



Paternoster School Statement on Pupil Premium For the school year 2018/19

The Pupil Premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

Paternoster Pupil Premium Overview

Funding allocation: £23,790

Pupils on roll	Pupil Premium Pupils	Percentage Pupil Premium
50	18	36%

Type of SEN: PMLD
SLD
MLD and SEMH

Date of review: April 2019

Barriers to learning

This is a generic list, each pupil has a highly individual profile of barriers through a focus on quality teaching and learning, individualised learning targets are set and closely monitored to ensure pupils make the best progress possible.

- Severe or profound and multiple learning disabilities.
- Moderate learning difficulties with additional social, emotional and/or behavioural issues.
- Autism
- Challenging behaviour, anxiety and/or difficulties with learning, engagement and concentration.
- Physical disabilities and/or complex medical issues.
- Specific genetic syndromes
- Attention deficit disorder
- High reliance on adult support, with little independence.
- Low self-esteem.

Objectives / desired outcomes:

- Improve progress and raise standards of achievement for Pupil Premium pupils.
- Increase engagement in learning by improving behaviour and the social and emotional wellbeing of pupils.
- Build self-esteem, confidence and independence.
- Increase social interaction between groups.
- Build resilience through self-regulation of behaviour and moods.
- To address inequalities between children eligible for Pupil Premium and others.

Allocation of Pupil Premium for 2018/19:

Our pupils require a high staff to pupil ratio compared to mainstream pupils. As part of the needs for all pupils we provide a child centred curriculum that supports the individual needs. As such, there is a wider range of provision for all pupils, including: physiotherapy, swimming/hydrotherapy, speech and language therapy, etc. The list below is the additional support that Pupil Premium pupils will receive as a result of the funding.

Our data shows that our pupils eligible for Pupil Premium at least meet the attainment of the rest of the school. During 2018/19 we will focus on providing support within the curriculum, with some focus on specific interventions, to maintain this attainment; improve behaviour and engagement; and target specific gaps in learning.

Allocation	Rationale
Provision of high staff to pupil ratios in classes	To provide adult support, appropriate to individual needs.
Provision of play therapy from a trained Therapeutic Skills practitioner	Support from a trained therapist to assist communication about emotional issues. To address engagement and self-esteem.
One-to-one support for targeted interventions (including training and resources)	Increased engagement with an aim to accelerate progress. Targeted interventions to support identified areas of need.
Family support worker to support identified pupils and families	Support families with practical help and emotional support. To remove obstacles to learning and engagement.
Breakfast Club staffing	To ensure pupils commence the day with breakfast, which improves concentration. Providing opportunities to socialise and communicate with a range of adults and peers from across the different classes in school.
Forest School	Provide opportunities outside of the classroom with the aim to increase self-confidence and communication skills.
Lunchtime games club staffing	Opportunity to interact socially with others, improve self-esteem and develop relationships.
Duke of Edinburgh Award	Opportunities to for all pupils to gain knowledge of the wider world, develop personal wellbeing and engagement with the curriculum.
Mini Medics First Aid training	Alternative group learning opportunity to develop life skills and increase self-esteem.
Various and other teaching and learning resources as appropriate to identified pupil needs	To enhance access and engagement with learning and support pupil progress.

The school closely monitors the progress of each pupil and evaluates the impact of strategies and interventions through analysis of pupil progress data, EHCP outcomes and behaviour / engagement scales as appropriate.