



MEDINA HOUSE SCHOOL

FINAL PUPIL PREMIUM REPORT 2019-20

Pupil Premium funding is additional funding from the government, to support disadvantaged pupils, specifically those who are entitled to Free School Meals (FSM) (regardless of whether they take up this entitlement) and Service Children. All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment.

The governors of Medina House School are committed to allocating the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged in order to address the current underlying inequalities between these pupils and their peers.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

Reporting Pupil Premium

It is the responsibility of the governors to explain pupil premium expenditure to parents in the form of an annual statement. This is published online on the website annually during the summer term.

The report aims to give detailed information on how much Pupil Premium was received in 2019-20, how it was spent and the impact of the spending. This report will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding.

Regular reports will be presented on the progress of pupils supported by Pupil Premium to the Leadership and Management committee at Medina House School. **After the positive impact in pupil achievement last year, we continued to use the funding in the same way for 2019-20**

2019/20 Income received for Free School Meal (FSM) Income and Service Children.

Total Number of Pupils eligible for FSM = 25 Number of Service Children = 0 Number of Post LAC Pupils = 7 Number of LAC Pupils = 6 rising to 7 mid year
Total APN = 83 Total pupils on roll = 90 Percentage of Pupil Premium in the Whole School (FSM/LAC & Post LAC Pupils)= 45%

Pupil Premium Funding 2019/20 FSM= **£33000** (Based on 25 FSM pupils Jan 19 @ £1320) Post LAC = **£16100** (7 x £2300) LAC Pupils = **£10500** (6/7pupils @£1600)

Total Pupil Premium Funding (£33000+£16100+£10500) = **£59600** (figure on IO5 and on CFR return for 2019-20)

Contribution from School Budget £ 5489 (extra funding contributions FSM=£1685, PLAC £616 & LAC=£3188)

Total Spend: £65089

The background of Pupil Premium funding

In September 2012, the DfE made funding available to allow disadvantaged pupils to make accelerated progress compared to their peers.

The money from the pupil premium allocation to schools should be used to fund more effective teaching for pupils from poor backgrounds, helping them to do better and other initiatives, such as enrichment programmes and to pay staff overtime.

The pupil premium grant is used to raise the attainment of disadvantaged pupils to close the gap between them and their peers and to support children and young people with parents in the regular armed forces.

Medina House School context

The table below indicated the number of disadvantaged pupils at Medina House and their type of Pupil Premium.

Year Group	Number of Children	Type of PP
R	1	1 x FSM
1	4	4 x FSM
2	3	3 x FSM
3	6	6 x FSM
4	4	4 x FSM
5	5	5 x FSM
6	2	2 x FSM
Total	25	25 x FSM

Allocated Grant 2018-2019

The total amount of Pupil Premium Grant that was received in 2019-20 was **£59600**. This was made up of the following elements:
FSM element of the Pupil Premium Grant was **£33000** (this was based on the January 2019 census when there were 25 pupils eligible for FSM).
The Post LAC element of the Pupil Premium Grant was **£16100** (this was based on 7 pupils eligible for the grant money).
The LAC element of the Pupil Premium Grant was **£10500** (this was based on 6 pupils eligible for the grant money).

Summary of Spending Report

Below is a table showing a breakdown on how the pupil premium funding has been spent

