

Pupil Premium:2016-17

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 and may be extended to include those pupils who have ever had free meal entitlement. This is why it is important to claim your entitlement.

Children who are looked after, care leavers and children of parents serving in the forces are also entitled to premium monies.

The Government believes that the pupil premium is the best way to tackle disadvantage by ensuring that funding reaches the pupils who most need it. It is for schools to decide how the premium is spent, with annual accountability. This is how the Governors of Meadowside have decided to spend the school's allocation of £16,860 for this year to improve pupil outcomes.

£7349 towards the costs of specialist support staff, where their role is to help individual pupils overcome any barriers to learning, such as: to improve their behaviour, attendance, relationships, self-esteem, to access the timetable, to cope with transition, regulate sensory input or any health (incl SEMH) or therapy issues. 1:1 mentoring and support/transport to access other professionals or external help such as Counsellors is facilitated by this role.

£2,000 towards IAG and work related learning to support individual aspiration and access to the world of work, self-improvement, successful transitions and teambuilding.

£1,500 on i pads, software and training for Teaching Assistants to inspire learning by evidencing progress and providing immediate feedback to support accurate assessment informing the next step

£1400 on sensory integration equipment and software to support sensory modulation

£3500 on additional Speech and Language training promoting direct delivery of Speech and Language programmes and raising standards in reading

£1,111 Every pupil has different needs and therefore the support given really varies in order to meet individual needs. We have individual cases of Pupil Premium funded pupils that reflect the diversity of their needs. The level and type of intervention and support for individual pupils will often vary each year. Interventions include: subsidising residential experiences, after school clubs, summer school; enabling all pupils to become ready to learn: to afford tuck-shop and to have food/drink when they are hungry, or concerns are raised over nutrition, offering special activities to support the grieving process, purchasing individual safety protection, personalised sensory processing equipment/consumables

We historically spent premium monies towards off-site and vocational learning; to motivate engagement and to help individual's to develop independence, self confidence and use their life skills to generalize their learning in settings beyond the classroom.

The belief is that it is important to promote equality of relevant opportunity to motivate learning and improve the progress of individual children.

Impact PPG 16 -17

£7349 A part time Learning Mentor successfully supported both the Transition in for 16 new Y7 pupils and out for 9 Leavers. She attends a Transition Operational Group that underpins Transition Post 19 to ensure that all cases are transitioned with positive outcomes. She follows this up with Longitudinal Case Studies to monitor their attendance in future placements and their safeguarding. She regularly carries out family liaison and the coordination of outside agencies. Her role is to monitor absence and produce Case Studies of support to improve attendance. She also assists with inclusion at the local high school.

£2,000 We employ a full time Work Related Learning Co-ordinator through a collaborative of 5 schools. Her role is to provide impartial, independent information and guidance on post school opportunities and attends Y9,

Y11 and Y14 Annual Reviews. In addition she vets work placements and successfully sets up agreements to support individual pupils KS4 and P16 to access work placements. She plans throughout the year to facilitate an Annual Skills Week where we collapse the timetable for all pupils aged 14-19 to access the World of Work through a programme of inclusive work related visits, with employers coming in and pupils going out.

£1400 We purchased a variety of equipment to help with sensory processing and emotional regulation. These support some of our pupils who are most impacted upon by their ASD or past trauma to feel grounded and safe.

£3500 We released a team of 6 TAs to have deeper level training in SaLT and in tutoring reading. This has benefitted all those on SaLT programmes and those who need help with reading

£1,111 Individual pupils benefitted from these monies to improve outcomes. Funding ranged from Breakfast Club and Tuck Shop to supporting pupils with transition and bereavement.

Our proposed priorities for next year's 17-18 grant of £24,340 are:

Continuing Professional Development on Emotional Literacy and Sensory Regulation

The promotion of Social Communication skills through focussed lunchtime clubs and activities led by trained Teaching Assistants

Additional Speech and Language input, Occupational Therapy and Sensory Regulation delivery led by trained Teaching Assistants

Additional social and emotional support to improve behaviour and develop self esteem

In the 2017 to 2018 financial year, schools will receive the following funding for each child registered:

- £935 for eligible secondary-aged pupils
- £1,900 for each child-looked-after (CLA)
- £1320 is ≤Y6 Pupil Premium

Our current pupil premium allocation for the academic year 2017 - 18 is £18,700 (20 x £935). Additional to this £1320 is allocated as Y6 Pupil Premium (1 pupil) that was spent to fulfil the pupil's individual Personal Education Plan (PEP) in line with current guidance. This was subject to in-year adjustments (i.e. new Year 7 students joining us in September 2016). Currently our funding is £24,340. We also have access to support a CLA from out of Borough. This is a minimum of £1,900 (1 pupil).

