

Green Fold Pupil Premium Funding 2016-17 Reviewed

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 received for Pupil Premium we:

- 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

Area of spend	Focus	PPG allocation
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
	Total :	65,355
	Pupil Premium Grant	62,040
	Subsidy from school	3,315

Area of Spend	Rationale	Actions	Success Criteria	Review of Impact
Direct interventions	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"> • Staff to deliver quality interventions • Pupils engagement / progress to be reviewed regularly so that input remains targeted to those most in need of interventions 	<ul style="list-style-type: none"> • Individual pupil progress evidenced in TA records and Annual Reviews 	Observations and monitoring by SLT showed maintained/ increased levels of pupil engagement and progress. Pupils able to meet physical targets. More staff empowered to lead sessions.
Food items	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"> • Pupils needs / preferences to be documented in class • Orders to be periodically monitored by senior leaders 	<ul style="list-style-type: none"> • Nutritional needs met effectively • All pupils who are able to eat will choose to have snack 	This is an on-going issue due to the increasingly complex range of needs the school is meeting. Some dilemmas between health eating and pupils who eat very restricted diets. Parents asked to make increasing contribution, but this funding will still be needed to optimise nutrition and learning.

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PODD Training and Resources	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"> • Two staff to undertake PODD trainer training, skills to be disseminated at school level • School to host self-funding PODD conference, increasing levels of training • Resources for creating pupil resources to be purchased – Boardmaker Online, laminating pouches, folders 	<ul style="list-style-type: none"> • Staff trained • Trained staff to lead INSET • Additional staff trained at conference (at least 20) • All pupils requiring PODD books to have them 	<p>Training very successful with staff increasingly skilled in this area. Some individuals with amazing breakthroughs in communication. Books time consuming to make and need constant updating and new ones to be created, so some targeted funding will need to remain in place to continue this excellent work.</p> <p>Additional training on the use of Boardmaker was useful, further training planned for October 2017 to assist staff to maintain and improve their skills in making more activities fully accessible.</p>
Staff to support parents	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"> • CFT to advertise services to new and existing parents • Parents and families signposted to services • Early Help forms completed where appropriate 	<ul style="list-style-type: none"> • Parents seeking help from CFT • Services accessed as a result of support from CFT 	<p>Work of CFT invaluable, particularly with increasing workload for staff in the area of coordinating health services to make them more accessible for pupils and their families. Early help forms completed where necessary, meetings held, some cases closed where appropriate. Green fold Parents group has initiated a fund-raising arm which will further improve the quality of provision at Green Fold.</p>

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<p>Prestige translation services</p>	<p>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.</p>	<ul style="list-style-type: none"> • CFT to log calls made via Prestige, with pertinent information stored in pupils confidential documents 	<ul style="list-style-type: none"> • CFT able to make calls to families to offer help, ensure clear understanding of any issues and / or services available 	<p>Increasing levels of engagement from some families who require interpreter services; we have also been able to use our meetings to increase pupil access to Health Services with big impacts on their quality of life.</p>
<p>Funding for school trips and residential trips, top up to transport for visits</p>	<p>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.</p>	<ul style="list-style-type: none"> • At least two residential trips to be run in the year, priority to Y6 • Funding support to be offered as required • Maintain visits to donkey sanctuary • Class trips out to local community to be planned 	<ul style="list-style-type: none"> • Two residential trips run • Funding offered as appropriate • Trips to donkey sanctuary maintained • Each class to have at least 1 visit per term • Year 6 perform at Lowry Theatre; KS2 pupils go as audience 	<p>Residential trips extremely successful, parental feedback demonstrates huge impact on families as well as the pupil benefits. Class visits popular and beneficial to learning and outcomes – pupil interests identified and built on. Lowry Trip unable to go ahead but omission on list has been rectified. Some regular school trips will no longer be viable even with this level of subsidy, so alternatives being sought.</p>

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Top up funding PE specialist	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"> • All pupils to have block of PE sessions over the course of the year • Identified pupils to take part in inclusive sessions with Cherry Tree pupils 	<ul style="list-style-type: none"> • All pupils have worked directly with Rachel, PE specialist 	This has been an exceptional success, with joint working between specialist Ta and Green Fold's PE co-ordinator. Collaboration has increased across the federation. The school gained the Silver PE mark, now aiming for Gold, mainly achieved through offering after school and competition experiences regularly. School nominated for an award. Pupils and their families benefitting from this.
Additional learning resources / play equipment	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"> • Motivational resources to be identified and purchased – ICT based e.g. tablets, apps • Once lunch groups firmly established, appropriate new equipment to be identified and bought - play leaders to help identify equipment for Green Fold pupils 	<ul style="list-style-type: none"> • Increased social interaction between peers • Play leaders and Green Fold pupils engaging with new equipment 	Funding used to purchase equipment, much of which is consumable e.g. bubbles but highly motivating. Staff inspired to improve outdoor facilities, pupil engagement increasing. Play leaders and pupils formed positive relationships with clear benefits for all concerned.