

Kisimul School Lincolnshire Pupil Premium Expenditure and Impact Review 2016/17

Context: No of Eligible Young People (YP) – 41

PPG monies are received pending LA processes for centralising support services for learners placed out of county.

Individual outcomes are encapsulated within Individual Learning Plans (ILPs), and Personal Educational Plan evidence for LA partners outlined in terms of specific impact for pupils.

Key Priorities:

- To provide additional learning and social interaction experiences to enhance the attainment of learners with SLD/ASD.
- To enhance reward and motivational opportunities for YP to encourage participation and raise self-esteem.
- To give focussed additional responsibility points for enhanced curriculum opportunities to raise outcomes and attainment for pupils in receipt of PPG.
- To enhance specialist learning resources and the environment in respect of outcomes for pupils with ASD, SLD and in receipt of PPG.

Enhancement Focus.	No. of YP	Intended Impact	Evaluation
Sensory Multi-Interactive learning Environment (SMILE) – installation at Acacia Hall – to provide access for transitioning Swinderby students and extend provision for Acacia learners. FTARP in place for SMILE specialist input and curriculum co-ordination.	15	To provide a sensory interactive environment available for learning, with specialist teacher in place to support communication and interactive learning. To have SMILE Learning Programmes in place for all YP for whom this is an identified learning needs. For outcomes and pre-entry assessments show progress in	Successfully embedded as part of the Upper School curriculum. More individualised model in place to reflect cohort age – ILP accreditation evidence for YP shows impact on communication, interaction, problem solving and reciprocal interaction. SMILE ILPs in place for all learners. SMILE has own unique curriculum

Specialist Hirstwood sensory engagement training for staff.		communication, choice making, independence and functional learning skills.	pathway and Scheme Of Work.
Whole school reward system	41	To enhance effective and purposeful reward schemes for young people, linked to behaviour and learning targets and also within class groups to promote team working and relationships/respect for others.	Utilised effectively for learners with PPG – to provide motivation and reinforcement for achievements in school and in respect of ILP outcomes. Pupils like receiving rewards and verbalise/express the connections with this and their behaviour/achievements,
After school clubs	41	<p>After school photography club, using specialist equipment to support YP engaging in photography based activities/creative art and media projects, to enhance self-esteem, support Individual Learning Plans and portfolio evidence for accreditation.</p> <p>Sailing and indoor wall climbing club, to enhance self-esteem and engagement of pupils.</p> <p>Creative arts and Drama club – additional input to support engagement in drama, and social interaction skills working alongside other YP to produce a drama performance.</p>	<p>Participation for learners of all abilities. Some elements of after school provision (drama / sailing for eg.) have been brought in to substantive curriculum offer)</p> <p>Work evidence shows enthusiasm and YP feedback on their experiences shows good evidence of pupil participation.</p>
Electronic tablets – purchase for individual units, and FTARP for staff to promote effective learning through targeted apps and additional training.	6	<p>To support learning through use of tablets for communication and sensory exploration.</p> <p>To utilise modern technology to assist YP to communicate their needs effectively</p>	<p>Utilised effectively and noted in leaning walks and observations as useful tools for learning.</p> <p>Augmentative communication systems in place through SaLT assessment for individual learners.</p>
D of E	15	To provide additional social engagement and learning opportunities through outdoor pursuits, community participation and teamwork, including the opportunity for a residential trip.	Learners have successfully completed bronze and silver elements of accreditation – this also included a

		<p>To enable YP with complex needs to complete an off-site experiential learning opportunity alongside their peers.</p> <p>To support relevant staff training to keep learners safe, and also differentiate the experience suitably to develop independent living skills.</p>	<p>sailing expedition.</p> <p>All learners gained in confidence and skills, and were able to recount elements of their experiences.</p>
Horticulture	41	To enhance the opportunity for learners to access vocational learning opportunities at both school sites	A burgeoning horticulture space is set up at Swinderby, and integrated into the curriculum. Evidence is included within ILP-related to work related learning, independent living and functional learning skills.
Curriculum enrichment	41	<p>To support curriculum enrichment days within the school to provide diverse opportunities for learner to engage to additional learning activities.</p> <p>To provide creative, multi-cultural and career learning opportunities for learners of all abilities.</p> <p>To reflect pupil feedback for further opportunity to engage in activities that motivate and interest them,</p>	<p>Feedback from pupils and staff is positive.</p> <p>Input has included hair and beauty workshops, exotic animal workshops, theatre input and workshops and creative arts workshops and aromatherapy.</p> <p>Students have engaged enthusiastically, and this has been reflected on wider input within their ILPs where they have responded positively to input.</p>
2017 18 funding plan. Sensory environment and soft room space.		<p>To upgrade current small sensory learning environment to enable relaxation and interaction for learner with complex sensory needs.</p> <p>To facilitate intensive interaction environments and support staff training to support more pupil centred learning</p> <p>To provide an effective soft room space to enable learners to process</p>	

