

**Pupil Premium grant expenditure:
Report to governors: 2017-18**

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	94
Total number of pupils eligible for PPG	39
Total amount of PPG received	£55,000

Objective

To focus on the child's engagement as a learner.
To identify what this looks like for an individual.
To create personalised learning pathways for individuals who struggle to 'engage' using The SSAT Research programme Meaningful Pathways to Personal Learning- Engagement Profile

Children with Complex Learning Difficulties and Disabilities [CLDD] have conditions that co-exist...[they] present with a range of issues and combination of layered needs -e.g.

relationships, mental health, behavior, sensory, communication and cognitive. Engagement is the best single predictor of successful learning[Iovannone et al 2003]

Record of PPG spending by item/project 2017-18						
Item/Project	Cost	Objective	Dec. review	March review	End of year review Impact	Impact and sustainable outcome
Active Engagement *Working within the Meaningful Pathways project	£17,200	Expert support to enable the school to continue to evolve best practice strategies [legacy building staff skills]	All staff are familiar with the research. Pupils have been selected. Baseline assessment completed.	Support mechanisms identified for individual and initiated		
*Family Engagement projects including Tapestry [home/school liaison system] activity days;	£4,000	Engaging families in leading their child's learning	Dads, Lads and Lasses and Mums, Lads and Lasses sessions booked for the year; Film Night; Activity sessions; Tapestry	Attendance at each session is circa 35%. Feedback is very positive. All parental support		

parenting programmes			communications and projects Attendance Autumn Term = all families via Tapestry and/or reviews; Parent's Evening ; activity sessions; phone contact Currently running NAS EarlyBird [plus]	sessions are fully booked. More dates added. Continuing to work on enhancing the impact of Tapestry		
*Community engagement- including working with the Scouting Association; RHS, Flower Festival, Arts Festival, Community Swimming	£7,000 [800 plus subscription fees to the Scouting Association]	Enrichment Legacy building	Weekly Scouting Community swimming Attendance weekly approx. 118 [some children attend swimming and scouting schools]	Children gaining badges and accessing enriched curricular opportunities. All children 'actively' engaged.		
**Subsidised Breakfast Club/ fruit	£1,800	Physiological needs/healthy eating	100 plus meals served weekly	Introduced new choices; enhanced independence opportunities		
*Subsidised extended day, lunch time and	£6,500	Social development /self-esteem raising	80 plus places available weekly	Places constantly over		

after school enrichment activities e.g. 'Friends Club' IT Club, Guitar Club, Reading Den, Homework Club				subscribed; some youngsters running their own clubs [staff over view]		
*Subsidise the cost of school visits/ curricular access [including subsidies for family access]	£4,500	Curricular enrichment; skills generalisations; engagement; family engagement	Enrichment opportunities this term include re-enactor visit, pantomime; planetarium, American Diner experience; road safety/lorry visit	Every group continues to access 'wow' activities-visits and visitors including whole school fair visit [cost of coaches] re-enactors visits; Bug Man; theme related activities.		
**Subsidise the cost of school uniform/ PE kit/ book bags/ back packs	£500	Self- esteem; physiological needs	Replacement uniform, school bags; specialist equipment for home e.g. care cultery	Replacement uniform, school bags; specialist equipment for home e.g.		

				care cutlery; purchase of spare clothing		
*Subsidise cookery contributions and special food 'challenges'	£2,500	Healthy eating; life skills; independence	All children have weekly cookery lessons and are taught the value of healthy eating. Skills hierarchy taught e.g. cutting techniques. Sessions are linked to themes and celebrations e.g. Bonfire Night	All children have weekly cookery and are taught the value of healthy eating	All children learn to grow, harvest, cook with, eat an increasing variety of food -essential skills for a healthy lifestyle	Continue at no cost to families
*Family and multi-professional liaison - attendance issues	£5,000	Engagement with learning	Staff time as part of TAC etc.			Through the Mobilise project, TA staff have agreed to share the workload for 'Family Liaison' This is coordinated by Mrs Green.
*Environment access e.g. SPELL approach. Sensory calmers; sensory	£6,000	Cognitive learning access; emotional resilience; empowerment;	New cohort- additional zuma's purchased; dividers; calmer/distractors/	Additional sound screens purchased;		

enablers; engagement methodology; zuma rockers, hokki stools, space dividers, emotional literacy , ear defenders, weighted toys/ jackets etc		removing barriers to learning	specialist access equipment - fine motor coordination; sensory discrimination etc.	weighted vests etc; hokki stools; ergonomic equipment; sensory POD		
* directly related to target						
**Supporting 'closing the gap'						

Total PPG allocated	£ 55,000
PPG remaining	0000

%	Non Pupil Premium	Pupil Premium
Core progress		

[expected plus]		
90		
80		87
70	70	
60		
50		
40		
30		
20		
10		

	Communication FSM		Social Interaction FSM		Flexibility of Thought FMS		Emotional Regulation FMS	
January 2018	L10.6	L10.9	L9.1	L9.6	L9.4	L9.4	L9.4	L9.5

June 2018							
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Guidance L 10/ 11 broadly equates to the skills of a neuro-typically developing 4 year old

Summary of PPG spending 2017-18

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 above

Pupil Voice (through comparison of attitude survey Autumn 2017 to Summer 2018)

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

Family engagement feedback

Attendance at events and activities; engagement with e.g. Family Learning; social events

Reciprocal correspondence e.g. Tapestry; home/School diaries; EHCP reviews; IEP contributions

Leading Parent Partnership Award reaccredited Spring 2018

Continuing the legacy beyond July 2018