**Pupil Premium Grant in 2017/18 – Impact of expenditure for Thriftwood Academy.**

Across Key Stages 2 and 3, the students in receipt of the Pupil Premium Grant, demonstrated a higher rate of progress in Reading and Number than those not entitled to the grant – within Number the difference was considerable (22%). For writing the progress for pupil premium was slightly lower than those not in receipt of the grant. The table below highlights the percentage of students achieving 5 steps or more progress within the subject areas:

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|  | **Entitled to PPG** | **Not entitled to PPG** |
| **Reading** | 64% | 62% |
| **Writing** | 48% | 53% |
| **Number** | 71% | 49% |

Across Speaking and Listening, and all PSD subjects there was no discernible difference between those pupils entitled to Pupil Premium Grant and those pupils not entitled to the funding.

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| Approx £  | Summary  | Proposed Outcomes  | Impact  |
|  10,762 | Music therapy | Therapeutic approach: increased emotional resilience. Outlet for feelings thus reducing emotional outbursts. Boosts self esteem. Increased social communication skills. | Pupils across all ages have benefitted form the opportunity to express their emotions through the medium of music. For many these has manifested as increased self confidence, resulting in higher engagement in class activities, particularly group activities. Individual reports have been produced summarising the therapy for each individual pupil involved. |
| 10,056 | Mentoring and physical exercise intervention and resources | Opportunity to talk about feelings, and other issues associated with young adults such as personal hygiene and relationships.Outlet for high energy levels, exercise intervention to support a healthy body weight, increased awareness of the body and how to keep it healthy. Increased readiness for learning. | This key member of staff has built extremely effective relationships with students, providing pupils with the opportunity for ‘talk time’ with a member of staff. This trusting relationship has enabled volatile situations to be resolved quickly and effectively. Pupils with a physical activity programme of stretches and / or exercises have fulfilled their programme under the supervision of a member of staff through close liaison with the Occupational / Physiotherapy Teams. |
| 4,560 | Counselling  | Therapeutic approach: increased emotional resilience and confidence in dealing with relationships. Support for behavioural and mental health problems. Increased readiness for learning. | The therapy for College students has provided skilled intervention for a range of complex issues including; eating disorders, anger management, OCD, family conflict and a range of anxiety related problems. The Student Monitoring Panel (SMP), students themselves and parents’ feedback provide good evidence that the Counselling provision in place, is effective in managing risks around students mental health needs.  Support for individual with an attachment disorder, resulting in calmer behaviour at home and school, greater self control and a range of ways to express emotions. Close liaison with the school staff. |
| 2,000 |  Early morning club | Calm settled start to the day. Pupils well fed and able to engage in their learning. | Students continue to rely on this supported start to the school day to manage their transition into school and to provide a full breakfast. The healthy, nutritious food appears to have enabled a greater and sustained focus in the classroom. This is very popular! |
| 6,200 | Financial support: residential stay, trips, uniform, horse riding, swimming | Pupils able to fully access all parts of school life. Increased self esteem linked with inclusion and smart appearance. | All pupils have been included in all trips / visit, including residential stays. Families have appreciated the extra financial support to enable their child to fully participate. |
| 400 | Reward trips | Special end of term trips to motivate and engage pupils in their learning; focusing attention and rewarding achievement.  | Highly engaging, fun trips offered to Middle, Primary and Upper school departments acting as a motivator to follow the Thriftwood Code. For all pupils this has been an incentive to engage consistently and work hard. The termly trips were a huge success. |
| 815  | Staff training and development in Dyslexia.Specialist consultancy / resources | Further development of staff knowledge and understanding of dyslexia to design specific intervention programmes for pupils; resulting in increase in reading and spelling levels. | Continued dyslexia support from a consultant has enabled individual students to benefit from a highly specialised regular programme ran with school staff. Confidence has grown within these students, and they are willingly attempting spellings that previously they would not have managed. Reading and spelling ages for all pupils within this cohort has increased by 6 months plus. |
| 2,814 | Expert sensory therapist, advice / resources | Increased staff knowledge on sensory techniques to support pupils on a daily basis. Appropriate resources to support sensory needs. Pupils’ sensory needs assessed and a report written to enable staff to meet needs, helping child to calm and prepare for learning.  | A large number of students have received an individual sensory therapy report, highlighting their sensory needs. Sensory programme have been designed for use within school to ensure that individual needs are met and pupils are ready to learn. |
| 2,661  | Play therapist and play therapy resources | Children learn how to express their thoughts and feelings in constructive ways, fostering decision-making and acceptance of responsibility. Facilitating the development of problem-solving, coping skills and resilience. Children able to explore and practise social skills. Confidence and concentration encouraged, developing imagination and creativity. | A small group of pupils struggling with play and interactions with others received specialised play therapy, building their play and social skills. Parents have reported a noticeable improvement in self occupying skills and ability to play with and alongside siblings.  |
| 1,500  | YMCA family support worker | Close liaison and support for families with key issues at home. Strong relationships with the family. Shared approach across home and school.  | The family support worker worked with a number of families across the year , supporting their routines and structures in the home to enable a calm family unit and the positive emotional wellbeing both of the pupils and their family. There has been a high level of engagement by families to this support, and strong relationships built. Individual reports are written at the end of each piece of work. |
| 16,238 | Learning Support Assistant | Additional support across the school to enable a range of interventions to take place, including but not exclusively: Lego Therapy, Dyslexia support, Dog therapy. Responding to individual student needs, both academically and socially, enabling each child to reach their full potential.  | Additional learning support assistant has provided the school with flexibility to offer a range of interventions to meet individual needs. Lego therapy has been instrumental in restoring broken relationships, as well as providing pupils the opportunity to interact for a purpose. These pupils have all seen progress within speaking and listening strands. A large number of students have accessed dog therapy across the year, supporting passive learners, those scared of animals, pupils requiring a nurturing approach. This is a very popular intervention!As mentioned previously the dyslexia intervention has enabled targeted support for those puils with a specific diagnosis to make progress and gain self confidence.  |

Access to the interventions as detailed above are not limited to students whom are in receipt of free school meals or who have received this aware within the last 6 years (Ever 6). We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals.  We reserve the right to allocate Pupil Premium Funding to support any pupil or groups of pupils which the school has identified as needing additional support to achieve improved outcomes in learning and their well-being.

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