

Pupil Premium Funding at Glyne Gap School – 2016/17

Introduction

The Pupil Premium is additional funding given to schools by the Government so that schools can support particular groups of pupils who could be at risk of underachieving and work to ensure that the attainment of these pupils is close to or matches that of their peers.

The Pupil Premium is allocated to schools for pupils, in Reception through to Year 11, who have free school meals (FSM rather than UFSM) or have done in the last 6 years. Pupil Premium is also allocated for children who are 'looked after' by a Local Authority (LAC) (or who were adopted from Local Authority care) and Glyne Gap works in partnership with the Virtual School to direct Pupil Premium to LAC pupils and impact on their outcomes. Children of families who serve in the Armed Forces are also eligible for Pupil Premium funding although no pupils currently attending Glyne Gap fall into this category.

Our School (as of January 2016 census)

- Glyne Gap School had 120 pupils on its roll
- 78 of our pupils were between Reception and Year 11
- Of these pupils, 36 were eligible for FSM and 8 were 'looked after'.

From April 2016 to March 2017 we received £41,745 Pupil Premium funding.

Looking back – how we spent the money last year

This Pupil Premium amount was directed to each individual pupil to further extend their learning within our core areas of communication and PSHE.

The core areas of all of our pupils' learning are communication and PSHE. They are also the precursor to other areas of learning such as literacy. We continually strive to ensure that *all* pupils are reaching their potential and enjoying the outcomes of their learning in these areas.

In term 5 2016, class teachers met with the Headteacher to plan Pupil Premium spend and discuss expected impact on learning.

Pupil Premium initiatives have included:

- Additional staffing to support scaffolded family learning and/or specific community based learning
- Recruitment of a specialist teaching assistant to work intensively with a small group of infant pupils and their families on family learning
- Additional direct input from the Communication team
- Purchasing of equipment as advised by OT/Communication team

Looking back – the impact of the spending on pupils for whom Pupil Premium was received

Historically there has not been a significant gap in achievement for pupils on FSM or 'looked after' children at Glyne Gap School.

- **Pupil outcomes data collected at the end of the 2016/17 school year showed that all pupils are making expected or above expected progress.**
- **All pupils on FSM and all 'looked after' pupils were making expected or above expected progress.**

The Communication Teacher leads a multi-disciplinary team to make a yearly judgement on each pupil's progress within communication. This contributes to whole school data.

- **In 2016/17 67% of pupils eligible for Pupil Premium were judged to have made outstanding progress within communication.**
- **33% of pupils were judged to have made good progress.**

Equally, case studies show that Pupil Premium initiatives have made a significant impact on particular pupils.

- Pupil Premium money was used to enable staff to carry out regular focussed work with Pupil L with driving his power chair. This has enabled him to learn to move forwards, backwards and stop confidently on request. This has impacted on his independence and autonomy as he is beginning to travel more independently and have control over where he is going.
- Pupil Premium money was used to enable a teaching assistant to work with Pupil B and his parents at home and in the community to develop his communication skills. This intervention, along with a parent resource-making coffee morning, has supported his parents in their understanding of how to support his communication and engage with his learning. Parents are now consistently using visuals to support his understanding at home and have raised expectations around his communication in the community.
- Pupil Premium money was used to purchase specialist resources to help regulate Pupil H's sensory seeking behaviours at home and at school. This has enabled him and the team to explore different resources and determine which have an impact on him. The use of these resources has positively impacted on his behaviour and enabled him to access learning and his home life without his sensory needs getting in the way. It has enabled his family to feel confident in getting him to choose the sensory activity he wants using photos.

Looking ahead – how we plan to spend the money

- We expect to receive Pupil Premium (FSM) for 36 pupils in the year April 2017 to April 2018. At £935 for each secondary pupil and £1320 for each primary pupil this will give a sum of £41,745
- We expect to receive (from the Virtual School) Pupil Premium (CLA) for 8 pupils @ £1,900 which gives a sum of £15,200
- We want to further extend the learning and outcomes for pupils eligible for Pupil Premium within our core areas of communication and PSHE and will be allocating the funding directly to these individuals.

- We want to ensure that previous learning translates into enhanced life opportunities and for some pupils their funding may be used to support their communication/PSHE learning in the local community and/or across the curriculum.
- We want to ensure parents of eligible pupils receive training and/or opportunities to enable them to support their child's learning at home.
- As such, class teachers will meet with the Headteacher to plan Pupil Premium spend and discuss expected impact on learning

Updates

May 2017

- Class teachers have met with Heads of School to plan Pupil Premium spend for each pupil and the expected impact on learning
- Heads of School to meet with Virtual School to plan Pupil Premium spend for each relevant pupil and the expected impact on learning