

## Pupil Premium Evaluation 2017-2018

September 2018

### **Overall aim:**

All of our pupils are important to us whether they are in receipt of Pupil Premium funding or not. Our assessment data over time has consistently shown that irrespective of disability, ethnicity, sex or deprivation, all of our children make at least expected progress because we have very high aspirations and set challenging targets for all.

We want to take advantage of every opportunity to broaden our curriculum, to enrich our approaches, to celebrate our talents, to nurture and set our children on the right pathways for future learning. We want our children to have skills for life, to learn how to learn, to develop their own voice, and to use their own voice. We want them to become confident contributors to society, to be valued, respected and accepted, to be listened to and understood. Therefore we have carefully considered how best to use our Pupil Premium funding to ensure that we create an appropriate learning environment and increase our pupils' achievement, ensure that our children are healthy, fit and 'well rounded' individuals, ensure that the latest technologies are employed to enable our pupils to access the curriculum and express themselves, ensure our pupils have the confidence and necessary skills to engage socially in a range of contexts and ensure that we raise our children's aspirations and show them the world we live in through residential and out of school experiences.

Likewise we are consciously working with our staff and parents to ensure we have the most skilled workforce through CPD and parental workshops and support.

The school has been allocated Pupil Premium funding according to how many learners have Free School Meals including Ever 6, or the children of service personnel. The income for 2017-18 up to April is £134,520

Total pupils who attract Pupil Premium: 102 – 57%

Pupils who are looked after by the Local Authority have an individual Pupil Premium Plus Plan.

All pupils at Evergreen have an Education Health and Care Plan. Pupils have a wide range of barriers to their learning including moderate, severe and profound and multiple learning difficulties, communication and interaction difficulties, behavioural difficulties and physical difficulties.

The plan will be reviewed in September 2018

Katy Bennett / Judith Benson  
September 2018

Staff who devised plan:

Ms Judith Benson – Head of School

Mrs Katy Bennett – Equalities Coordinator

Key Area for Action	Update on progress																																			
To provide 1:1 and small group intervention to identified pupils who show gaps in their learning (identified through scrutiny of B Squared / CASPA data)	<p data-bbox="804 456 1523 491"><b><u>Autumn Term 2017 Intervention Progress Data:</u></b></p> <p data-bbox="804 531 1576 566">Intervention was offered in the following subject areas:</p> <table border="1" data-bbox="804 600 1899 1043"><thead><tr><th data-bbox="804 600 976 711">Subject Area</th><th data-bbox="976 600 1167 711">Number of pupils</th><th data-bbox="1167 600 1357 711">Pupil Premium</th><th data-bbox="1357 600 1597 711">% making good progress</th><th data-bbox="1597 600 1899 711">% making accelerated progress (above 15% progress)</th></tr></thead><tbody><tr><td data-bbox="804 711 976 746">Reading</td><td data-bbox="976 711 1167 746">7</td><td data-bbox="1167 711 1357 746">3</td><td data-bbox="1357 711 1597 746">100%</td><td data-bbox="1597 711 1899 746">29%</td></tr><tr><td data-bbox="804 746 976 782">Writing</td><td data-bbox="976 746 1167 782">14</td><td data-bbox="1167 746 1357 782">7</td><td data-bbox="1357 746 1597 782">100%</td><td data-bbox="1597 746 1899 782">36%</td></tr><tr><td data-bbox="804 782 976 817">Number</td><td data-bbox="976 782 1167 817">12</td><td data-bbox="1167 782 1357 817">7</td><td data-bbox="1357 782 1597 817">100%</td><td data-bbox="1597 782 1899 817">25%</td></tr><tr><td data-bbox="804 817 976 928">Geometry &amp; Measures</td><td data-bbox="976 817 1167 928">8</td><td data-bbox="1167 817 1357 928">4</td><td data-bbox="1357 817 1597 928">100%</td><td data-bbox="1597 817 1899 928">38%</td></tr><tr><td data-bbox="804 928 976 963">PSHE</td><td data-bbox="976 928 1167 963">5</td><td data-bbox="1167 928 1357 963">4</td><td data-bbox="1357 928 1597 963">100%</td><td data-bbox="1597 928 1899 963">48%</td></tr><tr><td data-bbox="804 963 976 1043">Lego Experience</td><td data-bbox="976 963 1167 1043">5</td><td data-bbox="1167 963 1357 1043">3</td><td data-bbox="1357 963 1597 1043">100%</td><td data-bbox="1597 963 1899 1043">0</td></tr></tbody></table> <p data-bbox="804 1083 2085 1153">Areas of strength this term are writing, geometry and measures and PSHE / Emotional Wellbeing.</p>	Subject Area	Number of pupils	Pupil Premium	% making good progress	% making accelerated progress (above 15% progress)	Reading	7	3	100%	29%	Writing	14	7	100%	36%	Number	12	7	100%	25%	Geometry & Measures	8	4	100%	38%	PSHE	5	4	100%	48%	Lego Experience	5	3	100%	0
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**Spring Term 2018 Intervention Progress Data:**

