

^ PUPIL PREMIUM REPORT FOR 2017/18

Number of pupils and pupil premium grant (PPG) received

The number of pupils on pupil premium is based on 2017/18 pupil census in January 2017

Total number of pupils on roll:	81
Total number of pupils eligible for PPG:	24
Total amount of PPG received:	£20,629
Total amount of PPG carried forward from the previous year:	£0
Total amount of PPG available for this year:	£0

Summary of PPG spending

Objectives in spending PPG:

- To recruit and train HLTAs (Teaching and Learning) for each campus who would be trained to deliver specific specialist strategies for pupils who receive pupil premium grant, which would further support progress in learning.

Summary of spending and actions taken:

- The pupil premium money funding has gone towards paying for the increment for the HLTAs.
- Each HLTA took on a project focused on meeting the individualised learning needs of those pupils who are disadvantaged, which had the benefit of also impacting on the progress of other pupils.

Future Focus:

- To recruit and train new HLTAs (Teaching and Learning) for each class across Strathmore School.
- Further train present HLTAs to meet the needs of all disadvantaged pupils and support personalised programmes of learning and widen the use of specialised strategies and techniques to further develop all pupils at Strathmore.

**Record of PPG spending per item/project
IMPACT STATEMENTS FOR PPG SPENDING 2017-18**

What we are doing to support pupils	Objective	Outcome
Supporting students with sight reading skills.	To support those pupils who don't learn to read using phonics by using a technique called Handle.	One HLTA led on Handle Technique to 6 Key Stage 1 and 2 pupils who do not learn to read by using phonics. Evidence showed that the impact on Handle Technique, when used systematically and daily, has supported increased progress in sight reading. All pupils who used Handle learnt to read 5 words that were meaningful to them. Evidence was collected in the small steps proformas which is fed into the Annual Review Report.
Support for students with sensory processing difficulties.	To promote engagement in learning and increase positive interactions with pupils through messy play experiences.	Pupils have all generalised their learning through messy play experiences in sessions planned and led by two HLTAs. One HLTA also planned and led a parent's group showing them how to set up messy play sessions at home which has supported those pupils to generalise their skills from the school environment to the home.
Support for expanding communication and interaction skills	Pupils will develop early communication and interaction skills.	Pupil's knowledge, confidence and ability to communicate using Makaton has grown and 2 HLTAs set up regular Attention Bucket Session which supported many pupils to develop more focused attention for longer periods of time. Class-based staff have been trained on Intensive Interaction which is used to develop communication throughout the school week.
Support for students who have echolalia.	To teach pupils who have echolalia, through a systematic programme called Cue Pause Point, to respond to simple questions independently.	One HLTA researched, planned and led a new approach pupil showed an increased ability to ask 10 simple questions without a visual cue. The pupil also gained confidence in his own responses and answered immediately without echoing the question.
Support independence and social skills for 14 to 19 pupils.	To support the pupil to find strategies to manage his social awareness and interaction when meeting new people.	The pupil gained confidence and flexibility in his social interaction with peers from other classes at Strathmore and with peers from our co-located school.