



**PensMeadowSchool**

*Living, Growing, Learning*

## Pupil Premium Report

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AUTUMN 2021

Staff Responsible: Marie Hunter

## 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 complex needs in all areas of Education Health Care Plans 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 a percentage 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 2020 – July 2022

Number of pupils on roll: 108 (September 2020)  
111 (September 2021)

Number of Pupils Eligible for PPG: 2020–21: 24 (15 primary, 9 secondary)  
2021 – 22:23 (13 primary, 10 secondary)

Total amount of PPG: £20 680 (April 19 – April 20)  
£22,045 (April 20 – April 21)  
£27,035 (April 21 – April 22)

Initiative Cost Timescale	Objective	Evaluated by	Impact
<p>Two thirds of total available funds part of Strategic Lead role</p> <p>£15,000 (20-21) £18,000 (21-22)</p> <p>Ongoing – reviewed annually by governing board</p>	<p>To ensure families of vulnerable pupils are supported both academically, with physical and sensory needs and emotionally,</p>	<p>Weekly meetings in school; team around the child and BfLL (Behaviour for Life and Learning) to identify vulnerable pupils. Team decision whether to involve Family Support Team (FST), school nurse, or early help LA teams. Monthly analysis of all pupil information supports decision Caseload discussed half termly with DHT and SLIFS. Recording on CPOMS used by SLT to monitor and inform future actions</p>	<p>CPOMS well established and used effectively to support seamless communication with families and liaison with all agencies.</p> <p>Flexibility of role utilised to full effect during Covid 19, including delivery of breakfast, other provisions and home learning packs to families at home.</p> <p>Family feedback that support is invaluable</p>
<p>HLTA time identified to carry out weekly interventions with pupils identified as not making targeted progress</p> <p>£3,400 pa (20-21) £3,800 pa (21-22)</p> <p>Cohort receiving input reviewed termly 0.5 day per week directed to PP pupils</p>	<p>To ensure all pupils are making as much progress as possible</p> <p>Covid has affected the delivery of these interventions, however, for autumn 21 additional staffing resource has been identified to add capacity for delivery</p>	<p>Half termly meeting between DHT and HLTAs to agree caseload, review focus and correlate DAPA / EHCP / IEP targets Half termly progress meetings with all teachers to ensure focus is kept on individual progress Termly reporting to governor School Improvement Committee of impact of interventions</p>	<p>Effective use of targeted time which has measureable impact on pupil progress, All four areas of EHCP included as priority for Interventions</p> <p>Difficulties with delivery and monitoring during 2020 – 21 Covid reported to governing board termly.</p>
<p>Purchase Support from Occupational Therapist for Sensory Integration</p> <p>Focus on pupils in receipt of PPG for 10 sessions @£120 = £1200</p> <p>Reviewed termly by DHT</p>	<p>Ensuring pupils sensory needs are identified in order to be met through personalised provision in school and liaison with families at home. This will support progress being made</p>	<p>DHT directing support and monitoring of provision, half termly TLRs monitoring provision through established systems Intervention reporting to governing board Governor visits when Covid does not prohibit these. Evidence of all identified programmes in regular use</p>	<p>Swift and effective support of pupils newly starting school builds relationships with families and enables progress in a timely way Staff teams trained by OT through demonstration and review ensures skilled workforce</p>
<p>Total Spend £19,600 (20-21) £23,000 (21-22)</p>	<p>Remainder available for pupil specific interventions as identified</p>		