

PUPIL PREMIUM REPORT

Financial Year 2018-19



Purpose of Pupil Premium funding

This money is given to schools by the DfE to fund a variety of initiatives and additional support in order to help eligible pupils improve their achievement, reach their full potential and to close the gaps in attainment. Compared to their mainstream peers, pupils have a significant history of broken educational experiences from a young age. Boys arrive as young as 6 years old and initially there is a focus on nurture as well as formal education.

The fund is allocated by MHS in ways that benefit the pupils. The school is accountable for the allocation of resources purchased with this funding and reports on how it is used. Pupil Premium is a Government grant that allocates additional funding money for pupils from less affluent backgrounds and circumstances, which research shows, have underachieved compared to their non-Pupil Premium peer group. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through pupil progress meetings, annual reviews of EHCP, and planned and recorded intervention strategies noted in provision maps.

Pupils at MHS arrive with 'Social, Emotional and Mental Health Difficulties (SEMH)'. The Marchant Holliday School specialises in working with boys experiencing these problems. SEMH describes a wide range of conditions including withdrawal, depressive attitudes, preoccupation with eating habits, school phobia, disruptive, antisocial and non-cooperative behaviour, and frustration, anger and threat of or actual violence.

All of these affect a child's own learning experiences and can impact significantly on the education of peers. Associated with SEMH pupils have often experienced failure in one or more school (often having been permanently excluded from one or more schools), the tuition service tuition or other specialised provision. Whether recognised as a Pupil Premium pupil or not, all of the pupils that arrive on roll at MHS have experienced significant disadvantage whether it be educationally, emotionally, mentally or socially.

Rationale and deployment of funding

As a school our 'socially disadvantaged' cohort forms a significant percentage of our roll, typically at 60-80% annually (57% January Census 2018-19). We are deeply committed to meeting their pastoral, social, mental health and academic needs within our nurturing special school environment. The allocation of resources through pupil premium funding is an essential and integral part of the supportive ethos of the whole school community.

As with every child in our care, a child who is considered 'socially disadvantaged' is valued, respected and entitled to develop to his full potential, irrespective of need. As a school, we operate a 24-hour curriculum.

Resources can therefore be allocated outside of the teaching and learning curriculum through regular review processes in school including the Curriculum Development Plan 2018-20. The review of need and 'higher need' of all pupils takes place through Pupil Progress Meetings, Annual Reviews, interim reviews and through a joint review each term by the SENCo, Pupil Support Team and Deputy Headteacher. The school has a Higher Needs Team comprising the Deputy Headteacher & SENCo, Head of Care, Deputy Head of Care and HLTAs. This allocates a needs led funding stream to individual pupils at weekly meetings.

Table 1- Funding breakdown and conditions of grant 2018-19.

Pupil group based on January 2017 Census	Number of pupils	Percentage of roll	Expected Funding 2018-19
CLA	4	8	0
Disadvantaged pupil in KS2	20	43	£26400
Disadvantaged pupil in KS3	1	2	£935
Service Children	2	4	£600
Non-disadvantaged pupils	20	43	0

Based on the January 2019 Census the *theoretical* maximum funding for 2018-19 based on the above breakdown was £27935. The school receives pupils from several Local Authorities (LA) including; Somerset, Dorset, Wiltshire, Bath and North East Somerset, North Somerset and Devon.

The actual amount of Pupil Premium funding received 2018-19 was £9,044.32 representing just 32% of the actual value. In the financial year April 2018 to March 31st 2019, the school was able to allocate up to £18890 of the available fund as planned expenditure 2018-19. The amount of funding is annually dependent upon each Local Authority and Virtual School. Pupil Premium payments often take time to arrive at MHS due to individual LA policies on allocation timescales for the funding of children in 'out of county' provision.

Despite notification from LAs that funding has been agreed, it often arrives significantly later than identified need and therefore the school funds identified additional provision directly for several months before any subsequent payment arrives from the central budget. In this reporting period, funding arrived after April 2019.

