

## Pupil Premium Fund Impact

- We have eight pupils eligible for Free School Meals, we currently receive Pupil Premium funding for six of them. Plus 1 Service Child Premium. The children who we do not yet receive funding for joined the school in October 2015 and January 2016. They were entered on the January 2016 Census as being eligible.
- **Child 1** – Has a severe and persistent speech disorder which significantly impacts on his intelligibility, in addition to his phonological awareness skills (e.g. identifying sounds in words). The 2015/'16 funding will enable us to buy Electroplatology (EPG) equipment (including a personalised palate) is to provide him with visual feedback when producing specific sounds. The machine will show him where his tongue needs to be placed and his sound production will be shown on the screen. The visual feedback will be more motivating for him (than verbal feedback from staff) and this will be further facilitated by the use of games provided in the software. He will work on specific sounds which he will then be able to generalise into words (and eventually connected speech) which would significantly increase his intelligibility.
- **Children 2,3,4 & 5** – Funding is being used for after school activities and overnight stays so that friendship groups can be formed where social interaction, independence skills, play, and confidence can be developed. We will monitor outcomes over the next year.

- The pupil premium is received on a termly basis for child 2. The money is used to fund an overnight stay and after school activities to enable them to develop and practice social and life skills learnt in school, in less formal settings. Occupational and speech and language therapy programmes continue to be delivered and developed in a less structured environment extending skills in these areas.

Through staying at school overnight the child has developed life skills and ability to take responsibility for their safety and we are able to target areas where they still need support. In the year their self-esteem score has risen from an overall score of 89 to 91 (using the nfer Nelson Insight Primary Self-Esteem Indicator) and we are seeing a much more confident and happy young person.

In the year life skills have risen from an overall score of 335/410 to 355/410 (using the Meath School Residential Life Skills Programme) which means the child is becoming much more independent and able to complete tasks independently.

From working on targets we have seen the child start to be able to manage their behaviour more effectively and although we still have frequent outbursts these are much shorter in duration and they are much more able to talk through what has happened after the event and so look at better ways of dealing with their needs.

- The pupil premium is received on a termly basis for child 3. The money is used to fund an overnight stay and after school activities to enable them to develop and practice social and life skills learnt in school, in less formal settings. Occupational and speech and language therapy programmes continue to be delivered and developed in a less structured environment extending skills in these areas.

Through staying at school overnight the child has developed life skills and ability to take responsibility for their safety and we are able to target areas where they still need support. In the year their self-esteem score has risen from an overall score of 85 to 101 (using the nfer Nelson Insight Primary Self-Esteem Indicator) and we are seeing a much more confident and happy young person.

In the year life skills have risen from an overall score of 358/410 to 378/410 (using the Meath School Residential Life Skills Programme) which means the child is becoming much more independent and able to complete tasks independently.

From working on targets we have seen the child start to be able to manage their behaviour more effectively and although we still have frequent outbursts these are

much shorter in duration and they are much more able to talk through what has happened after the event and so look at better ways of dealing with their needs.

- The pupil premium is received on a termly basis for child 5. The (2016/17) money will be used to fund an overnight stay and after school activities to enable them to develop and practice social and life skills learnt in school, in less formal settings. Occupational and speech and language therapy programmes continue to be delivered and developed in a less structured environment extending skills in these areas. Progress will be monitored using the nferNelson Insight Primary Self-Esteem indicator and using the Meath School Residential Life Skills Programme.

- **Child 6** received an Apple iPad Air Wi-Fi 128Gb via the pupil premium last year. They have used it frequently in class and individually through the year.

Primarily they used it to support visual memory. In our storytelling sessions where we act out a story, the child takes photos of the different story scenes and uses these afterwards to improve their sequencing skills. It also supports retelling (and rewriting) of the story, thus improving narrative and storytelling skills.

The child has frequently used an app called 'Letter School' to aid letter formation and we have seen improvement in handwriting skills this year. We used funding for a phonics programme called Nussy – used weekly both individually and as part of a group to improve phonics skills. The child is competent with digraphs, blends, segmentation of sounds and blending which supports reading, writing and spelling skills. This year higher-level phonic skills have improved for example, removing a sound from a word and replacing with another, generating different spelling options for a sound, whilst also consolidating spelling of irregular words.

It is suggested that (2015/16 funding) the child would be able to increase the amount of time that they use the iPad in class functionally if there were a separate keyboard and durable case to protect and house both iPad and keyboard. We also need to provide a touch typing programme: whilst the child has good legible handwriting, typing is a life skill that they will need to be able to use as they progress to secondary school and throughout their working life. Whole site access would be mean that the child can access this in all areas of the school.

- **Child 7** – To enable them to maintain focus in class they needed a course of the therapeutic listening programme + Quick Shifts. When the Therapeutic Listening Programme was purchased the original goals were of maximising attention and reducing sensory defensiveness: these aims have largely been achieved, but the programme will continue.

To make better progress in literacy they required access to a iPad which is licensed to use the "Nussy" software programme. [Service Child Funding].

This year's (15/16) funding will be put towards the cost of an individual palate mould for using with the EPG software so that speech sound disorders can be better remediated.