Subject Area	Number of pupils	Pupil Premium	% making good progress	% making accelerated progress (above 15% progress)
Reading	6	3	100%	83%
Writing	10	5	100%	70%
Magic Spelling	6	3	100%	67%
Number	12	6	100%	58%
Geometry & Measures	10	6	100%	80%
PSHE	3	2	100%	33%
Lego Experience	5	3	100%	100%

Areas of strength this term are reading, geometry and measures and Lego Experience.

**Summer Term 2018 Intervention Progress Data:**

Subject Area	Number of pupils	Pupil Premium	% making good progress	% making accelerated progress (above 15% progress)
Reading	7	4	100%	86%
Writing	11	7	100%	55%
Magic Spelling	3	1	100%	33%
Number	9	6	100%	56%
Geometry & Measures	8	5	100%	75%
PSHE	3	3	100%	100%
Lego Experience	6	3	100%	67%

Areas of strength this term are  
PSHE – Social skills / friendship group and reading intervention.

To provide 1:1 and small group Speech and Language intervention to identified pupils who require enhanced individual SALT provision (identified by SALT assessment and through the EHCP process)

**Autumn Term SALT Intervention Data:**

Subject Area	Number of pupils	Pupil Premium	% making good progress	% making accelerated progress (above 15% progress)
Speech & Language	22	14	100%	14%

**Summer Term SALT Intervention Data:**

Subject Area	Number of pupils	Pupil Premium	% making good progress	% making accelerated progress (above 15% progress)
Speech & Language	12	7	100%	50%

Provide Literacy Planet to support the literacy curriculum across school

Update September 2018

Literacy Planet is an engaging online literacy program, aligned to the new curriculum and supports pre-reading, phonics, sight words, reading, spelling, comprehension, grammar and punctuation and writing skills for all learners. As it is an ICT based program our children can access the resource on class computers, laptops and I Pads.

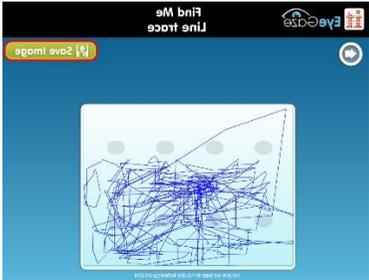
Literacy Planet enhances the various approaches we have for reading and children can access tasks and activities suitable for the approach they are following. So a child learning to read through a sight word approach will complete sight word tasks rather than tasks that require children to blend sounds.

Teachers can access live progress data and this is used to highlight gaps in learning or concepts that need consolidation.

Literacy Planet has supported pupil engagement and is promoting independent learning.

	<p>Pupil feedback:  <i>Literacy Planet is fun.</i>  <i>My letters are good now and I can read lots of words.</i>  <i>I like Literacy Planet.</i>  <i>I am good at reading.</i>  <i>It helps me read big words by myself.</i>  <i>I like printing my certificates.</i></p>
<p>To provide training to additional staff to enhance the use of Read Write Inc and continue to improve phonics teaching across the school</p>	<p>We have been able to train a further 4 members of staff in Read Write Inc through the use of the Pupil Premium grant. This will ensure all classes are able to deliver a consistent approach to reading throughout school.</p> <p><u>Update September 2018</u></p> <p>We now have a consistent approach to reading, writing and spelling across school and the majority of children are following RWI phonics teaching.</p> <p>Analysis of progress in English has shown that the introduction of the Read Write Inc programme across the school has resulted in very positive outcomes for pupils, including disadvantaged pupils, the overwhelming majority of whom have made accelerated progress.</p> <p>A RWI / Reading learning walk carried out by SLT during the Summer Term 2018. This highlighted that classes were using RWI and other approaches appropriately to suit the needs of individual learners. The pupils engage well with the structure and routine of RWI. The physical side of the approach is enabling pupils to develop their gross and fine motor skills.</p>
<p>To continue to develop and embed alternative approaches to reading and writing for those pupils who are unable to blend sounds to read or write or those with handwriting difficulties</p>	<p>In addition to Read Write Inc the following approaches continue to be used across school for identified children:</p> <ul style="list-style-type: none"> <li>Magic Spelling</li> <li>Sight words</li> <li>POP</li> <li>See and Learn</li> <li>Dolche Words</li> </ul>

