

Baginton Fields School

"Working Together for Outstanding Achievement"

PPGF Impact report for 2016/17.

Pupil Premium Grant funding allocation 2016/17: £20,570

Target Group	Allocation	Objective	Description	Outcomes
1.All students	£5000	. To facilitate Achievement for All Structured Conversations.	. Teachers hold 2 x 1 hr meetings per year with each parent/carer to agree attainment targets specific to the student.	Structured conversations are now fully embedded into school practice securing positive partnerships with parents/carers. Parental aspirations were regularly sought by school on a termly basis and targets were mutually agreed allowing both home and school to work with the student to achieve these.
2. Targeted interventions <i>Weekly</i>	£7070	. To improve achievement by targeted interventions based on 2016 analysis of student achievements.	. Withdrawal 1:1 support for agreed students originating from data discussed at annual Pupil Progress Meetings. . Reducing behaviours that influence learning. . Securing focus on Building Learning Power principles. . Focus on improving EHCP objectives outcomes.	A highly skilled member of staff from each of the Key Stages was responsible for delivering targeted interventions to students either on a 1:1 or small group basis. Teachers analysed data and used this information to target specific interventions to address need. The main focus has been on core subjects: English, maths & science but for some ASD & PMLD students communication,

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				<p>independence and social skills have taken precedence.</p> <p>Teachers analyse the impact of the intervention regularly and adapt as necessary. Targets are RAG rated on the whole school student tacker document which monitors data and also as part of the EHCP review process.</p>
<p>4. 2 x LAC students</p> <p><i>Weekly</i></p>	£1200	<p>. To accelerate progress in core subjects for 2 Looked After 1:1 tuition.</p>	<p>. After school tuition by staff member focus on core subjects.</p>	<p>The member of staff leading on after school tuition liaised with the regular class teacher to identify appropriate targets for each student based on their individual data and primary area of need. Interventions were based on the core subjects: English, maths & science. Both students made good progress which was shared with the class teacher and included in their termly data.</p>
<p>5. Students with ASD diagnosis</p>	£2500	<p>. To commission "LINKS" - independent occupational therapists and speech and language therapists - for assessments, advice and support.</p>	<p>. Assessment of student need to support access to personalised ASD Progress Wall objectives.</p> <p>. Therapist works alongside class staff and parents.</p> <p>. Pre-admission assessment of Yr 10 student excluded from previous school.</p>	<p>LINKS provided OT & SALT advice to staff to support management of student behaviour and to facilitate increased engagement through recognition of their sensory/communication needs. All staff reported the impact of the support strategies provided were positive, able to be immediately implemented and sustainable. The advice has been incorporated into students learning passports/behaviour plans. As a result of an OT assessment a</p>

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				student new to school successfully made the transition, the student settled well and made good progress both socially and academically.
6. Vulnerable students requiring Relationships and Sex Education Support including Protective Behaviour guidance.	£1500	. To provide specialist 1:1 and small group education, support and guidance specific to need.	. Specialist medical professional presents programme input appropriate to student cognition and SEND.	A selection of students identified as being at high risk or vulnerable received 1:1 sessions with a health professional to increase their understanding of protective behaviours and how to ensure their personal safety.
7. All students <i>Spring / Summer terms 2017</i>	£3300	. To facilitate Arts Ambassador and Arts Mark project with Coventry Special Schools.	. Cover costs for staff to attend arts lead workshops. . Purchase of specific resources. . Programme of expressive artists to school e.g. musicians.	2 members of staff lead this work for the Coventry network. They secured the services of an artist to work with students and deliver CPD. The artist ran a series of workshops with students; half of these focused on students identified as More Able, Gifted and Talented but all students had the opportunity to participate in workshops over a period of time. The artist chose digital art and technology as the primary medium through which the sessions were delivered. At the end of the summer term there was an exhibition shared with other Coventry special schools in which student work was showcased and celebrated. The CPD for staff ensured that the work was sustainable for future years.

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