

## Pupil Premium Grant-2018-19

# Littledown School

The Pupil Premium Grant, launched by the Government in 2011-12, is additional to main school funding (Dedicated Schools Grant (DSG)). This is allocated to schools as a means to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM') and for those who have been looked after for 1 day or more, adopted from care or has left care under a special guardianship order, a residence order or a child arrangement order. Historically it also included children of service personnel.

In making provision for socially disadvantaged children, we recognise that not all children who receive FSM will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for FSM. The school therefore allocates the Pupil Premium Funding to support any child or group of children we have identified as being socially disadvantaged.



### Funding Received:

Financial Year	Eligibility basis	Pupils Eligible	Funding per pupil	Total Funding
2015-16	'Ever 6' pupil	13	£1,320	£17,160
	Looked after, adopted or leaving care	0	£1,900	£0
	'Ever 3' service children	0	£300	£0
	<b>Total</b>			<b>£17,160</b>
2016-17	'Ever 6' pupil	13	£1,320	£17,160
	Looked after, adopted or leaving care	4 (1 part year)	£1,900	£6,200
	'Ever 3' service children	0	£300	£0
	<b>Total</b>			<b>£23,360</b>
2017-18	'Ever 6' pupil	17	£1,320	£22,440
	Looked after, adopted or leaving care	3 (1 part year)	£1,900	£3,493
	'Ever 3' service children	0	£300	£0
	<b>Total</b>			<b>£25,933</b>
2018-19	'Ever 6' pupil	16	£1,320	£21,120
	Looked after, adopted or leaving care	1	£2,300	£2,300
	'Ever 3' service children	0	0	0
	<b>Total</b>			<b>£23,420</b>



## Outline of Pupil attainment priorities

In making provision for pupils to improve at the correct rate in terms of their educational development the school needs to identify and understand the priorities required to achieve the required outcomes.

The identification of priorities will be determined by;

1. Observing the children and gaining an understanding of their development needs and formulating a programme of interventions and actions to meet them.
2. Analysing attainment data (current and historic) including trends and progress at a school, local and national level so that the current benchmark can be identified.
3. Undertake a review of the previous plan to address these needs to ascertain their level of success and whether to continue, cease or change how they are delivered.
4. Assess the achievement of best value in the delivery of interventions and actions.
5. Researching improvements in improving attainment outcomes.



The identification of the appropriate priorities are;

1. **A variety of therapeutic interventions including; in order to address the emotional issues inhibiting the learning of students.**
2. **Specific SEN resources to support independent learning in class.**
3. **1:1 programmes targeting specific learning difficulties.**
4. **Social skills workshops (ELSA Lego therapy), sports programmes or 1:1 programmes to raise self-esteem.**
5. **Transition work to support pupils transferring between primary and secondary settings, or when reintegrating to a mainstream setting.**
6. **Outreach work to support family with consistently managing behaviour and supporting learning.**
7. **Residential trip, educational visits and after school provision to improve social skills**
8. **Transport to support attendance**

## Outline of Pupil Premium Usage and measurement of outcomes April 2018/ March 19

Use of Pupil Premium	Amount Allocated £	Year Group(s) involved	Nature of support provided	Intended Outcomes of support provided	How the activity will be monitored, frequency, position responsible	How success will be evidenced	Actual Impact of activity. Will activity continue? Are changes required to improve it? What are they?
<b>Art &amp; drama psychotherapy</b>	£3124 Per pupil amount £164	1-6	1:1 sessions (19 pupils) regularly	Therapy to promote self-awareness and stress management. LAC pupils or those on CP or CIN plans high priority for this intervention.	<b>How: Individual feedback by report.</b> <b>Frequency: termly</b> <b>Position(s): DHT/HT</b>	Reduction in incidents as a result of greater self-awareness and emotional control.	<b>Impact: Good</b> <b>Continue? yes for 1:1 therapy as better value per child this year</b>
<b>Specific resources for independent learning</b>	£852 Per pupil amount £18	1-6	Apps for specific learning and social skills development, Thera-putty, fiddlers, writing slopes, OT resources, adapted cutlery, foot rests, handwriting equipment, wobble cushions.	48 pupils benefitted with specific equipment to aid learning and support sensory issues.	<b>How: Individual feedback by monitoring work</b> <b>Frequency: half termly</b> <b>Position(s): class teacher</b>	Record attainment & progress in all subjects.	<b>Impact: Good</b> <b>Continue? As required</b>
<b>Specific literacy support 1:1</b>	£1713 Per pupil amount £122	1-6	1:1 sessions (14 pupils) working below age related expectations	pupils working with external literacy support teacher one hour a week on early reading writing intervention. These pupils are expected to narrow the gap to be closer age related expectations.	<b>How: monitor attainment in assessments</b> <b>Frequency: termly</b> <b>Position(s): Class teacher</b>	Record attainments/ progress in Literacy.	<b>Impact: Good</b> <b>Continue? yes better value per child this year</b>

