



LONGSPEE

'Happy, Safe, Progress'

Pupil Premium Grant Expenditure Review 2018-19

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM) will be socially disadvantaged. For the purpose of this policy, FSM children will include past as well as current recipients.
- We also recognise that not all pupils who are socially disadvantaged are registered for funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Any group will be made up of FSM children and non FSM children, where their needs are similar, or where meeting their needs helps for all.
- Pupil premium funding will be allocated following a needs' analysis which will identify priority classes, groups or individuals. Funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Background

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. This fixed amount of money is expected to increase every year for the course of this current Parliament. At Longspee, we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'narrow the gap' regarding attainment.

Pupil Premium 2018-19

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (this could increase to 45)	44
Percentage of pupils eligible for PPG	47%
Percentage of pupils eligible for PPG+	18%
Amount of PPG received per pupil	CiC (LAC/PLAC)- £1900 Other- Year 1-6 £1,320 Year 7- £935

Previous performance of disadvantaged pupils (pupils eligible for free school meals and those currently or previously in local authority care)			
	2017	2018	2019
% of pupils making expected progress in writing	54%	50%	59%
% of pupils making accelerated progress in writing	46%	34%	34%
% of pupils making expected progress in reading	69%	50%	49%
% of pupils making accelerated progress in reading	31%	34%	44%
% of pupils making expected progress in maths	62%	38%	59%
% of pupils making accelerated progress in maths	38%	43%	26%

Objectives in spending PPG:

Raise attainment in all areas, but particularly in maths and literacy, so that the gap in attainment and progress between the school's performance and the national average for this vulnerable group reduces.

Improve attendance of those within the identified group where appropriate.

Raise attainment of children within the identified group who have specific needs.

To provide a more specific and targeted intervention for physical, mental and emotional health in accordance with individual EHC Plans.

Resources/Expenditure			
Item/project	Cost	Objective (Why?)	Outcome
1:1 ELSA intervention	% of teacher and TA time	To provide holistic interventions for mental and emotional health in accordance with individual EHC Plans. Daily Personal Development lessons include personalised PSHE and Zones of Regulation lessons focusing on the pupils' individual needs.	100% of PPG pupils achieved their personal, social and emotional targets (PDBW).
1:1 intervention packages (targeting maths, literacy and/or SALT)	% of teacher and TA time	To provide individualised packages to provide pupils with the foundations they will need to 'catch up' and fill gaps identified by class teachers e.g. phonics. Daily Masters' Club lessons focusing on the children's individual needs.	59% of PPG pupils achieved their challenging reading target and 34% made accelerated progress. 49% of PPG pupils achieved their challenging writing target and 44% made accelerated progress. 59% of PPG pupils achieved their challenging maths' target and 26% made accelerated progress.
Access to Behaviour 4 Learning Team (two members of staff)	£15,000	To support class teachers in providing more specific and targeted behavioural support in accordance with individual EHC Plans. To support pupils in accessing education and developing strategies. Whole staff training delivered by an OT focusing on identifying and supporting pupils with physical and sensory needs. Whole staff training delivered by a Speech and Language Therapist focussing on identifying and supporting pupils with communication and social needs. Additional sensory equipment purchased.	All pupils have an individual SEMH Support Plan ensuring staff meet each pupils' individual needs. 100% of PPG pupils achieved their personal, social and emotional targets (PDBW). Sanctuary (movement room) and safe rooms (Reflection, Leafy Lane and Olive Branch) used to support us in meeting needs. Each class has access to sensory resources including fiddle toys, trampette and gym ball. These are used as tools to support pupils to return to the green zone.
Pastoral Support Worker (PSW)	£12,900	To improve the life outcomes and opportunities for pupils and their families by providing a range of targeted individual support and intervention.	Attendance: whole school: 93% PPG pupils: 91% Non PPG: 91% Our PSW continues to work closely with parents, carers

		To provide advice and signposting to enable families to access services. Provide resources e.g. visual timetables, rewards charts, symbols.	and the EWO to ensure pupils are attending school regularly.
Enrichment of curriculum	£500	To ensure that financial constraints do not provide barriers to pupil learning and enrichment opportunities.	Increase in range of activities to support pupils' experience. Increase in the range of activities and visits within the wider community accessed by children in receipt of Pupil Premium. Subjective and objective increase in PSHE skills, increase in life experiences.
Wider Agency Support (EP Support, Occupational Therapist and/or Speech and Language Therapy)	£5,000	To support pupils to maximise learning and engagement, to achieve their personal, social and emotional targets and ensure academic progress.	Occupational Therapy has offered a variety of positive, motivating activities to support pupils with important skills needed in everyday life, helping them to achieve improved self-regulation and that they are 'ready to learn'. They lead a 'Zones of Regulation' parent/carer workshop and taught a series of 'Zones' lessons alongside classteachers. The delivery and focus of wider agency support has been determined by the Inclusion Lead in conjunction with the provision described in the pupils' ECHP or their targets. The exact nature and amount of this support has depended on a pupils' needs.
Total: £33,400			
Next steps: <ul style="list-style-type: none"> - Promote rapid progress in reading across the school. - Promote vocabulary development for all pupils. - Continue to ensure the gap being narrowed is supporting learners in meeting the aspirational outcomes identified in the Education, Health and Care Plans for each learner. 			