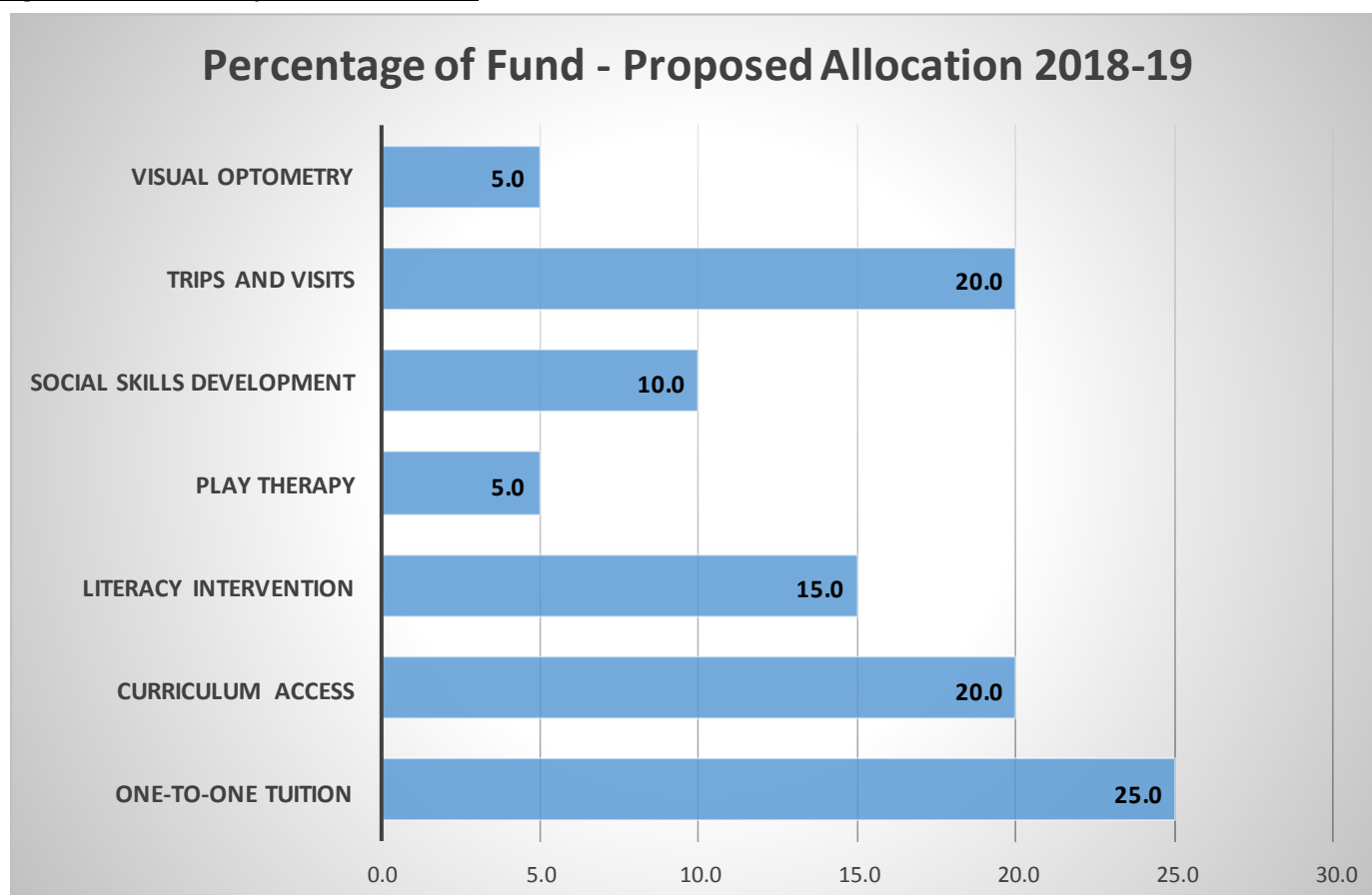
Figure 1 - Planned expenditure 2018-19

Figure 2 - Actual grant allocation 2018-19 (March 2019)

