

Pupil Premium Grant (PPG)

Pupil premium is a government grant allocated to schools to ensure that all disadvantaged children can achieve and reach their potential. It is also allocated to those children whose parents are in the armed forces.

Rates for eligible pupils

Each year the government sets allocated funding. The PPG per pupil for 2019 to 2020 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

There are terms of how this funding should be allocated and used to ensure the maximum impact of learning, to ensure implementation of and impact on the outcome of learning/progress.

Therefore, the grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant>

PPG at Acorns Primary School

Barriers to learning

All the identified pupils have a specific additional learning need or disability that significantly impacts upon their learning. The children attend a specialist provider of education, which is Acorns Primary School. We met the needs of pupils with a range of learning difficulties including: ASD, Moderate, Significant and Profound Multiple Learning Difficulties, Visual Impairment, Hearing impairment, Physical Disabilities and Social, Emotional and Mental Health Difficulties, speech, language and communication difficulties.

In relation to their education pupils at Acorns (including those on PPG) face the following barriers to learning and attainment:

- Access to curriculum due to developmental, physical and medical needs
- Challenging behaviours
- Sensory, social and emotional needs (often linked to ASD)
- Communication and Language skills

In addition to the above pupils can be affected by external barriers such as family issues linked to Child Protection, Child in Need and Early Help or Adverse Childhood Experiences (ACE).

For children to meet the criteria of pupil premium funding, their family household will be of a low income/financially disadvantaged and in receipt of specific benefits; income related employment and support allowance. Although 27% of pupils of the total school population meet these criteria, it should be noted that a significant proportion of pupils come from a low-income family and benefit from further curricula support and activity.

PPG for the year 2018-2019 is calculated from the census from the January 2018. The table below shows the financial breakdown of information, specific to Acorns Primary school.

Disadvantaged pupils	Qualifying pupils	Rate £	Funding £
Ever 6 free school meals eligibility	16	1,320	21,120
Service children	3	300	900
Total Allocation			22,020

26% of the total school population is eligible for the PPG. These pupils are in EYFS, key stage 1 and key stage 2. Strategies and intervention are used across school to support these children to ensure they receive the best quality education, allowing their achievement to be in line with their peers.

Children Looked After (CLA)

Each pupil who is CLA receives £2,300 per year. The aim of this funding is to ensure an equality of opportunity and to ensure that pupils are not disadvantaged due to their unsettled start to life. The funding enables schools to offer additional support to these pupils, so they are able to achieve as well as their non CLA peers. In relation to Acorns, 27% of the total pupil population are PPG eligible including the CLA pupils, making a total of £24,320

Addressing barriers to learning

A range of strategies and support are provided to ensure that PPG pupils achieve and make progress that is in line with or above their peers. Interventions are incorporated into individualized learning programs. Support is provided by trained staff and sensory resources. This allows for the development of learning, knowledge and skills. Further and wider learning/experience is carefully integrated into learning that supports the individual child's learning and nurtures their development.

Intent - How do we plan to spend the money?	How much will be allocated?	Who will be the focus pupils?	Implementation - Why are we spending this money in this way?	Impact - What will be the anticipated impact on these pupils?
Residential opportunities	£2,042	8 PPG 1 FSM6 1 CLA	School analysis shows that pupils benefit from enrichment activities enabling them to learn outside the classroom; making learning real; developing life skills; giving rise to opportunity.	Pupils have accessed wider learning. Pupils have enriched experiences, which may not have been accessed from home. First-hand learning opportunities and experiences Taking measured risks (in often a contrasting/ different environment than they are used to).
				<i>Due to COVID-19 pandemic and the government guidelines relating to lockdown, the residential trips were unable to proceed. The trips have been postponed until next academic year.</i>
Wider learning Cultural experiences based upon musical awareness -Harpist and Saxophonist Citers 4 u – first hand learning experience meeting/observing/handling reptiles and insects Community visits Including trips to the specialist sensory soft play centre	£1,300 £2,500 £140	19 PPG 19 PPG (+ 56 pupils)	Music rich experiences are proven to be beneficial to pupils. Music can help to focus and calm pupils, helping to prepare them to learn. School analysis shows that pupils benefit from enrichment activities enabling them to learn outside the classroom; making learning real and improve progress	Pupils to access wider learning. Pupils will broaden their experiences/knowledge. Pupils will encounter culturally rich experience. Pupils will have the opportunity to interact with reptiles and insects; widening their learning; supporting their understanding of science (living things). Pupils have freedom to explore, investigate and build upon their own personal learning in a safe, sensory rich environment.

