

Pupil Premium Grant (PPG): Purpose, Organisation and Impact

Purpose

This is an amount of money provided to schools in England by the government which is additional funding to raise the attainment of disadvantaged pupils. The purpose is to close the gap between them and their peers.

1. Summary information					
School	Addington School			Type of SEN (e.g. PMLD/SLD/MLD etc.)	SLD/PMLD/MLD
Academic Year	2017/2018	Total PP funding	£54,524	Date of most recent PP Review	September 2017
Total number of pupils	206	Number of pupils eligible for PP	42	Date for next internal review of this strategy	December 2017

2. Attainment 2016 - 2017		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% making progress against targets in all aspects of Literacy: Communication <ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing % making progress against targets in all aspect of Mathematics: <ul style="list-style-type: none"> • Using and Applying • Number • Space, Shape and Measure • Data Handling 	In excess of 80%	In excess of 80%

3. Barriers to Educational Achievement faced by students at Addington – those eligible for PP and those not eligible for PP

The context at Addington differs from that of mainstream schools in that, the **primary** deprivation to all our pupils is their learning difficulty which is over and above any financial deprivation. All pupils at the school have learning difficulties as identified by their individual Statement of Educational Need or Education, Health and Care plans. Thus, it should be clear that the level of learning difficulty is absolutely the **PRIMARY** deprivation. The learning difficulties range from severe to profound and multiple. We also cater for a number of students with moderate learning difficulties, although

their moderate difficulties are frequently accompanied by such syndromes as Autistic Spectrum Conditions. Essentially, Addington caters for the needs of students a wide range of conditions including:

- Autistic Spectrum Conditions
- Down Syndrome
- William’s Syndrome
- Epilepsy
- Attention Deficit Disorder
- Rett Syndrome
- Sensory Impairments
- Communication Difficulties
- Challenging behaviour as a result of their primary learning difficulty
- Global Learning Delay

This list is not exhaustive; additionally, co-morbidity of conditions and syndromes is common amongst our students. This leads to increased complexity in relation to their special educational needs. Thus, the **primary** barriers to educational achievement and attainment for our students are their particular learning difficulty/difficulties, rather than socio-economic factors. All of our students are considered disadvantaged.

Overcoming Barriers to Educational Achievement

From 2016/2017, in order to overcome the barriers to educational achievement, the decision was taken to focus, in the main, on the following areas:

- Developing communication skills – essential to learning, play and social interaction
- Raising reading levels – an essential life skill
- Raising attainments in Numeracy, Cognition and Problem Solving
- Reducing anxiety – anxiety can, in itself, hamper learning.
- Personalised development

However, as we believe in a personalised approach to the learning of our students, there are specifically tailored programmes in place for individuals. For example if a student shows a particular aptitude in one area, a strategy will be devised to develop their skills. This may often involve collaboration with nearby mainstream schools. This is a process which is being undertaken this year with a student who is eligible for the PPG and shows strengths in Maths.

	Desired outcomes and how they will be measured	<i>Provision</i>		<i>Success criteria</i>
A.	Improved expressive and receptive skills amongst students. The communication skills of students will be assessed using quantitative and qualitative data. Improved attention to communication through use of Autism	Speech & Language Support, 1.5 days per week ASD Access	£10, 842	➤ Progress against P Levels and Addington attainment levels: Under 8s – EYFS & P Levels KS1&2: <ul style="list-style-type: none"> • *PF – P1 to P3: Bespoke • *SF – P4 to P8: 1 P scale every 2 years • *F – Addington Levels – 1 level each year

