



# Pupil premium: funding & accountability for TVS 2018 -2019 and 2019-2020 forecast

## Introduction

The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation.

It's allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country

## Using the pupil premium effectively

School leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils' academic attainment. There is a growing body of evidence on how schools can best help disadvantaged pupils make progress. The needs of all pupils should be assessed and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address. There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.

## Reporting and accountability

Schools are held accountable for the effectiveness of their pupil premium use:

- by publishing a pupil premium statement online
- through inspections
- through published performance tables

## Background

The Pupil Premium is allocated to schools for children of statutory school age from low-income families who are known to be eligible for Free school meals (FSM) in both mainstream and non-mainstream settings: to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

In 2012-2013 this also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). However, schools are held accountable for how we have used the additional funding to support pupils from low-income families.

From September 2012 we have been required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

## A longer-term strategy

From September 2019 schools are encouraged to move away from full annual reviews that can be time-consuming and instead consider a multi-year strategy – such as one covering a 3-year period – for pupil premium use, with light touch annual reviews that will continue to form the school’s pupil premium statement. This will help school leaders to:

- take a longer view of the support the grant will provide
- align their plan with the wider school improvement strategy
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Doing this will give schools greater certainty when planning their:

- expenditure
- recruitment
- teaching practice
- staff development

<b>Pupil premium: funding and accountability for the Village School 2018 /19</b>		
<b>2018/19</b>		
Students that qualify for PPG = 128		
Primary students that qualify for PPG = 49	$£1,320 \times 49 = £64,680$	
Secondary Students that qualify for PPG = 45	$£935 \times 45 = £ 42,075$	
Total allocated funding = £ 106,755		
<b>Areas of budget / funded resources</b>	<b>costs</b>	<b>Impact for PP students</b>
Fencing for hope centre	£2,500	Improved play, social opportunities and safety at the hope centre.
Replacement of trampolines in all classes with PP students	$£200 \text{ per class} \times 15 =$ £3,000	Supporting regulation readiness to learn, increased engagement. Reduced behavioural incidents, meeting of sensory needs. Evidence – increased outcomes relating to attention. Lower levels of behavioural incidents for the same period last year.

Funding to provide therapeutic input for students at the Village school through Play, drama and movement therapy. Resources and training, advising teachers parents and stake holders.	£ 52,000	Meeting the needs of students with SEMH supporting inclusion across the school improving engagement and wellbeing for all pupils. Evidence – therapy reports Behaviour and SEMH report. Improved outcomes and reduced incidents.
Resources for Life and Living, life and leisure curriculums, Horticulture, Catering, shop and flat	£555	Increased opportunities to develop skills and knowledge relating to Independence Employability and Community Access.
Achiever Bed for personal care and Repair of swimming beds	£ 7,300	Larger bed to ensure comfort and suitability for all students that require support.
Funding to Class teachers to provide direct support for inclusion, regulation and engagement	£ 850 per class x 38 = £32,300	Teachers identified areas of need to support pupil premium pupils. Swimming aids/ floatation devices – increased use of the swimming pool Resources for outside play and imaginative play. Increased social and play opportunities. Increased peer interaction and improved outcomes relating to communication and interaction Village 1.
Support for trips and external input through external agencies	£3500	Additional resources and experiences for pupils relating to Expressive arts and other areas that relate to developing pupils social capital and independence.
Repair of resources	= £5,600	Resources relating to gathering of evidence – tablets / cameras Resources relating to communication – tablets / AAC devices, hardware and software.
<b>Total</b>	<b>£106, 755</b>	

### Exp detail – Focus areas

- To support pupils from low income families to provide strategies and raise attainment.
- To address the inequalities between children eligible for free school meals and their wealthier peers.
- To provide additional welfare and support to pupils and families
- To identify and meet needs relating to independence, living skills, emotional regulation, communication and inclusion.

## **Analysis of how the school is narrowing the gap**

The Village School has implemented a number of strategies and interventions at a whole school level, at targeted group level and at an individual level. These areas of focus all relate to the school improvement plan and continued school evaluation.

