



The Walnuts School

Pupil Premium - Use and Impact Statement 2016-17

The Department for Education (DFE) provides additional funding, known as Pupil Premium, in order that specific groups of pupils aged between 5 and 16 years, who may be disadvantaged by virtue of their family circumstances, can be supported in their progress and attainment.

For the financial year 2016 - 2017, Pupil Premium was:

- ❖ Deprivation Pupil premium - for those eligible for Free School Meals in the past 6 years - £1320 per primary pupil and £935 per secondary pupil
- ❖ Looked After Pupil premium £1900 of which the school receives £900 with the remaining £1000 held centrally by the MK Virtual School Head-teacher.

School Context

Profile of eligible pupils at The Walnuts:

- ❖ 19 % of pupils are eligible for free school meals
- ❖ 3 % of pupils in the school are looked after i.e. in care or fostered
- ❖ 8 % of pupils have received free school meals in one or more of the previous 6 years

The school received £50,786 pupil premium during the financial year 2016/17.

Deployment

With the exception of funding for Looked After Children (which is spent to the benefit of the individual child's educational needs as described in their Personal Education Plan), Pupil Premium is not necessarily intended to be specifically allocated to individual pupils and schools have the freedom to decide how it can best be spent on eligible pupils. The impact of individual sums may be limited, therefore at The Walnuts, in common with many other schools, we have pooled the allocated monies to maximise the impact on the pupils' progress and attainment.

At The Walnuts Pupil Premium is used in the following ways:

- **Small class size and highly trained staff** enable strategies identified as being successful nationally to be implemented with our pupils and students with ASD. Strategies such as **feedback and 'learning to learn'** can be used successfully with children and young people with ASD but require staff to have a good knowledge, awareness and understanding of autism which is regularly updated. Staff receive regular training to keep their knowledge and skills up to date and small class sizes enable staff to spend time developing the relationships with pupils necessary to implement these strategies.

A high staff to pupil ratio enables us to meet the often very different needs of the children, **tailoring work individually** and ensuring the small steps appropriate for

some are achieved, whilst others are free to move more quickly through the curriculum.

Knowing the pupils well and building positive relationships also enables staff to manage even very challenging **behaviour** effectively. Smaller class sizes and trained staff enable the school to provide a calm learning environment where children's stress and anxiety is reduced to enable them to learn as effectively as possible.

Because of the needs of our children and young people the school curriculum also places a great emphasis on **social and emotional learning**. Our CYP have difficulty forming relationships and understanding social cues and situations. Again, small class sizes and familiar staff enable pupils to develop positive relationships and practice social skills in a structured, familiar setting where they are free to make mistakes.

- **Training for parents** is provided through, for example, Early Bird Plus training courses. The school pays for staff to become trainers so they can more effectively support parents.
- The curriculum at The Walnuts places a great emphasis on developing **Life Skills and Skills for Independence**. For younger pupils this may include trips out into the community, visiting shops and parks, preparing snacks etc. whilst older students access work experience and vocational learning. Pupil premium helps support the delivery of this curriculum for some pupils.
- Provision of **art therapy, reiki, rhythmic movement therapy, music therapy and counselling services**.

Impact Statement

We are very proud of the achievement of all pupils at The Walnuts, including those who are eligible for Pupil Premium.

We regularly assess and analyse pupil progress to determine whether our pupils eligible for Pupil Premium are making better than expected progress, expected progress or less than expected progress when compared against other similar pupils. The tables below show the progress made in percentages of pupils eligible for Pupil Premium compared with pupils who are not.

ENGLISH

	2014-2015				2015-2016				2016-2017			
	Pupils Eligible for Pupil Premium		All Other Pupils		Pupils Eligible for Pupil Premium		All Other Pupils		Pupils Eligible for Pupil Premium		All Other Pupils	
	no. of pupils.	% of pupils	no. of pupils.	% of pupils	no. of pupils.	% of pupils	no. of pupils.	% of pupils	no. of pupils.	% of pupils	no. of pupils.	% of pupils
Above Expected Progress	13	29	17	18	22	46	51	52	40	82	78	76
Expected Progress	18	40	40	42	7	15	22	22	1	2	11	11
Below Expected Progress	14	31	38	40	19	39	25	26	8	16	14	15

MATHS

	2014-2015				2015-2016				2016-2017			
	Pupils Eligible for Pupil Premium		All Other Pupils		Pupils Eligible for Pupil Premium		All Other Pupils		Pupils Eligible for Pupil Premium		All Other Pupils	
	no. of pupils.	% of pupils	no. of pupils.	% of pupils	no. of pupils.	% of pupils	no. of pupils.	% of pupils	no. of pupils.	% of pupils	no. of pupils.	% of pupils
Above Expected Progress	7	16	17	18	15	32	35	36	40	82	83	81
Expected Progress	17	38	40	43	17	35	32	33	5	10	8	8
Below Expected Progress	21	46	38	40	16	33	30	31	4	8	12	11

At the beginning of the academic year 2016-2017, the school introduced a new curriculum and assessment system. This means that it is difficult to compare data from previous years. However, the percentage of students making at least expected progress has increased.