

## **PUPIL PREMIUM REPORT AND STRATEGY for academic year 2017-18**

### **Background**

Blossom House has pupils from 24 different local authorities. Currently only 4 local authorities pass some pupil premium funding on to Blossom House because we are an independent non-associated special needs school and there is no clear legal requirement for them to do so.

The Blossom House holistic curriculum ensures that each pupil receives the provision to target his or her individual academic, therapeutic, emotional, and social and communication needs through the use of a multi-disciplinary team of professionals.

Over and above teaching and therapeutic input, pupils may receive additional individual sessions of: arts therapies (art, drama, music and integrated psychotherapy); speech and language therapy; occupational therapy; physiotherapy; specific learning difficulties (dyslexia) support; touch typing.

**Premium funding is used to provide support to pupils over and above this. It is used to facilitate pupils' access to teaching and therapeutic input and to provide additional and targeted support and intervention both within and out of school.**

### **Barriers to attainment (for eligible pupils)**

- Speech, language and social communication impairment
- Poor literacy skills
- Low self-esteem
- Anxiety
- Fine and gross motor skills difficulties
- Few opportunities for appropriate outings and socialising because of specific difficulties
- Not able to afford to attend clubs/workshops/go on trips etc and therefore not accessing the life skills input that these offer
- Behavioural challenges
- Previous disruptions to education provision (changing schools, moving house etc)

### **Management of pupil premium**

- The school is not informed by local authorities if and when we will receive PP funding, nor for which pupils. Therefore precise figures are given for the previous academic year (2017-18).
- The Senior Management Team has lead responsibility for ensuring that PP funding is not simply absorbed into the main school budgets, but is instead carefully targeted.
- Expenditure is clearly identified.
- Our Family Support Team intervention supports the behavioural, emotional and social well-being of vulnerable students.
- The school's CPD programme prioritises opportunities for relevant staff training.
- There is a pupil premium policy, checked and updated annually.

In order to measure impact, various strategies are in place as follows:

- There is clear tracking of the provision for the eligible pupils in the school and careful liaising with all staff with regard to additional support required.
- Funding is well-targeted towards attendance, social skills, behaviour or family support where these are barriers to learning.
- There are frequent checks of pupil achievement including assessments for annual reviews, to ensure interventions and other types of expenditure are effective; and adjustments are made accordingly. During the academic year 2017-18 the school designed and began to implement a new assessment system (Steps Assessment System). Progression data will be fully available during 2018-19.
- The impact of each aspect of spending on the outcomes for pupils is reported and discussed at the time of the pupil's annual review.
- All staff are aware of which pupils are eligible for pupil premium, to take responsibility for accelerated progress.
- Named personnel meet termly to review spending and discuss individual pupils
- All pupils eligible for receipt of Pupil Premium are observed at least once annually by a member of the Senior Management Team. This is to ensure that provision is fully inclusive and that the pupil is not disadvantaged in comparison to other learners.

**Examples of use of funding, in order to address barriers to attainment (above):**

- particular computer software or extra materials for specific courses
- assisting with school laptop scheme
- family support at home from our Family Support Workers
- breakfast/lunch at school
- help with trips and transport
- after school clubs and the transport to enable this
- activities out of school which would benefit the child's progress in school
- holiday respite care
- school uniform
- specific and targeted therapy input

**Summary information for spending in 2017-18 academic year:**

<b>Academic year</b>	2017-18	<b>PP funding received</b>	£13,695	<b>Date of most recent PP strategy review</b>	26/02/18
<b>Total number of pupils</b>	229	<b>Number of pupils for whom PP was received</b>	11	<b>Date for next PP review</b>	February 2019

Total Brought Forward:	£667.85
Total Received:	£13,695
Total Spent:	£12,577.97
<b>Total Remaining:</b>	<b>£1,284.88</b>

The school's policy for maximising achievement for the pupils who are supported by Pupil Premium includes the following actions:

- School Learning Resources and Specialist Equipment: eg specialist cooking utensils and ingredients and visit to bakery to enable participation in Home Cooking BTEC, laptop device to enable effective home/school working, specialist glasses (Irlen Syndrome), contribution towards cost of camera to enable student to study Photography GCSE, items of equipment bought by the OT department to support pupils with fine and gross motor needs and sensory integration disorders - support for motor skills helps pupils to focus better in class and self-regulate arousal levels, enabling better learning and improving behavior.
- Extra-curricular Support and Activities: eg Duke of Edinburgh, pupil workshops and events, music tuition, costs of extra-curricular activities as well as trips to raise attainment and support life skills. This also includes transport if required, to enable the pupil to attend after-school and holiday clubs which help pupils to socialise with peers in environments other than in the classroom, and have a positive impact on social skills eg team work, negotiating skills and problem solving. They also support attention skills and participation in lessons. (£
- Professional support: eg additional hours of support for the pupil (not covered by LA funding) necessary to enable the pupil to access learning and the classroom successfully; Mark Brown parent workshop re sleep and anxiety; Young Minds mental health training for managers to disseminate down to their teams; Cygnets puberty workshops.
- Hardship Fund: eg vulnerable pupils supplied with uniform to boost self-esteem; breakfast club designed to give pupils a good start to their day of learning - attention and participation improved; sandwiches and healthy snacks for pupils' lunches whose parents struggle to provide - supports learning through the day; travel card to enable pupil to join trip.
- Personal effects such as reading glasses
- The Computer Scheme has been added to Pupil Premium spending (where appropriate) during 2017-18

### **Impact of Pupil Premium funding:**

The impact of pupil premium spending can be seen across the school. This includes:

- Improved engagement in lessons
- Improved social skills and peer relationships through participation in extracurricular clubs
- These improvements (in lesson engagement, peer relationships, social skills etc) also have a much wider impact on the other pupils in the school, enabling more successful learning in class and better social interactions through the school for all pupils.