



Mary Rose Academy Pupil Premium Funding Report and plan 2015-2016 and 2016-2017

PPF Allocation Overview

Academic Year	2013/14	2014/15	2015/2016	2016/7
Total number of pupils on roll	125	142.5	140	140
Total number of FSM pupils	54	24 Primary 26 Secondary	27 Primary 22 secondary	17 Primary 35 Secondary
Amount of PPF received per FSM pupil	£900	Primary £1,300 Secondary £935	Primary £1320 Secondary £935	Primary £1320 Secondary £935
Total number of (Children Looked After) CLA	1	2 primary 1 secondary	1 primary 1 secondary	1 Primary 1 Secondary
Total amount of funding received	£49,800	£55,510	£60,010	£56,485

Comments

At Mary Rose Academy, our aims and rationale for PPF expenditure are based on a number of factors. Using a range of data sources, we critically analyse aspects of day-to-day teaching in order to identify achievement and potential barriers to achievement that could result in underachievement and from this, we are able to implement interventions to improve outcomes for individuals and groups. We make use of the findings of current educational research from both mainstream and specialist settings to inform practice, both in terms of deciding upon the efficacy of specific interventions and in implementing strategies as effectively as possible.

Summary of PPF Expenditure and Interventions in 2015/16

Intervention	Objective	Cost	Impact	Next Steps
1:1 intervention in English and maths for pupils in KS1 and KS2 at risk of not achieving targets	100% pupils on pupil premium to achieve targets in English and maths	0.2 teacher £8,950	All pupils have made excellent progress in all areas. See table below	Continue with targeted support to sustain progress and to further develop the work by offering more support to families to help their pupils at home
Providing focused input to increase progress in communication at KS1, KS2, KS3 and KS4	100% of pupils on pupil premium to achieve targets in communication, taking advantage of the resources available to support this Eg AAC	Communication TA time £8,000 0.2 specialist teacher + TLR £10,950	Progress in communication continues to be excellent (see table below). This aspect is so fundamental to the pupils development that it needs to continue and the system for gaining evidence to be refined and linked to the school vision and values	Continue with this approach ensuring all new staff are trained and that monitoring shows that progress continues to be excellent. Implement the new assessment wheel that will better show evidence of achievement and link it to the school vision.
Providing sensory integration for individual pupils with autism in KS1-4	100% of pupils on pupil premium in receipt of sensory integration to have improved concentration skills (readiness for learning) 100 % of pupils on pupil premium to achieve targets in English and maths	Specialist OT £13,200 10 hrs per week per pupil providing 2:1 support (from trained Mary Rose staff – 26 pupils (equiv of 2 full time TA's) £32,000	Learning walks and lesson observations indicate that engagement is a strength across the school. Pupils in receipt of pupil premium have benefitted from the targeted input from the OT and Head of autism. Incidents logged on behavior watch showed a significant reduction over the year (down by 50%) for the 3 pupils	Take this onto the next level by implementing sensory circuits into every specialist class, twice a day. All pupils in receipt of pupil premium along with their class, to have an individual programme that is monitored and reviewed regularly.

			they related to. All pupils met or exceeded target.	
Provide ELSA support in both KS4 and KS3 for those pupils lacking confidence where this lack of confidence is a potential barrier to achievement	100% of pupils on ELSA coaching programme to have measurable increase in confidence. 100% of pupils receiving ELSA coaching to achieve targets in English, maths and PSHE	ELSA trained TA 0.5 days per week £2,160	See case studies This personalised and targeted approach to help identified pupils develop socially and emotionally continues to be effective. Both pupils met their targets in English and maths and progress against their Personal and social target has also been positive	Continue with the ELSA programme, personalised to support identified pupils. Arrange staff development sessions so that more staff understand the principles and practice and can follow this through in their own teaching and pastoral work
		£75,260 Contribution from Mary Rose £15,250		

Year 6 2015-2016	Pupil Premium (6 Pupils)		Non Pupil Premium (4 Pupils)	
Strand	Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress
Reading	50%	50%	100%	
Writing	33%	67%	75%	25%
Speaking	33%	67%	75%	
Listening	85%	15%	100%	
Number	33%	67%	50%	50%
Space, Shape & Measure	33%	67%		50%
Using & Applying	33%	67%	25%	75%
Data Handling	--	--	--	--

