

Improving Outcomes for Pupil Premium Pupils at Holmwood School

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Context

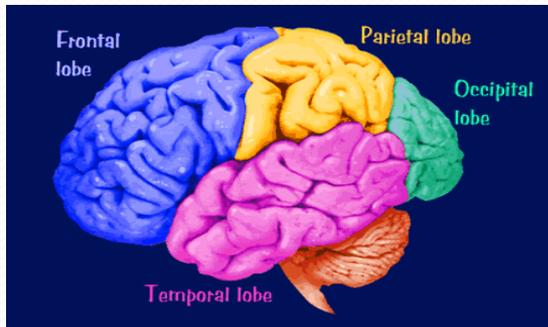
- Holmwood School is a 80 place special school which caters for pupils with statements of special needs.
- We are a generic special school which provides a nurturing, educational provision for children with challenging behaviour.
- We provide an education for children with social, emotional and mental health difficulties, autistic spectrum condition, speech and language difficulties and cognitive difficulties.

Context

- In 2013/2014 – we had 82% free school meals.
- KS1 – low P scale, social, emotional and behavioural difficulties, cognitive difficulties and speech and language difficulties.
- KS2 – exclusion, part time timetable, KS1 results with no progression
- e.g. Pupil A - KS1 2C – statement from year 5 - 1A
- Children will not progress academic until the “whole child” is developed

List of our Intervention programmes

- Behaviour Intervention – frontal lobe development



- The frontal lobes are involved in:
 - motor function, coordination
 - stress control
 - language
 - memory and facts/knowledge
 - problem solving
 - impulse control
 - social, emotional, behavioural and sexual behaviour

Pupil Premium Income	57, 568 (LAC 3900)
Teacher (0.5) Speech and Language Technology Intervention	*****
Teaching Assistant – collaborative learning, small group, one to one tuition	*****
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Teacher (0.4) - Assessment, Behaviour Intervention, social and emotional learning, Attendance.	*****
Total	62 295

Interventions

The Learning Challenge
CURRICULUM

Collaborative Learning Intervention – small groups working together to reach targets (national curriculum)

What can first the chicken or the egg?

Intervention

- One to One tuition or small group tuition – reading, writing, maths, phonics, speech and language, spelling, handwriting, punctuation, grammar and vocabulary.
- Standards are the same - during intervention or the classroom
- WOW, differentiated , assessment for learning, effective use of feedback, use of technology etc.
- Assessment/Targets

Interventions

- Educational Resilience Intervention.
- Meta-cognitive – goal setting - this causes - self regulation (I want to improve) A programme designed to understand and develop the skills to “break down barriers.”
- Parental Support Intervention.
- Attendance/Support
- Social and Emotional Intervention.

Results: no exclusions, reduction of serious incidents, attendance 96.2%



HOLMWOOD SCHOOL *Centre of Excellence*

Pupil Progress (Pupils working at combined P levels and NC levels)

2014 ⁽¹⁸⁾	Reading	Writing	Maths
Expected Progress – 2 levels <i>National (93/92%)</i> <i>P levels (75%)</i> <i>SEN (45%)</i>	100% (100% - P levels) (100% - LAC) (100% - FSM)	83% (100% - P levels) (100% - LAC) (77% - FSM)	94% (100% - P levels) (100% - LAC) (94% - FSM)
Exceeded - 3 levels <i>National (49%)</i> <i>P levels (25%)</i>	89% (100% - P levels) (100% - LAC) (85% - FSM)	33% (100% - P levels) (0% - LAC) (38% - FSM)	67% (100% - P levels) (50% - LAC) (62% - FSM)