				<p><i>100% of the pupils accessed the science enriching day and interacted with animals. This covered learning outcomes and expectations for EYFS, KS1 and KS2.</i></p> <p><i>PPG and FSM pupils have been supported financially to attend trips with their cohort. They have been able to access play centres and community visits along with their peers, giving rise to first learning experiences.</i></p>
To send a selected member of staff on ELSA training (Emotional Literacy Support Assistant). This will deepen knowledge and expertise for supporting pupils, particularly those at risk; vulnerable; those with ACE.	£2950	FSM6 1 CLA	The ELSA member of staff will support children, particularly the most vulnerable with social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling and skills such as solution focus and friendship. Individual pupils will have a dedicated 1:1 session, aimed at supporting their emotional needs. Practised through literacy and PHSE based activities.	<p>Supports pupil voice.</p> <p>Children will be supported to work through trauma and difficult situations, allowing them to express themselves freely; seek solutions and develop their emotional skills and resilience.</p>
				<i>A mix of pupils have attended the ELSA training, focus has been prominently on the FSM pupils and CLA pupil. These children were responding positively to these sessions, which will be continued upon the return to school after lockdown following the recovery curriculum work.</i>
Whole staff training – sensory processing with Julia Dyer	£1965	19 PPG (+ 56 pupils)	<p>All staff will receive training, enhancing knowledge and understanding.</p> <p>Pupil's will receive further specialist support in relation to their sensory processing. Over 90% of pupil population experience some kind of sensory processing issues.</p>	<p>Impact</p> <p>All staff welcomed training, which have further developed staffs knowledge and understanding (CPD)</p> <p>Strategies are being put into place to support children through this form of interaction. Pupils who have been hard to reach are now starting to engage and interact. Some individual parents have commented on increased vocal interactions at home.</p>

				Into next academic year, data should reflect impact of this as the strategy develops and matures.
<p>Travel costs</p> <p>-Minibus costs</p> <p>-D1 driver training</p>	<p>£5,300</p> <p>£2,200</p>	<p>19 PPG</p> <p>(+ 56 pupils)</p>	<p>School analysis shows that pupils benefit from enrichment activities enabling them to learn outside the classroom; making learning real and improve progress.</p>	<p>Pupils have engaged in educational visits; hydrotherapy and swimming sessions.</p> <p>100% of children will attend visits and trips to the local and wider community, widening their experiences and giving them access to a range of educational activities. Without the use of the minibus these pupils would not have these opportunities.</p> <p>Extra staff with the D1 training ensures that 100% of PPG pupils can now access wider learning.</p>
				<p><i>Using the minibuses has enabled all children to participate in local and wider community visits. Recorded evidence of this is available through EFL and photographic evidence on the website. These document brief and range of experience for pupils to widen their experience.</i></p>
<p>Intervention groups – additional TA support to cover the following interventions:</p> <p>Art therapy</p> <p>Lego therapy (staff attending training course)</p> <p>Phonics</p> <p>Mathematics</p>	<p>£3000</p> <p>£180</p>	<p>19 PPG</p>	<p>Additional support is given through intervention and specialist work. Pupils in receipt of the PPG receive extra academic/emotional support through sessions.</p> <p>Intervention strategies are both designed for formal learning and support emotional learning.</p>	<p>Pupils are able to achieve or exceed their individual targets.</p> <p>Improved behaviour of pupils throughout the school.</p> <p>Intensive support for those pupils who benefit from high levels of adult intervention, supporting their academic achievement and meeting their IEP targets.</p> <p>Selected pupils receive emotional support through intervention groups. This is enabling the children to share and 'off load' their anxieties/fears/worries in a safe and nurturing environment.</p>

<p>Resources/ specialist</p> <p>Hooble de hoos specialist reins</p>	<p>£443</p>	<p>4 PPG 3 FSM6</p>	<p>All staff to have training on the use of sensory diets delivered by school lead on ASD.</p> <p>Resources to implement sensory diets for all who need it. School lead on ASD to observe relevant pupils within school and give advice on developing sensory needs to staff.</p> <p>Qualified OT/ Physiotherapist to provide assessments for particular pupils.</p>	<p>The introduction of sensory input for many children has had a great impact on their ability and readiness to learn. This is evidenced in observations by class staff and written annotations.</p> <p><i>Children in EYFS/KS1 and KS2 are using reins to ensure their safety whilst accessing the community. Staff are now able to safely take pupils on visits (as noted in risk assessments). Keeping the children safe, supports their mental health, wellbeing and enables staff to support and develop their life skills.</i></p>
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