Year 11 2015-2016	Pupil Premium (6 Pupils)		Non Pupil Premium (1 Pupils)	
Strand	Expected Progress	Above Expected Progress	Expected Progress	Above Expected Progress
Reading	15%	50%		100%
Writing	15%	67%		100%
Speaking (2 pupils pp, 1 Pupil PP)		50%		100%
Listening (2 pupils pp, 1 Pupil PP)		50%		100%
Speaking & Listening (4 Pupils PP)		75%		--
Number	29%	71%		100%
Space, Shape & Measure	43%	57%		100%
Using & Applying	15%	85%		100%
Data Handling (4 pupils PP)	50%	25%	--	--

Supporting Case Studies
Sensory Integration:

Case Study 1: Sensory Integration

Pupil Case Study



Pupil Name	x
Year Group	10
Academic Year	2015/16
Curriculum Area	Sensory Integration
Behaviour plan in place?	Yes

	Reading	Writing	Number	SSM
Autumn '15	22% of P8	52% of P6	16% of P8	47% of P7
Spring '16	61% of P8	76% of P6	44% of P8	71% of P7
Summer '16	78% of P8	10% of P7	56% of P8	3% of P8
Target Year End	2% of 1C	12% of P7	61% of P8	7% of P8

Context / Background Information:

Can use PECS to communicate but will attempt to opt out of using it. x works well one to one and enjoys the attention and interaction. He often finds focusing hard and this has been amplified with the change on his sensory profile this year.

Intervention / Action: X's teacher and school's sensory integration therapist developed a class sensory circuit which X has followed twice daily. Before one to one work staff would sometimes offer X some SI input to help him to focus.

The class team deliver an hour plus of SI input for X every day through the sensory circuit and individual sensory integration exercises before one to one work.

X also uses the outdoor trampoline as a motivator which has a highly enjoyable and relaxing sensory pay off.

X likes to rock forwards and backwards whilst standing on the spot. He uses a rocker chair to rock now and finds this relaxing and enjoyable.

Impact:

Over the year the circuits have meant that X is now much more organised. He can focus on tasks for longer and is quicker to complete work and provide answers. He is able to organise his motor planning more efficiently.

X is motivated by the sensory equipment such as the rocker chair – he loves to rock backwards and forwards and he cannot wait to get onto the trampoline which he finds calming. As a result he now has more motivators and enjoys sharing those sensory experiences with others.

Next Steps:

X's sensory profile is due to be reviewed this term

Updated sensory profile to be shared with family and relevant agencies

To focus on developing more consistent use of PECS supported by SI input and SI motivators

Case Study 2: Sensory Integration

Pupil Case Study



Pupil Name	X
Year Group	6
Academic Year	2015/16
Curriculum Area	Sensory Integration
Behaviour plan in place?	Yes

	Reading	Writing	Number	SSM
Autumn '15	70% of P4	50% of P4	67% of P4	3% of P5
Spring '16	31% of P5	73% of P4	19% of P5	36% of P5
Summer '16	38% of P5	11% of P5	24% of P5	52% of P5
Target Year End	37% of P5	10% of P5	22% of P5	46% of P5

Context / Background Information:

X is an anxious and socially vulnerable young man, he has little or no awareness of danger. X is driven strongly to meet his own agenda. He uses PECS to communicate and has some items or food goods that motivate him. He presents as passive and is often hard to engage but once he has established a rapport with staff he is very capable of excellent work and engagement.

Intervention / Action:

School have supported X and his family, the school family and CAMHS have worked closely to develop X's independence. X was climbing on surfaces at home and found transitions very hard. At school X would find it very hard to focus on a task for any length of time.

The class teacher, the school's sensory integration therapist and the occupational therapist from CAMHS worked to create a sensory diet for X which is based on different ways of delivering 'alerting and calming' sensory integration exercises to help X prepare for 'teachable' moment. The class team deliver this input for X regularly through sensory circuits and individual sensory integration exercises before one to one work. X has also benefitted from a specialist rocker chair which helps him to remain focused.

Impact:

Since the multi agency intervention X has stopped climbing at home and his family know exercises to carry out to help him reach a calm and alert state.

X's anxiety at school is much less. He still presents with work avoidant behaviour but is more attentive in work sessions following regular input. X is more able to follow basic rules concerning safe and appropriate behaviour.

X will seek adult company on occasions and is more willing to share activities and work with a range of adults.

Next Steps:

To assess further motivators

To continue to top up X's SI input before one to one

To share new motivators/strategies with the family

Pupil Case Study



Pupil Name	X
Year Group	2
Academic Year	2015 / 2016
Curriculum Area	English
Behaviour plan in place?	No

	Reading	Writing	Listening	Speaking
Autumn '15	0% P6	60% P4	68% P5	62% P5
Spring '16	15% P6	73% P4	0% P6	74% P5
Summer '16	41% P6	28% P5	43% P6	35% P6
Target Year End	44% P6	30% P5	45% P6	37% P6

Context / Background Information:

X joined Mary Rose Academy September 2015. X has Down Syndrome and severe learning difficulties. He has English as a second language and French is spoken at home.

