

Pupil premium grant expenditure: report to governors and parents 2017-18

Barriers to Learning

Communication barriers - some pupils have complex social, communication and emotional needs which can result in challenging behaviours. These behaviours can impact on their ability to learn effectively.

Environmental barriers – some pupils' sensory needs are negatively affected by their physical environment; this can reduce their ability to learn effectively.

Parental engagement – some parents require a high level of support to engage fully in all aspects of school life.

Attendance –some pupils struggle to maintain consistently high levels of attendance. This interrupted attendance pattern leads to slower levels of progress.

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	153
Total numbers of pupils eligible for PPG	100 (65.4%)
Total amount of PPG received	£114,000

Summary of PPG spending 2017/18

Objectives in spending PPG:

- Reduce the achievement gap between those who are eligible for PPG and those who are not
- Improve the engagement of those eligible for PPG
- Provide targeted support for those experiencing mental health issues, social and emotional difficulties

Summary of spending and actions taken:

- School Home Support service-providing support for targeted families through further expansion of the role of the School Home Support Practitioner
- Develop mentor/tutor provision for identified secondary aged children
- Intensive targeted literacy support through lead practitioner intervention
- Extend therapy provision across the school by increasing the number of days of psycho therapeutic counselling offered and continuing partnership with the Cassel Centre to provide art therapy
- Extend speech and language therapy to provide an increased level of support for the development communication skills across the school.
- Extend out of school learning through range of planned for residential and non-residential visits, including use of Wide Horizons provision.

Interventions	Cost Do these look reasonable amounts?	Objective (targeting those eligible for PPG)	Impact
<p>School Home Support We have a School Home Support Worker based at the school. Our School Home Support worker supports families to tackle the underlying issues that cause poor attendance/behaviour and lead to under-achievement. Engaging parents with their child's education has a direct impact on a child's achievement.</p>	£21000	Provide support for identified pupils and families.	Advice and guidance is provided for families on a whole range of issues including housing, health and finance. This resulted in improved engagement with learning and on-going support for parents. Family support worker caseload of over 40 families.
<p>Increase speech and language therapy across the school Speech and language support is timetabled across all year groups. Individual targets and programmes have been devised to address specific needs.</p>	£30000	Ensure that all eligible children have a Communication Passport. Timetabled Speech and language interventions for individuals and groups	Whole school data analysis (July 2018) indicates PPG pupils achieving at least as well as non-PPG pupils in communication, speech and language.
<p>Provide subsidy for residential school journeys Wide range of activities accessed including:</p>	£13200	Ensure all eligible pupils have full access to residential school	This has resulted in raised self-esteem and confidence and well as first hand, concrete learning experiences. Whole school SOLAR PHSCE data (July 2018) indicates that both PPG and non-PPG pupil at making at least expected progress. With a greater percentage of PPG pupils exceeding expected progress.
<p>Provide subsidy for non-residential educational visits Access to non-residential educational visits provided concrete social and curriculum related learning opportunities to include: Forest School curriculum Each primary class attended morning forest school sessions for a half term twice a year.</p>	£21300	<p>Ensure all eligible pupils have full access to non-residential educational visits.</p> <p>Ensure primary aged children have the opportunity to experience outdoor and adventurous learning</p>	<p>Almost all PPG pupils achieved at least expected progress across the core and foundations subjects. Whole school SOLAR data (July 2018)</p> <p>This has resulted in increased levels of independence, improved social interaction together With use of more extensive forms of communication.</p>
<p>Develop intensive literacy support provision for targeted pupils</p>	£9000	Ensure that there are no gaps in attainment	SOLAR data (July 2018) indicates comparable

Individuals have been identified and supported both in class and individually as appropriate. This is secondary department based intervention.		across all groups including those entitled to PPG	progress between PPG and non-PPG pupils in the three English strands.
Develop music therapy provision Music therapy is provided for pupils identified by a process of referral by school staff. Sessions can be for individuals or small groups of pupils as appropriate. The music therapist works closely with parents.	£12600	Provide music therapy for eligible pupils as through in-school referral system	The music therapist carried a case load of a minimum of 10 pupils. Progress was made in communication, social interaction skills and self-regulation. Evidence is both anecdotal based on observed behaviours as well as whole school SOLAR data. Reports are also provided by the music therapist for home and school.
Provide mentor support provision Individualised programmes Caseload varies (approximately 12 pupils per half-term)	£9700	Identified individuals to be supported through personalised programmes	SOLAR data (July 2018) indicates that PPG pupils made as least as good progress in communication and PHSCE as their non-PPG peers.
Additional Psychotherapeutic counselling Our school counsellor is based in school three days per week. She provides psychotherapeutic counselling to children referred to her by staff. She works closely with parents to support their children and coordinates the work of other additional therapies within the school. The Emotional Literacy Support Assistant (ELSA) project is an initiative designed to build the capacity of schools to support the emotional needs of their pupils. It recognises that children learn better and are happier at school if their emotional needs are also addressed. There are three trained ELSAS at Brent Knoll School working with both primary and secondary students one to one and in small groups.	£14500	Provide counselling for eligible pupils	SOLAR data (July 2018) indicates that PPG pupils made as least as good progress in communication and PHSCE as their non-PPG peers.
Out of school hours provision A range of out of school hours activities have been accessed including: cookery, play group, ICT, football, cycling.	£39000	Provide activities for pupils after school which promote learning and the development of social interaction skills.	Activities offered have been accessed by PPG pupils resulting in improved social and communication skills as evidenced in whole

Breakfast club operates daily for all pupils. This provision supports 'readiness for learning'.		Offer after school childcare through attendance of clubs	...school SOLAR data (July 2018).
Additional intervention programmes Movement works Speech Bubbles	£8400	Provide activities for pupils after school which promote learning and the development of social interaction skills.	Activities offered have been accessed by PPG pupils resulting in improved social and communication skills as evidenced in whole school SOLAR data (July 2018).

Total PPG received	£114000
Total PPG expenditure	£178700
PPG remaining	£64700 (additional spend funded from school's budget)