

Pupil Premium Funding 2015/16

Report for Parent/Carers

What is Pupil Premium?

Pupil Premium is an allocation of additional funding given to schools to support the progress and achievement of vulnerable groups of students. The amount given is based on the number of students who receive free school meals or are looked after by the local authority.

In 2015/16 Bents Green Specialist Secondary School had 164 students on roll and of these 32% received free school meals and 2 were looked after.

The Pupil Premium funding received was £59,000.

How was the money used?

The curriculum at Bents Green Specialist Secondary School is rich and varied, and personalised to meet the needs of each student. The focus on individual students ensures that barriers to learning are identified and appropriate interventions and support are put in place so that students are able to enjoy their learning and achieve.

The Pupil Premium funding is used to provide interventions that are specific to the learning needs of individual students and also includes enrichment activities such as off-site and vocational learning, outdoor learning and participation enterprise and music projects.

Our Sensory Curriculum is a new area of development; we have two specialist staff, a Teacher – four mornings and a specialist Teaching Assistant Level 3 full time.

The Sensory Area is used for interventions of a therapeutic and sensory nature.

The approach is based on the Alert Programme for self-regulation developed by Williams and Shellenburger (1996). By using this approach we have enabled students to experience a range of sensory interventions.

The Sensory Area gives students the chance to explore the activities in the different rooms. For example; Messy Play, Activity Room, Movement Corridor, and the Sensory Room.

The themes we explore are all the different sensory areas based on the five senses.

Activities in the Sensory Area may involve calming supportive touch, to reassure, to correct position, to comfort or calm students.

The impact of our new provision has been captured in testimonies for students and staff.

Analysis of progress students in receipt of Pupil Premium

The Key Stage 3 to 4 data for Language, Literacy and Mathematics from summer 2015 demonstrates underachievement for students requiring a sensory therapeutic curriculum. In Language and Literacy 13% of students are making less than expected progress. In Mathematics 12% of students are making less than expected progress.

From September 2015 a new Sensory/Therapeutic curriculum has been developed at BGSS using a proportion of Pupil Premium funds. Student Progress will be measured for impact of the new Sensory curriculum in summer 2016.

Each student supported by the intervention programme has a sensory profile ensuring each individual becomes aware of what helps them to become “**ready for learning**”. The students who are able will begin to apply the Alert Programme for self-regulation by participating in relevant sensory activities. The impact of sensory and therapeutic learning from September 2015 has shown some students will rely on staff understanding their needs and implementing new activities.

The new sensory area based on 3 focussed rooms – continuous provision

Activity Room – Beanbag seating area for the introduction and plenary, also used for quiet space for students. Practical activities based on sensory theme, making activities and movement activities.

Messy Play Room – Range of messy activities for students to engage in their personalised learning. Sand, water, play dough, gloop, foam, gel balls and expanding shapes.