X can often appear as quite reluctant to engage particularly in the mornings. He can often remain quiet and till 11am.

X will use his PECS book to help structure his speech and is becoming more confident to do so.

Intervention / Action:

- X works with an adult for increasing 1:1 sessions to further develop his understanding of symbols
- Class team have created a bank of symbols for the family to use at home to help structure bedtimes to reduce the amount of time he plays on his iPad before bed.
- Mum has attended parent workshops to develop her understanding of Makaton
- A translator attends school meetings when discussing X's learning and progress

Impact:

- x is now using his PECS book with increasing accuracy and beginning to structure requests containing more than one information carrying word e.g. "I want 3 raisins". # is also able to verbalise this request whilst pointing at the symbols in turn.
- X is appearing more ready to learn earlier in the school day. When alert X will respond often immediately to instructions, requests and questions.
- X has begun to demonstrate enjoyment in chatting to others and exploring language.
- Parent engagement in the home school book has increased and will now often be informed if he hasn't slept well.

Next Steps:

- To develop a personalised sensory diet programme with a focus on 'alertness' each morning to increase X's engagement during morning sessions.
- To begin to challenge X to make requests to less familiar members of staff and respond appropriately.
- To continue to inform mum of future parent workshops that could help her support X at home

Pupil Case Study



Pupil Name	XXXX
Year Group	5
Academic Year	2015/ 2016
Curriculum Area	English
Behaviour plan in place?	Yes

	Reading	Writing	Listening	Speaking
Autumn '15	62% of P6	53% of P5	21% of P6	32% of P5
Spring '16	74% of P6	58% of P5	21% of P6	35% of P5
Summer '16	76% of P6	69% of P5	50% of P6	59% of P5
Target Year End	12% of P7	78% of P5	51% of P6	62% of P5

Context / Background Information:

XXXX has a diagnosis of autism and also has a right sided physical weakness which means he finds it hard to use his right hand and arm. XXXX has resulting communication difficulties, he is non verbal and finds it hard to use both hands to sign.

Intervention / Action:

An ipad has been purchased for XXXX's sole use in the classroom. This has the pro lo 2 go software which has been personalised for XXXX. This is for XXXX to use as his main communication aid. There has been significant work from staff to design and programme the ipad as well as staff spending time working 1:1 with XXXX to teach him how to use it.

Impact:

XXXX has become more responsive to using his ipad for snacktime and lunchtimes. He uses it in place of a PECS book, using the app to request items such as food, drink and leisure interests. XXXX is more proactive in finding and using his ipad than he ever was with a PECS book and uses it effectively. As a result, XXXX's behaviour has improved, he has much fewer incidents, he is more independent and he made good progress particularly in speaking and listening.

Next Steps:

To continue developing the use of the ipad beyond snack time and lunchtime.
To work with XXXX's parent to develop use of the ipad at home as well as in school.

Case Study 5 : Supporting a Looked After Child with severe and complex needs and high level medical needs

Pupil Case Study



Pupil Name	xxxx
Year Group	4
Academic Year	2015/ 2016
Curriculum Area	English
Behaviour plan in place?	No

	Reading	Writing	Listening	Speaking
Autumn '15	44% of P6	42% of P5	21% of P6	50% of P5
Spring '16	68% of P6	61% of P5	32% of P6	75% of P5
Summer '16	3% of P7	72% of P5	57% of P6	19% of P6
Target Year End	4% of P7	12% of P6	61% of P6	20% of P6

Context / Background Information:

XXXX has complex physical and learning needs.
XXXX is a confident user of PECS and is able to create sentences to ask for objects, equipment and to make comments

Intervention / Action:

XXXX has had regular 1:1 input to support his development and understanding in all areas of the curriculum. He has also been provided with an ipad with the communication app TD compass.

Impact:

XXXX still needs support to access the app as he will sometime use it as a toy and can find the phrases amusing. He has continued to make good progress in speaking and listening with the use of the ipad and more 1:1 work on the use of his PECS book.

With the 1:1 support XXXX has also made good progress in Maths , further developing his understanding of number. He is now able to count higher and beginning to calculate number of objects by sight instead of having to count 1 to 1.

Next Steps:

To continue developing the use of the ipad when commenting and in sessions.