### **2018/19**

Responding to research and development in the areas of SEMH and therapeutic approaches, we have continued to develop our approach to SEMH to meet the needs of some of our young people who face challenges in this area, this includes having three therapists; one play and two dance and movement therapists running weekly sessions for pupils in the feelings room at the Village school or at CNWL. This has been far more consistent and beneficial than previous input relating to SEMH. We have targeted the younger students where possible to give the most chance of a positive outcome or change.

Our aim has been to reduce anxiety and behaviour and increase attention, focus, engagement and regulation. We have done this through providing resources e.g. trampolines to individual classes. The aim of developing these areas is also to give the pupils the best opportunity to reduce barriers to learning and reach their maximum potential progress.

We have continued to raise opportunities for all pupils through the purchase of resources for pupils to access the curriculum through AAC, Life skills resources, resources relating to independence and routes to employment. We have also purchased resources to allow access for all pupils to the swimming curriculum.

The Village school has also continued to support parents, carers and families to be able to give the best opportunities for their young people outside of the learning environment.

On the 5th and 6th October 2016 The Village School was inspected by OFSTED. This was a full inspection with a total of five inspectors over the two days. Our official grading was 'OUTSTANDING'.

### **Progress by pupil premium eligibility- Core Subjects - against summer 2019 target**

Pupil Premium Eligibility	% of pupils achieving above expected progress 2018-2019	% of pupils achieving at least expected progress 2018-2019
Eligible for pupil premium - YES	16%	58%
Eligible for pupil premium - NO	19%	59%

The tables above show that by the end of the last academic year we expect there was a 1 % gap in the progression of those not entitled to pupil premium and those that are.

### **Evaluation of the impact**

We have continued to reduce the gap between Pupil premium and non-pupil premium pupils with the aim as stated above to be no gap in progression between pp pupils and the non-pp pupils. The Village school is currently on track to achieve this.

Continuing to develop our approaches to teaching learning and assessment has allowed us to identify and respond to gaps between our pupils that are entitled to pupil premium and those that are not. This has been addressed this year at moderation and pupil progress meetings.

Our track record of use of pupil premium demonstrates that we have analysed the data in depth and set new targets and areas of foci as appropriate to those pupils.

This year we have continued to develop our skills and understanding relating to trans dis input and reduction in barriers to learning by empowering class teams and support staff.

## Pupil Premium grant 2019/20

This year as a school we are continuing to develop the focus of PPG, we are aiming to use a holistic approach to meet the needs of the identified students working closely with the health and wellbeing faculty and class teams to identify the most meaningful interventions and resources that will have the most impact, this will also be informed by research on interventions and impact. The Village school will also be looking at maintaining its SEMH offer and increasing wellbeing for all students. The Village School also aims to develop its provision relating to ASC, PMLD, Phonics and the HOPE Centre.

<b>Proposed Areas for Pupil Premium Spending in line with SDP</b>	<b>Impact</b>	<b>Assessed cost</b>
Training and development resources and implementation of Active Support and Smile therapy	Increase engagement for all pupils through increasing meaningful learning activities and accurate levels of support. Support improved behaviour for learning (assessed through learning walks, appraisals, lesson observations EHCP outcomes and PSED V levels)	£12,000
Resources for ASC provision throughout school	Supporting pupil's regulation, engagement and progress. (assessed through learning walks, appraisals, lesson observations EHCP outcomes and PSED V levels)	£8000
Resources for phonics and reading and improve diversity awareness in the school (Along with Trust Diversity lead)	Developing reading skills and ensuring pupils are adequately challenged at all levels. (part of BCA audit and follow up with case studies)	£1500
Swimming Resources for Pupils with Tracheostomies	Inclusive activities for all pupils with disabilities enabling PPG pupils to access the swimming pool (assessed through PSED and sport pathways)	£3000
SEMH – therapy and associated resources	Understanding and responding to SEMH challenges and issues. Increasing wellbeing and improving mental health (assessed through learning walks, appraisals, lesson observations EHCP outcomes and PSED V levels)	£52,000 (includes client supervision)
Playground Resources at Hope	Increased opportunities for engagement and socialisation. Developing peer relationships and social skills.	£2000

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### Revision history

Date	Details	Author
July 2017	Created	SLT
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