

Grangewood School

Part of Eden Academy

Pupil premium grant expenditure: Report to parents: 2016-2017

Statement

The Pupil Premium Grant (PPG) is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM) and/or pupils who have been looked after, in care, (LAC) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals at some point over the past 6 years.

It is for schools to decide how the PPG is spent, since they are the best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families.

The PPG per pupil for 2015 to 2016 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£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	£1,900
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	£1,900



Overview of School	
Total number of pupils on roll	98 FTE (September 2016)
Total number of pupils eligible for PPG	38 (April 2015 – April 2016) Variations in EY due to increasing cohort.
Amount of PPG received per pupil	£1320 per pupil
Total amount of PPG received	April 2016 – April 2017 £38,000 approx.

Nature of support 2015-2016 (education and therapeutic) and its impact
<p>Analysis of data from across the school in 2015-2016 indicates that PPG children are achieving at least as well as non PPG children across all areas of the curriculum, including communication and PSHE (assessment data 2015/2016)</p> <p>Relative to the rest of the school, a high percentage of PPG children are on the autistic spectrum and/ or are EAL pupils</p> <p>The funding received from Pupil Premium has been allocated and has had the impact as outlined below.</p> <p>67% of PPG pupils have a diagnosis of ASD. The ASD coordinator has supported PPG pupils with ASD and the impact is that pupils with ASD across the school make at least as good progress as their peers</p> <p>45% of PPG pupils have English as an additional language. These pupils are supported in many ways. EAL pupils across the school make at least good progress, in line with the school average.</p> <p>21%of the PPG children receive literacy booster sessions. These pupils have been identified as having emergent literacy skills and the extra support is designed to have an impact on these core skills.</p> <p>27% of PPG pupils were on the tracking list for 2014-2015. The school's educational psychologist makes detailed observations on these children three times in the school year and liaises with staff and parents to suggest strategies and approaches which will ensure the best possible outcomes</p>

89% of PPG pupils have received some form of creative therapy this school year – music, drama or creative. All forms of creative therapy support pupils' emotional development, self confidence and many aspects of their behaviour. The impact of these sessions can be seen in staff judgement data.

75% of PPG children have had input from the Physical Development Team, either for physiotherapy, hydrotherapy, specialist seating or for sensory integration programmes. The impact of these interventions is the development of pupils' physical skills to ensure they have the skills to access their learning. Data across the school reflects the impact of the work of this team and indicates that that they are targeting their input correctly.

We provide a Sherborne Development Movement Programme and Intensive Interaction for a large proportion of PPG children, which improve communication for those children.

Impact of Sherborne Developmental Movement:

- Develops good self-esteem and helps children to form positive relationships
- Improves emotional and physical literacy
- Extends and improves communication and creative expression
- Builds learning power, thinking and supports problem solving
- Supports the prime and specific areas of learning in the EYFS
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This has meant seconding a full time TA for a year to develop the programme and train staff to a competency to enable them to work with the children to be equally effective.

Pupils with communicative delay and/or disorder in receipt of the PPG fund also access specialist and targeted Speech and Language Intervention. The impact of this provision has been to enable communication approaches and methodologies to pervade all areas of the pupils' school day, to provide them with greater opportunity to express their feelings, needs and "wants" and to build self-confidence and independence. These skills are encouraged into the home setting and the therapy support team supports this to happen. Greater choice, control, social interaction and independence enable young people receiving this support to contribute to their learning across the curriculum in a real and tangible sense.

Results in the summer 2015 suggest that our PPG children are achieving well. In terms of overall achievement, 90% of PPG children made good or better progress.

Some PPG children benefit from the soundbeam technician who attends the school on one day a week. These 1:1 sessions engage children in communication and emotional development.

Some PPG children attend a Signing Group to further develop their literacy and communication skills.

Additionally to the support outlined above (education and therapeutic), the following is in place for 2016-2017 :

We are exploring opportunities to establish Horseriding for those that would benefit as research suggests that:

- 75% of riders improved their communication skills
- 80% demonstrated more confidence
- 80% showed more enjoyment as the term of riding progressed.
- 82% demonstrated improved relationship building skills
- 80% demonstrated improved physical functioning

Nature of support (Extended and Family Services) and its impact

100% of PPG pupils have received some input from Family Services during 2015 -2016.

76% of the pupils have attended After school clubs during the week

94% of the pupils have attended Holiday Club

28% have attended Activity days during half term holidays

74% have attended Saturday Club

20% of the parents have attended workshops at our regular coffee afternoons and have been supported socially

50% have attended the Positive parenting course, 'Making Changes', run jointly the school's Family Services Coordinator

2015 -2016 All PPG children receive one free day per week at Holiday Clubs. As of Easter 2016 all PPG children will receive 3 half term block sessions of ASC free per year

The PPG is also used to fund :

- Home visits to support families by the school's dramatherapist, the school's Language and Communication Coordinator, the school nurse
- Parenting courses specifically for Tamil speaking parents, using interpreters and hired premises

The impact of the support offered to pupils and families by the family services team ensures pupils' communications skills, behaviour and emotional development are consistently addressed between home and school ensuring pupils can achieve their personal best in all aspects of the curriculum. Parents also report their children demonstrate greater independence skills and are able to communicate about friendships they have made with others in the school as part of after school and holiday clubs.

Parent evaluations of Family Services activities indicate a high level of satisfaction with the service, its impact on children's emotional wellbeing, social skills and education, and an appreciation of the support for the whole family the sessions offer.

Additionally to the support outlined above (family and extended services), the following is in place for 2015-2016 :

Secondary transition meetings for parents and a comprehensive transition programme, which will improve the emotional wellbeing in pupils, prepare Year 6 for secondary transition, reduce their anxiety, and promote good learning in the new setting

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