		information, engage in meaningful play activities and have a safe outlet for anxious and unsafe behaviour where space is required outside of the formal learning environments.	
2017 18 funding plan. Rebound therapy and trampolining.		To provide a physical outlet for pupils to self-regulate and to support existing sensory integration input. To enhance sensory modulation, and communication for learners with sensory integration and regulatory challenges. To provide suitable training for staff, and provide high quality and safe equipment for use with YP.	
FTARP – Fixed Term Additional Responsibility Payments		FTARPs -Fixed term Additional Responsibility Payments (FTARPs) – to provide additional focussed support using specialist staff for enrichment and targeted curriculum elements, to promote engagement and attainment of pupils in receipt of PPG.	Impact – enrichment opportunities embedded in the curriculum delivery at both sites. After school support for creative and multi-media elements of drama and photography. SMILE provision established in both school sites, and has tangible impact on communication outcomes and engagement for pupils with complex learning profiles.
AAT – Animal Assisted Therapy		AAT – provision of animal assisted therapy to promote self-esteem, communication and to support students with phobias with de-sensitisation programmes.	Impact – curriculum and after school delivery of animal therapy programmes in place – case studies identify clear outcomes for learners and support for wider learning intentions within
Commentary <i>Learners in receipt of PPG performed as well or better than peers without PPG during the 2016-17 academic year, and there are no discernible disadvantages to learning outcomes based on background, ethnicity or SEN profile. Comparative graphs below.</i>			

Comparative Data for PPG pupils

Graph 1: All Pupil Progress Core Subjects 2015 to 2016

Comparison of progress vs expectations for 'Core subjects'

Summer 2015 (Result) to Summer 2016 (Result)

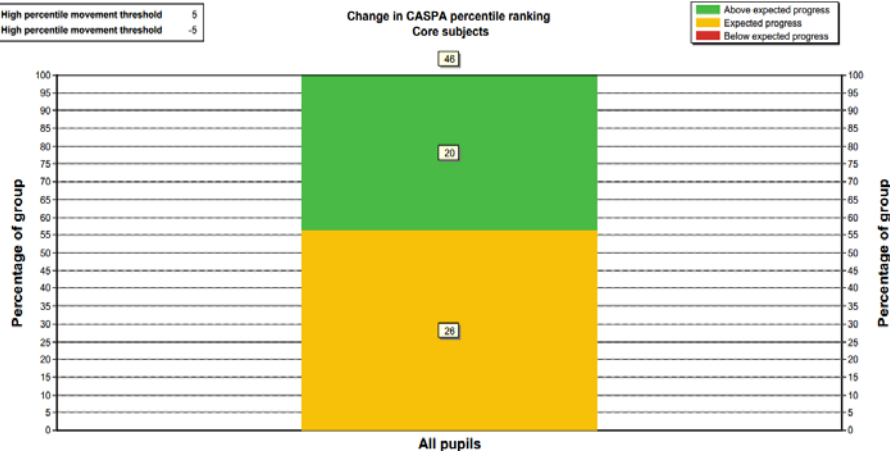
Basis need for comparison against expectations: Default

All pupils

Total number of pupils selected 81
 Pupils missing either start or end level 35
 Pupils with one or more levels out of range 0
 Pupils for whom comparison possible 46

Differences in percentiles for each subject are based on percentile data for the years 2013-2016 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.

High percentile movement threshold 5
 High percentile movement threshold -5



Graph 2: Pupils in receipt of PPG as comparison 2015 to 2016

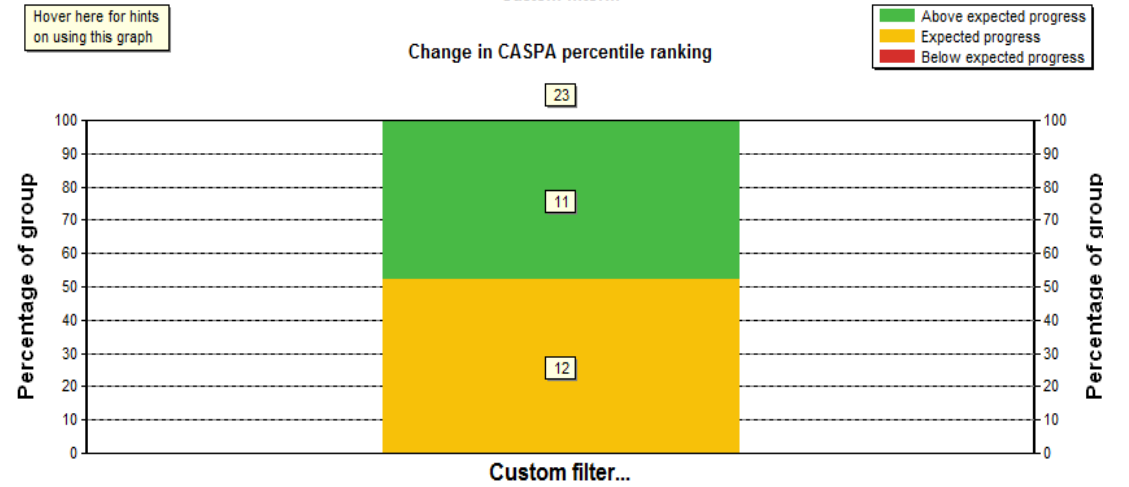
Comparison of progress vs expectations, Summer 2015 (Result) to Summer 2016 (Result)

