



Pupil Premium Grant (PPG)

- **Explanation of funding: 2018 / 19 & 2019 / 20**
- **Planned PPG funded initiatives**
- **Impact**

Introduction

The Pupil Premium Grant (PPG) is additional funding given to schools by the Government so that schools can support particular groups of young people who may be at risk of underachieving in comparison to other groups of their peers.

The Pupil Premium Grant is allocated to schools for learners in Reception through to Year 11, who have free school meals (FSM) or have done in the last 6 years. Pupil Premium is also allocated for children who are 'looked after' by a Local Authority (CLA). Since April 2014 Pupil Premium for children who are "looked after" is administered by "Virtual Schools" this means the school applies by completing an online application which requests the release of the funding to meet specific individual targeted objectives and strategies.

2018 / 19 Pupil Premium Grant

Budget

12 primary @ £1,320	£15,840
13 secondary @ £935	£12,155
Total:	£27,995

Actual (including LAC)

Pupil Premium	£36,465
LAC Summer term 3 pupils	£1,800
LAC Autumn term 1 pupil	£800
LAC Spring term 1 pupil	£800
Total:	£39,465

+Out of County PPG

Essex	£500
Haringey	£1,100
Luton	£600
Total:	£2,200

2019 / 20 Pupil Premium Grant

Budget

13 primary @ £1,320	£17,160
13 secondary @ £935	£12,155
Total:	£29,315

+ Out of County PPG

Essex	£1000
Luton	£500
Total:	£1,500

Priority areas of learning

The Pupil Premium amount was directed to each individual pupil to further extend their learning within our core areas of the Greenside School curriculum (“My curriculum”) My communication, My Body; My Thinking; My Well-being. These are the priority areas of all of our young people’s learning and development.

We continually strive to ensure that *all* learners are reaching their potential and enjoying the outcomes of their learning in these areas, in all settings and with a range of people.

Meeting the needs of all.

At Greenside, all staff strive to ensure that each learner is supported in the right way to meet their learning outcomes.

Greenside provides a relevant and highly personalised curriculum that takes account of the cognitive, emotional, sensory, and physical needs of each learner (“My Curriculum”). Learning takes place throughout the whole day in all settings. Outcomes set in the Education, Health, Care Plan (EHCP) inform priorities and targets for the learner. In order to implement the “My Curriculum,” staff have identified 7 features that together enable highly effective practice: - *Engagement; Intent; Independence; High-expectations; Organisation; Assessment; Relationships.*

We ensure that every personalised learning opportunity has a purpose so that each learner can make his or her best level of progress. We carefully select interventions and enrichment opportunities which will impact on the progression and learning of those learners attending.

Selecting the right intervention and enrichment opportunity for all

When reflecting on the progress and well-being of all learners, staff are consistently asking themselves the questions of:

- *‘Is this good enough?’ ‘If not, why not?’*
- *‘How can this learner make even better progress?’*

At Greenside, all staff are engaged in the following processes to enable them to select and evaluate the right level of intervention or enrichment opportunity for their learners: Discussion and planning; Reflecting and improving; Evidence and sharing

There are 4 key aspects to our planning process:

1. *Discussion and planning:* Initially, staff meet with parents and carers and have a learning conversation around the ‘Big Picture’ of that young person. Staff carry this information into other discussions centred on that young person, such as, class team meetings, excellence team meetings, EHCP meetings, CLA meetings, annual review meetings, inter-agency meetings, SALT/OT meetings and meetings with senior leaders. These discussions support all involved with the learner in understanding what is the most important for that young person in order to be happy and meet their learning outcomes.
2. *Reflection and improving:* Staff reflect continually on the impact that interventions and enrichment opportunities are having on their learners. Staff use the ‘Evidence for Learning app’ to record their thoughts half-termly and share these thoughts with parents and carers. This reflection informs the outcomes of the next ‘Big Picture’ and the outcomes of short term target setting and future interventions or enrichment opportunities. Staff reflect on the above questions and make changes where impact could be even better.

3. *Evidence:* Staff use the 'Evidence for learning app' to track progress against the short term targets and learning outcomes for all learners. Evidence is also provided on the impact of current interventions or enrichment opportunities. Staff share this evidence with parents and carers and other staff or specialists. Pupil Premium leads share this information with senior leaders and school governors.
4. *Impact:* Staff, senior leaders and Pupil Premium leads consider the impact of the intervention or enrichment opportunity on the learner. Where impact could be even better decisions are made on the necessary changes to better impact and progress. Where impact is greatest, consideration is further given as to how the successful interventions may benefit others.