To continue to use 1:1 time to develop other areas of XXXX's understanding

Pupil Case Study



Pupil Name	#
Year Group	8
Academic Year	2015 / 2016
Curriculum Area	PSHE (ELSA)
Behaviour plan in place?	NO

	PSHE
Autumn '15	5% P8
Spring '16	28% P8
Summer '16	53% P8
Target Year End	

Context / Background Information:

is a young lady with severe developmental delay, this greatly affects her speech and communication skills. # enjoys being around other young people however she can find it difficult to interact with them appropriately. She is affectionate and friendly but doesn't yet understand when she is becoming over-friendly. At times she can also be heavy handed with her friends, moving them to where she would like them to be. These types of behaviours are noticed at school but also by her family at home.

Intervention / Action:

School worked with the family and completed a referral to CAMHS. The CAMHS team have worked closely with her parents on providing clear expectations at home. They were also able to visit school and work with the class team. As part of this # was allocated time with the school's ELSA to focus on friendship and social skills.

The ELSA provided focused one-to-one and small group sessions for 6 weeks. The ELSA is fully accredited through the scheme supported by Educational Psychology at Portsmouth City Council. In addition she has a vast knowledge, understanding and experience of working with SEND pupils. Activities and resources provided for ELSAs to use are personalised and differentiated, making them appropriate for the needs of each pupil. # completed sessions thinking about what makes a good friend, how to be a good friend, turn taking skills, sharing, and appropriate touch. This was delivered through therapeutic stories, discussion, scenarios and play based activities, which # enjoyed. She would look forward to the sessions and was very happy to attend. The ELSA provided updates to the class team, this provided them with the information about what # had been doing and gave opportunity for them to reinforce and follow up out of the ELSA sessions.

Impact:

#'s class team provided very positive feedback following the sessions. They noted times when # would self-correct her behaviours and discuss situations with staff. It was felt that her behaviours were more appropriate and there was a reduction in arguments/upsets. This was supported by reports provided by family and CAMHS, who have now closed #'s case.

Next Steps:

Therapeutic stories have been provided for use by the class team if and when required. Should it be felt that further sessions are required they will contact the ELSA.

How Does Mary Rose Academy Monitor the Impact of PPF?

- The school has robust measures in place to track the progress of FSM pupils and CLA and compares this to the rest of the cohort. Evidence of underachievement is rigorously challenged and interventions put in place to accelerate progress.
- The school monitors absence closely and has a robust and systematic approach to contacting families where there are concerns about attendance.
- The school monitors attendance of families of FSM pupils and CLA daily and at annual reviews, pupil progress meetings and structured conversations.
- The Head of School has overall responsibility for monitoring impact of PPF and meets with the named governor on a termly basis to report back on outcomes.
- Reports on progress of pupils on FSM and CLA are presented to the Pupil Progress and Welfare governors committee on a termly basis. Governors provide appropriate levels of challenge.
- The impact of PPF is monitored externally by:
An SEN lead inspector, annually
Challenge Partners review team, annually

How Does Mary Rose Academy Propose to Allocate PPF Expenditure for 2016/17?

Intervention	Objective	Cost
1:1 intervention in English and maths for pupils in KS1 and KS2 at risk of not achieving targets	100% pupils on pupil premium to achieve targets in English and maths	0.1 teacher £4,500
Providing focused input to increase progress in communication at KS1, KS2, KS3 and KS4 and evidenced through the newly developed assessment wheel	100% of pupils on pupil premium to achieve targets in communication and to show personal progress through the evidence identified through the new assessment wheel. Staff receiving coaching from the identified middle leader and taking advantage of the resources available to support this Eg AAC	0.2 specialist teacher + TLR £10,950 Communication TA's: equivalent of 1.5 days per week £6,480
Providing sensory integration for individual pupils with autism in	100% of pupils on pupil premium in receipt of sensory integration to have improved concentration skills (readiness for learning)	Specialist OT (0.1) £6,600

KS1-4 twice daily in timetabled time	100 % of pupils on pupil premium to achieve targets in English and maths	10 hrs per week per pupil providing 2:1 support (from trained Mary Rose staff – 30 pupils (equiv of 2 full time TA's) £32,000
Provide ELSA support in both KS4 and KS3 for those pupils lacking confidence where this lack of confidence is a potential barrier to achievement	100% of pupils on ELSA coaching programme to have measurable increase in confidence. 100% of pupils receiving ELSA coaching to achieve targets in English, maths and PSHE	ELSA trained TA 0.5 days per week £2,160
TOTAL		£62,690 School top up of £6,205