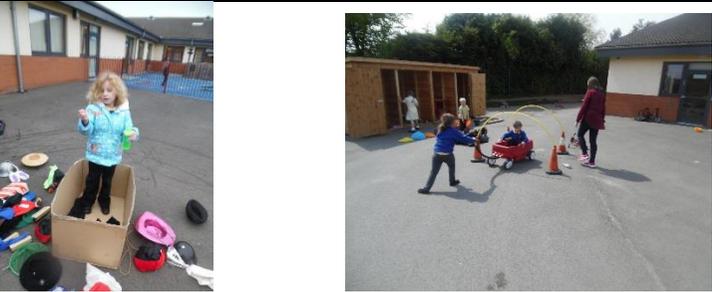
	<p>Staff use their judgement to ensure all pupils are following the most appropriate reading pathway to develop progression in skills.</p> <p>An audit was completed at the end of the summer term and every pupil has been assigned to a reading pathway which is suitable for their individual learning style.</p> <p>Staff have attended training on alternative ways for pupils to record their work including using Clicker 7. This has enabled pupils to record their learning and develop confidence in this area.</p>
<p>To continue to provide additional practice in Mathematics, through the use of RM EasiMaths</p>	<p>Data analysis for Number and Geometry and Measures shows that the percentage of pupils making at least good progress in 2017-2018 compared to 2016-2017 has improved.</p> <p>Number 2016-2017 – 86% at least good progress  Number 2017-2018 – 93% at least good progress</p> <p>Geometry &amp; Measures 2016-2017 – 85% at least good progress  Geometry &amp; Measures 2017-2018 – 92% at least good progress</p> <p>RM Easimaths is a computer based software package used across school as an independent learning tool that engages pupils to consolidate their maths and problem solving skills. The software shows teachers where the gaps for specific are so appropriate interventions can be planned to ensure progression of knowledge, skills and understanding in maths.</p>
<p>To continue to provide support and enable access to learning across the school using ICT</p>	<p>The Pupil Premium grant was used to extend software licences for Espresso, Espresso Coding, Busy Things and Purple Mash.</p> <p>We have also purchased 80 pairs of new head phones and purchased touch screen computers for a new class.</p> <p>Carol Allen will be coming into school for 2 days to review ICT provision and provide CPD for all staff to embed ICT into the curriculum – date to be arranged.</p> <p>At this point in the academic year 118 children are benefiting from this action and 71 of the children are entitled to Pupil Premium – 60%.</p>

<p>To give more pupils a 'voice' and enable them to make independent choices through the use of Eye Gaze Technology</p>	<p>This technology and software is specifically for children with PMLD or who have complex physical difficulties to develop their communication needs. Eye Gaze technology allows the children to control a computer with their eyes.</p> <p>Identified pupils in Orange 1 continue to use Eye Gaze this year and there are also now identified children in Blue 1 and Blue 4 accessing the technology.</p> <p><u>Update September 2018</u></p> <p>The pupil premium grant has funded staff from Inclusive Technology coming in to school to work with identified children and to upskill school staff in Eye Gaze. Our children are developing basic skills through cause and effect and control. For some children, using Eye Gaze is the only control they have because of their physical difficulties.</p> <p>We would like more children to be able to access Eye Gaze over the coming year and also for the children who are already accessing Eye Gaze to continue to develop their basic skills.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>To further develop and embed Relax Kids for all pupils</p>	<p>We have used the Pupil Premium grant to pay for a Relax Kids Tutor to support in all classes on a rolling programme. Debra Forth is our Tutor and is leading sessions in classes to embed Relax Kids and raise the profile across school.</p> <p>Through practical activities, discussions, massage techniques and meditation we are supporting our children's mental health and emotional wellbeing. This is an area that parents often feel their children need support with during EHC meeting discussions.</p> <p>Debra will be in school for 2 hours a week during the summer term 2018.</p>