Pupil Premium funded initiatives (2018 – 20):

1. Additional input from an independent communication specialist.
2. Additional direct input from an Independent music specialist and music equipment / instruments matched to the particular interests of learners (*in receipt of PP*)
3. Provision of a dance company (Act One Arts Base).
4. Provision of a drama company (Bambooze) who the development of learning led by the young people.
5. Additional input by specialists in autism and emotional well-being.
6. Additional class based Learning Support
7. Individual massage sessions for some learners
8. 1-1 and whole class Music tuition for some learners
9. Science based workshops for some learners
10. Purchasing of equipment as advised by the independent specialists.
11. Contribution towards some learning and enrichment activities which take place within the community.

Impact

Historically learners in receipt of FSM or those in Local Authority Care nationally have not achieved at a consistently lower level than other groups. Assessment data collected throughout the 2018/19 school year showed that all learners are making expected or above expected progress in at least one main priority area.

The analysis of this data showed that there is no evidence that learners who are looked after or in receipt of pupil premium are academically disadvantaged when being compared to learners in their year group who are not eligible for PP or LAC funding.

All learners at Greenside on FSM and all 'looked after' learners have made expected or above expected progress.

Examples of personalised provision to meet identified need using PP:

1. Additional input from an independent communication specialist.

The impact of this spend 8 learners (in receipt of PPG) have made significant progress in their communication. Communication resources have been prepared specifically related to their needs. Additional time has been provided for 2 learners (in receipt of PPG) to the Eye-Gaze tool.

2 learners (in receipt of PPG) have made better eye contact when communicating with less familiar staff and peers. They have made vocalisations, which seem to signify pleasure and enjoyment.

2. Additional direct input from an Independent music specialist.

Learners who participate in these sessions have shown improvement with their communication, social and musical skills. They also show increased confidence and their self-esteem appears to be greater than before.

3. Provision of a dance company (Act One Arts Base).

This has enable 1 learner (CLA) and 2 (in receipt of PPG) to develop coordination skills; to increase their confidence working with unfamiliar people (including pupils from Barnwell School); enjoying movement and music; demonstrating freedom; self-expression and moments of pure joy.

This provision has a significant impact on learner's receptive and expressive communication.

4. Provision of a drama company (Bambooze) who the development of learning led by the young people.

These enrichment sessions empowered many learners to be creative and to express themselves in different ways. For example, through movement, body language, gesture and vocalisations. Learners who participate in these sessions have shown improvement with their communication, social and musical skills.

The workshops enabled 3 teenage learners (in receipt of PPG) who are at an early stage of their cognitive understanding; to develop skills in choice making; problem solving; using appropriate means to communicate preferences.

5. Additional input by specialists in autism and emotional well-being.

Specialist engaged to support the planning for 1 learner (CLA) who presents behaviours that inhibits his learning and on occasions places him and others at risk of harm. Improved planning based on informed analysis of anxiety mapping lead to a significant reduction in the number of recorded incidents (in excess of 60%); and improvement to the quality of life for the young person.

6. Additional class based Learning Support

Higher levels of adult support and enabled learners (in receipt of PPG) as well as those who are CLA to make expected progress at the same rate as their peers.

This intervention also had a considerable impact on those learners that are finding people and situations more difficult to respond to and engage with.

7. Individual massage sessions for some learners

This intervention has a significant impact on those learners that are finding people and situations more difficult to respond to and engage with. 2 learners (in receipt of PPG) were less anxious and more alert and able to engage.

8. 1-1 and whole class Music tuition for some learners

1 learner (CLA) has learnt DJ skills using a deck purchased specifically for his use (he receives 45 minutes 1:1 support per week). This has increased his sense of worth; confidence and is very pride when he entertains others.

9. Science based workshops for some learners

All learners (in receipt of PPG) participated in a mobile planetarium, which enhanced their understanding of a theme on space. There was a high level of engagement and interaction.

2 learners (in receipt of PPG) were able to gain knowledge and retain specific facts.

10. Purchasing of equipment as advised by the independent specialists.

The purchase of these iPads and communication books for 4 learners (in receipt of PPG) supported them to better communicate in the school environment, when learning in the community and with their families in the home setting. 1 learner (CLA) was better able to make requests or to ask or answer questions.

11. Contribution towards some learning and enrichment activities which take place within the community.

Cost of transport; specific community based activities, including 2 learners (in receipt of PPG) and one learner (CLA) accessing horse riding; 1 learner (CLA) accessing a residential journey, ensuring equality of access.

Looking ahead

Next academic year we intend to increase the involvement of staff, parents and carers, governors and partner agencies in identifying needs and possible provision through the use of PPG.