

Background and Strategy

Schools are free to spend pupil premium as they see fit. However, we are accountable as to how it is spent and the impact it has.

One of the challenges we face as a school for children with severe and profound learning difficulties is in evaluating the degree to which social background affects achievement. As the barriers to learning are primarily developmental rather than social, they affect all pupils within the school, not just those from particular social backgrounds.

In exploring how to use the pupil premium to add value, we looked beyond the notion of achievement being focused on the acquisition of skills and knowledge to include further development of socially appropriate behaviours and socially based communication

Evidence supports the belief that interventions focused on parental involvement in children's education improves outcomes. On this basis Pens Meadow, have utilised some of the pupil premium to employ a Strategic Lead for Integrated Family Support (SLIFS) whose role is to support families in addressing any issues which impact on the family and child, provide a supportive link to school and engage families in family learning and school life.

In addition, the SLIFS coordinates extended learning opportunities for children out of school and the involvement of their families through adult learning programmes, after school and holiday informal learning opportunities. It is a designated role for providing early intervention for families in relation to accessing appropriate support and services to ensure a consistent, child centred approach to learning.

The SLIFS leads a team of support workers and provides invaluable support to families.

The remainder of the grant is spent on priorities identified through self evaluation and the school improvement plan. Evidence is gathered through data and a range of other measures using our school ethos as the values underpinning improvement.

Reporting to governors is undertaken termly, with governors challenging spend and outcomes.

Pupil Premium Grant and Spend September 2017 – July 2018

Number of pupils on roll: 100 (September 2017)
 Number of Pupils Eligible for PPG: 20 (9 primary £1320 per pupil, 11 secondary £935 per pupil)
 Total amount of PPG: £22,165 (April 17 – April 18)

| Record of PPG spending by item / project | | | | |
|---|---|--|---|--|
| Initiative | Cost | Objective | Action | Impact |
| Two thirds of total available funds part of Strategic Lead role | £14,776 | To ensure families of vulnerable pupils are supported both academically and socially | Weekly meetings in school; team around the child and CRISES (behaviour support) identify vulnerable pupils. Team decision whether to involve Family Support Team (FST), school nurse, or early help LA teams. Monthly attendance analysis supports decision Caseload discussed half termly with DHT and SLIFS | Easter 2018: Family Support team analysis of impact evidences successful intervention and support. Family Support Lead in liaison with DHT / DSL ensures no family is left unsupported. Summer 2018: LPPA achieved |
| HLTA time identified to carry out weekly interventions with pupils identified as not making targeted progress | £2.925 | To ensure all pupils are making as much progress as possible | Half termly meeting between DHT and HLTAs to agree caseload, review focus and correlate DAPA targets. 0.5 day per week directed to PP pupils | Easter 2018: Analysis demonstrates successful interventions working towards DAPA outcomes and wider outcomes. Summer 2018: Data evidences progress towards both DAPA targets and holistic targets linked to EHCP outcomes |
| Individual pupil support as identified separately (details held by SLT) | To be identified; £1462 available | To provide personalised learning pathways for pupils | As part of internal support systems, issues are identified and short term support put in place enabling evidence gathering to support requests for additional funding or support to be offered during challenging periods of time for pupils | Easter 2018: 1 pupil personalised learning pathway in place to support anxieties / challenging behaviour 1 pupil supported through change of class. Summer 2018: 2 pupils after following personalised pathways gained uplift in funding; evidence of support provided to LA via provision map |
| Purchase Support from Occupational Therapist for Sensory Integration | Focus on pupils in receipt of PPG for 10 sessions @£115 = £1150 | Ensuring pupils needs are met to enable progress to be made | Identify pupils; link actions to impact through monitoring systems. | Easter 2018: Evidence of strategies being integrated into class provision, so improving pupil provision and outcomes Summer 2018: OT outcomes included in EHCP Annual Reviews; strategies listed on pupil clipboard information |
| Total Spend | £20,313 | | | |

Pupil Premium Grant and Spend September 2018 – July 2019

Number of pupils on roll: 106 (September 2018)
 Number of Pupils Eligible for PPG: 2018-19: 22 (13 primary £1320 per pupil, 9 secondary £935 per pupil)
 2019-20: 23 (14 primary £1320 per pupil, 9 secondary £935 per pupil)
 Total amount of PPG: £26,124 (April 18 – April 19)

| Record of PPG spending by item / project | | | | |
|---|---|---|--|--|
| Initiative | Cost | Objective | Action | Impact |
| Two thirds of total available funds part of Strategic Lead role | £14,776 | To ensure families of vulnerable pupils are supported both academically, with physical and sensory needs and emotionally, | Weekly meetings in school; team around the child and BfLL (Behaviour for Life and Learning) identify vulnerable pupils. Team decision whether to involve Family Support Team (FST), school nurse, or early help LA teams. Monthly attendance analysis supports decision Caseload discussed half termly with DHT and SLIFS. Recording on CPOMS introduced to inform and monitor | December 2018. Recording on CPOMS operational from October 2018. Supports communication and chronology and therefore consistency of approach and more effective impact. |
| HLTA time identified to carry out weekly interventions with pupils identified as not making targeted progress | £3,100 | To ensure all pupils are making as much progress as possible | Half termly meeting between DHT and HLTAs to agree caseload, review focus and correlate DAPA targets. 0.5 day per week directed to PP pupils | December 2018. Monitoring evidences impact; focus agreed for Spring Term 2019 |
| Individual pupil support as identified separately (details held by SLT) | To be identified; £1462 available | To provide personalised learning pathways for pupils | As part of internal support systems, issues are identified and short term support put in place enabling evidence gathering to support requests for additional funding or support to be offered during challenging periods of time for pupils | December 2018. Focus on Post 16 EHCPs; 5 uplifts evidenced and requested. |
| Purchase Support from Occupational Therapist for Sensory Integration | Focus on pupils in receipt of PPG for 10 sessions @£115 = £1150 | Ensuring pupils needs are met to enable progress to be made | Identify pupils; link actions to impact through monitoring systems. | December 2018. Autumn #term focus on new starters to support transition into school. All pupils assessed and programmes in use. |
| Total Spend | £20,313 | | | |