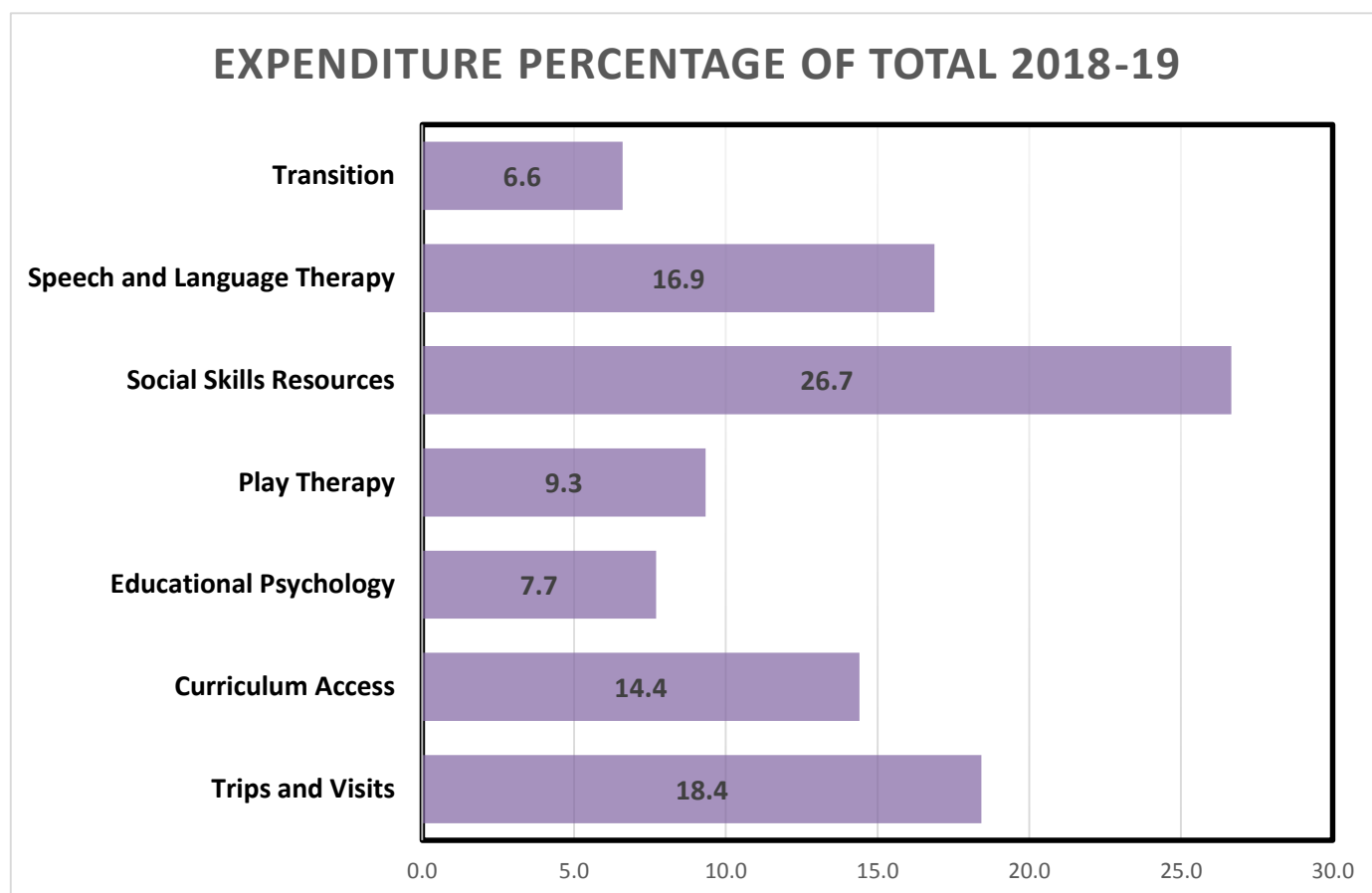


Table 1 - Outcomes 2018-19 (April 2019)

Marchant-Holliday School

URN: 123920

Governing Body - SEND Report January 2019

Data collected at Review Point 2 2018-19. This is the first of three annual data analysis points each school year in December, April and July. Boys join the school with significant gaps in educational provision 3-4 years in some instances, multiple permanent exclusions or reduced timetables in previous settings. Progress is marked on entry in Years 1-3 with boys typically making twice the progress rate of mainstream peers in terms of Age Related Expectation increments.

Summary

- Attainment across all years in English and Mathematics significantly above national SEMH data set published for 2017.
- Disadvantaged pupil achievements are in line with national averages.
- Current attainment in English is slightly better in Years 1-4 compared to Years 5-7
- Currently of four Looked After Children 3 are new to school within the last 5 months and are making social and emotional progress in the school's nurture provision.
- The achievement of the current boarding cohort is significantly better than current day pupils (Table 8)
- At each age band school SEND achievement is in line with or significantly above national data published in January 2017 following summer 2017 National Tests (Table 11).