	<p>support methods using a range of strategies and interventions. Measurement will be individual reported in the form of rich data about the steps of progress made.</p> <p>Improved ability to communicate using augmentative and alternative communication methods (AAC). Measurement will be individual and reported in the form of rich data about the steps of progress made.</p>	<p>Support, 1 day per week</p> <p>Access Support, 1 day per week</p>	<p>£4,614</p> <p>£ 5,427</p>	<p>KS3:</p> <ul style="list-style-type: none"> • PF – P1 to P3 Bespoke EHCP Outcomes/Engagement/Communication • SF – P4 to P8: 1.5 P levels over KS3 • F – Addington Levels – 3 levels over KS3 <p>KS4:</p> <ul style="list-style-type: none"> • PF – P1 to P3 Bespoke EHCP Outcomes/Engagement/Communication • SF P5 to 1A: 1 P Level/1 Addington Level over KS4 • F – Addington Levels – 2 levels over KS4 <p>FE:</p> <ul style="list-style-type: none"> • Accreditation achievements • Destinations <p>➤ Pupils will be able to attend, communicate and engage more effectively with others.</p> <p>➤ Pupils will extend their ability to engage in two way reciprocal communication</p>
<p>B.</p>	<p>Improved reading and comprehension skills. Reading age and comprehension progress will be measured on an individual basis depending on the ability of the pupil and the reading and comprehension strategy employed. Reading and comprehension levels will be assessed using:</p> <ul style="list-style-type: none"> • The new Salford Sentence Reading Test where appropriate • Progress against reading levels in Catch Up • Progress against reading levels in Rapid Reading and Rapid Plus • Rapid Phonics level attainment • Jolly Phonics • Sensory Phonics • Levels of attainment in Tracks Literacy (Read words, Write Words) 	<p>Literacy Co-ordinator, 2 days per week</p> <p>Literacy Assistant, 3 days per week</p>	<p>£24,426</p> <p>£13,393</p>	<p>➤ Progress against P Levels and Addington attainment levels:</p> <p>Under 8s – EYFS & P Levels</p> <p>KS1&2:</p> <ul style="list-style-type: none"> • *PF – P1 to P3: Bespoke • *SF – P4 to P8: 1 P scale every 2 years • *F – Addington Levels – 1 level each year <p>KS3:</p> <ul style="list-style-type: none"> • PF – P1 to P3 Bespoke EHCP Outcomes/Engagement/Communication • SF – P4 to P8: 1.5 P levels over KS3 • F – Addington Levels – 3 levels over KS3 <p>KS4:</p> <ul style="list-style-type: none"> • PF – P1 to P3 Bespoke EHCP Outcomes/Engagement/Communication • SF P5 to 1A: 1 P Level/1 Addington Level over KS4 • F – Addington Levels – 2 levels over KS4 <p>FE:</p> <ul style="list-style-type: none"> • Accreditation achievements • Destinations <p>➤ Positive feedback from teaching staff regarding engagement in the process of reading and understanding written material.</p>
<p>C.</p>	<p>Reduction of Anxiety Levels leading to increased engagement in learning.</p>	<p>Nurture and Behaviour</p>	<p>£12,074</p>	<p>➤ SCERTS assessment data</p> <p>➤ Behaviour data and reduction in PPI and incident reports</p>

		Support, 4 days per week Yoga, 1 day per week	£ 7,800	<p>➤ Progress against P Levels and Addington attainment levels:</p> <p>Under 8s – EYFS & P Levels</p> <p>KS1&2:</p> <ul style="list-style-type: none"> • *PF – P1 to P3: Bespoke • *SF – P4 to P8: 1 P scale every 2 years • *F – Addington Levels – 1 level each year <p>KS3:</p> <ul style="list-style-type: none"> • PF – P1 to P3 Bespoke EHCP Outcomes/Engagement/Communication • SF – P4 to P8: 1.5 P levels over KS3 • F – Addington Levels – 3 levels over KS3 <p>KS4:</p> <ul style="list-style-type: none"> • PF – P1 to P3 Bespoke EHCP Outcomes/Engagement/Communication • SF P5 to 1A: 1 P Level/1 Addington Level over KS4 • F – Addington Levels – 2 levels over KS4 <p>FE:</p> <ul style="list-style-type: none"> • Accreditation achievements • Destinations
D	Use of Strategies using concrete objects such as Numicon to develop understanding of Number and the four basic operations. Introduction of Big Maths and Little Big Maths to develop confidence in numeracy, cognitions and learning	Support from Whole School Co-ordinator for Maths 2 days each week. Interventions and staff training	£21,742	<p>➤ Progress against P Levels and Addington attainment levels:</p> <p>Under 8s – EYFS & P Levels</p> <p>KS1&2:</p> <ul style="list-style-type: none"> • *PF – P1 to P3: Bespoke • *SF – P4 to P8: 1 P scale every 2 years • *F – Addington Levels – 1 level each year <p>KS3:</p> <ul style="list-style-type: none"> • PF – P1 to P3 Bespoke EHCP Outcomes/Engagement/Communication • SF – P4 to P8: 1.5 P levels over KS3 • F – Addington Levels – 3 levels over KS3 <p>KS4:</p> <ul style="list-style-type: none"> • PF – P1 to P3 Bespoke EHCP Outcomes/Engagement/Communication • SF P5 to 1A: 1 P Level/1 Addington Level over KS4 • F – Addington Levels – 2 levels over KS4 <p>FE:</p> <ul style="list-style-type: none"> • Accreditation achievements • Destinations
	Total expenditure on interventions		£100,318	
	Delegated Pupil Premium Grant		£54,524	

