



## Mary Rose Academy Pupil Premium Funding Report and plan 2016-2017 and 2017-2018

### PPF Allocation Overview

Academic Year	2014/15	2015/2016	2016/7	2017/18
Total number of pupils on roll	142.5	140	140	144
Total number of FSM pupils	24 Primary 26 Secondary	27 Primary 22 secondary	17 Primary 35 Secondary	22 Primary 33 Secondary
Amount of PPF received per FSM pupil	Primary £1,300 Secondary £935	Primary £1320 Secondary £935	Primary £1320 Secondary £935	Primary £1320 Secondary £935
Total number of (Children Looked After) CLA	2 primary 1 secondary	1 primary 1 secondary	1 Primary 1 Secondary	1 Primary 2 Secondary
Total amount of funding received	£55,510	£60,010	£56,485	£59,895

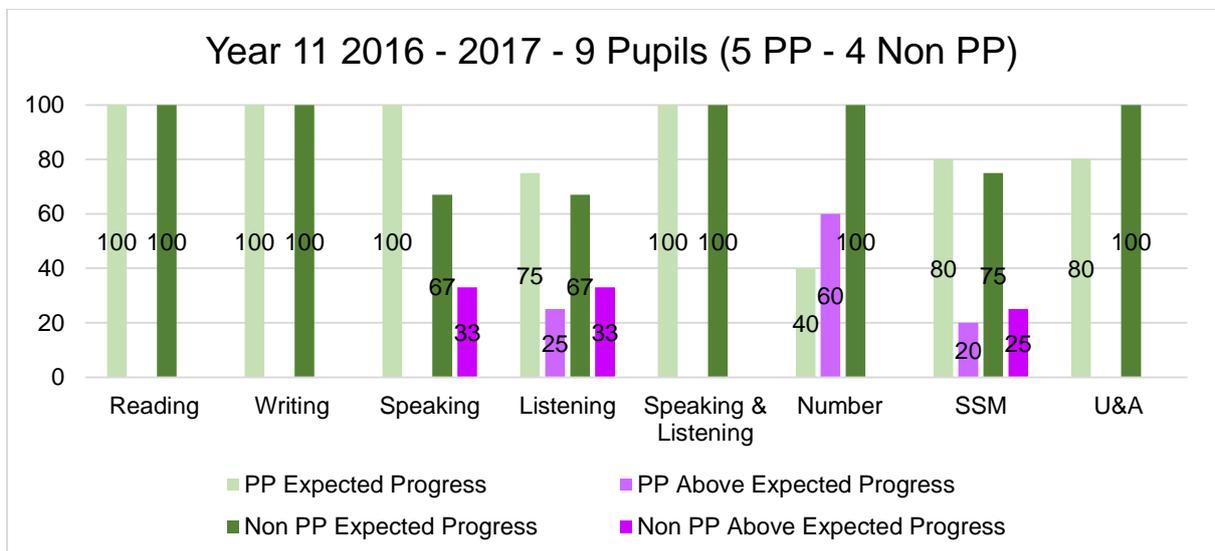
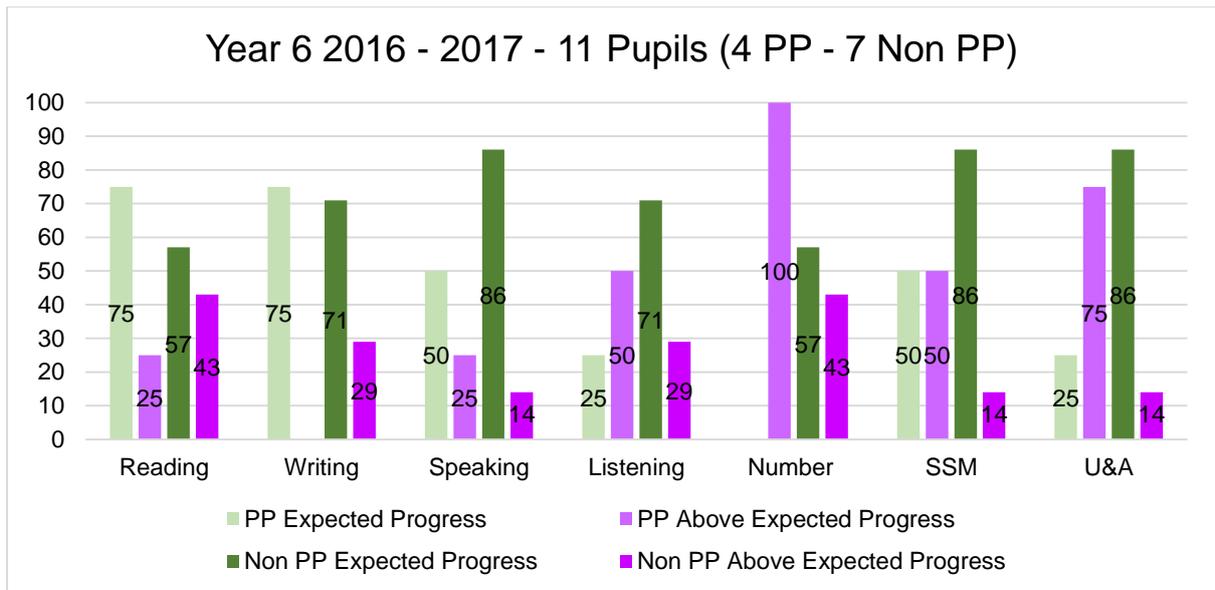
### Comments

