



## Green Fold Pupil Premium Funding 2016-17

### Identified barriers to educational achievement

All the pupils who attend Green Fold School have severe /profound learning difficulties and / or autistic spectrum conditions. Their needs are individual and it can be difficult to identify and address causes of learning needs. We have identified some of the learning deficits of some of our pupils who in receipt of Pupil Premium, but this in no way implies that the deficits are caused by the financial barriers which result in them being allocated this funding or that every child allocated funding will have these barriers.

- Disabilities / Learning difficulties. All of our pupils have learning difficulties, many have medical issues and / physical disabilities, with specific associated areas of deficit, including:
  - Sensory issues – need for input - 'sensory diet', or sensory defensiveness including some food related difficulties
  - Physical / mobility difficulties
  - Feeding problems, requiring interventions and specific diets; without adequate nutrition, attention to the opportunities on offer can be dramatically reduced
  
- Communication skills
  - Access to communication opportunities and strategies, both low and high tech – making their voice heard
  - Language development and vocabulary
  
- Lower parental engagement with school -
  - attendance at parents meetings, information and workshop evenings
  - support for working on identified targets at home
  
- Less access to enrichment activities - educational experiences such as trips and participation in physical activities
  
- Lower levels of community access
  
- Reduced social opportunities – with adults, with their peers at Green Fold and also with peers in mainstream



**Funding 2016-17**  
**Pupils eligible: 49**

**Funding received: £62,040**

**Allocation of spending**

In allocating the budget we receive for Pupil Premium we have:

- Analysed the individual needs of each child and identified his/her barriers to learning
- Ensured that support staff and class teachers are highly trained and skilled
- Provided extensive support for parents to develop their own skills, support their children’s learning, and manage in times of crisis
- Recognised and build on children’s strengths

<b>Area of spend</b>	<b>Focus</b>	<b>PPG allocation</b>
Top up to staff costs to provide direct interventions to support development of wider skills: rebound, MOVE, mobility, sensology, hydrotherapy, small group work	Learning difficulties	27,088
Top up of funding for increased range of snack items – for those with specific dietary needs or food aversion issues	Learning difficulties	1,260
PODD Training and Resources, Communication devices, staff time to prepare resources	Communication	3,393
Top up of staff costs for additional parent support - Children and Families Team, TA to facilitate monthly parents group meeting to offer training, advice and signposting	Parental support	22,851
50% of Prestige translation services	Parental support	405
Top up of funding of school trips and residential trips, including Lowry Theatre, Bendrigg	Enrichment	4,850
Part funding of transport for community visits, including donkey sanctuary, swimming, curriculum enhancement visits, leisure opportunities	Community access	2,250
Top up of funding to provide 0.5 PE specialist	Enrichment	1,000
Additional learning resources – outdoor play, ICT	Learning difficulties / Social opportunities	1,350
	<b>Total :</b>	<b>65,355</b>
	<b>Pupil Premium Grant</b>	<b>62,040</b>
	<b>Subsidy from school</b>	<b>3,315</b>



