

The Glenwood Way: Pupil Premium Funding 2017/18

Introduction

The Pupil Premium 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 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.

For the Academic year 2017 to 2018

The school has received the following funding over the last year:

Pupil Premium - FSM plus post LAC premium						
Term	2017/18			2018/19 expected		
	£	No. eligible		£	No. eligible	
		Primary	Secondary		Primary	Secondary
Autumn	£11,175	19	7	£18,162	30	9
Spring	£8,381	19	7	£13,621	30	11
Summer	£22,702	30	11	£16,866	25	8
	<u>£42,258</u>			<u>£48,649</u>		
*estimated based on census returns						
Pupil Premium – CLA						
	2017/18		2018/19 expected			
	£	No. eligible	£	No. eligible		
Autumn	£2,532	4	£2,533	4		
Spring	£2,604	4	£2,533	4		
Summer	£2,128	4	£2,533	4		
	<u>£7,264</u>		<u>£7,600</u>			
Out of county	£3,452	3	£5,700	3		

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

- We expect to receive Pupil Premium (FSM) for 41 pupils in the financial year April 2018 to March 2019. At £935 for each secondary pupil and £1,320 for each primary pupil this will give a sum of £54,485 plus £3,800 for two post LAC premium
- We expect to receive Pupil Premium (CLA) for 4 pupils for the next financial year. At £1,900 for a full year we expect to receive £7,600, plus three out of county places.

Priority areas of learning

The priority areas of all of our young people’s learning are Communication, Cognition and Personal, Social, Health and Emotional Development. They are also the precursor to other areas of learning such as literacy. 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 Glenwood, all staff strive to ensure that each learner is supported in the right way to meet their learning outcomes. 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 Glenwood, 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.



The four processes

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 centered on that young person, such as, class team meetings, excellence team meetings, EHCP meetings, CLA meetings, annual review meetings, other 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.

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.

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.

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.
(See 'The Glenwood Way: Evidence for Learning' for more information)

Current Interventions

Pupil Premium initiatives have included:

- Additional input from an Independent Speech and Language Therapist
- Additional direct input from an Independent Occupational Therapy specialising in sensory integration
- Purchasing of equipment as advised by the independent OT/Speech and Language Therapists
- Supporting parents/carers with financial support towards voluntary contributions for some off-site activities
- Contribution towards some learning and enrichment activities which take place within the community.
- Part funding of input for some, from a Music Therapist
- Additional class based Learning Support
- Individual massage sessions for some learners
- 1-1 and whole class Music tuition for some learners
- Creative Workshops – Singing, Drama and Dance for all learners
- Drumming Workshop for some learners
- National Sensory Theatre group for some learners

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

Historically learners in receipt of FSM or those in Local Authority Care at Glenwood have not achieved at a consistently lower level than other groups.

- Assessment data collected throughout the 2017/18 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 us 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 on FSM and all 'looked after' learners have made expected or above expected progress.

The Teacher responsible for leading the development of communication collects additional progress and achievement data. This contributes to whole school evaluation of progress and achievement.

Examples of personalised provision to meet identified need using PPG

- Pupil Premium money has been used to purchase a range of resources to support a 'sensory diet' for 17 learners.

The impact of this spend for many of these learners have shown that these resources have made a significant impact on their ability to concentrate and remain on task. For one learner, the impact of these resources have enabled him to be 'ready' to learn and to accept the adults support when they are teaching them.

Pupil Premium money has been used to enable 11 learners to practise and improve their communication during massage sessions with a holistic massage therapist. In addition, the massage sessions have an impact on the emotional wellbeing of some learners, as they appear to become less anxious during them.

This intervention has a significant impact on those learners that are finding people and situations more difficult to respond to and engage with. A teacher stated that, "When back in class after a massage session, the learner is less emotional, more stable, calmer, less anxious and more alert and focused." One learner has shown a marked improvement in his ability to concentrate independently for longer periods. After his first session, this learner vocalised to the therapist, "I am happy!"

- Pupil Premium money has been spent on resourcing individual music lessons

for eight learners and one whole class. Hilary Cornell, from Essex Music Education, leads sessions.

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. One learner has played the piano whilst singing to three of her peers in class, which previously they would not have been confident enough to do. One learner is making better eye contact when communicating with less familiar staff and peers. They have made vocalisations, which seem to signify pleasure and enjoyment. Further impact of this spend was when one parent commented by saying, "My child is more confident".

- Pupil premium money has been spent on Music Therapy for 17 learners.

This provision has a significant impact on learner's receptive and expressive communication. One learner has shown a marked improvement in how he is able to express his wants. One therapist stated, "As well as supporting concentration and attention, the instruments also motivate this learner to communicate his choices and preferences." This intervention also has a considerable impact on those learners that are finding people and situations more difficult to respond to and engage with. Another therapist commented, "The music supports this learners emotional and physical regulation and often she leaves the session in a more balanced state. It is important that she is able to express the whole range of her feelings and the sessions provide a contained and safe space for her to do so."

- Pupil Premium money has been spent on Creative Week – A week of activities has been organised for all learners in all classes to access. The activities included were a music workshop, a dance workshop, a drumming workshop and a singing and signing workshop.

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. A teacher stated, "One of my learners spontaneously went over to another learner, took hold of both of their hands and danced with them to the music, it was great to see them confidently interacting independently and with obvious pleasure."

- Pupil Premium money has been spent on communication Tools.

The purchase of these iPads or communication books for these learners have impacted by supporting them to better communicate in the school environment, when learning in the community and in with their families in the home setting. Learners are better able to make a request or to ask or answer a question.

Looking ahead – how we plan to spend the money

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.

- Ensure that all learning impacts and enhances life opportunities by supporting their Communication/PSHED learning in the community as well as across the curriculum.
- Further extend the learning and outcomes for pupils eligible for Pupil Premium within our core areas of communication and PSHED and will be allocating more funding directly related to individuals.

Research by the Pupil Premium leads on our learners likes and talents and parental support have highlighted the need for incorporating the following enrichment opportunities and training into our school provision:

- Training for parents/carers to support them with different communication tools
- Training for parents/carers to enable them to use massage and music more effectively in the home setting
- Employing an art specialist to deliver art sessions for some learners
- Additional theatre/drama input from outside providers
- Increased music provision for some learn