National Data set 2017 tests for pupils with Social, Emotional and Mental Health needs (SEMH)

<https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2017-revised>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/743131/KS2_Provisional_publication_2018-Text.pdf

National data Boys KS2 2018	Percentage at standard (AS)
English Reading	71
English Writing	72
Mathematics	75

National data KS2 2017	Percentage of disadvantaged pupils at standard (AS)	Percentage of non-disadvantaged pupils at standard (AS)
English Reading	56	74
English Writing	58	76
Mathematics	63	80

Summer 2018 the percentage of boys nationally reaching the expected standard in Reading Writing and Maths in mainstream primary schools was 60% compared to 68% for girls.

For the Local Authorities that provide the majority of boys at school, Somerset and Dorset 70-80%, the percentage of mainstream boys reaching the expected standard in 2018 ranges from 42-64% in feeder primaries.

School Data April 2019

Age related expectations are used across the school to ascertain whether pupils are at the expected standard (AS) or not yet at the expected standard (NS) for their age and stage.

All pupils have an Education, Health and Care Plan (EHCP) for Social, Emotional and Mental Health difficulties.

1. Whole School (n = 45)

Subject	Percentage at standard (AS)	Percentage not at standard (NS)
English Reading	55	45
English Writing	34	66
Mathematics	69	31

2. Pupil Premium comparison (n = 24 or 60%)

Subject	Percentage of Pupil Premium pupils at standard (AS)	Percentage of Pupil Premium pupils not at standard (NS)
English Reading	50	50
English Writing	34	66
Mathematics	67	33

Subject	Percentage of non-Pupil Premium pupils at standard (AS)	Percentage of non-Pupil Premium pupils not at standard (NS)
English Reading	67	33
English Writing	34	66
Mathematics	91	9

3. By Age Bands – January 2019.

Age Band	Number of pupils	Percentage at standard in English	Percentage at standard in Mathematics
Key Stage 1 (Y1-2)	4	75	75
Lower Key Stage 2 (Y3-4)	15	54	60
Upper Key Stage 2 (Y5-6)	23	52	70
Key Stage 3 (Y7)	3	100	100

4. Upper and Lower School comparison

Age Band	Number of pupils	Percentage at standard in English	Percentage at standard in Mathematics
Years 1-4	19	58	63
Years 5-7	26	58	74

5. Upper and Lower School comparison – Pupil Premium cohort

Age Band Pupil Premium cohort	Number of pupils	Percentage at standard in English	Percentage at standard in Mathematics
Years 1-4	8	63	75
Years 5-7	16	44	63

6. Upper and Lower School comparison – Non-Pupil Premium cohort

Age Band Non-Pupil Premium cohort	Number of pupils	Percentage at standard in English	Percentage at standard in Mathematics
Years 1-4	11	54	54
Years 5-7	10	80	90

7. Upper and Lower School comparison – Looked After Children (CLA)

Age Band Non-Pupil Premium cohort	Number of pupils	Percentage at standard in English	Percentage at standard in Mathematics
Years 4&5	3	0	33

8. Boarding Status

Boarding Status	Number of pupils	Percentage at standard in English	Percentage at standard in Mathematics
Boarding (Weekly and Full)	17	53	71
Day pupils	28	60	68

9. Boarding Status (AGAT)

Boarding Status	Number of pupils	Percentage at standard in English	Percentage at standard in Mathematics
Boarding	4	100	100
Day pupils	6	100	100
All	10	100	100

10 Special Educational Needs in addition to primary SEMH

Year Group	Number of Pupils with a SEMH primary need	Number of Pupils with a secondary need in Communication and Interaction	Number of Pupils with a secondary need in Cognition and Learning	Number of Pupils with a secondary need in ADHD	Number of Pupils with a secondary need in ASC
Year 1	0	0	0	0	0
Year 2	4	1	0	2	0
Year 3	9	4	2	4	4
Year 4	6	3	0	2	5
Year 5	12	2	2	3	7
Year 6	11	4	5	4	5
Year 7	3	1	0	2	1
Total	45	15	9	17	18

National Data Ranges for SEND - DfE January 2018*								
Ranges are quoted as there is a range of SEN need within each of the four areas								
	SEMH		Communication and Interaction		Cognition and Learning		Attention Deficit Hyperactivity Disorder (ADHD)	
	% AS English	% AS Maths	% AS English	% AS Maths	% AS English	% AS Maths	% AS English	% AS Maths
KS2	40-48	48	18-37	30-43	26-29	39	34-42	45

