

Saxon Hill Academy Pupil Premium Plan for 2018/19

(Based on £31,185.00 allocation)

Barrier to Learning	Desired outcomes	Success criteria	Cost	Strategies and resources necessary.	Monitoring and evaluation	Impact
Limited inclusive access to ICT in some classes	All pupils can access appropriate ICT in their lessons	Inclusive access ICT being used by all pupils in all classes.	£4990	2 X mobile Interactive TVs (one for each class currently without Interactive whiteboards).	Class teachers and Department Leads monitor students' access to appropriate ICT and the resulting learning progression routes.	All pupils will access appropriate ICT in their lessons and make progress in ICT use progression routes.
Limited independent access to, and knowledge of, iPads.	Regular access to iPads and communication and learning Apps for all pupils with the understanding and physical access capability to begin to use them.	Pupils learning the ICT skills to effectively use iPads as a learning resource.	£9300	25 iPads with cases and charging and storage trolley.	Class teachers and Department Leads monitor students' use and access to iPads, suitable Apps and the resulting learning progression routes.	For pupils for whom it is appropriate, access and effective use of iPads and Apps in their lessons enabling progress in ICT knowledge and use.
Opportunities to access a range of vocational placements to learn and practise work skills in the community.	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.	£12,200	Staff supporting students 1 day/wk in café and 2 days/wk in Craft Barn to promote transferable work skills in the community. 0.6 X Gr 5 TA	Progress monitored by accreditation evidence to Internal Verifier. For some this will include up to L2 Food Safety and Hygiene.	Student gaining transferable work related skills and confidence in a variety of community work places. Gaining Awards, Certificates and Diplomas in Independent Living; Employability and Development Skills and L2 Food Safety and Hygiene.
Alternative communication methods	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.	£580 (Part allocation)	Speech and language therapy advised programmes and Apps on iPads. Switches, Powerlinks and VOCAs to support non-verbal communicators.	Class teacher assesses students' communication progress on EHCP Evidence for Learning App. Monitored by class teachers and Department 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.	£5000 (Part allocation)	FSW working with families for multi-agency approach to proactively manage potential threats to emotional well-being. 0.2X Family Support Worker.	Class teachers home/school books and phone calls. FSW and SLT parent communications.	Emotional problems arising from preventable situations are reduced.
Total £32,070						

Sports Premiums 2018/19

We received **£16,370** for the PE and Sports Premium in 2017/18

Barrier to Learning	Desired outcomes	Success criteria	Cost	Strategies and resources necessary.	Monitoring and evaluation	Impact
Processing and integration of sensory information and its impact on engagement, physical mobility and control of movements.	Improved mobility and engagement through better processing of sensory information.	Improved engagement and motor co-ordination as individually assessed sensory diets are met and carryover is maximised. Co-ordination of movement to improve students' practical and functional skills.	£12,000	Specialist Sensory Integration Occupational Therapy support session provision 1 day per week.	Improved engagement measured by Engagement Profile. Class teacher and then Department middle leader monitors the impact and effectiveness of the individual Sensory Integration programmes set.	Improved mobility and engagement through better processing of sensory information.
Physical disability and associated pain when in static position.	Frequent changes of position and postural adjustments to reduce distraction of pain and increase concentration in lessons.	Reduced pain and increased concentration.	£2,500	Maintenance and servicing of Acheeva Beds so that changes of position can be made for young people with more profound physical disabilities.	Class teachers and support staff monitor discomfort and pain and concentration of young people. For less communicative children, their demeanour is assessed for signs of comfort or pain. Class teachers also monitor engagement and concentration informally in lessons and formally on Engagement Profile.	Improved concentration and engagement in lessons due to reduction of pain and increased comfort.

Access to swimming pool to learn swimming skills	Some students able to use a full size swimming pool to gain valuable water safety and swimming skills.	For all students who would benefit; a regular opportunity to swim in an accessible pool.		A weekly minibus trip to a local pool. Managed on a rotational basis for classes with children who would benefit from accessing a large pool.	Physical targets incorporate the swimming development and independent skill development in this context. Staff supporting the sessions evaluate progress reporting back to the class teachers.	Students will gain valuable swimming skills and water safety skills.
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Catch Up Premium 2018/19

We received **£1,000** for the Y7 Catch Up Premium in 2017/18

Desired outcomes	Success criteria		Cost	Strategies and resources necessary.	Monitoring and evaluation	Impact
Improved Phonics and Literacy levels in Y7 students	Increased engagement and progress in Phonics, reading and writing skills in Y7 students	Y7 students increased engagement in Phonics, reading and increased progress in Literacy overall.	£1000 (Part allocation)	Further follow-on resources in Read, Write Inc. Phonics scheme for this year group and Department.	Class teacher monitors developmental progression on Rainbow Profile and Jewels Profile on Evidence for Learning App. Department Lead monitors progress with data scrutiny and work scrutiny during Learning Conference.	Great enjoyment and engagement in the phonics sessions using Read, Write Inc. and increased progress on phonics and literacy assessment.