

# Predicted Expenditure of Pupil Premium 2018/2019

## Purpose

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units.

## Funding for 2018/2019

In the 2018/2019 financial year, schools received:

- £935 for each eligible secondary-aged pupil
- 111 students in receipt of funding
- £103,785 total amount received

## Accountability

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium

- requiring schools to publish details online each year of how they are using the pupil premium and the impact it is having on pupil achievement

## **Publishing Data**

The level of detail to include in the information put online is for each school to decide, but must include the following:

- The pupil premium allocation for the current academic year
- details of how the school intends to spend the allocation
- details of how the school spent the previous academic year's allocation
- how it made a difference to the attainment of disadvantaged pupils

The funding is allocated for each financial year, but the information published online should refer to the academic year, as this is how parents and the general public understand the school year.

*Source: Gov.UK Website: Pupil Premium*

*Updated 22<sup>nd</sup> February 2017*

<http://www.education.gov.uk/schools/pupilsupport/premium/a0076063/pp>

## Pupil Premium Planning and evaluation outline 2018/19

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Home School Link Worker	£ 16,692	Continued	Work with families to help address social and family needs. Home School Worker to focus on PP students from across the school. Interventions will include support with finances, such as identifying entitlement for benefits and applying for Free School Meals. Signposting	Families feel well supported in their parenting role and behaviour in school improves. This will be measured by the CPOMS system. Improved attendance of PP students due to additional support in the home analysed in attendance reports. Improved academic achievement measured by TRACK, with a particular focus on English and Maths.	Interventions and impact will be monitored on a termly basis by SLT. Future attendance reports will focus on the students within the PP category. HT Reports to the IEB.	

			families to other agencies such as FTB, home visits (including Safe and Well checks), advice on parenting skills.			
<b>Speech &amp; Language Assistant</b>	£23,375	Continued	Speech & Language Therapist and Assistant to provide 1:1 and group sessions, focusing on skills such as social communication and interaction, listening skills.	Continued Speech & Language support for students across the school, both in communication and social skills. Progress will be measured against SALT target sheets, IEP targets and EHC outcomes.	Progress against IEP targets and EHC outcomes discussed with parents at review meetings. Impact reported to SLT during scheduled meetings with SALT now identified on school calendar. HT reports to IEB.	
<b>Speech &amp; Language Therapist</b>	£19,200					
<b>Speech &amp; Language Capitation</b>	£520	Continued	Allocated funds to purchase extra resources for SALT interventions.	Students have increased confidence and demonstrate progress towards targets set by SALT.	SALT track progress against speech and language targets.	

			<p>New resource for Social Communication to be purchased to enable a whole school approach to communication skills. This will be delivered during the additional tutor time.</p>	<p>Baselines at the start of the Social Communication resource can be compared with final outcomes.</p>	<p>Impact discussed with SLT at meetings. Impact reported to SLT and Governors.</p>	
<b>Mentors Resources</b>	£367	New	<p>Additional resources for 'Friends for Life' programme such as individual student work books.</p> <p>Learning resources to support students working in the mentors' room.</p>	<p>FFL' programme will increase the emotional resilience of PP students. 'FFL' resources will be used to enhance the delivery of the programme and allow individual students to take ownership of their workbook. Self- assessment at the beginning of the programme can be compared to achievement at the end.</p>	<p>Monitored by SLT (DSL in particular&gt;) Outcomes of programmes shared with parents/carers at review meetings. Report to the IEB by HT.</p>	

				Additional learning resources such as sand, lego etc. will support those students working in the mentors' room and help them to be in a more settled state and ready to return to main school lessons.		
<b>Travel Training Expense</b>	£714	New	Allocated funding for costs of travel from travel trainer.	Aids social skills and increases confidence. Students will develop important skills for life such as 'Road Safety.' Increased confidence will feed into additional employment opportunities in later life. Individualised approaches to meet students' needs.	Travel training monitored by SLT. Success will be measured by the number of PP students travelling into school and home independently. Progress measured against IEP targets and EHC Outcomes. Monitored by Independent travel trainer and SLT.	

<b>Minibus Expenses</b>	£2972	New	Maintenance and Fuel for the use of the minibus for Visits for all Year Groups throughout the year.	Students further develop their social skills as well as increasing their life skills such as dealing with money. More individualised targets should be used to measure progress e.g. IEP, EHC outcomes.	Monitored by SLT and pastoral team. Report by HT to IEB. Success will be measured by the progress of PP students against individualised targets in particular those relevant to everyday life skills.
<b>Swimming</b>	£1434	New	Swimming Year 8, to help to build social skills and independence in the water.	Children learn to swim and exercise at the same time. Well-being, fitness and health will be improved. Water safety skills will be developed/reinforced.	Monitored by PE faculty and SLT. Number of PP students who could not swim /lack confidence in the water at the start compared to how many are swimmers/more confident at the end of the sessions.

<p><b>Breakfast Club Expenses</b></p>	<p>£1305</p>	<p>Continue</p>	<p>Breakfast provision provides a nutritious start to the day as well as pastoral support.</p>	<p>Breakfast Club provided for all students.  For some students this will be their first meal of the day and they will be fed and ready to learn rather than being distracted by hunger. This will impact both learning, behaviour and attendance.  Students now also have bagels funded by the Dfe extending the range of food on offer.  Breakfast club helps with students who are on medication and need food before this can be administered.  Issues shared in breakfast club can be passed on to mentoring staff to avoid potentially</p>	<p>Impact monitored by breakfast staff, tutor staff, pastoral team and SLT. Academic progress of PP students who attend Breakfast Club can be measured using TRACK.  Dfe also ask for returns on PP students due to their funding of the bagel scheme.</p>	
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				<p>difficult situations between students. Social skills improved. Communication skills strengthened e.g. asking for breakfast items. Table manners acquired.</p>		
<b>Pastoral Manager</b>	£50,906	Continued	<p>To provide coordinated Pastoral Support for all students and ensure maintenance of current high quality Safeguarding Procedures</p>	<p>Decisions on support and interventions required. Liaison with parents and external agencies. DSL will provide the single point of access within school, maintaining the overview of Safeguarding and promoting the welfare and safety of all students. Additional outcomes will be improved behaviour (measured by CPOM logs) and attendance.</p>	<p>Monitored by SLT. Pastoral reports to Governors. CPOMS logs evidencing improved outcomes for PP students with regards to behaviour and emotional well-being. TRACK will be used to measure the academic progress of PP students in core subjects such as</p>	

				Increased communication with families and facilitating links with external agencies. All of these interventions will result in improved outcomes for PP students.	English and Maths.	
<b>Total Cost</b>	<b>£117,485</b>					
<b>Total Funding</b>	<b>£103,785</b>					

**Source: Ofsted - The Pupil Premium: Analysis and challenge tools for schools**