What we are spending it on	What difference it is making	How much we have spent so far
<p>Speech Assistant</p> <p>Continued Staff training in Makaton/signing</p>	<p>Regular speech sessions to our pupils have had a direct impact on improving communication skills & needs, ensuring improved access to the curriculum and increasing pupils confidence and achievement. 1:1 speech drills on a daily basis have also improved speech sound production for relevant pupils.</p> <p>Whole school drive to enable all pupils to communicate in line with the SDP to ensure Medina House remains a total communication establishment</p>	<p>£ 9682 on Salary costs (45% of PP Grant) (£6455 from FSM element @ 30%, £1721 from Post LAC element @8%, £1506 from LAC element @ 7%)</p> <p>£ 675 on training costs (45% of PP Grant) (£450 from FSM element @ 30%, £120 from Post LAC element @8%, £105 from LAC element @ 7%)</p>
<p>Physio/OT Assistant</p>	<p>Extra support from our physio and OT assistant for those pupils with physical needs, has had a positive impact, resulting in</p> <ol style="list-style-type: none"> 1. Improved confidence in class teams to incorporate physio and positioning programmes into daily practice leading to full access to learning, leading to improvement in achievement for PMLD pupils, as well as, 2. Improved gross motor skills, 3. Improved fine motor skills, 4. Improved physical skills 5. Daily sensory circuits which ensure children are ready to learn. This has led to improved behaviour and ability to focus for longer periods <p>In summary, it has ensured pupils have greater access to the curriculum and has made a difference to individual pupils achievements overall.</p>	<p>£ 9682 on Salary costs (45% of PP Grant) (£6455 from FSM element @ 30%, £1721 from Post LAC element @8%, £1506 from LAC element @ 7%)</p> <p>£ 638 on Salary costs for sensory circuits (£340 from Post LAC Pupils, £298 from LAC Pupils)</p> <p>£ 675 on training costs (45% of PP Grant) (£450 from FSM element @ 30%, £120 from Post LAC element @8%, £105 from LAC element @ 7%)</p>

Inclusion Aids	Specialist equipment has improved access to the curriculum and aided physical and communication needs which has had a positive impact on achievement.	£ 18287 on specialist equipment/inclusion aids (details below) (£5384 for FSM Pupils , £7835 for Post LAC Pupils, £5068 for LAC Pupils)
ELSA/FEIPS provision 2 days per week	Weekly ELSA/FEIPS sessions for pupils to ensure they are developing emotional literacy skills, which mean they develop ability to identify their feelings, follow rules – making them ready to learn.	£ 4185 on Salary costs (45% of PP Grant) (£2790 from FSM element @ 30%, £744 from Post LAC element @8%, £651 from LAC element @ 7%)
Swimming teacher	Weekly swimming sessions for pupils from a qualified swimming teacher	£2700 on Salary costs (45% of PP Grant) (£1800 from FSM element @ 30%, £480 from Post LAC element @8%, £420 from LAC element @ 7%)
Family Support	Family Support input has been successful in building good relationships with parents. The impact has included: <ul style="list-style-type: none"> • Consistent approaches at home and school- particularly regarding learning/ communication/ behaviour • Implementation of successful behaviour strategies at home • Improved attendance • Support for complex family situations • Provision of Social stories which have been instrumental in addressing anxieties for changes in family circumstances/hospital visits etc and or to address behaviour issues • Emotional/Behavioural support for parents • A wider range of workshops for parents • Practical support for parents e.g support to complete forms for family funding/DLA 	£ 7704 on Salary costs (45% of PP Grant) (£5136 from FSM element @ 30%, £1370 from Post LAC element @8%, £1198 from LAC element @ 7%)

