

Pupil premium grant expenditure: Template for report to governors – 2016/17

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	100
Total number of pupils eligible for PPG (May 2017)	31
Amount of PPG received per pupil	£935
Total amount of PPG received	£34,995
PPG- CiN	3
Catch Up Premium	£6,531
Total Grants	£41,526

Barriers to Learning

Complex Needs: Evidence within the school SEF records vulnerable group profiles as: **Child in Care students, 3 (3%), Child in Need, 11 (11.2%), live Child Protection Plan, 0 (0%), FSM-31 (31.6%), Pupil Premium- 37 (37.8%), TAF/CAF 3 (3%).** There is a significant gender imbalance (83 boys: 17 girls). Ethnic minority students form **3.9%** of the population. 0 students have **EAL.**

Attendance and Punctuality: Absence rates historically are above government expectations. Attendance data since September 2016 has been skewed by 4 school refusers, the impact on mental health and wellbeing and medical appointments.

Social, Emotional and Mental Health: 30% children (March '17) currently in school receive support for their Social, Emotional and Mental Health needs or Behaviour Support. Supporting these children makes excessive demands on staff time including Senior Leaders. School has responded by investing in its staffing structure to appoint a Family Liaison Advisor and 3ELSA (Emotional Literacy Support Assistant) trained staff.

SALT: Communication issues associated with the triad of ASD impairments impacts directly on all students. Currently 82% of students receive SALT input. The vast majority of children enter Key Stage 3 reading and number ages significantly below that expected level for their age. Over generalisation and limited vocabulary are both factors that limit progress in reading and writing.

Home Learning Environment: For significant numbers of children, home support for learning is lacking. Parents lack the confidence, organisation and skills to provide the kind of support needed for learning at home. This prevents children from consolidating learning or extending learning done in school. Restricted access to IT and internet in the home and wider experiences out of school time also have a bearing on children's wider vocabulary, general knowledge and confidence in a wide range of social situations.

Complex Learning Needs: All students have a diagnosis of ASD with associated SEND around communication; social interaction, cognition and learning and SEMH enhancing the barriers that they already face and the pathways open to them. Family circumstances also make addressing their needs more complicated. Parents do not always have the skills to support them sufficiently well.

Record of PPG spending by item/project 2016/17

Item/project	Cost (£)	Details	Expected Outcomes
Family Liaison Advisor	20,000	FLA to provide concentrated support for hard to reach families. In addition FLA co-ordinates/signposts courses for parents and families. She also leads on persistent absenteeism and supports families on CiN Plans and TAF/CAFs. This member of staff acts a safeguarding gatekeeper attending ½ termly safeguarding meetings reporting to the Head teacher and governors on the impact her work is having via case studies.	<ul style="list-style-type: none"> 50% of students on FSM to have an attendance figure of at least in line with govt. expectations (95%). Improved mental health outcomes impacting on attendance, evidence via case studies.
ELSA network	6,000	ELSAs are Learning Support Assistants (LSAs) who received six days of additional training from educational psychologists on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up. ELSAs receive supervision from educational psychologists once every half term in a local group ELSAs. School may also ask an educational psychologist working with their school to advise the ELSA on how to support a pupil for whom there is particular concern.	<ul style="list-style-type: none"> Support 10% of children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them. Case studies to evidence impact of ELSA interventions on anxiety, self-esteem, anger management leading to a reduction in CPOM entries by 10%
i-pads- class sets	17,800	Class sets of i-pads purchased for class based use providing access to 21stC technology to further impact on opportunities for differentiation, extension and self-directed learning within a closed app system.	<ul style="list-style-type: none"> Data to evidence that the progress gap is narrow between PP and non-PP students in Number and Reading. 75% of PP students to make Outstanding progress within English and Maths within KS3&4. Lesson observation/ leaning walk evidence that judges lesson and outcomes for students to be consistently good and outstanding, generation of high quality work across the curriculum impacting positively on the triad of impairments.
Interactive wall boards	17,000	Complete the installation of next generation of wall mounted interactive boards. This will provide a consistent provision across school impacting on staff ability to deliver whole, class small group teaching.	<ul style="list-style-type: none"> 75% of PP students to make Outstanding progress within English and Maths within KS3&4. Secure and maintain a narrow wing of the progress gap.

ICT suite	6,000	Investment in up to date 21stC technology to provide a consistent IT specification following an ongoing rolling programme of hardware replacement.	<ul style="list-style-type: none"> Secure and maintain a narrow wing of the progress gap.
Poetry Day	1,350	Nationally renowned role models: Ian Macmillan and Tony Husband ran a <i>poeting</i> workshop for all students firing their literacy skills, imagination, social and emotional development- all of which present significant barriers to students with a diagnosis of ASD.	<ul style="list-style-type: none"> Exceed the objectives within 'Moving English Forward'. 100% participation rate. 75% of PP students to make Outstanding progress within English. Contribution to an outstanding learning environment via wall displays celebrating students output, promoting self-esteem and confidence, creativity and a Go for it! Ethos.
Horse riding	1,020	Weekly horse riding sessions at a local stable for 15 students over the course of the year (30% PP students).	<ul style="list-style-type: none"> Case studies evidence students' progress in developing personalised targets around social skills confidence / self-esteem which are transferable into school impacting on their access to education.
Music lessons + equipment	525	New keyboard purchased to support an individual for who music therapy is having a positive and calming effect on anxieties.	<ul style="list-style-type: none"> Reduction in behavioural CPOM entries by 20% Improved self-esteem, communication and reduced anxiety.
Art Workshop	1,000	Whole project promoting different art styles within other cultures, leading to a public exhibition at Chester cathedral.	<ul style="list-style-type: none"> 100% PP students gain experience and awareness of other cultures / artistic formats to enhance understanding and tolerance of other belief systems supporting the 'Prevent Agenda'.
Social Activities Residential	100	Personalised support to provide opportunities for students to access residential activities.	<ul style="list-style-type: none"> Secure friendship groups, equal access to the community in a non-discriminatory manner promoting self-esteem and equal opportunities.

Total PPG received	£41,526
Total PPG expenditure	£70,795
PPG remaining	-£29,269*

* Outstanding balance funded from schools current carry forward, approved by governors finance and governor responsible for Pupil Premium.