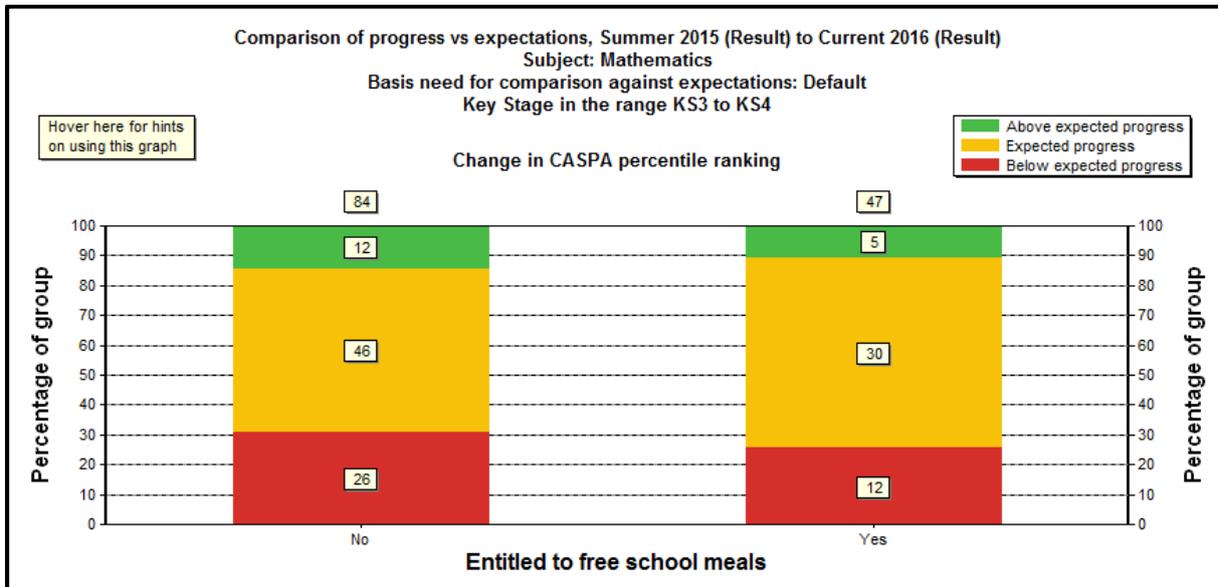
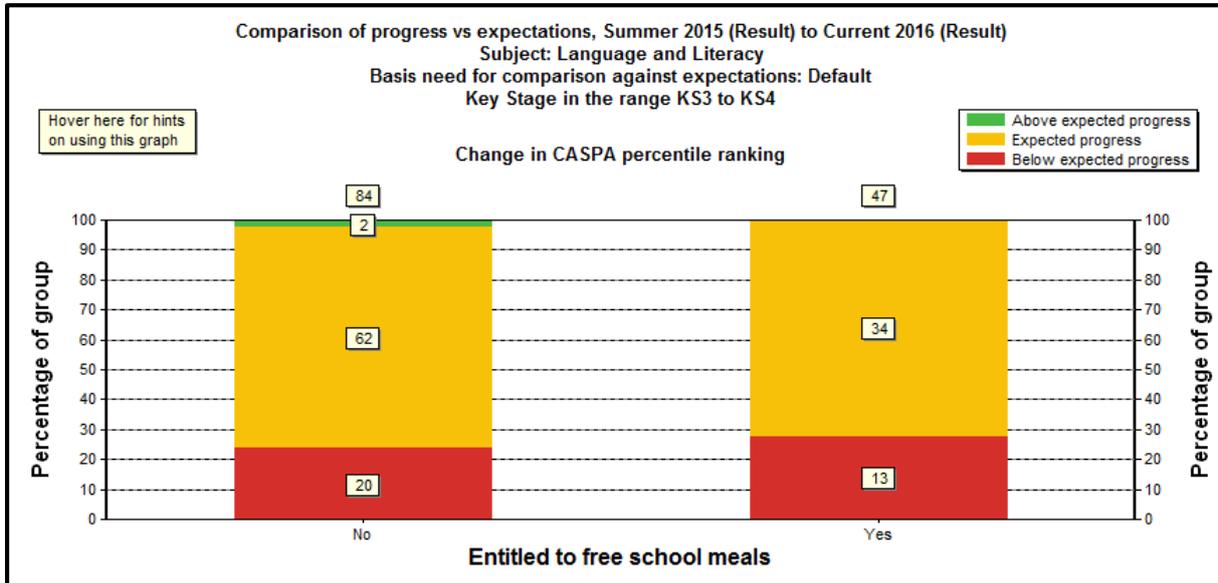
Sensory Room – (Multi-sensory interactive learning environment), using themed programmes, aroma, specialised lighting programmes to match images and sound. This area is also used for relaxation programmes and some limited massage activities.

Movement-proprioception equipment – students use this equipment to encourage lateral movement, pulling – heavy work, spinning, balance, bouncing – vertical movement.

The Sensory/Therapeutic Intervention Programme supports students across the key stages. In addition each Year 7 class is timetabled for one regular session per week.

Year 7 students are new to their environment and often require additional support with transition related issues.

Student Data- Pupil Premium Funding 2015/16



Student comments:

“Sometimes I choose the sensory room, it helps me feel calm if I am angry or upset.”

“It’s a fun place. I like coming here it makes me feel happy.”

“I think all schools should have one”

Staff comments:

“It has made a massive difference to their emotional regulation and happiness.”

“He knows he is going to feel better after a sensory session. He is definitely calmer and can now sit still and quiet for 10 minutes.”

“Regular sessions have helped him access the rest of his curriculum. He couldn’t do this before.”

Pupil Premium funding has also been used to enhance the learning through:

- Offering a wide range of enrichment activities
- Offering inclusive personalised learning via the sensory and therapeutic provision
- Supporting the development of communication skills
- Ensuring there is no gap between the progress and attainment of those receiving Pupil Premium

What do the staff at BGSS need to learn about Sensory Intervention and Learning?

We are aiming to increase staff and student awareness of how they can use their sensory knowledge to recognise state of alertness as they relate to students’ attention and behaviour.

Through this staff and students can begin to recognise levels of “too slow”, “too fast” and “just right for learning”. It is essential that BGSS know which sensory activities or resources will support each student to return to their “just right for learning” state, which will enable students to achieve more success in school.

Activity	Purpose	Cost
New Sensory Curriculum Staffing	To give students a sensory/therapeutic curriculum for social and emotional regulation	1 qualified teacher £18,145 2 teaching assistants £33,076
On-Board	To develop gross and fine motor skills using skate-boarding and biking to promote balance and spatial awareness	£250
GTA	To understand car maintenance skills, develop gross and fine motors skills	£250
Whirlow Farm	To develop PSHCE skills when caring for and appreciating animals and how to care for animals that live both in and outdoors	£250
Musical Works	To give students the opportunity to develop musical skills and enjoy and appreciate different music genres	£250
SCERTs Training	Head of School was trained and will develop a strategy to embed SCERTS into student assessment	£400
Swimming lessons	To develop water confidence, swimming skills and social interaction skills through regular opportunities in a public swimming baths	£800
Contribution towards transport	To give students access to outdoor and off-site learning	£800
Sensory classroom resources	To give students a sensory/therapeutic curriculum for social and emotional regulation	£4,779