<p>Extra Curricular activities</p> <p>Multi skills Clubs</p> <p>Football Club</p> <p>Whole School Performances</p> <p>UKSA</p> <p>Dance Live</p> <p>Wiki Subscription</p>	<p>Multi skills Clubs, Football Club, whole school performances, Dance Live and UKSA have given pupils (who may not have accessed these previously) extra social opportunities with their peers, which are essential to the development of social skills.</p> <p>They have also helped to improve self esteem and confidence.</p>	<p>£ 682 on Salary costs for clubs (£455 from FSM Pupils, £121 from Post LAC, £106 from LAC)</p> <p>£ 200 contribution for whole school performances</p> <p>£ 450 contribution to UKSA (£10 per pupil for PP Grant- FSM £320+£70 Post LAC+£60 LAC)</p> <p>£ 1000 contribution to Dance Live (£500 for FSM Pupils , £250 for Post LAC Pupils, £250 for LAC Pupils)</p> <p>£ 820 contribution to Wiki (£820 LAC)</p>
<p>Forest School</p> <p>Music Therapist</p>	<p>Specialist Forest School leader has enabled our pupils to experience outdoor learning and broaden horizons, which has:</p> <ul style="list-style-type: none"> • Improved focus and engagement for hard to reach pupils. • Taught pupils to take ‘safe risks’ . • Improved independent learning opportunities. • Given children the chance to transfer existing skills to a different environment – broadening their experiences. • Opened up the world to those pupils who do not have access to outdoor spaces at home. <p>Weekly music therapy for identified pupils has had a significant impact, enhanced over the last two years of provision :</p>	<p>£ 6075 on Salary Costs (45% of PP Grant) (£4050 from FSM element @ 30%, £1080 from Post LAC element @8%, £945 from LAC element @ 7%)</p> <p>£ 360 budget for specialist equipment (45% of PP Grant)</p> <p>(£240 from FSM element @ 30%, £64 from Post LAC element @8%, £56 from LAC element @ 7%)</p> <p>£1275 budget for Music Therapist (£680 from Post LAC element @8%, £595 from LAC element @ 7%)</p>

- Music is processed in a different part of the brain to conventional communication and, as a result, many of our pupils begin to communicate via music. Some of them have only learnt to talk after vocalising with music.
- We also have many pupils for whom music is a therapeutic outlet and they have shown that they are able to use music to express their emotions and regulate their anxiety or upset.
- Some of our pupils have shown themselves to have a gift for music, learning to play and compose their own pieces.
- Many of our pupils report that Music therapy is one of their favourite activities at school. In his Annual Review this year, one of our Looked After children expressed his ambition to play the piano as he grows into adulthood.

Some of our very young and most complex pupils on the autistic spectrum have blossomed over the year : some of them were not able to tolerate the noise and instruments and chose to run away or avoid interactions during the session. As time has progressed, they are all able to access the sessions, learning to wait their turn in a small group and evidently getting great pleasure out of the music they are enabled to make through Anna's skilled intervention. The social benefits to this input have also been significant.

The table below shows in more detail the interventions that the Pupil Premium funding has been used for.

Pupil Premium Interventions

School Medina House

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Intervention	School view of its effectiveness in relation to raising attainment in the core subjects	School view of its effectiveness in relation to positive outcomes in other areas
<p>Training and supplementing wages to provide a Physio/OT assistant who bridges the gap between physiotherapists and OTs and class teams to ensure their programmes are transferred into daily practice</p>	<p>Improved confidence in class teams to incorporate physio and positioning programmes into daily practice leading to full access to learning, leading to improvement in achievement and engagement for PMLD pupils.</p>	<p>Improved gross motor skills Improved fine motor skills Improved physical skills – enabling 2 pupils to move around school independently in walkers/specialist trikes</p>
<p>Training and supplementing wages to sustain role of speech assistant who bridges the gap between speech therapists programmes and class teams to ensure programmes are transferred into daily practice.</p>	<p>Weekly structured speech sessions modelled by speech assistant in every class have led to improved access to the curriculum for all and significant improvement in achievement against expressive and receptive communication levels for the whole PP cohort. (See attached table for data)</p>	<p>Greater awareness by all staff of need to ensure the classroom (and school) is a total communication environment and improved skills overall following a drive by the speech assistant on Makaton.</p>
<p>CPD from speech therapist and ongoing purchasing of resources ensuring ALL pupils benefit from a total communication environment.</p>	<p>Whole school training on intensive interaction, accredited Makaton training for staff and parents.</p>	<p>Improved communication strategies across the school – ensuring ALL pupils have access to trained staff and as a result the quality of total communication has further improved – leading to better communication outcomes for all pupils at home and school.</p>
	<p>² Provision of a wider range of workshops/training e.g Makaton/shared attention/ for parents has ensured a</p>	<p>Improved behaviour at home – leading to better quality of life for families e.g parents reporting they</p>

