

The Blue Tangerine Federation

SPECIALIST & SPECIAL EDUCATIONAL NEEDS SCHOOLS

Proudly Different



St Luke's School

- PPG Strategy Statement
- Use of Pupil Premium Funding

Date Reviewed: December 2019

Date Governing Body Approved: Not Applicable

Review Period: Annually

Staff Responsibility: Stephen Hoult-Allen

Date for Next Review: By February 2021

St Luke's School Statement

Metric	Data
St Luke's School, The Blue Tangerine Federation of specialist and special educational needs schools.	Foundation Maintained Special School
Pupils in school	164
Proportion of disadvantaged pupils	64/164
Pupil premium allocation this academic year	£63,305 (2019/20)
Academic year or years covered by statement	2019/20– 2020/21
Publish date	September 2019
Review date	October 2020
Statement authorised by	Stephen Hoult-Allen
Pupil premium lead	Jamie Caple
Governor lead	Andrew Summerskill

1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2017-18), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium. In addition, this policy refers to the DfE's information on what maintained schools must publish online.

3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

4. Use of the grant

- We consider the context of the school and the main challenges or barriers our pupils face.
- We use evidence to inform our decisions on pupil premium spending – for example, by using evidence-based research and resources and learning from what works in our school
- We address a wide range of needs, and take group and individual needs into account
- We engage with parents to take their views on the needs of their child into account

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Running catch-up sessions for children who need extra help with maths or literacy
- Providing extra tuition where needed
- Funding educational trips and visits

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Year 2 to Year 11.

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

5.3 Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

5.4 Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6. Roles and responsibilities

6.1 The Executive Headteacher, the Head of School and school leaders are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the Executive Head and Head of School to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the Executive Headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be reviewed annually by the Head of School. At every review, the policy will be shared with the governing board.

Statement of Pupil Premium Grant (PPG) strategy – St Luke's School

1. Summary information					
School	St Luke's			Type of SEN (eg.PMLD/SLD/MLD etc.)	LD-complex SLCN, MLD,SLD,PD, VI,HI,ASC
Academic Year	2019/20	Total PPG budget	£63,305	Date of most recent PP Review	December 2019
Total number of pupils	160	Number of pupils eligible for PP	64	Date for next internal review of this strategy	July 2020

2. Current attainment		
	Pupils eligible for PPG	Whole School
% achieving targets in literacy	Academic Year 2017/18: PP % making expected progress: 97.6% PP % exceeding expected progress: 82.9%	Academic Year 2017/18: Whole School % making expected progress: 95.2% Whole School % exceeding expected progress: 75.6%
% achieving targets in numeracy	Academic Year 2017/18: PP % making expected progress: 95.1% PP % exceeding expected progress: 74.4%	Academic Year 2017/18: Whole School % making expected progress: 92.8% Whole School % exceeding expected progress: 68.0%

3. Barriers to future attainment (for pupils eligible for PPG)	
In-school barriers	
A.	Prevalence of SEMH greater in children with PP than in the general school population (36% vs 32%). Prevalence of ADHD greater in children with PP than the general school population (19% vs 11%). This affects their ability to access their learning (e.g. 2018-19 data shows an average of 7.4 behaviour incidents recorded per PP pupil vs 6.6 for non-PP pupils), and therefore creates a barrier to their progress across the curriculum.
B.	Attendance of children with PP is lower than that in the general school population (88.3% vs 89.2%), missing on average almost two additional days of school per year than their peers.
C.	Socio-economic disadvantage affects PP pupils' general experience, knowledge and cognitive development and can impact on their access to learning. Therefore, in school, additional support is necessary for both social and academic progress.

External barriers

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| D. | Funding for special schools does not allow for smaller class groups. Ideally we need 3 staff (1 teacher and 2 TAs) for each group of no more than 10 children, which we are currently unable to afford. Funding is a huge barrier to the small group learning environments that our children need. |
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To continue to develop teaching and learning across the school, with a focus on quality first teaching.	Progress of PP children will be broadly equal to or better than non-PP children across a range of subjects.
B.	To improve attendance across the school, supporting children to avoid missing so many days of school, and thus avoiding the associated detrimental effect on their learning.	Attendance figures for 2019-20 for the PP cohort and for the general school population are improved when compared to figures from 2018-19.
C.	To improve provision for children with SEMH needs, to ensure they can better access learning by developing the social and emotional skills required for rapid progress. This will be through the further development of the 9 ¾ provision, including interventions and pastoral support.	Frequency of behavioural incidents for target individuals will be reduced when compared to previous data.
D.	To support personal, social and academic development by providing exposure to enrichment activities through trips and visits.	Evidence from STAPPS of PP pupils making broadly equal or greater progress than non-PP children in PSD, alongside other curriculum subjects.

