

Saxon Hill Academy Pupil Premium Summary 2016/17

| Deprivation Pupil Premium (8)(16) | | | | | | | | | | Total Deprivation Pupil Premium | |
|-----------------------------------|--------------------------------------|---|---|---|---|---|---|---|-------|---|--|
| Pupils in Primary year groups | | | | | Pupils in Secondary year groups | | | | | Total number of pupils eligible for the Deprivation Pupil Premium | Total allocation for the Deprivation Pupil Premium |
| Number of pupils on roll (7) | Number of Primary pupils on roll (9) | Number of Primary pupils eligible for the Deprivation Pupil Premium | Percentage of Primary pupils eligible for the Deprivation Pupil Premium | Deprivation Pupil Premium Allocation (11) | Number of Secondary pupils on roll (10) | Number of Secondary pupils eligible for the Deprivation Pupil Premium | Percentage of Secondary pupils eligible for the Deprivation Pupil Premium | Deprivation Pupil Premium Allocation (12) | | | |
| 71.00 | 38.00 | 10.00 | 0.3 | £13,200.00 | 33.00 | 16.00 | 0.5 | £14,960.00 | 26.00 | £28,160.00 | |

Source: School Census

| Barrier to Learning | Desired outcomes | Success criteria | Cost | Strategies and resources necessary. | Monitoring and evaluation | Impact |
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| Physical mobility and control of movements | Improved mobility of joints, minimised pain | Maintained and improved mobility and joint range of movement to enable reaching, grasping, selecting objects and all physical engagement in learning. | £14,500 | Support staff to facilitate Rebound therapy provision and hydro session provision. 1 x PCW/wk. | Physical curriculum Lead monitors and timetables students' access to each provision and the learning progression routes. | Improved mobility and joint ranges, strength and control to engage physically in students' learning activities. |
| Limited understanding and processing of sensory information. | Greater awareness of a range of sensory information leading to deeper understanding and processing. | Wider range of responses to sensory information including anticipation to show a deeper understanding. | £1,800 | Sensory class bases with additional sensory equipment e.g. bubble tubes, rope lights and area secured for safe, independent mobility. Opportunities to engage with new equipment. | Sensory class staff monitor progress of sensory development through RfL on CSDs. | Students have made progress through sensory targets, tracked by CSDs. |
| Opportunities to access a range of vocational placements to learn and practise work skills. | Students leaving school with valuable transferable work skills ready for supported voluntary work or employment. | Students accumulating work related skills in a variety of vocational settings each year generating evidence for accreditation including Food Hygiene L1. | £3,300 | Staff supporting students 1 day/wk in café and part day in Craft Barn to promote transferable work skills. 0.3 X Gr 5 TA | Progress monitored by accreditation evidence to Internal Verifier. For some this will include L1 Food Hygiene. | Student confidence in a variety of work places. Transferable work related skills gained. Awards, Certificates and Diplomas attained in Independent Living; Employability and Development Skills and L1 Food Hygiene. |
| Opportunities to access and to be actively engaged in outdoor activities. | Students develop knowledge and understanding of the outdoors and enjoy engaging in activities in the yurt, forest school and around the campfire. | Students enjoy engaging in outdoor activities and develop an appreciation of the outdoors. | £1,877 | Weekly timetabled differentiated sessions in the forest school area. HLTA 2 sessions/wk. | | Students enjoy being outdoors and can remember and instigate some of the activities out there. |
| Motivation to sustain concentration and engagement, reducing frustration of KS1 students. | KS1 students motivated to engage in activities for sustained periods and to choose when they move onto another activity. | KS1 students engaged, motivated and not frustrated by the lack of autonomy. | £1,500 | Resources and equipment for continuous provision in KS1. Promoting autonomy and motivation as students choose from the range of activities provided. | Class teacher monitors developmental progression on Rainbow Profile. | Fewer frustrations and behavioural issues. Greater progress through the Rainbow profile. |
| Verbal communication | Each student communicating their feelings, needs and ideas in their most effective way including the use of AAC. | Non verbal students more able to express their needs, feelings and ideas independently. | £500 | Big Macs, switches for IT access and Voca switches | Class teacher assesses students' communication on EHCP CSD tracker, and dependent upon their pathway; RfL, Communicate ladder and Sp& Lstrand. Monitored by Pathway leads. | Greater progress in communication of non-verbal students. |
| Emotional issues | Students are better equipped to manage emotional issues. | Students are more able to engage in learning activities and less distracted by other emotional issues. | £9,800 | FSW working with families for multi agency approach to proactively manage potential threats to emotional well-being. Family Support Worker 0.4 | Class teachers home/school books and phone calls. FSW and SLT parent communications. | Emotional problems arising from preventable situations are reduced. |
| | | | Total £33,277 | | | |

Sports Premiums 2016

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| We received £6,786 for the PE Grant in 2015/16 | Two Chilli Bean chairs and an Acheeva bed have been purchased with this fund. These pieces of equipment have been used to develop ensure that students have postural changes during the school day rather than stay in their wheelchairs. Students' passive stretches and motor functions are improved with regular use of these pieces of equipment. |
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