Area of Spend	Rationale	Actions	Success Criteria
<b>Direct interventions</b>	Five highly skilled teaching assistants offer direct interventions across the week to enhance pupil learning – interventions include rebound, MOVE, mobility, sensology, hydrotherapy and small group work. This has an impact on pupils ability to engage with learning and on their attainment.	<ul style="list-style-type: none"> <li>• Staff to deliver quality interventions</li> <li>• Pupils engagement / progress to be reviewed regularly so that input remains targeted to those most in need of interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Individual pupil progress evidenced in TA records and Annual Reviews</li> </ul>
<b>Food items</b>	Many of our pupils have restricted diets for a variety of reasons e.g low or high calorie due to metabolic disorder / weight gain or loss, sensory issues restricting range of preferred items. Poor nutrition will impact on pupils' abilities to engage. Individual needs and preferences are catered for as far as possible. Parents are asked for a contribution, but the costs outweigh the contributions made.	<ul style="list-style-type: none"> <li>• Pupils needs / preferences to be documented in class</li> <li>• Orders to be periodically monitored by senior leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Nutritional needs met effectively</li> <li>• All pupils who are able to eat will choose to have snack</li> </ul>
<b>PODD Training and Resources</b>	Our staff are all highly trained in communication. Two aspects we are focusing on are alternative language displays (ALD) and Pragmatic Organisation Dynamic Display (PODD), so that all pupils are able to have a voice. Some of the training will be out of school directed time; a lot of the preparation time for PODD books will be required.	<ul style="list-style-type: none"> <li>• Two staff to undertake PODD trainer training, skills to be disseminated at school level</li> <li>• School to host self-funding PODD conference, increasing levels of training</li> <li>• Resources for creating pupil resources to be purchased – Boardmaker Online, laminating pouches, folders</li> </ul>	<ul style="list-style-type: none"> <li>• Staff trained</li> <li>• Trained staff to lead INSET</li> <li>• Additional staff trained at conference (at least 20)</li> <li>• All pupils requiring PODD books to have them</li> </ul>
<b>Staff to support parents</b>	The school funds a Children and Families Team, to give advice and support to parents, to signpost services and to act as Key Workers in some cases. The team can provide some home visits in exceptional cases. The school also hosts monthly parent group meetings, offering training and support; they are planned and convened by a highly skilled teaching assistant.	<ul style="list-style-type: none"> <li>• CFT to advertise services to new and existing parents</li> <li>• Parents and families signposted to services</li> <li>• Early Help forms completed where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Parents seeking help from CFT</li> <li>• Services accessed as a result of support from CFT</li> </ul>



Area of Spend	Rationale	Actions	Success Criteria
<b>Prestige translation services</b>	School staff, particularly the Children and Families Team make regular calls to families in need, many of which require translation services. This level of support enables families to navigate difficult circumstances and to form more productive relationships with school, thus increasing parental engagement.	<ul style="list-style-type: none"> <li>• CFT to log calls made via Prestige, with pertinent information stored in pupils confidential documents</li> </ul>	<ul style="list-style-type: none"> <li>• CFT able to make calls to families to offer help, ensure clear understanding of any issues and / or services available</li> </ul>
<b>Funding for school trips and residential trips, top up to transport for visits</b>	Due to the nature of the pupils learning needs the enrichment opportunities they access are often specialised and expensive e.g. accessing sensory venues, donkey riding, visiting / performing at The Lowry Theatre. Any trips into the community need high staffing ratios. Residential trip costs are very high but the social and emotional gains are immense. The school needs to subsidise these events as the costs are prohibitive.	<ul style="list-style-type: none"> <li>• At least two residential trips to be run in the year, priority to Y6</li> <li>• Funding support to be offered as required</li> <li>• Maintain visits to donkey sanctuary</li> <li>• Class trips out to local community to be planned</li> </ul>	<ul style="list-style-type: none"> <li>• Two residential trips run</li> <li>• Funding offered as appropriate</li> <li>• Trips to donkey sanctuary maintained</li> <li>• Each class to have at least 1 visit per term</li> <li>• Year 6 perform at Lowry Theatre; KS2 pupils go as audience</li> </ul>
<b>Top up funding PE specialist</b>	The school uses its Sports Grant to part fund a 0.5 PE specialist teacher. This is prioritised as it enhances pupil experience and also is a fantastic vehicle for collaborative experiences.	<ul style="list-style-type: none"> <li>• All pupils to have block of PE sessions over the course of the year</li> <li>• Identified pupils to take part in inclusive sessions with Cherry Tree pupils</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils have worked directly with Rachel, PE specialist</li> </ul>
<b>Additional learning resources / play equipment</b>	Our pupils often have restricted social opportunities due to their needs. Many struggle to interact with their peers and this needs to be scaffolded for them. We have play leaders from Cherry Tree School involved each lunchtime. We have also recently introduced new timings to increase staff: pupil ratios at lunchtime to increase play opportunities. Having a wide range of motivational toys and play opportunities supported by high staffing ratios will increase pupils' opportunities to learn to interact with their peers.	<ul style="list-style-type: none"> <li>• Motivational resources to be identified and purchased – ICT based e.g. tablets, apps</li> <li>• Once lunch groups firmly established, appropriate new equipment to be identified and bought - play leaders to help identify equipment for Green Fold pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Increased social interaction between peers</li> <li>• Play leaders and Green Fold pupils engaging with new equipment</li> </ul>