<p>Contribution towards Family Support Worker wages</p>	<p>consistent approach at home and school leading to improved achievements in communication, which in turn has improved behaviour.</p> <p>Reading and writing workshops led to more effective support from home for certain pupils which has had a positive impact on achievement in reading and PSHE.</p>	<p>have been able to go out to dinner as a family and go on holiday for the first time ever.</p> <p>Improved attendance.</p> <p>Provision of social stories has been instrumental in addressing anxieties for changes in family circumstances/hospital visits/operations etc as well as supporting development in independence e.g toilet training/dressing etc</p> <p>Emotional and practical support e.g with form filling and or signposting to other agencies has enabled parents to be the best they can be.</p>
<p>Provision of after school clubs at no cost to pupils eligible for FSM</p> <p>Clubs on offer – football and multi skills clubs</p>	<p>Improved social skills which impact on PSHE achievement and improved physical skills, and ability to play team games</p> <p>It has also reduced the amount of screen time for some ASD pupils as they now ask to play football at home too.</p>	<p>Has given some pupils (who may not have accessed previously) social opportunities with their peers – essential to development of social skills and self-esteem.</p> <p>NB this has not had as much impact as we would have hoped due to many FSM children not being able to access as transport not provided and their parents do not drive.</p>
<p>Contribution towards commissioning a specialist Forest School Leader</p>	<p>Weekly provision of Forest School sessions for ALL pupils has increased self-esteem, engagement and curiosity which has impacted across the curriculum in our opinion</p>	<p>Pupils have all had the opportunity to take safe risks and experience activities we feel every child has the right to – such as cooking over an open fire and using tools. Accessing forest school has opened up the world for many locked in ASD pupils. In addition, for those pupils who live in flats, it is often their first experience of the great outdoors.</p>
<p>Contribution towards commissioning a specialist Music Therapist</p>	<p>Weekly provision of Music Therapist sessions for LAC/Post LAC pupils to help increase self-esteem,</p>	

	engagement and curiosity which has impacted across the curriculum.	Pupils have all the opportunity to experience music therapy activities which are beneficial for confidence and self esteem
<p>UKSA and Dance Live</p> <p>Subsidised to allow full access for all PP children</p> <p>UKSA</p> <p>Dance Live</p>	<p>Taking part in Dance Live has increased self esteem and confidence and has impacted on physical and communication skills for all pupils. It has also enabled pupils to showcase their abilities alongside mainstream peers e.g one PP pupil was able to use his AAC to answer questions as a student rep.</p> <p>UKSA has enabled all children to experience a day on the water which many families would not be able to afford – this has raised self esteem and confidence.</p>	Participation in extra curricular activities has improved confidence and also shown families and the local community just what the children at Medina House are able to do in spite of the challenges they face on a daily basis.
ELSA/FEIPS provision 2 days a week	Weekly ELSA/FEIPS sessions for a caseload of key pupils has improved ability to identify feelings, follow rules – making them more ready to learn. Has led to some direct achievements against PSHE P Levels - turn taking/sharing etc for some pupils	Weekly ELSA/FEIPS sessions has had a direct impact on number of challenging behaviour incidents and use of PI across the school.
Inclusion aids	Specialist equipment has improved access to the curriculum and aided physical and communication needs which has had a positive impact on children's progress	The provision of specialist equipment over and above the core offer has enhanced educational, communication and postural progress. An investment in sensory integration equipment has improved readiness to learn.
<p>In addition to the above table, premiums received for individual LAC children are used to benefit them specifically – as outlined in their PEPs.</p> <p>See table below for impact on progress</p>		

Impact of Pupil Premium on Academic Progress Against MHS /National Curriculum Targets

Strand	Communication	Reading	Writing	Number	Geometry	Measurement	PHSE
% age of FSM pupils meeting/exceeding expected progress in 2019	45%	59%	68%	68%	77%	59%	54%
% age of LAC pupils meeting/exceeding expected progress in 2019	50%	75%	75%	75%	75%	100%	50%
% age of PLAC pupils meeting/exceeding expected progress in 2019	50%	33%	33%	50%	67%	50%	83%