



**Pupil Premium Case Studies**

**The following are examples of how Pupil Premium is being spent**

## Case Study 1: Impact of Behavioural Intervention

**Pupil Name: Pupil A**  
**Year Group: KS4**  
**Academic Year: 2017/18**  
**Curriculum/Focus Area: Communication**  
**Behaviour Plan in place: Yes**

**Data for student: Progress from September 2017 to September 2018**

	Autumn 2017	Spring 2018	Summer 2018
Communication, Vocabulary, Grammar and Punctuation	P5 + 13%	P5+ 25%	P5 + 33%
Reading	P5 + 15%	P5 + 25%	P5 + 31%
Writing	P5 + 23%	P5 + 33%	P5 + 42%
Number	P5 + 21%	P5 + 38%	P5 + 42%
Shape	P6 + 16%	P6 + 31%	P6 + 36%
Using and applying	P6 + 23%	P6 + 35%	P6 + 42%

### **Context/Background Information:**

Pupil A is a child with Autistic Spectrum Condition and is also a looked after child. He lives in the school residential building. He had in excess of thirty significant incidents involving positive handling within school during Sept 2016 - July 2017.

### **Intervention/Action:**

Pupil A has had behaviour interventions, PDA, alternative therapies (rhythmic movement therapy) all of which were funded through Pupil Premium.

The school also worked in partnership with residential, with the support of CAMHS, to develop a reward and consequence system for Pupil A. Pupil A began to understand that injuring staff led to consequences such as losing ICT time rather than gaining rewards towards activities he enjoys such as horse riding.

Pupil A's class teacher also provided residential and class staff with training on PDA (which Pupil A has many traits of) which focused on Pupil A's behaviours. The training helped staff working with Pupil A to understand why he displays the behaviours he does and how to manage this behaviour. This has helped reduce incidents of challenging behaviour both in school and residential.

### **Impact:**

During the next school year, September 2017 - July 2018 Pupil A had just one significant incident involving positive handling. During the past year staff have developed Pupil A's communication, supporting him with Makaton as a way to communicate as he was previously using his own signs which most staff could not always understand which in turn caused Pupil A frustration.

### **Next Steps:**

Staff have begun to teach Pupil A self-regulation strategies (in conjunction with the therapy team) to help him manage his own anxieties. They are also working on ways to help understand Pupil A that it is okay to be cross and teaching him acceptable ways to manage his behaviour when he feels like this. e.g. taking himself to a quiet space.

## Case Study 2: Impact of Speech and Language therapy

**Pupil Name: Pupil B**

**Year Group: EYFS**

**Academic Year: 2017/18**

**Curriculum/Focus Area: Fine motor skills and interaction skills**

**Behaviour Plan in place: Yes**

### Data for student: Progress from September 2017 to September 2018

	Autumn 2017	Spring 2018	Summer 2018
Listening and Attention	Band 2 + 23%	Band 2 + 75%	Band 3 + 45%
Speaking	Band 1 + 45%	Band 2 + 47%	Band 2 + 62%
Understanding	Band 1 + 21%	Band 2 + 70%	Band 3 + 42%
Health and Self-Care	Band 3 + 27%	Band 4 + 37%	Band 4 + 58%
Moving and Handling	Band 3 + 40%	Band4 + 23%	Band 4 + 52%
Making Relationships	Band 2 + 38%	Band 3 + 42%	Band 3 + 63%
Managing feelings and behaviour	Band 1 + 22%	Band 1 + 57%	Band 1 + 69%
Self Confidence & Self Awareness	Band 2 + 35%	Band 2 + 70%	Band 3 + 35%

### Context/Background Information:

Pupil B is a student with Autistic Spectrum Condition and is EAL who speaks Urdu at home. When he first joined the school he was reluctant to move around at all. He had no desire to play chase games and he would frequently move other children out of his way rather than interact with them. Pupil B would refuse to participate in circle time and had no interest in any activities set by the staff.

### Intervention/Action:

Pupil B benefitted from Speech and Language sessions with a peer which focused on turn taking and fine motor skills. These sessions were very enjoyable for Pupil B and he showed great anticipation for them.

### Impact:

Pupil B's anxiety has become greatly reduced. He is far more animated and seems far happier. He has become much more interested in adults in terms of playing games and this interest has moved onto the other children. His interaction skills have improved as a result. He readily joins in with all activities set by the teachers or teaching assistants. Pupil B has stopped pushing other children and staff have seen a reduction in his negative behaviours.

### Next Steps:

Pupil B has been placed with two students that he had started to play with to continue the development of his interaction skills. He will continue to work on his turn taking skills and his sentence construction and fine motor skills