

## Kisimul School Lincs Pupil Premium Expenditure and Impact Review 2016/17

*Context: No of Eligible YP – 41*

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

*Individual outcomes are encapsulated within ILPs, and PEP evidence for LA partners outlined 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  |
|---|-----------|---|---|
| <p>SMILE – installation at Acacia Hall – to provide access for transitioning Swinderby students and extend provision for Acacia learners.</p> <p>FTARP in place for SMILE specialist input and curriculum co-ordination.</p> <p>Specialist Hirstwood sensory engagement training for staff.</p> | 15        | <p>To provide a sensory interactive environment available for learning, with specialist teacher in place to support communication and interactive learning.</p> <p>To have SMILE Learning Programmes in place for all YP for whom this is an identified learning needs.</p> <p>For outcomes and pre-entry assessments show progress in communication, choice making, independence and functional learning skills.</p> | <p>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.</p> <p>SMILE ILPs in place for all learners. SMILE has own unique curriculum pathway and SOW.</p> |

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| 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. Pupil like receiving rewards and verbalise 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 | <p>To provide additional social engagement and learning opportunities through outdoor pursuits, community participation and teamwork, including the opportunity for a residential trip.</p> <p>To enable YP with complex needs 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>Learners have successfully completed bronze and silver elements of accreditation – this also included a sailing expedition.</p> <p>All learners gained in confidence and skills, and were able to recount elements of their experiences.</p>  |

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| 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 ILPs related to work related learning, independent living and functional learning skills.  |
| Curriculum enrichment  | 41 | To support curriculum enrichment days within the school to provide diverse opportunities for learner to engage to additional learning activities.<br><br>To provide creative, multi-cultural and career learning opportunities for learners of all abilities.<br><br>To reflect pupil feedback for further opportunity to engage in activities that motivate and interest them,  | Feedback from pupils and staff is positive.<br><br>Input has included hair and beauty workshops, exotic animal workshops, theatre input and workshops and creative arts workshops and aromatherapy.<br><br>Students have engaged enthusiastically, and this has been reflected on wider input within their ILPs where they have responded positively to input. |
| <b>2017 18 carry over funding plan.</b><br><br><b>Sensory environment and soft room space.</b> |    | To upgrade current small sensory learning environment to enable relaxation and interaction for learner with complex sensory needs.<br><br>To facilitate intensive interaction environments and support staff training to support more pupil centred learning<br><br>To provide an effective soft room space to enable learners to process 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. |  |
| <b>2017 18 carry over funding plan.</b><br><br><b>Rebound therapy and trampolining.</b>        |    | To provide a physical outlet for pupils to self-regulate and to support existing sensory integration input.<br><br>To enhance sensory modulation, and communication for learners with n sensory integration and regulatory challenges.<br><br>To provide suitable training for staff, and provide high quality and safe equipment for use with YP.   |  |

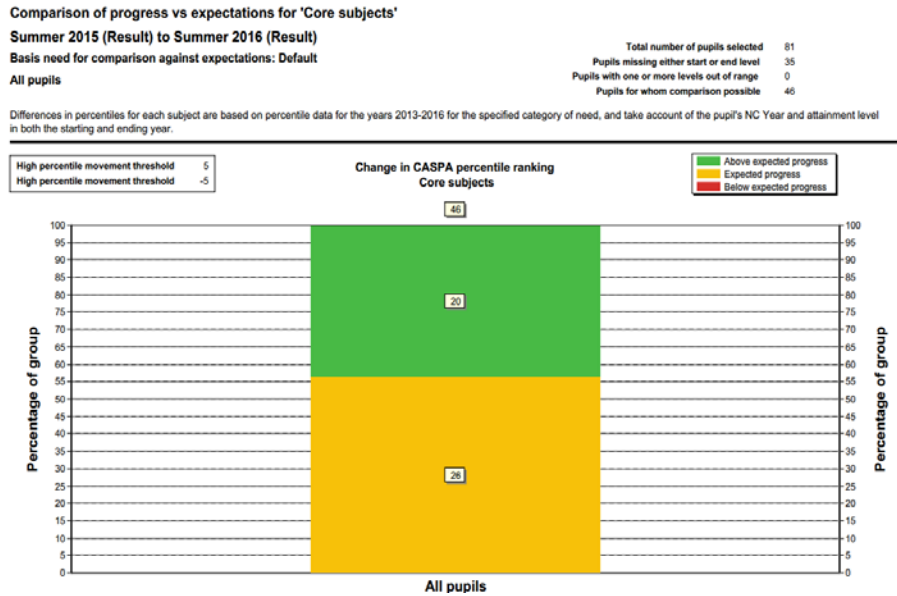
**Commentary**

*Learners in receipt of PPG performed as well or better than peers without PPG during 2016 17, , and there are no discernible disadvantages to learning outcomes based on background, ethnicity or SEN profile. Comparative graphs below.*

