

## Pupil Premium Funding at Glyne Gap School – 2017/18

### 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 October 2016 census)

- Glyne Gap School had 111 pupils on its roll
- 73 of our pupils were between Reception and Year 11
- Of these pupils, 36 were eligible for FSM and 9 were 'looked after'/adopted from care.

From April 2017 to March 2018 we received £42,160 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 2017, 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 members of the Communication Team to run a regular Girls' Chat Group for 3 pupils. These group sessions have focussed on social communication skills such as turn-taking, making eye contact, asking questions and waiting for responses. The impact of this input is that these pupils are beginning to use these skills in other contexts such as their class and the community, which is enabling them to develop relationships and get their needs met.
- Pupil Premium money was used to enable staff to carry out regular focused work with Pupil A related to his Supergoal, which was to be able to cook beans on toast for his parents. The work was initially done in school and then transferred to the home context. This work has not only taught him the skills he needs to be able to contribute to his family in this way, but has also changed his parents' perception of what he can do and therefore raised their expectations of what he can achieve in the future.
- Pupil Premium money was used to purchase specialist resources for school and home for Pupil L to enable him to gain an understanding of cause and effect and therefore have some control over his environment. Pupil L has very complex needs with very limited movement and this equipment has enabled him to take control and make something happen by making very small movements with his hands. The impact of this is greater independence and increased wellbeing as he is beginning to self-occupy in a productive way.

### Looking ahead – how we plan to spend the money

- We expect to receive Pupil Premium (FSM) for 28 pupils in the year April 2018 to March 2019. At £935 for each secondary pupil and £1320 for each primary pupil this will give a sum of £33,880.
- We are entitled to receive (from the Virtual School) Pupil Premium (CLA/adopted from care) 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