

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 2019 – July 2021

Number of pupils on roll: 108 (September 2019) 107 (September 2020)
 Number of Pupils Eligible for PPG: 2019-20: 23 (14 primary, 9 secondary)
 2020-21: 24 (15 primary, 10 secondary)
 Total amount of PPG: £20 680 (April 19 – April 20)
 £22,045 (April 20 – April 21)

Record of PPG spending by item / project				
Initiative	Cost	Objective	Action	Impact
Two thirds of total available funds part of Strategic Lead role	£15,000 pa	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	CPOMS well established and used effectively to support seamless communication with families and liaison with all agencies. Flexibility of role utilised to full effect during Covid 19, including delivery of breakfast, other provisions and home learning packs to families at home. Family feedback that support is invaluable
HLTA time identified to carry out weekly interventions with pupils identified as not making targeted progress	£3,400 pa	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	Effective use of time which has measureable impact on pupil progress. All four areas of EHCP included as priority for interventions
Purchase Support from Occupational Therapist for Sensory Integration	Focus on pupils in receipt of PPG for 10 sessions @£120 = £1200 pa	Ensuring pupils needs are met to enable progress to be made	Identify pupils; link actions to impact through monitoring systems.	Autumn term focus on new starters to support transition into school. All pupils to be assessed and programmes evidently in use. This approach has been used successfully for the past two years and ensures all pupils receive appropriate provision.
Total Spend	£19,600			