<b>Speech and language programmes for small groups and individuals</b>	£1475 Per pupil amount £134	1-6	Specific programmes tasks delivered in small groups or individually as advised in SALT assessment. 3 TAs time 3 hours a week	11 pupils working with class TAs at least three times a week. These pupils are expected to make more progress in their speaking and listening scores.	<b>How: monitor attainment in assessments</b> <b>Frequency: termly</b> <b>Position(s): Class teacher</b>	Record attainments and target progress sheets in speech and language.	<b>Impact: Satisfactory</b> <b>Continue? yes but has been inconsistent due to turn over in staff and pupils needs greater consistency and further training for new staff</b>
<b>Street dance sessions</b>	£417 Per pupil amount £9	3-6	Small group and after school sessions	Enrichment for the selected vulnerable pupils. Expected to improve outcomes in behaviour and self-esteem/confidence. Improvement in physical wellbeing.	<b>How: Pupil survey and observations</b> <b>Frequency: termly</b> <b>Position(s): CT/TA</b>	Observational evidence of improved wellbeing and behaviour.	<b>Impact: Outstanding</b> <b>Continue? Yes</b>
<b>Mini Bus</b>	£2723 Per pupil amount £226	1-6	Reduced transport costs on minibus for pupils not eligible for transport funding	Improved attendance at school.	<b>How: Attendance registers</b> <b>Frequency: Twice daily</b> <b>Position(s): Admin staff</b>	Attendance figures showing good attendance across the school.	<b>Impact: Variable, attendance figures lower this year as school had a number of persistent non-attenders who refused the minibus and Out of authority pupils with transport issues.</b> <b>Continue? Yes to avoid even lower attendance for those it works well for.</b>
<b>Family work</b>	£3709 Per pupil amount £742	2-6	Family support to assist parents/carers with consistently managing behaviour and supporting learning	A high proportion of pupil premium pupils are involved in CP or Care Plans. The employment of a family worker enables	<b>How: TAC meetings</b> <b>Frequency: 6 weekly</b> <b>Position(s): CP lead, family worker.</b>	Improved communication between home and school and additional support during holidays and weekends if	<b>Impact: Good for some cases but not sustainable due to cost per family and other pressures</b> <b>Continue? No</b>

			and homework. (5 pupils)	those needs to be met more efficiently and leads to pupils being more ready to learn when at school.		required. More consistency for pupils leading to improved behaviour and learning	
<b>Educational visits, residential in yr6 and after school clubs</b>	£1333 Per pupil amount £28	R-6	Free access to weekly educational visits as a reward trip. Free yr6 residential for 2 nights. Free after school clubs once a week.	Enrichment activities for pupils helps to provide a wider breadth of general knowledge and experience improving interest in learning and life experiences. Rewards help improve behaviour	<b>How: reward visits overview % increased</b> <b>Frequency: termly</b> <b>Position(s): DHT</b>	Improved behaviour, raised self esteem.	<b>Impact: Outstanding</b> <b>Continue? Yes forms basis of reward system very effective for most pupils</b>
<b>1:1 maths and literacy support</b>	£2102 Per pupil amount £105	3-6	20 pupils targeted for additional daily 1:1 session for maths and literacy	Improved literacy, numeracy attainment	<b>How: monitor attainment in assessments</b> <b>Frequency: termly</b> <b>Position(s): Class teacher</b>	Record attainment & progress in all subjects.	<b>Impact: Not noticeable as many refused to come out of class</b> <b>Continue? No</b>
<b>Social skills groups</b>	£5971 Per pupil amount £633 (includes set up resources this year)	1-6	Specific programmes, Lego therapy and ELSA to improve social skills for pupils with social communication difficulties, delivered in small groups. 4 LMs time 3 hours a week	9 pupils working with trained learning mentors once a week for each group. These pupils are expected to gain improved social skills & self-esteem.	<b>How: Individual feedback by report.</b> <b>Frequency: termly</b> <b>Position(s): DHT/HT</b>	Reduction in incidents as a result of greater social-awareness and emotional control.	<b>Impact: Satisfactory</b> <b>Continue? yes as only just started so difficult to measure impact consistently without rolling out to a wider audience.</b>