Subject: Core subjects

Basis need for comparison against expectations: Default

Custom filter...

Hover here for hints on using this graph



Graph 3: All Pupils Summer 2016 to Feb 2017

Comparison of progress vs expectations for 'Core subjects'

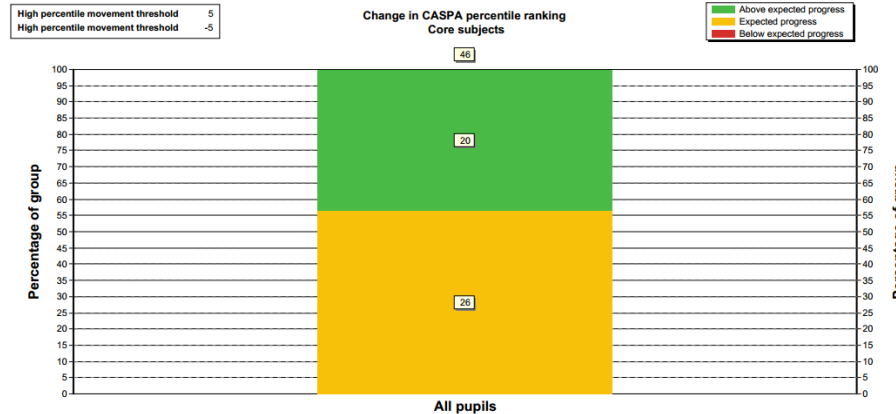
Summer 2015 (Result) to Summer 2016 (Result)

Basis need for comparison against expectations: Default

All pupils

Total number of pupils selected	81
Pupils missing either start or end level	35
Pupils with one or more levels out of range	0
Pupils for whom comparison possible	46

Differences in percentiles for each subject are based on percentile data for the years 2013-2016 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



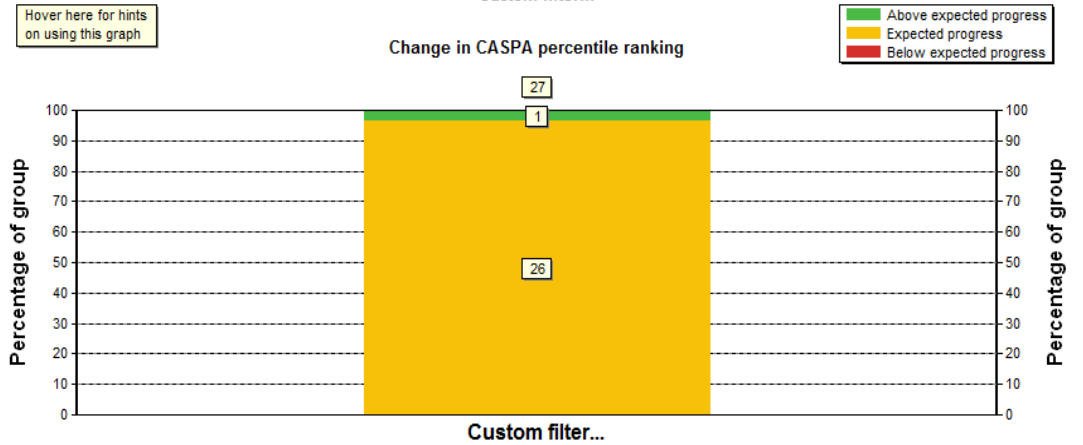
Graph 4: Pupil in receipt of PPG Summer 16 to Feb 2017*

Comparison of progress vs expectations, Summer 2016 (Result) to Current 2017 (Result)

Subject: Core subjects

Basis need for comparison against expectations: Default

Custom filter...



*(comparative adjustment made for part way through school year – this will be revisited at end of school year to give true reflection of comparison against all pupils within the provision.)