



Stepping Stones (Short Stay) School Pupil Premium Report – Autumn Term 2017

The Pupil Premium is funding in addition to the school's budget. Schools are free to decide how to allocate this funding to best support the raising of attainment for the most vulnerable pupils. In 2016/2017 the school received **£14,000** in Pupil Premium allocations. In 2017-2018 this was anticipated as £4,000. **(However this is dependent on pupils, as our roll changes constantly this could either increase or decrease)**

The actual final figure for the financial year is £21,000 (See impact / action plan)

In 2017-2018 the pupil premium was used in a variety of ways. These included:

- Additional TA support to deliver personalised intervention programmes
- Provision of extra-curricular activities for children both in an out of school
- Parental liaison worker to support families
- Support through counselling services (animal therapy)
- Parental liaison worker/family worker to help in increasing pupil attendance.

A Full PPG action plan has been put into place for financial year 2017-2018.

Autumn Term 2017 :

15 children were classed as eligible for PPG funding in the Autumn term. (Although only 2 of these children are on single roll at Stepping Stones.)

When looking at progress this is a snap shot and progress is measured in terms of (IEP / placement targets / progress linked to KLIPS/ analysis of behaviour and incidents)

5 children have not been put in the data due to the nature of placements that they have had in place. (E.g Busy Bee placement, 6 week placements and step down programmes)

R – Lack of progress against targets

A – Some progress against targets

G – good / outstanding progress against targets



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Child	KLIPS Data			Attendance	IEP Information			Factors that impacted on progress / Was any additional funding and support allocated
	Reading	Writing	Maths		Behaviour	Well Being/ Emotional Regulation / Resilience	Social	
A	Exceeded Progress	Expected Progress	Expected Progress	Above 95%				Purchase S&L Assess (Spring term) Purchased EP assessment
B	Progress for KLIPS will be reported at end of Spring data due to entry at the end of Autumn term.			Above 95%	Low incidents – majority of time using strategies.	Due to home factors.		Further family support to be in place due to home issues / late nights/ gaming affecting ability to focus / concentrate.
C	Only 6% progress within statements.	Expected Progress	Expected Progress	Above 95%	High level of incidents.	Poor emotional resilience and ability to manage.		Counselling put in place in Aut term High support in place for behaviour/ emotional regulation. In smallest class group. Full 1:1 support for learning put in place. (male)
D	Good Progress for him from his starting point.	Expected Progress	Expected Progress	Above 95%				Reintegrated back to school during Spring term. Moved to a small group at The Orchard in order to target his learning skills at his level. Provided with a nurturing approach.
E	Expected Progress	Expected Progress	Expected Progress	Above 95%				Due to the setting we placed him. We spent additional money to put in place a small group of 3 which met his needs in all areas.
F	Expected Progress	Expected Progress	Expected Progress	Above 95%	High level of time out and need to high level of support.	Constant fight / flight	Underdeveloped social skills and inability to manage friendships.	Behaviour – did change between November – December and begin to improve. Targeted parenting put in place via family support / social worker. Key adult support from TA in class directed a high level of time from TA. Curriculum highly differentiated. Progress in spring data will be improved further.



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G	24% of progress within the level made.	Stayed within the level.	Limited progress. Barrier to learning. Opting out of sessions.	Above 95%	High level of incidents.	Poor emotional resilience and ability to manage.	Struggles to read situations.	At the end of Autumn term we moved him class in order to target his learning at an age appropriate level. Spring Term actions – EP assessment to ascertain additional needs and assess cognitive ability. High level of CSC involvement with family. Put further social group work in place and SALT assessment.
H	Only 6% progress within statements	Expected Progress	Expected Progress	Above 95%	Full 1:1 support in place.	Struggles.		High level of 1:1 support and curriculum in place – Highly differentiated curriculum.
I	Progress for KLIPS will be reported at end of Spring data due to entry at the end of Autumn term.			Above 95%	High level of incidents.	Poor emotional resilience and ability to manage.		– low emotional resilience. Several care placement during this period. EP assessment Spring term 2018. Full 1:1 support in place for him.
J	Progress for KLIPS will be reported at end of Spring data due to entry at the end of Autumn term.			Above 95%	90% of time he is managing in class and manageable in group.	Home factors affecting emotional resilience		High level of family support has been offered (declined) Home issues impacting on SEMH and progress.

Suggestions for outlining the impact of Pupil Premium:

- 100% of PPG pupils have attendance above 95%.
- 43% of PPG children are making expected progress in reading. This continues to be a focus area across school. Further developments are in place to raise the profile of reading and ensure children are reading daily.
- 86% of PPG children are making the expected progress in writing.
- 86% of PPG children are making the expected progress in maths.