

Pupil Premium Grant (PPG)

Pupil premium is a government grant allocated to schools to ensure that all disadvantaged children can achieve and reach their potential. It is also allocated to those children whose parents are in the armed forces.

Rates for eligible pupils

Each year the government sets allocated funding. The PPG per pupil for 2019 to 2020 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

There are terms of how this funding should be allocated and used to ensure the maximum impact of learning, to ensure implementation of and impact on the outcome of learning/progress.

Therefore, the grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant>

PPG at Acorns Primary School

Barriers to learning

All the identified pupils have a specific additional learning need or disability that significantly impacts upon their learning. The children attend a specialist provider of education, which is Acorns Primary School. We met the needs of pupils with a range of learning difficulties including: ASD, Moderate, Significant and Profound Multiple Learning Difficulties, Visual Impairment, Hearing impairment, Physical Disabilities and Social, Emotional and Mental Health Difficulties, speech, language and communication difficulties.

In relation to their education pupils at Acorns (including those on PPG) face the following barriers to learning and attainment:

Access to curriculum due to developmental, physical and medical needs
 Challenging behaviours
 Sensory, social and emotional needs (often linked to ASD)
 Communication and Language skills

In addition to the above pupils can be affected by external barriers such as family issues linked to Child Protection, Child in Need and Early Help or Adverse Childhood Experiences (ACE).

For children to meet the criteria of pupil premium funding, their family household will be of a low income/financially disadvantaged and in receipt of specific benefits; income related employment and support allowance. Although 27% of pupils of the total school population meet this criteria, it should be noted that a significant proportion of pupils come from a low income family and benefit from further curricula support and activity.

PPG for the year 2018-2019 is calculated from the census from the January 2018. The table below shows the financial breakdown of information, specific to Acorns Primary school.

Disadvantaged pupils	Qualifying pupils	Rate £	Funding £
Ever 6 free school meals eligibility	18	1,320	23,760
Service children	2	300	600
Total Allocation			24,360

27% of the total school population is eligible for the PPG. These pupils are in both key stage 1 and key stage 2. Strategies and intervention are used across school to support these children to ensure they receive the best quality education, allowing their achievement to be in line with their peers.

Children Looked After (CLA)

Each pupil who is CLA receives £1,800 per year. The aim of this funding is to ensure an equality of opportunity and to ensure that pupils are not disadvantaged due to their unsettled start to life. The funding enables schools to offer additional support to pupils so that they are able to achieve as well as their non CLA peers. In relation to Acorns, 29% of the total pupil population are PPG eligible including the CLA pupils, making a total of £27,360

Addressing barriers to learning

A range of strategies and support are provided to ensure that PPG pupils achieve and make progress that is in line with or above their peers. Interventions are incorporated into individualized learning programs. Support is provided by trained staff and sensory resources. This allows for the development of learning, knowledge and skills. Further and wider learning/experience is carefully integrated into learning that supports the individual child's learning and nurtures their development.

Intent - How do we plan to spend the money?	How much will be allocated?	Who will be the focus pupils?	Implementation - Why are we spending this money in this way?	Impact - What will be the anticipated impact on these pupils?
Residential opportunities	£1,200	8 PPG 1 FSM6 1 CLA	School analysis shows that pupils benefit from enrichment activities enabling them to learn outside the classroom; making learning real; developing life skills; giving rise to opportunity.	Pupils to access wider learning Pupils to have enriched experiences, which they would not access from home. First hand learning opportunities and experiences Taking measured risks (in often a contrasting/ different environment than they are used to).
				Impact (evaluation) Children were able to access the residential trips. Staff reported that children had a wonderful time. They were able to widen their experiences through... Photographic evidence can be located on the website.
Wider learning Cultural opportunities – including panto, play, music Community visits Including trips to the specialist sensory soft play centre	£1,300 £2,500	18 PPG 18 PPG (+ 56 pupils)	Music rich experiences are proven to be beneficial to pupils. Music can help to focus and calm pupils, helping to prepare them to learn. School analysis shows that pupils benefit from enrichment activities enabling them to learn outside the classroom; making learning real and improve progress	Pupils to access wider learning Pupils will broaden their experiences/knowledge Pupils will encounter culturally rich experience Pupils have freedom to explore, investigate and build upon their own personal learning in a safe, sensory rich environment
				Impact The pupils have been able to listen to musicians and see plays and pantomimes as well as expressive visual art pieces. All the children benefit from this and show wonder and awe as well as inspiration. Some of the children find musical experiences a bit of whelming due to their learning need, however this can be seen as a positive to help develop their likes or dislikes and reflects development of the personality and response. For

				<p>those pupils that we can support this helps to develop their resilience.</p> <p>During visit to space some classes have visited in mixed groups which has support peer and social interactions.</p>
CLA training	£320	1 FSM6 2 CLA	Impact to change of policy and implementation supporting of social and emotional development.	<p>Supporting CLA pupils to ensure need can be met and ensuring cohesion between multi-agencies and multi-disciplinary team meetings.</p> <p>Individual pupil's family supported through being collected by staff member to attend important meetings/medicals at school</p>
				<p>Impact</p> <p>Staff trained have been able to support families. Individual pupils receive support.</p> <p>Greater understanding of pupil's mental health and wellbeing from staff who can cascade knowledge. Supporting awareness of children with ACE</p>
Resilience Including whole staff training on intensive interaction Staff taking on roles as key person for individual children Text and reference books	£1610		<p>School analysis shows that children who develop coping strategies and resilience for new/different activities an, tasks and experiences will enable them to learn and progress.</p> <p>Changes to policy regarding behaviour will be implemented.</p>	<p>Pupils' progress should be 75% or higher against their individual targets forming their IEPs.</p> <p>Pupil's will have greater resilience levels, which will further their progress in all areas.</p> <p>Communication and interaction will increase for 'hard to reach' pupils</p>
				<p>Impact</p> <p>All staff welcomed training, which have further developed staff's knowledge and understanding (CPD)</p> <p>Strategies are being put into place to support children through this form of interaction. Pupils who have been hard to reach are now starting to engage and interact. Some individual parents have commented on increased vocal interactions at home.</p> <p>Into next academic year, data should reflect impact of this as the strategy develops and matures.</p>