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 2016/17

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	0.1 teacher £4,500	All pupils met or exceeded their targets	Embed practice. No further targeted action
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	All pupils except 1 in KS2 and 1 in KS3 met or exceeded their communication target  Increased use of AAC to support communication eg use of eye gaze. Wider range of staff with appropriate expertise following coaching  All pupils had 1 piece of evidence using assessment wheel to show achievement in communication strand.	To continue as communication continues to be whole school priority
Providing sensory integration for individual pupils with autism in KS1-4 twice daily in timetabled time	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 (0.1) £6,600  10 hrs per week per pupil providing 2:1 support (from trained Mary Rose staff – 30	Lesson observations and learning walks show that levels of engagement are very high. Use of sensory integration programmes twice per day for all pupils in specialist classes has been very successful and noted by	To embed these programmes further and to extend to pupils who need this level of support within main school classes  To include training for all staff

		pupils (equiv of 2 full time TA's) £32,000	external review teams as well as school staff	
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	Pupils requiring 1:1 support to for their social and emotional development have responded positively. Accessed by 6 pupils over the year with an adapted from of the programme	Now embedded into practice.



## Case studies

**Below are case studies to evidence progress made through interventions relation to sensory integration and communication**

**Case Study 1 : Impact of sensory integration Pupil A**

**Pupil Case Study**



<b>Pupil Name</b>	Pupil A
<b>Year Group</b>	KS1
<b>Academic Year</b>	2016 / 2017
<b>Curriculum/focus Area</b>	Sensory Integration
<b>Behaviour plan in place?</b>	No

DATA AS RELEVANT

	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
<b>Autumn '16</b>	53% P3ii	53% P3ii	53% P3ii	53% P3ii
<b>Spring '17</b>	52% P4	23% P4	19% P4	21% P4
<b>Summer '17</b>	59% P4	33% P4	38% P4	38% P4
<b>Target Year End</b>	23% P4	13% P4	13% P4	13% P4

**Context / Background Information:**  
Pupil A joined Mary Rose Academy September 2014. She has a diagnosis of autism. Pupil A is a confident user of PECS and is able to create sentences to ask for objects, equipment and to make comments on what she can see or hear. She will also request preferred toys and certain elements of activities using PECS. For example during painting Pupil A will ask for the colour she wishes to use demonstrating consistent preferences.

Pupil A will verbalise when using PECS and occasionally will make requests verbally without her PECS strip. She is still working on being able to initiate verbal communication without the support of her PECS.

Pupil A is noise sensitive and finds loud or sudden noises distressing. Pupil A will often chose to wear ear defenders to help block out noise. She lives with her Mum and her older brother.

**Intervention / Action:**

At school Pupil A finds it very hard to focus on a task for any length of time. She is easily distracted and will not remain on task and if not engaged will move to her favourite activity- pouring water into a variety of containers.

