

**Pupil Premium grant expenditure:
2018-19**

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	95
Total number of pupils eligible for PPG	62,000

Objective

To create an environment of sustainable learning through meaningful engagement
Learning to Thrive
For 100% of eligible pupils to achieve their CASPA guidance target for the end of the year.

Record of PPG spending by item/project 2018-19

Item/Project	Cost	Objective	Dec. review	March review	End of year review Impact	Impact and sustainable outcome
SSAT Meaningful Pathways project	£27,650	SSAT support to enable the school to continue to evolve best practice ' Active Engagement' strategies - awareness, curiosity, investigation, discovery, anticipation, initiation, persistence -next step action Attention Autism Curiosity Autism EEF/LLP Mobilise feedback and marking embedding	Active Engagement profiles started for all relevant pupils -findings positively impacting on the way that staff are planning and delivering learning experiences for the individual. Attention Autism strategies in operation across relevant groups Curiosity Autism booked Mobilise Performance management target set for all staff	Active Engagement evidenced throughout planning, delivery and engagement. Beginning to transition Profiles to B2 Active Engagement Steps- intention to be able to fully evidence impact and identify 'next-steps, Attention Autism- evidence of	B2 Active Engagement Steps- fully operational across the school	Analysis of individual pupil's profiles- identification of strengths and development areas- personalised planning / delivery approaches Roll out of Attention/ Curiosity Autism strategies and approaches across school for individuals and groups. Foundation Stage/ KS One

				enhanced engagement and evidence of staff using these strategies across an increasing range of activities. Performance Management impact to be measured by Easter		curricular approach analysis - delivery through differentiated 'active-engagement' approaches- what does this look like at GHA?
*Family Engagement projects including Tapestry [home/school liaison system] activity days; parenting programmes, Dads, Mums, Lads, Lasses	£3,000	Engaging families in leading their child's learning	Autumn Term One - highest percentage of family/pupil Family Learning participation to date. Friends of GHA well established [led by CC and LA] - lots of brilliant ideas about ways forward including Roast Dinner day;	On going Introducing Invenry system to record visitor feedback	Tapestry - sharing school and home activities; setting 'challenges.' Invenry enabling real-time and cumulative feedback Parenting Progs fully booked	Working Together Rolling prog of staff accreditation to be able to deliver accredited Parenting Progs

			Sponsored Walk, Christmas fayre Dads, Lads, Mums and Lasses Sports and Forest School days booked for the year.		Family Engagement activities very well attended	
*Community engagement- including affiliation to the Scouting Association; Learning Outside the Classroom ethos	£7,500 [900 plus subscription fees to the Scouting Association]	Enrichment Legacy building	On going. Children working within the Scouting ethos weekly and working towards badges.	Learning Walk and pupil feedback evidences that these are very successful approaches to active engagement.	Community engagement- life experiences; self-esteem; confidence	Continuation of Scouting Schools- community engagement
**Subsidised Breakfast Club/ fruit	£1,900	Physiological needs/healthy eating	On going-available for all pupils	On going-available for all pupils	Ready to learn	Enhanced cognitive progress
*Subsidised extended day, lunch time and after school enrichment activities	£6,700	Social development /self-esteem raising	Wide variety of clubs and activities on offer daily and weekly lunchtimes and after school	On going	Broadening experiences - self-confidence	Flexibility of thought and action
*Subsidise the cost of school visits/ curricular	£4,500	Curricular enrichment; skills generalisations;	All children accessing at least termly 'Wow'	On going Includes mobile farm	Broadening experiences - linked learning;	Flexibility of thought and action- able to

access [including subsidies for family access-working within LOtC and LPPA principles]		engagement; family engagement	experiences. This term this has included animatronic dinosaurs; panto; Mexican feast; Scott of the Antarctic; purchase of superhero costumes	visit, Planetarium, re-enactor visit; purchase of resources for kinesthetic theme activities	making connections	enjoy 'new' experiences
**Subsidise the cost of school uniform/ PE kit/ book bags/ back packs	£1550	Self- esteem; physiological needs	All children have access to all equipment needed e.g. uniform, swimming kits, towels, bags, combs, toothpaste etc	On going	Physiological needs met- clean, dry, warm, comfortable	Self-organational skills
*Subsidise cookery contributions and special food 'challenges'	£2,200	Healthy eating; life skills; independence	All children access weekly cooking- seasonal, health land theme related. All children access choices within each session	On going	Healthy eating; cooking skills for life; variety of foods	Health lifestyles
*Family and multi-professional liaison - attendance issues	£1000	Engagement with learning	First Day call system in operation - working with families to enable	On going Impact data available for individuals	Community engagement - enjoyment of school	Engagement with learning

			and support engagement			
*Environment access e.g. SPELL approach.	£6,000	Removing barriers to learning	SPELL environment in operation as evidenced via NAS ADVANCED status award	Ongoing Impact data available via Autism B2; Team Teach analysis	Reducing barriers to learning	Environmental accessibility
* directly related to target						
**Supporting 'closing the gap'						

Total PPG allocated	£ 62,000
PPG remaining	0000

Summary of PPG spending 2018-19

Objectives in spending PPG:

To accelerate progress in Reading, Number [CASPA evidence]

PSHE- evidenced via Autism Bsquared [Legacy building from previously targeted areas of learning beyond the classroom, metacognition, reading, number]

Equality of access for all pupils [closing the attainment gap]

Motivating/engaging resources [engaging in learning tasks]

Teacher training to optimise parental partnership working [nationally accredited courses; family learning; family participation; family challenge]

Physiological needs - food -Breakfast Club, snacks, fruit, cookery, clothing [sports/swimming,] uniform , sleep hygiene , attendance issues

Social needs - friendships, social communication [directly taught programme] emotional literacy support [personalised programme] - access to After School Club, Lunch Clubs, visits/visitors [enrichment], Social Communication Teaching Resources [including Autism Bsquared]

Self-Esteem -confidence/achievement [access to learning; motivation; task engagement]

Self-actualisation -problem solving/creativity; Growth Mindset

Outcomes to date:

Learning -

Progress - CASPA data analysis see SEF

Pupil Voice (through comparison of attitude survey Autumn 2018 to Summer 2019)

Whole School approach - daily whole school social acknowledgements; before and at the end of assemblies/gatherings [pupil led]

Staff voice on impact (from staff team audits)

Weekly via Team planning meeting Minutes

Weekly via MOBILISE/ MITA [Maximising Impact Teaching Assistants] reflections; impact evidenced via Bluesky

Family engagement feedback

Attendance at events and activities; engagement with e.g. Family Learning; Dads, Mums, Lads and Lasses , social events, 'wow' activities etc.

Reciprocal correspondence e.g. Tapestry; EHCP reviews; IEP contributions; Open Evening etc

Continuing the legacy beyond July 2019

Active engagement- what does this look like at GHA? What does it look like for the individual ?