	<p><u>Update September 2018</u>  Feedback from staff and pupils has been overwhelmingly positive and Relax Kids is now part of the daily routine in most classes. Debra will continue to support in classes on a rolling programme during the 2018 – 2019 academic year. The Pupil Premium grant will continue to be used to fund Relax Kids next year. Pupils have accessed a range of activities to help them become more resilient and teach them tools to manage their physical, emotional and mental health and wellbeing.</p>
<p>To provide Listening Matters to identified pupils, enhancing play equipment for use during the sessions</p>	<p>Currently we have 3 staff delivering 1:1 Listening Matters Play Therapy sessions to identified children across school.  Mel Mitchinson – HLTA, oversees Listening Matters and runs sessions 2 days per week. Anne Smith and Bev Richardson – both TA’s also run sessions for 1 day per week each. Pupils can be referred to the Listening Matters programme as a result of parent concerns about emotional wellbeing at Annual Reviews, staff concerns and from Educational Psychologist recommendations.</p> <p><u>Update September 2018</u>  During 2017 – 2018 16 pupils accessed Listening Matters. 11 of these pupils are in receipt of the Pupil Premium grant – 68%  All children improved their scores in the following areas at the end of the 10 week intervention:  Social skills and wellbeing  Emotional wellbeing  Behaviour  Engage and achieve</p> <p>Feedback from parents at the end of the sessions has been positive and the majority of parents have reported improved confidence and self-esteem as well as their child being generally happier. There have been two children who required a further block of sessions after the initial 10 week block. Listening Matters continued until July 2018.  Melanie also supported the two Year 6 pupils on their transition visits to The Oaks. She offered emotional support as well as understanding what the specific anxieties around transition were and supporting class staff with reducing those anxieties.</p>

<p>To provide a residential for children in Year 6</p>	<p>We have 27 Year 6 pupils this year and 18 are entitled to Pupil Premium. The residential has been arranged for 20<sup>th</sup> – 22<sup>nd</sup> June at The Calvert Trust, Kielder.</p> <p><u>Update September 2018</u>  12 Year 6 pupils attended the residential with 6 staff to support. 9 of the children are in receipt of Pupil Premium 75%.  The learning opportunities during the residential include:  Social skills in the community  Life Skills – dressing, washing, meal time routines  PHSE – working together as part of a team  Outdoor PE based activities that cannot be offered in school such as canoeing and zip line.  On returning to school the Year 6 children have developed in self-esteem, confidence and have improved self-help skills. They excitedly explain how brave they have been trying new activities and can't wait to see their proud and emotional parents.</p>																		
<p>To enhance provision for lunch time clubs, encouraging purposeful and co-operative play for pupils of all abilities</p>	<p>Lunch time clubs are currently offered to pupils in Upper Key Stage 2. There are 56 children accessing the clubs, of which 38 pupils are entitled to Pupil Premium – 68%.  Through school council meetings it was clear that our Upper Key Stage 2 children wanted more physical / PE based lunch time clubs to attend.  Through the Pupil Premium grant we now offer the following clubs:</p> <table border="1" data-bbox="869 970 1944 1201"> <thead> <tr> <th>Day</th> <th>Intervention Room</th> <th>Sports Hall</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td>I Pads</td> <td>Boccia</td> </tr> <tr> <td>Tuesday</td> <td>Construction</td> <td>Boxercise</td> </tr> <tr> <td>Wednesday</td> <td>Lego</td> <td>Metafit</td> </tr> <tr> <td>Thursday</td> <td>Construction</td> <td>Cricket</td> </tr> <tr> <td>Friday</td> <td>I Pads</td> <td>Athletics</td> </tr> </tbody> </table> <p>New PE equipment was purchased specifically for these clubs. We can accommodate up to 12 children per club each day.</p>	Day	Intervention Room	Sports Hall	Monday	I Pads	Boccia	Tuesday	Construction	Boxercise	Wednesday	Lego	Metafit	Thursday	Construction	Cricket	Friday	I Pads	Athletics
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	<p><u>Update September 2018</u>  Lunch time clubs remain a popular alternative for children who struggle to access the playground due to the busy environment and unstructured routine. The PE based clubs in the sports hall have been an overwhelmingly positive addition to lunch time provision and the children have asked that these continue next academic year. In line with the new Active 30 health initiative in schools our lunch time sports clubs are supporting our children to achieve at least the 30 minutes of intense daily exercise.  During 2018 – 2019 Aidan the new PE Apprentice will be supporting class staff at the lunch time clubs in the sports hall.</p>
<p>To improve the outdoor areas to provide enhanced provision for outdoor learning, specifically for pupils with profound and/or sensory disabilities</p>	<p><u>Update September 2018</u>  The OPAL Working Party made this their priority area during the summer term 2018. Class staff and children were consulted about what resources they would like for the outdoor areas and new resources were purchased. Staff were also proactive in sourcing donations from local businesses to enhance provision in the outdoor learning environments. Classes were also given a small budget to create a sensory resource for the Sensory Garden during the summer term 2018.  This target remains an OPAL priority again this year.</p>
<p>OPAL – Physical equipment and loose parts</p>	<p>We are continuing to pay into the House of Objects scheme this year who come and replenish our Pods in the playgrounds with loose parts each half term. Through school council meeting minutes we can see there has been a positive shift in the children’s enjoyment during play times. We consistently see comments like:  ‘We like to have things to play with’  ‘We like building with crates’  ‘Everyone is good at turn taking’  ‘We like to play together’  Behavioural issues and incidents have reduced through the introduction of OPAL.</p>