The school's sensory integration therapist worked to create a sensory diet which is based on different ways of delivering 'organising' sensory integration exercises to help her prepare for 'teachable' moment. The class team were trained and supervised to deliver this input for Pupil A regularly every day (at least twice) through sensory circuits.

**Impact:**

Pupil A has become more attentive in one to one sessions following sustained and regular sensory input. Sensory integration has helped her to prepare for the 'teachable moment' by ensuring she is calm and that she has had organising and alerting input before for learning, improving her concentration skills and her ability to sustain focus for several minutes at a time.

This has been evidenced through observations, evidence in her work file and school data

**Next Steps:**

Work with the OT in order to review her current sensory diet which needs to be updated to support her organisational skills and to begin to address her resilience to noise.

Share any updated diet with home.

# Pupil Case Study



<b>Pupil Name</b>	Pupil B
<b>Year Group</b>	9
<b>Academic Year</b>	2017/18
<b>Curriculum Area</b>	Sensory Integration
<b>Behaviour plan in place?</b>	Yes

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

**Context / Background Information:**

Pupil B lives with his Mum and members of his extended family who are regularly away from the home for long periods. Pupil B has severe autism and communication difficulties. He is an anxious and socially vulnerable young man; he has little or no awareness of danger. Pupil B is driven strongly to meet his own agenda but has become more flexible when working with adults whom he knows well. He uses PECS to communicate and has an increasing number of items including foods that motivate him.

He presents as withdrawn and can be hard to engage but once he has established a rapport with staff he is very capable of focusing on his work and he will seek interaction with adults.

**Intervention / Action:**

School has supported Pupil B and his family. In the past school, family and CAMHS have worked intensively to develop Pupil B's independence. At school he used to find it very difficult to focus on a task for any length of time and to come off his own agenda.

The class teacher, the school's sensory integration therapist and the occupational therapist from CAMHS worked to create a sensory diet for Pupil B to deliver 'alerting and calming' sensory integration exercises which have helped him prepare for 'teachable' moments. The class team were trained and deliver input for Pupil B regularly (at least twice a day) through sensory circuits and individual sensory integration exercises before one to one work. Pupil B's sensory profile has changed with the onset of puberty and his sensory needs have been recently re-assessed. he has access to some specialist equipment which deliver the alerting input he seeks, supporting his readiness for learning.

**Impact:**

Pupil B's Mum follows the sensory diet at home and she now knows ways to offer alerting and calming input to help regulate his behaviour and sensory needs.

Pupil B's anxiety at school has continued to reduce. He still presents with work avoidant behaviour but is more attentive in work sessions following regular input and he can now maintain focus for up to 4 minutes.

Pupil B is actively seeking adult company with more consistency and he is willing to share activities and resources with adults and increasingly with fellow pupils.

**Next Steps:**

To build focus in one to one

To build tolerance of working with peers

To implement the updated sensory diet

To share the updated sensory diet with home

**Case Study 1: Impact of Sensory Integration Pupil C**

**Pupil Case Study**



<b>Pupil Name</b>	Pupil C
<b>Year Group</b>	11
<b>Academic Year</b>	2016/17
<b>Curriculum Area</b>	Sensory Integration
<b>Behaviour plan in place?</b>	Yes

	<b>Reading</b>	<b>Writing</b>	<b>Number</b>	<b>SSM</b>
<b>Autumn '16</b>	65% of P6	78% of P5	8% of P6	27% of P6
<b>Spring '17</b>	P6	10% of P6	19% of P6	39% of P6
<b>Summer '17</b>	11% of P7	24% of P6	31% of P6	52% of P6
<b>Target Year End</b>	10% of P7	20% of P6	30% of P6	50% of P6

**Context / Background Information:**

Pupil C lives with his Mum and younger brother who also has autism. He sees his father regularly. Pupil C has severe autism and communication difficulties. He is an affectionate young man who enjoys the company of adults he knows. Pupil C is going through puberty at present and this has resulted in mood swings and more sensory seeking behaviours. He can use PECS to communicate but will attempt to opt out of using it. Pupil C 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:**

Pupil C's teacher and school's sensory integration therapist developed a class sensory circuit which he has followed twice daily. This has been reviewed in order to adapt to his sensory needs. Before one to one work staff would sometimes offer Pupil C some SI input to help him to focus. Overall the need for input before one to one is decreasing because Pupil C is able to sustain his concentration for longer.