*Key PF stands for pre-formal (PMLD), SF stands for semi-formal (SLD) and F stands for formal (MLD)

Impact on students not eligible for PPG (TILT)

Addington school provides considerable extra funding on initiatives in this area for students ineligible for pupil premium, but in need of support over and above the individualised classroom teaching in Literacy. We believe that the strategies that are supporting the development of those eligible for PPG should be used for the benefit of those who are not eligible, but who are deemed to be in need of extra support. Accordingly, the school funds this separately. Thus all the work of the school is tilted towards the disadvantaged learners.

Organisation of Delivery

In terms of delivery, the aim is to have familiar class adults to be trained to work with students on their literacy interventions. It is important that the Literacy interventions are delivered without impacting the learning of all students; thus, some of the PPG funds additional support staff in classes. In this way, the interventions set up for PPG students are having a broader impact school-wide for our disadvantaged learners. Delivery of interventions is tracked so that students receive the programme as deemed appropriate for their specific needs; and to ensure that progress is being made. The expenditure on each student is monitored; and provides definitive evidence that we are spending over and above the PPG in order to meet the needs of our students.

Work undertaken by ASD, Access, Behaviour, Nurture, Speech and Language and Yoga staff varies according to the identified needs and personalised programme of each individual. Where appropriate an individual might participate in a session with a specialist supported by a class adult so that skills developed can be transferred into the classroom context. Alternatively, when focusing on social skills development, nurture or behaviour staff might work with a particular target group of students. Another option might be for the specialist adult to visit the class and work alongside the disadvantaged learner to support their skills development in a familiar environment.

Strategies and Interventions to target main areas for disadvantaged learners

Communication

SERTS (Social Communication, Emotional Regulation and Transactional Support)
PECs
Speech and Language
Communication and attention skills
Eye Gaze
ICT access
Communication boards
Sound Beam
PODD (Pragmatic Organisation Dynamic Display)

Reading

Jolly Phonics
Rapid Phonics
Sensory Phonics
Rapid Reading
Rapid Plus (*subject matter more suitable for older students*)
Rapid Writing
Toe by Toe
Comprehension Development

Reducing Anxiety and developing well-being

Nurture – groups and individual sessions
Aromatherapy
Horticulture
OT based games
Social skills groups
ASD support
Art Therapy
Music Therapy
Instrument lessons
Sensory Circuits
Rhythm group
Music Production
Pets As Therapy – PAT dog visits
Yoga

Additionally, where students are more able, but also disadvantaged, opportunities for developing strengths are sought. For example, students may join lessons at local schools where appropriate. The support for this approach comes from Pupil Premium funding.

Monitoring of progress and attainment

The tracking of attainment is accomplished in two ways; i.e., we collect qualitative and quantitative data. In our context, this is essential. Our students might be making progress in their literacy development, but it may be the kind of progress which cannot be captured by levels; yet, this progress still needs to be acknowledged and celebrated. Qualitative data, in the form of case studies regarding individual achievements is compiled for this purpose; examples of these may be seen in the section entitled **Pupil Premium Communication Report**. The quantitative data demonstrates progress against Addington Levels. Progress of students is tracked throughout the year, and reported upon annually.

An important point to note is that the new National Curriculum has moved away from levels. In order to measure progress, we have devised our own Addington Levels which are tailored more specifically for our context. Over the course of the year, the attainment of all Pupil Premium eligible students was tracked on a termly basis. The purpose of the monitoring on a termly basis is to identify issues with interventions which can then be addressed with immediacy. Progress of students in receipt of pupil premium is compared with that of their peers at the end of the year. Due to the provision of interventions to a broader range of students, any comparison is not exactly clear cut. Despite this, we do need to demonstrate that we are using the grant in order to close any gap between PPG students and their peers.

Impact of PPG measured quantitatively

In the academic year 2016-2018, in excess of 80% of students in receipt of pupil premium, and over 80% of students not in receipt of pupil premium made progress against targets in all aspect of Literacy and Numeracy. This was excellent as, despite the changing cohort of the school which now comprises many students with complex needs, our students continue to make progress in core subjects. Moreover, it is evident that there is no significant achievement gap between those who are financially disadvantaged, and those who are not disadvantaged. Pupil premium is thus being used to excellent effect within the school.

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