	 <p>Pupils have been able to use the physical equipment and loose parts to develop their physical and social interaction skills. They are able to self-regulate in terms of their sensory processing needs and this has had a positive impact on pupils being ready to learn and engage in their lessons.</p>
<p>To provide curriculum enrichment through the provision of “Wow!” days in every curriculum topic, to which parents will be invited</p>	<p>WOW Days for 2017-2018 academic year:</p> <ul style="list-style-type: none"> <li>• There’s Only One Me PSHE Day</li> <li>• Disney Around the World Day</li> <li>• Lumiere</li> <li>• Chinese New Year</li> <li>• Science Week / Science Fair</li> <li>• Dance Festival</li> <li>• St George’s Day Celebration – Act of kindness day</li> <li>• Evergreen does History</li> </ul> <p>Through our half termly school council meetings and from the class questionnaires it is clear that our curriculum WOW Days are the highlight of the half term for our parents, staff and pupils.      “We love WOW Days!” consistently appears on school council meeting minutes.      Our children learn best through practical experiences, by providing rich learning opportunities our children can experience the curriculum coming to life.</p>



Wow days give parents and carers the opportunity to join in with their child's learning and learn ways to help support them at home. Children get the opportunity to showcase their learning and this has a positive impact on their confidence and raises self-esteem. All pupils entitled have been involved in the wow days this year.

To provide pupils with an appropriate learning environment using evidence based approaches

Pupil Premium was used to provide training for identified staff in the following areas:

- PECS
- SCERTS
- TACPAC
- Supply Costs

Currently 47 pupils are accessing all or some of the approaches listed above, 26 pupils are eligible for Pupil Premium – 55%.

Update September 2018

There are currently 98 pupils within school who have a diagnosis of Autism. The increased knowledge and understanding of staff is having a positive impact on pupils. Appropriate strategies and approaches are being used in classrooms to support pupils' communication, social skills, emotional regulation and learning. The vast majority of pupils are making good or better progress and achieving their ENCP outcomes.

<p>To subsidise the fuel costs to the Alan Shearer Centre and Pink Gym for children with ASC</p>	<p>All children in the ASC specialist provision access The Pink Gym at Spennymoor and The Alan Shearer Centre in Newcastle once each half term.  43 pupils, 28 of whom are eligible for Pupil Premium – 65%.  The Pupil Premium continues to be used to subsidise fuel costs.  This has enabled the children to develop their sensory, physical, communication and life skills in context.  Feedback from staff, parents and carers has been overwhelmingly positive and it is clear that the children look forward to their next visit with some counting down the days till their next visit. Pupils are developing their gross motor skills and learning strategies to self-regulate and address their complex sensory processing needs.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>To provide additional STEM activities for pupils across all Key Stages</p>	<p>Science Technology Engineering and Maths.  Faye James is arranging a STEM week in school during the Autumn term 2018 with a Pirate and Titanic theme. All classes will take part in a range of engaging and practical activities across the week to enhance problem solving and reasoning across the curriculum. Parents will be invited to take part in a range of activities with their child and prizes for homework projects will be awarded at the end of the week.</p>