The class team were trained and supported to deliver around forty minutes of SI input for Pupil C every day through the sensory circuit and occasional individual sensory integration exercises before one to one work.

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

Pupil C likes to rock forwards and backwards whilst standing on the spot. P continues to benefit from using a specialist rocker chair which meets his movement seeking impulses and promotes concentration span and adapted outdoor equipment is being fitted.

**Impact:**

Pupil C has accessed sensory circuits for two years now. The sustained impact of his personalised and sustained SI input has meant that he is more independent in moving around the classroom and school. He can make transitions more readily, these noticeably improve after SI input. Pupil C's concentration span has continued to increase and he can work for sustained periods at one to one. Pupil C's listening skills have improved and he follows tasks attentively. Pupil C works at a quicker pace and his ability to sequence and organise tasks is improved following input. He is motivated by the sensory equipment such as the rocker chair – he has a strong need to rock backwards and forwards and he cannot wait to get onto the trampoline which he finds calming. As a result Pupil C now has more motivators and enjoys sharing those sensory experiences with others.

**Next Steps:**

Pupil C's sensory profile is due to be reviewed in the autumn term to ensure that the exercises still meet his sensory needs.

Updates to his sensory profile will be shared with family and relevant agencies

To focus on Pupil C using PECS to request SI input

**Case Study 4 : Impact of Communication intervention**

**Pupil Case Study**



<b>Pupil Name</b>	Pupil A
<b>Year Group</b>	KS2
<b>Academic Year</b>	2016 / 2017
<b>Curriculum/focus Area</b>	Communication
<b>Behaviour plan in place?</b>	No

**DATA AS RELEVANT**

	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
<b>Autumn '16</b>	18% of P7	28% of P6	43% of P6	12% of P6
<b>Spring '17</b>	53% of P7	62% of P6	P6	46% of P6
<b>Summer '17</b>	66% of P7	76% of P6	9% of P7	58% of P6
<b>Target Year End</b>	73% of P7	78% of P6	13% of P7	62% of P6

**Context / Background Information:**

Pupil A has global learning delay and significant physical disabilities. He uses his own signs which only people who know him well can understand. He makes some vocalisations. He uses a PECs book.

**Intervention / Action:**

- Pupil A works with a trained adult for increasing 1:1 sessions to further develop his understanding of symbols
- To encourage Pupil A to secure attention to use his PECs book with additional 1:1 and small group work
- To increase his vocabulary of Makaton signs through a targeted programme
- To encourage him to use his vocalisations in class through targeted support

**Impact:**

- Pupil A uses an increasing amount of symbols with reduced support, he is able look through his PECs book and pick the correct symbols to add to the 'I want' and 'I can see'
- Pupil A is now beginning to pick up the true Makaton signs so he can sign and be understood by more people
- Pupil A is aware that sounds have meaning and can now make vocalisations and a few words express himself or to draw attention to wanting the use his PECs book.

**Next Steps:**

- To begin to challenge Pupil A to travel to get someone's attention,
- To have regular oromotor sessions to encourage speech

# Pupil Case Study



<b>Pupil Name</b>	Pupil B
<b>Year Group</b>	10
<b>Academic Year</b>	2016 / 2017
<b>Curriculum/focus Area</b>	Communication
<b>Behaviour plan in place?</b>	No

DATA AS RELEVANT

	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
<b>Autumn '16</b>	32% of P7	17% of P6	12% of P8	46% of P6
<b>Spring '17</b>	45% of P7	31% of P6	24% of P8	58% of P6
<b>Summer '17</b>	50% of P7	34% of P6	32% of P8	65% of P6
<b>Target Year End</b>	52% of P7	37% of P6	32% of P8	66% of P6

**Context / Background Information:**

Pupil B has a diagnosis of cerebral palsy. He has poor fine motor skills and a distinct weakness on his left hand side. Pupil B lives at home with his family which includes a younger step brother who has severe learning difficulties and autism. Pupil B can say a few single words and will shout out help to gain attention. Once he has secured attention he is unsure of what to do next.

