

Pupil Premium-Planned use 2017 / 18

The DfE provides additional funding to schools in the form of the Pupil Premium Grant (PPG) in order that specific groups of learners aged between 4 and 16, who may be disadvantaged by virtue of the family circumstances, can be supported in their progress and attainment.

Funding is received for learners who are:

1. Eligible for free school meals
2. "Looked After" i.e. in care or fostered
3. From a Service family i.e. Army, Navy or RAF

In 2017 the DfE allocated £1,320 per eligible primary aged learners and £935 for eligible secondary aged learners in group 1, £1,900 for eligible learners in group 2 and £300 per eligible learner in group 3.

Greenside School has received a total of £35,000 PPG funding for eligible learners for the financial year 2017 / 18.

The profile of eligible learners at Greenside School during the current financial year is: 16 primary aged pupils and 15 secondary aged pupils.

The PPG funding that the DfE provides is not necessarily intended to be specifically allocated to individual learners and schools have the freedom to decide how it can best be spent to ensure that the maximum number of learners are supported. There may well be limited impact that the individual sums for the different eligible groups can achieve and for this reason the funds allocated to Greenside School have been pooled to maximise their impact. This is the approach many schools take to using this additional funding.

Greenside provides a rich and diverse curriculum to all of learners, including those who are eligible for Pupil Premium funding. The curriculum we offer learners is individualised to meet their specific needs and we achieve this through the employment of a highly experienced and well trained staff. We also maintain high levels of staff in all classes to ensure that all children receive the individual approaches to learning that will ensure they make good / outstanding progress.

The additional funding, we receive through the PPG grant to help us to:

1. Employ high levels of staff in each classroom to meet the needs of learners.
2. Provide selected learners with additional support in developing their communication skills or accessing the curriculum.
3. Provide enrichment activities such as; riding for the disabled, residential experience, and special creative events provided by external providers such as animal experience days, drumming workshops, circus skills and participation in sports events and the Bamboozle theatre experience.
4. Ensure all staff receive appropriate training in key areas of their work including; safeguarding, moving and handling, behaviour support and communication to ensure they best prepared to support individual learner needs.

5. Provide access to specialist input and treatment from a Sensory Integration Occupational Therapist to help children with autism better manage their sensory processing difficulties.

During the academic year 2017 / 18 we will continue to work closely with social workers of children who are Looked After to agree on spending priorities.

Small group and 1:1

The learners on PPG are timetabled to work with a teaching assistant (TA) on a one to one basis and where appropriate in pairs. The learner's short term targets are worked on with resources provided by the teacher. The TA records progress on a sheet the teacher has provided and later it is shared with teachers to add into their assessment of these targets. Progress can then be tracked next to the targets.

Specialist Music

Currently 6 learners on PPG receive specialist music. The music specialist uses music to develop communication, interaction and independence. Learners respond in different ways in the sessions and the Music specialist responds appropriately. Reports show progress in communication, confidence and interactions.

Massage

3 learners on PPG benefit from massage through the PPG Massage session have developed communication skills, positive touch, and positive interactions and helped to reduce anxiety in some learners. One learner that recently started massage sessions commented 'I feel happy' during his first session and repeated this when he returned to class.

Sensory Integration

Training on the basics of Sensory Integration has been given by the specialist to staff. Each class identified learners who had the most immediate need for sensory input to enable them to access the curriculum more effectively. Four learners on PPG were identified as high priority. The specialist has visited classes, assessed learners, written up strategies and supported staff in implementing them. Following on from this group other learners will be identified who need some extra support to access the curriculum.

Dance and Drama

The school engaged a specialist practitioner to lead additional dance and drama lessons for 4 learners on PPG. This supported the development of their communication skills, the quality of their interactions with others as well as helping them to express their emotions and feelings within a safe environment. These sessions were delivered at Barnwell Middle school. The grant was used to hire their specialist facilities.

iPads

iPads have been purchased for 6 learners receiving PPG. These have been used as a communication aid via a symbol-supported communication app. The app is designed to promote language development and grow communication skills. Learners have been taught categorising skills to enable them to access symbols and words in different folders on the app. They have been used to make request and comments to increase communication.

During the academic year 2016 / 17 we will continue to work closely with social workers of children who are Looked After to agree on spending priorities.

Evaluation of the use of PPA 2015/16

The additional funding we receive through the Pupil Premium enabled us to:

1. Employ high levels of staff in each classroom to meet the needs of learners.
2. Provide selected learners with additional support in developing their communication skills or accessing the curriculum.
3. Provide enrichment activities such as; riding for the disabled, residential experience, and special creative events provided by external providers such as animal experience days, drumming workshops, circus skills and participation in sports events.
4. Ensure all staff receive appropriate training in key areas of their work including; safeguarding, moving and handling, behaviour support and communication to ensure they best prepared to support individual learner needs.
5. Provide access to specialist input and treatment from a Sensory Integration Occupational Therapist to help children with autism better manage their sensory processing difficulties.