<p>Sports based activities</p> <ul style="list-style-type: none"> • visit to chill factor e 	<p>£60</p>	<p>18 PPG</p>	<p>The prevalence of obesity in school children show the need for giving children activity base and sports activity. Children have little to no first-hand experience of snow play.</p>	<p>Pupils will have first-hand learning experience in a significantly contrasting environment – snow/cold based. Building up stamina and making exercise and a high physical level activity enjoyable promoting a healthy lifestyle.</p>
				<p>Impact This is developing children's neuroplasticity and broadening their experiences. Children are continuing to build upon excise/physical activity/healthy lifestyle through further PE activities in school (e.g. vestibular, walking club, rugby) supporting further development of their skills.</p>
<p>Travel costs -Minibus costs -MIDAS training</p>	<p>£4,500 £300</p>	<p>18 PPG (+ 56 pupils)</p>	<p>School analysis shows that pupils benefit from enrichment activities enabling them to learn outside the classroom; making learning real and improve progress</p>	<p>Pupils to engage in educational visits. Pupils to engage in hydro therapy and swimming sessions Pupils to develop life skills. To provide access to residential visits and the wider community to contextualise their learning in different settings. Pupils to have rich life experiences that they may otherwise not have access to</p>
				<p>Impact All children have attended visits and trips to the local and wider community.</p>
<p>Staffing support: HLTA</p>	<p>£11,552 (Role part funded by school budget)</p>	<p>18 PPG + 56 pupils</p>	<p>School analysis shows that current classroom teams find it challenging to deliver some interventions. Therefore, increased flexibility in the staffing structure enables HLTA to work pupils in receipt of the PPG to deliver interventions as necessary.</p>	<p>To work with all pupils to develop communication in line with SALT targets if applicable. Pupils will be able to communicate more effectively by a range of means, signing, use of communication aids and clearer articulation Pupils will make progress in line with their peers and in some cases exceed the progress made by their peers. Improved confidence, self-esteem and behaviour Improved attendance. Closing attainment gap</p>

<p>Additional TA support for identified pupils to access personalised timetables to improve behaviour and access to the curriculum</p>	<p>£3000</p>	<p>18 PPG + 56 pupils</p>	<p>School analysis shows that some parents are 'hard to reach' and they benefit from a named person in school to work collaboratively with.</p> <p>School analysis shows that current classroom teams find it challenging to deliver some interventions. Therefore, increased flexibility in the staffing structure enables additional support staff to work pupils in receipt of the PPG to deliver interventions as necessary.</p>	<p>Pupils will make progress in line with their peers and in some cases, exceed the progress made by their peers</p> <p>Engaging 'hard to reach' parents / carers by support at appointments / meetings / NPVs / completion of forms, general support when Needed.</p> <p>Parents feel more confident in supporting their child's learning resulting in improved progress</p> <p>Pupils will be provided with additional targeted work / interventions.</p> <p>This ensures that pupils achieve or exceed their individual targets.</p> <p>Improved behaviour of pupils throughout the school.</p> <p>Pupils have appropriate behaviour for learning to ensure high levels of engagement throughout lessons. Majority of pupils make outstanding progress throughout the curriculum.</p> <p>Intensive support for those pupils who benefit from high levels of adult intervention.</p>
				<p>Impact</p> <p>Nine intervention strategies run throughout school.</p> <p>Pupils are showing greater understanding DATA</p> <p>Attitude towards work and learning is improved due to children being more settled and happy within classes.</p> <p>SALT - two therapists are now present in school weekly supporting communication and developing targets. They are taking more of an active approach and spending a greater portion of time in classes.</p>

Subsidised summer scheme	£75	2 PPG	School analysis shows that pupils can lose skills during the summer break. One week 'extra' in school will help maintain these skills and improve progress. Parental feedback highlights the need for structure and continuity that holiday clubs can provide	Pupils to access additional learning during the schemes. Pupils to develop essential social and independence skills. Pupils to engage in curriculum enrichment activities which would not be otherwise available to them. Improved self-esteem and behaviour. Pupils to engage in physical activity to promote healthy lifestyles.
Subsidised after school club	£500		School analysis shows that pupils benefit from enrichment activities enabling them to learn outside the classroom; making learning real and improve progress. The school clubs provide a safe environment, with staff who are aware of children's needs.	
				Impact Pupils are attending after school club. Parental feedback is positive as this is supporting their work/life balance. Summer scheme was accessed by CLA pupil supporting their wellbeing.
Resources – Chubby chews Ear defenders Sensory regulating equipment	£443	4 PPG 3 FSM6	All staff to have training on the use of sensory diets delivered by school lead on ASD. Resources to implement sensory diets for all who need it. School lead on ASD to observe relevant pupils within school and give advice on developing sensory needs to staff. Qualified OT/ Physiotherapist to provide assessments for particular pupils.	The introduction of sensory input for many children has had a great impact on their ability and readiness to learn. This is evidenced in observations by class staff and written annotations. Staff are due to have training by Julia Dyer who is a highly specialised physiotherapist and Advanced Sensory Integration Practitioner who has specialised in providing sensory integration therapy assessment and intervention to with sensory processing disorder.

The PPG strategy will be reviewed April 2019