11 Age related Expectation by SEND area of need - School

	SEMH		Communication and Interaction		Cognition and Learning		Attention Deficit Hyperactivity Disorder (ADHD)		ASC	
	% AS English	% AS Maths	% AS English	% AS Maths	% AS English	% AS Maths	% AS English	% AS Maths	% AS English	% AS Maths
KS1	75	75	N/A	N/A	N/A	N/A	50	50	N/A	N/A
LKS2	53	60	43	43	50	50	66	66	60	60
UKS2	53	69	50	50	28	43	57	71	83	83
KS3	100	100	100	100	N/A	N/A	100	100	100	100
AS = Working at the expected standard KS1 = Key Stage 1 LKS2 = Lower Key Stage 2 UKS2 = Upper Key Stage 2 KS3 = Key Stage 3										

12 National KS2 data – January 2018

<https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2017-revised>.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/743131/KS2_Provisional_publication_2018-Text.pdf

*Data is shown as ranges as there is a broad area of need within each area below each with a specific outcome from the National Tests in summer 2017.

How Pupil Premium is used

As a school, we employ strategies that support our pupils to increase their attainment in Literacy and Numeracy, and develop participation, social skills and self-esteem.

In 'narrowing the gap', the school recognises that making progress may also require intensive social and emotional intervention in tandem with classroom provision. For many pupils that is interwoven within our 24-hour curriculum. However, through higher needs analysis additional resourcing can be delivered in a timely manner. Expected academic expectations apply to special school settings where there is a focus on expected rates of progress in comparison to national data sets. Progress is measured throughout the year both academically and socially and emotionally and compared to non-disadvantaged peers in school and nationally.

A complete list of the types of interventions and strategies is listed below in Appendix A and Figure 2 for 2018-19. It is important to recognise that not all interventions apply to each child. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Pupil Premium funding will be socially disadvantaged. The school also recognises that not all pupils who are socially disadvantaged attract this funding either. Through the Conditions of Grant document 2018-19 the Governors and school, reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the school has legitimately identified as being socially disadvantaged or to vulnerable pupils.

Funds remaining for pupils who have left MHS following transition programmes

Wherever possible and identified, Pupil Premium funds will be fully allocated to the relevant pupils whilst they are at MHS. In some cases, however (notably where local authority systems delay payment of the sums due), this is not always possible and a balance may remain outstanding when the pupil leaves. In such circumstances, we will normally arrange for the funds to be paid to the successor school in order that the young person continues to receive benefit from the allocation made. Additional enhanced transition packages were used 2018-19 for some pupils prior to a new school. This includes one-to-one provision for a short period to provide higher need support and intervention a time that is potentially an anxious one for the pupil.

Evaluation and Measuring effectiveness

All pupils referred to us have significantly challenging behaviours and it is this that has led them to fail in mainstream and possibly underachieve. The children's specific needs directly impacts upon their ability to take advantage of learning opportunities, however measuring progress and effectiveness using a range of data on behavioural statistics is not an exact science.

At Marchant Holliday School, it is not always easy to show immediate cause and effect after interventions and initiatives but we feel that if pupils are engaged, responding and happy, their capacity to learn and progress will increase. We also want to provide better access to educational experiences and remove barriers to achievement. Sometimes, despite Pupil Premium being used effectively following identification of higher need, pupil progress can be erratic due to the many and varied complex needs that the children experience, e.g. their diagnosed conditions or the circumstances that exist or occur in their lives outside the school.

Whole school developments 2018-19

- Residual Pupil funding will provide for a curriculum resource upgrade in core subjects: Literacy and phonics, Numeracy and Science at KS2. Funding was used to target and accelerate progress in Writing and Literacy.
- In 2018-19, the school admitted over 20 new pupils. All have a complex history of multiple exclusion, non-attendance and underdeveloped social and emotional skills. The school used funding to support their transition into school through a series of Social Skills based trips and visits.

