceeded targets
Numeracy Workout programme to enable access in school and at home on iPads	To support a numeracy programme, targeted numeracy intervention across the school.	Improved progress in all aspects of numeracy Evidence: Number 81% achieved or exceeded targets
Increased SaLt time to enable community visits with a focus on communication	To increase access to the community to practise communication skills in real life situations.	Increased motivation and engagement within communication and life skills. Progress made with communication targets. See evidence file.
Intensive Interaction Training for staff	To support the access, communication and education of children across the school	Greater understanding of the needs of our sensory learners by all staff, support to ensure learning and success.
Makaton Training	To support communication throughout the school	Better communicators, less frustration and more engagement.
MIFI	To support a student to work at home.	Improvement in reading, spelling and number due to on line access at home.
Extend links by Family Support Worker.	To assist the Emotional Well Being worker in engagement of families in receipt of PP.	Parents and carers are more involved in school and increasingly supportive of their child's education. Evidence:

		Family Support Worker has made 44 home visits and makes between on average 30 telephone calls weekly.
Enable access to AIR, social opportunities group.	To enable pupils in receipt of PP to widen their experiences and support social development and increased self-esteem / confidence.	Increased confidence and self-esteem. Evidence: Membership is now at the highest level - 17 members.
Software appropriate for AAC users	To improve communication by providing a layered vocabulary programme to enable more complex structures for the users.	Increased participation in lessons. Evidence: Lesson Observations and Learning Walks
Additional SLT time to access Communication in The Community	Half a day each week to enable a focus on functional language, SLT and member of support staff.	Enabling the generalisation of functional language in the community with relevant support. Evidence: See detailed Evidence booklet 2015-2016.
Investment in ipads / cases / touch screen / Apps / software/ Charging trolley.	To extend out of school access to spelling, reading and numeracy activities.	Pupils are increasingly engaged and confident in using technology to support learning and make progress in all areas. Evidence: Assessment Data 2014-5. Lesson Observations and Learning Walks
Classroom resources in the Primary department	To have a variety of new and interesting resources to support learning.	Children are happy to play with and learn from using the new resources. The environment is much more suitable for the young children. Evidence: Increase in number of new pupils joining classes. 8 new pupils since Sept 2015 and 9 more new pupils due in September 2016 in addition there have been 28 visits of interest.
Boardmaker on line	Staff to have access to creating bespoke and differentiated resources at a high level	Highfurlong is a centre for excellence within the area of communication and AAC.
Go Talk 4	To enable communication in school and within the community.	Motivation to fully engage in all aspects of schooling and within social situations, increased confidence to communicate.

School uniform	Appropriate school wear and footwear for school.	Confidence at being part of the school and happy to have the correct uniform. Evidence: Increased pupil self esteem - observations
Toiletries and resources to support personal care	Personal health and hygiene will be improved and improved life skills.	Improved awareness and independence with personal care. Young people understand the importance of keeping clean Evidence: Increased pupil self esteem - observations
Swim kits - specialised trunks and costumes / towels /swim shoes, swim socks, floats - for home and school	Access to hydrotherapy to maintain physical health	Pupils are able to enjoy swimming in the hydrotherapy pool and have suitable clothing when swimming with family. Evidence: 11 PP pupils accessing Hydrotherapy now on a weekly basis.
Appropriate books and resources to support topic work in Star Class, Circle Class and Square Class	To support learning and access to learning	Increased access and participation, completion of individual targets. Pupils now have a range of appropriate and engaging resources
Neck rings for swimming	To support increasingly independent swimming in the hydrotherapy pool (two pupils)	Increased access and participation, improvement in physical health. Independent movement in the water. Evidence: 12 PP swimming independently - never been able to before. Observations, feedback from Hydrotherapy staff, number of parents requesting information to purchase for their own use -information sent via Newsletter.
Bursary Funding - KS5		
Employability course run by the Transition Team at Lancashire County Council.	To support the transition and preparation for students in KS5. Students accessed a ten week course, one group during the autumn term and the second group during the spring / summer term.	Increased confidence in dealing with change. Evidence: Transitions within school, in the wider community, Adult services and new providers are less stressful. Feedback from students, families and settings - successful transitions.

Access to work experience placements through the Carers Centre and Progress legacy.	To support personal development for all students to raise awareness of the work place in an area of choice. In addition to facilitate class group visits, one each term, to look at skills for work within different work families.	Increased opportunities to make informed decisions about placements and potential pathways for the future, for example college courses and employment.
Transport to work experience placements for some students	To increase independence within the community and support to use public transport as appropriate.	Greater independence long term.
Residential Lifeskills course	To have the opportunities to become increasingly independent with everyday tasks.	Increased independence / awareness. Students were able to learn independence skills and become more confident in their life skills. Skills have been generalised. Evidence: Students are increasingly independent in school and in the wider community. Observations and feedback.
Toiletries and resources to support personal care	Personal health and hygiene will be improved and improved life skills.	Improved awareness and independence with personal care. Young people understand the importance of keeping clean Evidence: Increased pupil self esteem - observations
School uniform, shoes and trainers	Appropriate school wear and footwear for school.	Confidence at being part of the school and happy to have the correct uniform. Evidence: Increased pupil self esteem - observations
Ipod to be used as a communication aid	This is for a student who is moving on to college, he currently uses an ipad but following consultation with Salt it was concluded a smaller ipod would be preferable.	Confidence in communicating in a new environment. Appropriate apps will be available.
Electric razor	To increase independence for personal care	Increased independence and taking responsibility and pride in appearance.

Youth Club membership and subs	To enable access to social opportunities outside of school hours	Social skills and communication will continue to improve as will confidence and supported well - being.
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