

Green Fold Pupil Premium Funding 2017-18

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 2017-18
Pupils eligible: 52

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 built 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, hands programmes, Sensology, hydrotherapy	Learning difficulties	19,376
Top up of funding for increased range of snack items and food technology items – for those with specific dietary needs or food aversion issues	Learning difficulties	2,000
PODD: Continued development of communication devices, staff time to prepare resources	Communication	4,079
Share of staff time to implement PACT G project work	Learning difficulties / communication	1,500
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	19,841
50% of Prestige translation services	Parental support	1,000
Top up of funding of school trips and residential trips, including Bendrigg	Enrichment	5,000
Part funding of transport for community visits, including swimming, curriculum enhancement visits, leisure opportunities	Community access	4,050
PE after school sport club	Enrichment	2,000
Additional learning resources – multi-sensory equipment and consumables for multi-sensory experiences	Learning difficulties / Social opportunities	10,000
	Total :	68,846
	Pupil Premium Grant	68,640
	Subsidy from school	206

Area of Spend	Rationale	Actions	Success Criteria
Direct interventions	Four highly skilled teaching assistants offer direct interventions across the week to enhance pupil learning – interventions include rebound, MOVE, mobility, sensology, and hydrotherapy. 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
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 both for snack and for food technology, 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 • Food technology sessions will cater for the needs of all pupils
PODD Ongoing provision of Resources	Our staff are all highly trained in communication. Two aspects which take a large amount of time and input are alternative language displays (ALD) and Pragmatic Organisation Dynamic Display (PODD); these enable many pupils to have a voice.	<ul style="list-style-type: none"> • Resources for creating pupil resources to be purchased – Boardmaker Online, laminating pouches, folders 	<ul style="list-style-type: none"> • All pupils requiring PODD books to have them
PACT G study support	The school has entered into a study with Manchester University, offering direct interventions with a group of pupils who have autism. It is a blind trial. Staff will need to training to effect these interventions and time to deliver them on a regular basis. This money is likely to be a small proportion of the funding required (depending on the numbers of pupils in different elements of the trial)	<ul style="list-style-type: none"> • Staff released for training and to deliver interventions, SMSA support brought in to back-fill depending on needs of classes 	<ul style="list-style-type: none"> • Prospective positive impact of trial may lead to interventions being offered to all pupils for whom it is appropriate
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

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Prestige translation services	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"> • 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
Funding for school trips and residential trips, top up to transport for visits	Due to the nature of the pupils learning needs the enrichment opportunities they access are often specialised and expensive e.g. accessing sensory venues. 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"> • At least two residential trips to be run in the year, priority to Y6 • Funding support to be offered as required • Class trips out to local community to be planned 	<ul style="list-style-type: none"> • Two residential trips run • Funding offered as appropriate • Each class to have at least 1 visit per term • Year 6 perform at Lowry Theatre; KS2 pupils go as audience
After School Sports Club	All pupils are offered the opportunity to attend a Sport Club beyond school hours. Staff involved support on a voluntary basis. The pupils involved are also regularly able to attend competitions; this is of immense value to the individuals but due to the need for high staffing ratios, impacts on staffing in school time and there are also transport costs.	<ul style="list-style-type: none"> • Sports Club to be extended to an offer for all pupils • Staffing for visits to be replaced as needed during competitions 	<ul style="list-style-type: none"> • Increased social opportunities and confidence levels in pupils participating • Opportunities for success to be celebrated in the school and in the wider community
Multi-sensory equipment	Multi-sensory equipment is required by increasing numbers of pupils as the benefits are seen for different learner styles. This includes not only hardware for the sensory rooms, but also resources which needs renewing regularly, such as items for Sensology and consumables for hands on sessions e.g. fun with food.	<ul style="list-style-type: none"> • All pupils will be offered a suitable sensory diet with access to equipment more readily available. 	<ul style="list-style-type: none"> • Sessions will be well resourced • Pupils will be able to engage more readily in a wide range of learning experiences, given the right level of sensory support