Impact PPG 17 -18

£15000 We spent in excess of this in embedding a culture of safeguarding throughout the school to keep all children safe and feeling secure. This promoted improved personal and social development. Discrete provision was established and a semi-formal curriculum introduced. Other discrete provision was established and staffed to meet the needs of those who exist in a high arousal state.

£7000 A part time Learning Mentor is successfully supporting both the Transition in for 13 new Y7 pupils and out for 8 Leavers. She attends a Transition Operational Group that underpins Transition Post 19 to ensure that all cases are transitioned with positive outcomes. She follows this up with Longitudinal Case Studies to monitor their attendance in future placements and their safeguarding. She regularly carries out family liaison and the coordination of outside agencies. Her role is to monitor absence and produce Case Studies of support to improve attendance. She also assists with inclusion at the local high school.

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£340 Individual pupils benefitted from these monies to improve outcomes: subsidy to Breakfast Club and Tuck Shop to ensure everyone is ready to learn

The funding allocated for 2018-19 £28,985 (31pupils)

Pupil Premium Targets 2018/19

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2018. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The PPG per pupil for 2018 to 2019 is as follows:

- £935 for eligible secondary-aged pupils
- £2,300 for each child-looked-after (CLA)
- £2,300 for each Care Leaver
- £1320 is ≤ Y6 Pupil Premium
- A key aim for Pupil Premium in the 2018 - 19 year is to narrow the progress gap between 'All Pupils' and those entitled to 'Pupil Premium'. However, we also recognise the need to maintain high standards for all and therefore the end of key stage targets are ambitious, being externally benchmarked, for all pupils building on previous successes. The focus this year is to diminish any difference in performance between pupil premium pupils and non-pupil premium pupils
 - We will choose these areas using the 2017- 18 data analysis where any difference in attainment between premium pupils and non-premium pupils is demonstrated. The curriculum areas chosen for Pupil Premium Initiative 2018- 19 will be thus identified. Within these subject areas the Subject Leader will drill down into the data to identify individuals and small groups. Specific interventions will be established to ensure these gaps between pupil premium and non-pupil premium pupils are closed effectively.

Impact will be reported as follows:

- Identified areas:

- XXXXX

- XXXXX

- XXXXX

- NB Over 99% pupils achieved expected or better progress in 2018.
- Subject (Aspect) - 99% difference between Pupil Premium and Non-Pupil Premium (NPP 94% 2018 and PP 86% 2017) Target: To ensure the 99% (No of pupils) difference between Pupil Premium and Non-Pupil Premium is diminished to 33% (No of pupils)
- Subject 89% difference between Pupil Premium and Non-Pupil Premium (NPP 94% 2018 and PP 86% 2018) Target: To ensure the 89% (No of pupils) difference between Pupil Premium and Non-Pupil Premium is diminished to 33% (No of pupils)
- Subject 109% difference between Pupil Premium and Non-Pupil Premium (NPP 97% 2018 and PP 87% 2018) Target: To ensure the 109% (No of pupils) difference between Pupil Premium and Non-Pupil Premium is diminished to 33% (No of pupils). The actual number of pupils will be used to demonstrate the significance of the data.
- **How will the impact of this funding be measured?**
- Targets will be set using a national benchmark to verify challenge
- To monitor progress on attainment, the cycle of moderated data collection and the monitoring and tracking used at Meadowside will be used to inform student progress and enable the early identification of need, swift support and appropriate intervention for all pupils, including this particular cohort.
- Progress will be moderated, monitored and tracked each term by the relevant Subject Leader. Progress and impact will be reported to the Governing Board twice a year and as required to the stand alone Committees.
- Another key aim for Pupil Premium is to reduce absence and improve attendance.
- The Absence Policy and Pastoral Procedures will be reviewed and shared fully with staff promoting high expectation and challenge. Chronologies of support will be maintained to enable early identification of need, swift support and appropriate intervention for individuals and their families, including an integrated multi agency approach. Multi-agency monitoring will track progress in this area. A named Governor has been assigned to monitor that actions taken to reduce pupils' high absence rates have an impact on raising attendance across the school. The impact will be reported to the Full Governing Body.
 - The impact of the latter will be evaluated against the national average for attendance in Special Schools and locally across CLD schools in Merseyside, by the Learning Mentor and Pastoral Lead.
- Breakfast Club and Tuck Shop will continue to be funded so that pupils are prepared for learning.
- The learning environment will be improved so it presents consistency and order conducive to readiness for learning.