5. Planned expenditure				
Academic year	2019/20			
A. Quality of teaching for all				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	Staff lead	When will you review implementation ?
To continue to develop teaching and learning across the school, with a focus on quality first teaching.	To provide appropriate staff with training in observing teaching practice, in order to provide more accurate feedback and to better facilitate staff development. £1,500	The quality of teaching and learning has a clear impact on the outcomes for all pupils across the school, and particularly for those children who are eligible for pupil premium funding, whose progress is typically less than that of children who are not eligible for the pupil premium. By providing additional training in key areas, we seek to improve the quality and consistency of teaching and learning across the school, in line with our school development plan.	JC/SHA	Termly/ annually
	To provide staff with external training in identified areas of need to facilitate staff development. £1,500		JC/SHA	
		To create additional time for staff teams to work on development of the new curriculum, in order to ensure timely completion of an appropriate curriculum in all areas, through use of cover. £3,000	Creating an updated curriculum which is closely targeted to pupil's needs, gives children access to the support that they need in the areas most relevant to them, such as PSD. We also consider the organization of the curriculum in such a way that those children with a greater level of SEMH needs (disproportionately those pupils who are eligible for PP). By providing additional time for staff teams to work together, we seek to accelerate the process of redesigning the curriculum, allowing the benefits to be seen more quickly, whilst ensuring that the process is given the utmost of care and thought to be the best possible curriculum for our students.	JC/SHA
Total budgeted cost				£6k

B. Improve Attendance				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	Staff lead	When will you review implementation?
To improve attendance across the school, supporting children to avoid missing so many days of school, and thus avoiding the associated detrimental effect on their learning.	Use a reward system linked to attendance to provide an incentive for pupils and to raise the profile of the importance of good attendance. £1,000	We would like to provide students with additional motivation to achieve full attendance over the course of a given term or academic year, and equally provide parents/carers an incentive to ensure full attendance in order for their child to have access to the rewards.	JP	Termly/ annually
	Employ an additional member of staff (0.5) as an Education Welfare Officer. £10,000	In ensuring that we have a dedicated member of staff with responsibility for liaising with parents regarding issues around attendance, working with them to access support and building relationships. They will take on responsibility for monitoring attendance on a day-to-day basis and liaising more closely with parents and work to support them to get their children back into school.	JP	
Total budgeted cost				£11k

C. Improve Support for Children with SEMH Needs				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	Staff lead	When will you review implementation ?
Ensure children can better access learning by developing the social and emotional skills required for rapid progress.	Employ support staff (1.5) to help deliver interventions and provide ad-hoc support for those most in need. £30,000	Pupils experiencing emotional upsets or who have a lack of confidence and poor self-esteem often find engaging in learning difficult. Therefore we use a substantial amount of our funding on good quality interventions and pastoral support. By supporting the individual in this way we can either increase their engagement in school or at least limit the negative impact of any difficulties they may be having. In turn, this aids their academic performance.	RA/JP	Termly/ annually
	Fund a trained counsellor to deliver six sessions per week to target children. £9,500	Pupils with more significant needs than those outlined above, such as neglect, trauma, attachment issues, would benefit greatly from a trained counsellor to help support them to engage in learning more readily.	JP	
	Provide relevant training for 9 ¾ staff to deliver appropriate interventions to support children's development. £3,000	Formal training will help to develop and expand the range and quality of interventions on offer by the 9 ¾ team. In turn, this will allow the team to support a greater number of children with a wider range of needs.	RA/JC	
	Provide relevant training for all staff on working with children with SEMH £1,200	As a school for children with learning difficulties, the predominant focus of our CPD typically relates to these needs. With the increasing prevalence of SEMH needs within the school, and particularly within the PP cohort, additional training for all staff on how to best support these pupils will be beneficial for all.	JC	
Total budgeted cost				£43.7k

D. Provide Enrichment Activities				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	Staff lead	When will you review implementation ?
To support personal, social and academic development by providing exposure to enrichment activities through trips and visits.	Meeting the shortfall in funding for school trips where parents or carers are unable to make the voluntary contribution. £2,600	Trips and visits are important part of personal, social and academic development. We feel that it is important to ensure that all children have access to such trips, and children who are eligible for pupil premium are less likely to have access to such trips outside of school time, and are therefore likely to benefit more from these opportunities.	JCr	Termly/ annually
Total budgeted cost				£2.6k

