

WARGRAVE HOUSE LIMITED

'THE AUTISM SPECIALISTS'

**Pupil Premium Report
2017-18**

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From April 2011 all schools have received funding known as Pupil Premium. Pupil Premium was additional funding allocated to support pupils of statutory school age from low income families, who were eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings, to children who had been looked after continuously for more than six months and to children whose parents were currently serving in the armed forces. It is additional funding given to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Although schools are free to spend the money as they see fit, schools are held accountable for how they have used the additional funding to support these pupils. Schools are required to publish online information about how they have used the Premium and the impact it has had.

This document has been compiled to show how the Pupil Premium will be used and to demonstrate the impact and outcomes of some of the steps that we will use as a measure of student progress. It is important to realise that the gains in student progress and attainment cannot be solely attributable to Pupil Premium expenditure, but compliment other planned interventions we have had in place at Wargrave House School and College for many years.

At Wargrave House School and College there is only a small number of students eligible to claim Pupil Premium compared to the national average.

Wargrave House School and College allocates the Pupil Premium funding to support any student or groups of students in the school or college who have been legitimately identified as being disadvantaged. Each intervention may be inclusive of students receiving the Pupil Premium grant.

Pupil Premium funding is allocated following a needs analysis which identifies priority individuals. Limited funding and resources means that not all students who are eligible for Pupil Premium or are receiving free school meals will be in receipt of Pupil Premium.

Wargrave House School and College regularly and carefully identifies students who are underachieving, particularly in English and mathematics in order to put support actions in place as appropriate. We also use achievement data to check whether interventions are working and make adjustments accordingly. We ensure that class teachers and learning support staff know which students are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.

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Pupil Premium Grant (PPG) received	2016-17	2017-18 (projected)
Total number of students on roll	48	44
Percentage of Pupil Premium Pupils receiving PPG	29%	27%
Total amount of PPG received	£15015.00	£14080.00

We have to make decisions about how the funding shall be used. To guide us with this, we use a range of documentation including:

- “The Pupil Premium; How schools are spending the funding successfully to maximise achievement” (Ofsted)
- “The Pupil Premium; Analysis and Challenge Tools for schools” (Ofsted),
- “The Pupil Premium; How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils” (Ofsted)
- “The Pupil Premium; Making it work in your school” Oxford School Improvement

Provision outline 2017-18	Estimated cost	Total
Music Therapist	£8400.00	£8400.00
Staff training (Read, Write, Inc.) Phonics training will be cascaded from the English Subject Leader, who will take additional training 2017-18 to further support teachers in the delivery of the phonics programme.	£250.00 each for 1 teacher	£250.00
Cost of individual tuition for 1:1 reading interventions in Main School	23.5 days at £120.00 per day	£2820.00
Nessy Premium Life Package consisting of 15 licences of Dyslexia Training, Dyslexia Quest and Nessy Reading and Spelling.	£772.00	£772.00
	Grand Total	£14042.00

Action and measurement of student impact

Careful analysis of student progress data and qualitative data (e.g. student surveys) will be undertaken to ensure that these funds are used to maximum effect.

Additional staff time has been provided to implement the necessary 1:1 reading interventions and provide the support for teachers to focus on reading for their students.

Phonics training will be cascaded from the English Subject Leader, who will take additional training 2017-18 to further support teachers in the delivery of the phonics programme.

Impact on student progress for reading (using B Squared Connecting Steps V4 software) will be measured against individual B Squared generated targets and reported termly.

Specific students will also have music therapy sessions with the music therapist, for at least one session per week. This is designed to improve individual positive social interactions in addition to enhancing musical knowledge and skills.

The purpose of music therapy is not just to teach music but to help students develop the full range of developmental and life skills. Music is a non-verbal medium but it contains the same elements of pitch, rate, volume, phrasing and structure that are present in speech. Interactive music-making combines using communication skills with cognitive skills such as attention and listening, social skills such as turn-taking, physical skills such as grasping and coordination; with a view to improving self-awareness and self-confidence.

Student progress will be measured in terms of individual ability:

- to engage within (and through) communicative music-making, helping to sustain focus for increasing periods,
- to develop greater control and variety within their playing, through:
 - a. experiencing a range of speeds, volumes, rhythmic patterns, pitches
 - b. offering opportunities to initiate difference
- to increase vocal range
- to turn-take

Individual progress will be reported termly.

Summary of progress September - November 2017:

One teacher has undertaken the Read, write, Inc. phonics training and is coordinating the reading programme within main school.

Reading and music therapy progress data analysis will be presented to the governing body after term 1 when sufficient data has been collated.