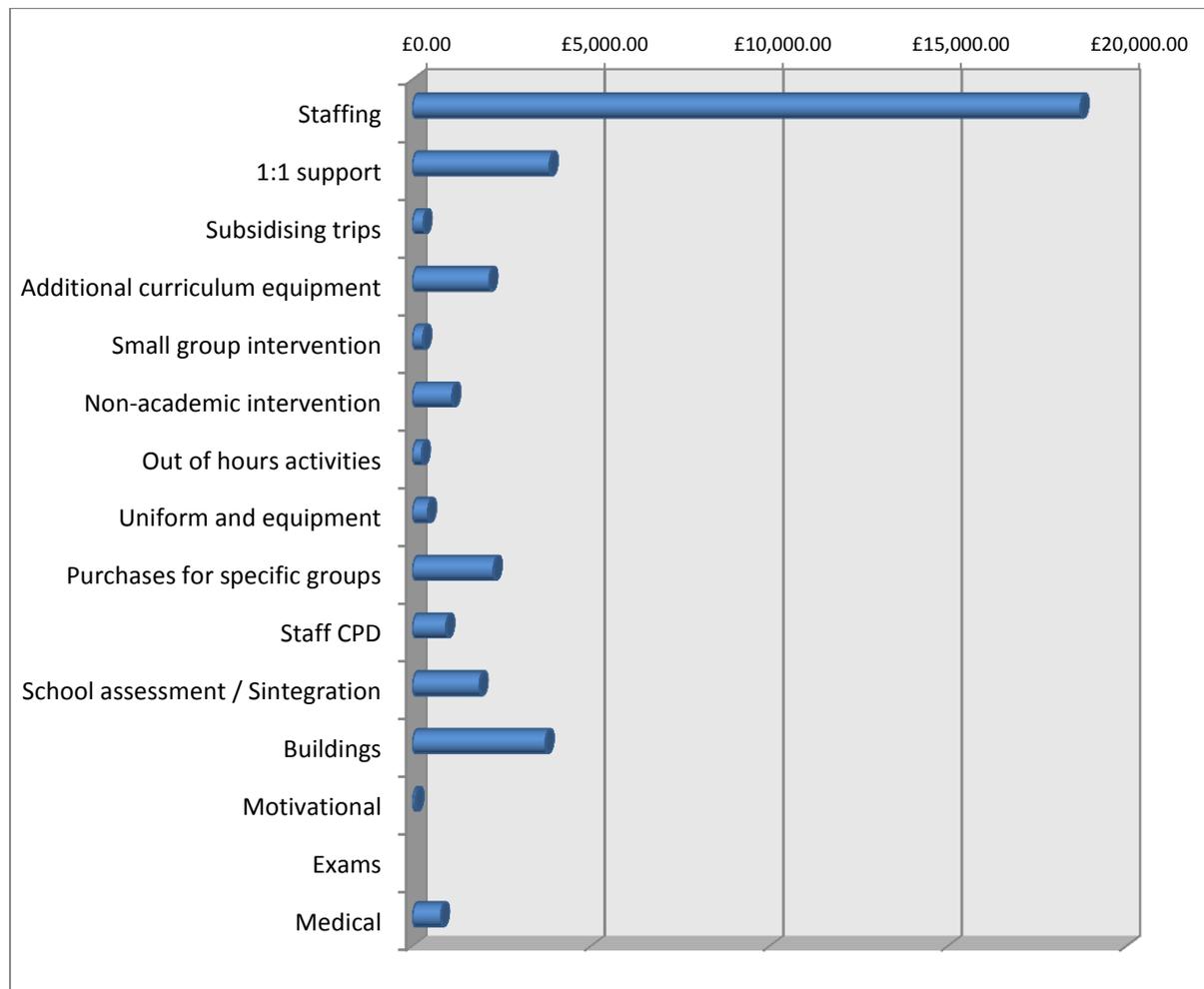


## Pupil Premium 2015/2016

Pupils Eligible for Pupil Premium have always performed well compared to their peers in school with no clear difference in their progress or opportunity in school. Because of this we use pupil premium to support a wide range of approaches, equipment and strategies for our pupils which enables them to thrive and have equal opportunity.

Below are details in connection with how the 2015/2016 Pupil Premium allocation was spent at Sheringham Woodfields School.



Pupil Premium money has been used to support a wide range of activities within the school including:

- Inclusion
- Sensory Integration
- Improving the subsidising of school trips
- Improving behaviour
- Emotional support

The school has continued to invest in sensory integration assessments and resources to support those pupils identified at the start of the year.

### Staffing:

As Guidance Advice from the local authority have been drastically reduced we have used Pupil Premium funding to support the appointment of a school-based Transition Co-ordinator to support those identified pupils between the ages of 14 and 19 to ensure a successful transition as and when they are ready to leave Sheringham Woodfields School. This work involves:

- working with pupils in class directly to learn about their strengths, needs and likely next steps
- Supporting visits to post school settings
- Supporting parents with the transition process from providing information, completing applications and visiting settings
- Brokering packages with education and social care settings

A review of the first year has shown that all leavers have received the necessary support required to ensure a successful and smooth transition. All parents are happy with the support they have received, all transition settings have been fully briefed and all transport/staff packages with Adult Education have been correctly brokered.

Funding has also been used to employ 1 Teaching Assistant and 1 MSA to support those identified pupils as needing additional support. This has resulted in lower behavioural incidents and increased participation in class activities.

### **1:1 Support:**

Over the past year the school has developed play therapy provision for those pupils eligible for Pupil Premium. This has consisted of 2 days of support per week, delivered on a one to one basis.

### **Sensory Integration:**

We continue to purchase support from an OT who individually assesses pupils, completes sensory motor programmes and delivers advice and support for class staff and parents. Equipment is then provided to ensure pupils receive a regular “sensory diet” to help maintain their emotional state and thus support learning and social interaction.

### **Buildings:**

Funding from the Pupil Premium grant has been used to improve a part of the Secondary Playground to improve learning during playtimes. Game boards have been purchased for pupils to use and enjoy. This has helped improved the learning opportunities during directed break times.

The trampoline to support Sensory Integration (the schools ongoing commitment to support identified pupils) has also been moved to a more appropriate location to ensure maximise usage and impact.

### **Other:**

The school has also used Pupil premium funding to continue to support trips, uniforms and the purchase of academic resources and materials to support learning of those pupils identified as being eligible.

As in previous years, the school has used grant funding to support a summer residential at a local activity centre. The benefits of which include:

- Summer residential provision to improve transition
- Allow pupils to mix with one another outside of school hours
- Improve self-esteem, co-operation and problem solving skills
- Team work and ability to overcome challenges