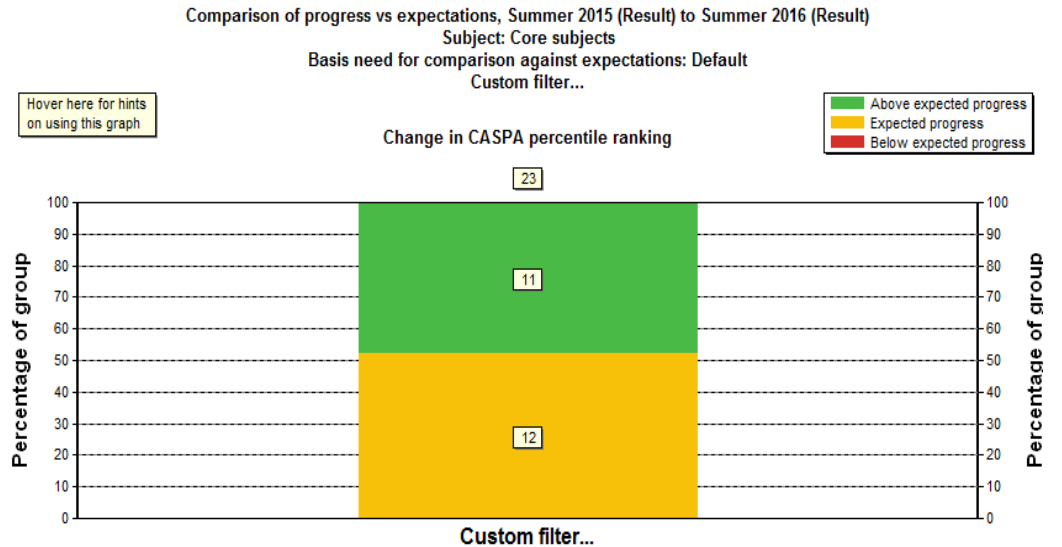
**Comparative Data for PPG pupils**

**Graph 1:-**

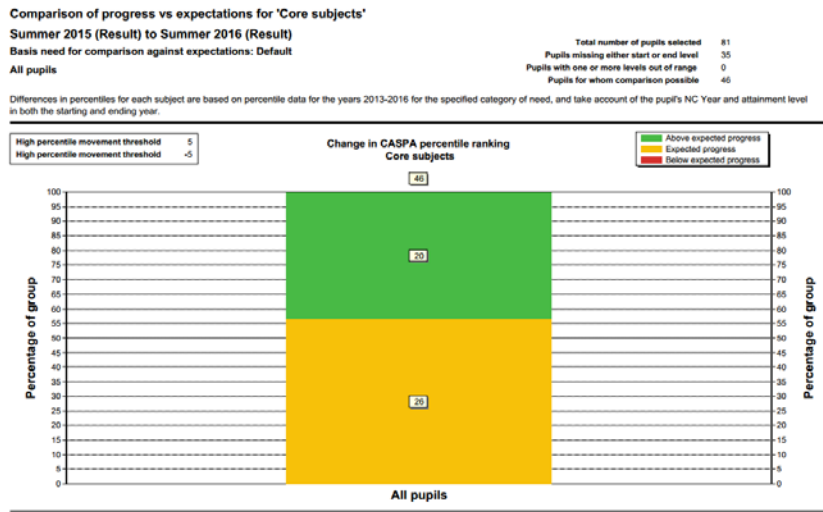
All pupil Progress Core subjects – 2015 to 2016.



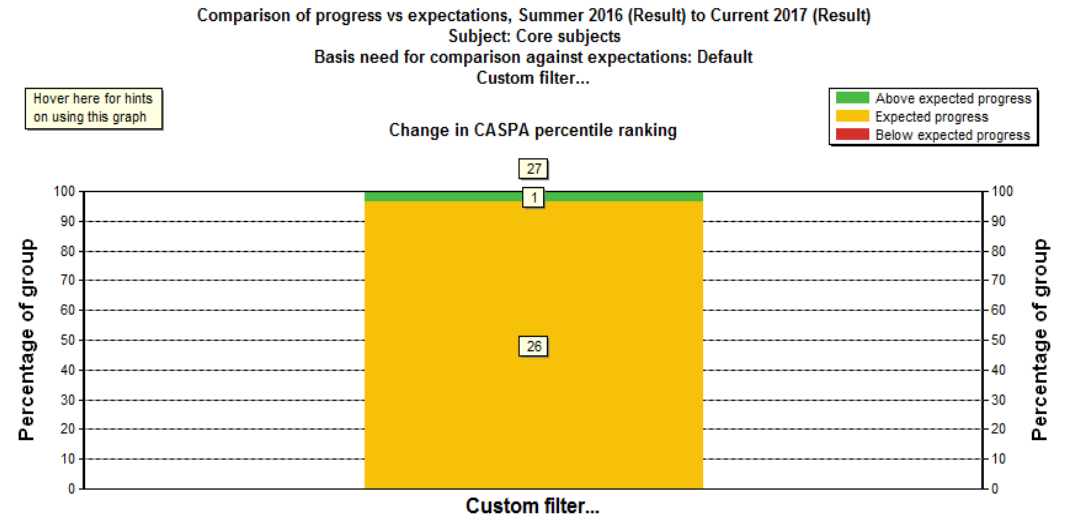
Graph 2: pupils in receipt of PPG as comparison 2015 to 16.



Graph 3: - all pupils Summer 2016 to Feb 2017:



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



*\*(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.)*