

Stone Bay School: Additional Funding Published Report: 2017-18.

Students in receipt of Pupil Premium:	13	Students in receipt of year 7 Catch up:	5
Pupil Premium: Ever 6 Free School Meals.	54%	Income:	£6,545
Pupil Premium: Looked After Children.	46%	Income:	£11,400
Year 7 in receipt of Catch Up Funding.	100%	Income:	£2,500
Total additional Income:			£20,445

How is the additional funding invested?

All students in receipt of additional funding have come to us from other special schools that could not continue to meet their need. All have significant gaps in their learning, with historic and sustained low levels of engagement in addition to a predisposition for instant gratification and maladaptive reactions when challenged. All have significant Speech, Language & Communication needs associated to their Autism. To address these issues and support our students as they **learn to learn**, we use both our pupil premium and year 7 catch up allocation to invest in Speech and Language Therapy. This enables us to put in place the Augmentative Alternative Communication systems and staff training required to enable students to access learning in the class by ensuring:

- 1: Their **receptive communication** needs are known and understood.
- 2: Their **expressive communication** needs are known and understood.
- 3: Their **processing needs** are known and understood.

Specialist Intervention.		Pupil Premium:	Year 7 Catch Up:
Communication Baseline Assessment:	✓	100%	100%
Universal Communication Provision:	✓	100%	100%
Targeted Communication Provision:	✓	100%	100%
Specialist Communication Provision:	✓	100%	100%

Monitoring the impact of the additional Investment: Pupil Premium.

	Rates of Progress.			
	Less than.	Expected.	More than.	
1. Monitoring Improvement in Receptive and Expressive Communication.	0%	62%	38%	
2. Assessing and Monitoring their Personal & Social Development over the year.				
i: Interacting and Working with Others.	0%	54%	46%	
ii: Independent and Organisational Skills.	0%	54%	46%	
iii: Attention.	0%	54%	46%	
3. Maths.	0%	92%	8%	
4. English.	8%	85%	8%	
5. Assessing and monitoring individual Risk factor over the year.	Increase.	Stasis.	Decrease.	Avg Decrease:
	8%	46%	46%	31
Assessing and monitoring students levels of engagement over the year.	Data not available for this year.			

Monitoring the impact of the additional Investment: Year 7 Catch Up.

	Rates of Progress.			
	Less than.	Expected.	More than.	
1. Monitoring Improvement in Receptive and Expressive Communication.				
2. Assessing and Monitoring their Personal & Social Development over the year.				
i: Interacting and Working with Others.	60%	40%	0%	
ii: Independent and Organisational Skills.	80%	20%	0%	
iii: Attention.	60%	40%	0%	
3. Maths.	0%	100%	0%	
4. English.	0%	80%	20%	
5. Assessing and monitoring individual Risk factor over the year.	Increase.	Stasis.	Decrease.	Avg Decrease:
	40%	20%	40%	1
Assessing and monitoring students levels of engagement over the year.	Data not available for this year.			

Conclusions.

The data appears to support the conclusion that there is a significant positive direct relationship between how we invest Pupil Premium and Catch Up funding and the levels of engagement and progress of our year 7 and PP students.

1. All students are now making progress across a range of indicators (Noted above) where they had not been making any progress in their previous schools.

2. Significant numbers of students are now making more than expected progress.

3. The systems the Speech and Language Therapist has developed to map progress in communication are groundbreaking and clearly show commissioners and other external partners how students are making progress. This includes:

- i: Designing and developing a system for tracking progress using Picture Exchange Communication Systems.
 - ii: Designing and developing a system for tracking progress using Context Specific Communication Boards.
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4. There is now developing empirical evidence to suggest there is an inverse correlation between positive communication interactions and exchanges and presenting maladaptive reactions. The data collected to date is not sufficient to prove our working hypothesis that if we get communication just right for individuals their adaptability will improve significantly but the initial findings are very encouraging. Embedding this will form a major part of our work to embed all our systems as we work to achieving an outstanding outcome at our next Ofsted.

5. We now need to work on the system that will allow us to take the engagement data we collect and analyse this over time. Again allowing us to prove that our focus on communication and engagement help us secure the very best outcomes for our students.