- The school also became part of the Somerset Literacy Network using Pupil Premium Funding. This is to share resources and expertise with local primaries and develop best practice in closing Age Related Gaps through a common framework.
- Whole school Mathematics benefited from directed funding for ABACUS Maths. This is a scheme of work that is popular with our local mainstream primaries and allows for moderation networks when accelerating the closure of identified Age Related gaps in our disadvantaged pupils.
- With the majority of pupils recognised as disadvantaged, the school has planned to invest in the wider 24-hour curriculum in terms of social and emotional provision, improvement to rewards and social spaces through the Curriculum Development Plan 2018-20.
- A review of the school's Graduated Response saw the continuation of a Higher Needs Team in school. This team has a focus on supporting social and emotional well-being for higher need pupils as can often be a transient or longer-term barrier to learning. This team also allocates pupil premium funding on a 'needs led' basis.
- A review of school support systems was undertaken in 2018. This included an evaluation of internal school provision and support with agreed individualised provision through a Learning Time Apart 121 option for 2018-19. From September 2019, Identified pupils will receive an individual learning and support plan using an Additional Provision Base. This may be part funded by Pupil Premium funding.

Planned expenditure 2018-19

Proposed grant allocation for the financial year April 2018 to March 2019 follows a similar pattern to the previous 2017-18 actual allocation. Counselling, Educational Psychology assessments, Speech and Language Therapy, Occupational Therapy and other professional services are provided in school where identified from traded service providers. Both will be 'needs led' through the Higher Needs Team in school. Based on current need, we recognise the need for a continued allocation to close gaps in English Writing particularly in Upper KS2 2017-18.

Due to the complex needs of our pupils, planned experiences and trips out of school will form a central part of our curriculum. Social and emotional well-being is central to learning effectively and transition into new settings and society as a whole. Funding 2018-19 once again enabled our pupils to collaborate with mainstream peers through a local Sports Partnership hub, visit a beach as a whole school, and attend the Christmas Pantomime in Yeovil with 200 other primary phase pupils.

Transition groups also have an annual teambuilding event aimed at celebrating moving on and positive endings as a peer group. In 2018-19 Pupil Premium funding allowed all Year 7 boys the opportunity to visit northern France to support their World War 2 Topic that year. In 2018-19, Year 6 and Year 7 boys enjoyed a very successful residential outward-bound experience in Bude. Pupil Premium funding 2018-19 will once again enable whole groups of pupils to enjoy similar experiences.

Appendix A

Typical Interventions & Strategies funded by Pupil Premium:

At Marchant Holliday School interventions and strategies used tend to fall into the following categories:

- Facilitating pupils' access to education from lower than expected starting points
- Developing resilience and supporting positive mental health and social and emotional development
- Facilitating access to broader curriculum opportunities enrichment and the 24 hour curriculum
- Additional teaching and learning opportunities e.g. Trips, 121 and higher staffing ratios
- Alternative support and intervention including Play Therapy, Speech and Language Therapy and Occupational Therapy

Examples of Pupil Premium Spending 2018-19:

- Higher ratio temporary staffing to directly support pupils 1:1 (either existing or new)
- Curriculum developments to embed the curriculum and a resource upgrades
- Higher Needs Team formed to allocate Pupil Premium funding specifically
- Subsidising trips and visits to support social and emotional development
- Additional curriculum (extra 1:1 or 2:1 practical play sessions or 1:1 staffing sessions for pupils in crisis)
- Out of school hours care for non-residential boys
- Uniform and equipment provision
- Support for specific groups (e.g. Behaviour for Learning reviews)
- Staff CPD (e.g. 'Read, Write, Inc.' & IT training, Phonics training updates)
- Staff CPD – Mental Health Awareness, Attachment Disorder Awareness, specific needs e.g. Autism and ADHD
- Staff 1:1 Transition Support and extended and funded transition plans.
- Therapy Play/Art – external partnerships
- Play/Art Therapy Equipment
- Specialist support externally commissioned (e.g. Visual Ophthalmology, orthoptists, educational psychology)
- Home school liaison/work with parents
- Educational Software
- Educational Equipment
- Specific play equipment
- Special Educational equipment
- Specific care requirements/respite boarding
- Staff training related to specific pupils/small groups
- Parental home visits/meetings/bringing parents into school
- Therapeutic aids
- Specific social Skills sessions
- Community Clubs (e.g. Swimming, Football, etc)
- Community Groups (e.g. Scouts/Cubs, St John's, etc.)

It should be noted that this is not an exhaustive list and where individual children require creative or intuitive interventions or strategies these will be considered upon merit alongside the value and benefit they will bring to the child and his family.