**Intervention / Action:**

- Pupil B has worked in 1-1 sessions with an adult to further develop his understanding of symbols
- Pupil B has begun to use a basic PODD communication book with support from a trained adult
- Class team have created a symbol chart for different areas of the school so that Pupil B is able to continue the communication after he has secured attention
- Daily 1:1 oromotor sessions to encourage his vocalisations.

**Impact:**

- Pupil B uses an increasing amount of symbols with reduced support; he is able look at a symbol chart of simple sentence starters to continue the communication he has secured by shouting help. He is able to ask questions/make statements that are relevant to the environment he is in, e.g. in the food studies room at lunch he can ask the nurse for his medicine or ask if he can go to judo at break time
- Pupil B is now less frustrated and demonstrates enjoyment and a sense of achievement when he is able to communicate his needs and wants
- Pupil B is able to use his PODD book at home and communicate with new carers
- Pupil B is now aware that his sounds have a meaning, he can ask for help. He is able to pronounce the ending of words and is able to say short functional sentences e.g. help me please xxx (name of staff member).

**Next Steps:**

- To continue to add to his PODD book so that he is able to talk to a wider range of people in a variety of situations
- To continue to have daily oromotor sessions focusing on the sounds at the beginning of the words

**Case Study : Impact of Communication Intervention Pupil C**

**Pupil Case Study**



<b>Pupil Name</b>	Pupil C
<b>Year Group</b>	KS3
<b>Academic Year</b>	2016 / 2017
<b>Curriculum/focus Area</b>	Communication
<b>Behaviour plan in place?</b>	No

DATA AS RELEVANT

	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
<b>Autumn '16</b>	9% of P5	30% of P4	5% of P5	66% of P4
<b>Spring '17</b>	22% of P5	43% of P4	21% of P5	79% of P4
<b>Summer '17</b>	28% of P5	47% of P4	26% of P5	9% of P5
<b>Target Year End</b>	29% of P5	50% of P4	25% of P5	6% of P5

**Context / Background Information:**

Pupil C has a diagnosis of cerebral palsy. He has poor fine motor skills. Pupil C can often appear reluctant to communicate and will default to watching, smiling and giggling instead of making his wishes known.

**Intervention / Action:**

- Pupil C has worked in 1-1 sessions with an adult to further develop his understanding of symbols
- To increase his vocabulary of Makaton signs through a targeted programme
- Daily 1:1 oromotor sessions to encourage his vocalisations so he is able to secure attention

**Impact:**

- Pupil C uses an increasing amount of symbols with reduced support, he is able to look at a symbol chart to make a simple request e.g. when in the sensory area of the classroom he can choose which lights he would like on.
- Pupil C is now able to sign to answer simple questions and he will listen when the adult is signing to him
- Pupil C is aware that sounds have meaning and can now make vocalisations to draw attention to himself.

**Next Steps:**

- To begin to challenge Pupil C to use 'I want' and then the item on his chart instead of giving one word/symbol answers
- To share Pupil C's symbol charts with home and to teach the symbols that the family would like to use at home.

### 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 (including case studies) 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 2017/18?

Intervention	Objective	Cost
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 £7,714 Communication TA's: equivalent of 1 days per week ( 0.2 full time equivalent) £3,400
Providing sensory integration for individual pupils with autism or SLCN in KS1-4 twice daily in timetabled time	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 100% of pupils on pupil premium in receipt of sensory integration to be more positively engaged during outdoor activity and have access to dedicated outdoor equipment	Specialist OT (0.1) £9,000  10 hrs per week per pupil providing 2:1 support (from trained Mary Rose staff – 30 pupils (equiv of 2 full time TA's) £35,000  Outdoor equipment:
To skill school staff to use the Attention Autism approach to teaching pupils on pupil premium who need support to develop their attention, communication and interaction skills in order to make progress	To use the techniques from programme to target the teaching of attention, communication and social interaction skills for all pupils on pupil premium including those with autism (the approach benefits all pupils with complex learning needs not just those with autism)	2 days training for 5 teachers: £1500  1 day training for all relevant school staff (80) + support and follow up throughout the year and final evaluation (action research) £6,000

		Twilight sessions across the year to provide CPD and to a forum for staff to share good practice
<b>TOTAL</b>		<b>£62,624</b> <b>School top up of:</b> <b>£2,729</b>