6. Review of expenditure and impact				
Previous Academic Year		2018/19 (£44,055)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Progress of PP children is broadly equal to or greater than that of non-PP children across the curriculum.	Support for PP children through focus during progress meetings and department subject reviews lead to additional TA / targeted intervention time within the class setting.	Progress meetings held termly, which included an increased focus on children who qualify for PP. Progress data shows that the progress of PP children was broadly equal to or greater than that of non-PP children across the curriculum.	This approach has been effective and will be continued. With an increase in the number of classes, department leads will be leading pupil progress meetings from this academic year, allowing a continuation of this detailed analysis of progress.	£0
	Increase the staffing throughout the school in order to create smaller group learning environments allowing for increased support and differentiation.	Additional staff recruited throughout the year. The vast majority of classes now have 10 children or less (16 out of 18) and an increased number have two teaching assistants (6 out of 18). Additional teaching assistants have helped to manage challenging behaviour, and reduce the impact of these behaviours on other children.	Additional teaching assistants currently deployed to support with challenging behaviour. We would like to continue to increase staffing to be able to provide additional classroom support to help move pupils' learning forward.	Not taken from PP budget
	Support children with SEMH and sensory needs to access their learning more effectively by further developing our 9 ¾ provision and pastoral support.	9 ¾ and pastoral provision expanded, with a lead and three support staff in post. Reduction in recorded behavioural incidence between 2017/18 (864 incidents at an average of 6.9 per pupil) and 2018/19 (634 incidents at an average of 3.9 per pupil)	This approach has been effective. We would like to continue to increase our 9 ¾ and pastoral provision.	£33,155
	To provide each child with a minimum of three trips per year, in the categories of arts, active and PSD. Opportunities for LOTC as part of the curriculum for each child, and additional topic-based trips to be funded from class budgets on an ad-hoc basis.	Children have all had access to a minimum of three trips over the course of the 2018-19 academic year. These opportunities have been enriching for students and have supported their development both academically and personally.	This approach has been effective. We would like to continue to provide these opportunities in future years.	Not taken from PP budget

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Progress of PP children is broadly equal to or greater than that of non-PP children across the curriculum.	Staff have access to a clear system that allows needs to be identified more accurately and interventions to be targeted more effectively.	An audit of needs has been completed, and interventions delivered in accordance with EHCP's and other identified needs. Progress data shows that the progress of PP children was broadly equal to or greater than that of non-PP children across the curriculum.	The audit has proved beneficial. We will continue to maintain this in the 2019-20 academic year, incorporating it into our new MIS. Alongside this SENCO is developing a centralized system for tracking interventions.	£1,700

iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Progress of PP children is broadly equal to or greater than that of non-PP children across the curriculum.	Targeted intervention programmes in place for children with SEMH difficulties where there is an identified need.	Animal manager has undertaken animal-assisted therapy training. Rebound therapy training not undertaken due to staffing changes through the year. Therapist (0.4) worked at the school for a short time. Due to staffing changes and absences, we have not yet seen the impact of the measures put in place. The therapist (0.4) did not work at the school for long enough for their impact to be evaluated.	A series of challenges over the 2018-19 academic year meant that the proposed measures were not as well embedded as had been planned. We feel that the therapy provision will be very important for our children, particularly those with PP, and will continue with developing this into the future.	£9,200

Appendices

DfE Information 2019

Free school meals

Schools get £1,320 for every primary age pupil, or £935 for every secondary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years. From April 2020 the new rates will be:

- £1,345 per primary-aged pupil
- £955 per secondary-aged pupil

Looked-after and previously looked-after children

Schools get £2,300 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.

Local authorities get the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child's Personal Education Plan. From April 2020, the new rate will be £2,345 per eligible pupil.

Service premium

The service premium is not part of the pupil premium as the rules to attract the service premium are different. Schools get £300 for every pupil with a parent who:

- is serving in HM Forces
- has retired on a pension from the Ministry of Defence

This funding is to help with pastoral support. From April 2020 the new service premium rate will be £310 per head.

Academically able pupils

The pupil premium is not based on ability. Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Schools should focus on these pupils just as much as pupils with low results.

Eligible schools

Local authority-maintained schools

This includes:

- all mainstream infant, primary, middle, junior, secondary and all-through schools serving children aged 5 to 16
- schools for children with special educational needs or disabilities
- pupil referral units (PRUs), for children who do not go to a mainstream school

Academies and free schools

This includes:

- all mainstream academies serving pupils aged 5 to 16
- academies for children with special educational needs or disabilities
- alternative provision (AP) academies, for children who do not go to a mainstream school

Voluntary-aided-schools

This includes voluntary-sector alternative provision schools with local authority agreement.

Non-maintained special schools

This includes schools for children with special educational needs.

Use of the pupil premium

It's up to school leaders to decide how to spend the pupil premium. This is because school leaders are best-placed to assess their pupils' needs and use funding to improve attainment.

Tiered approach

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality - investing in learning and development for teachers.

Teaching

Schools arrange training and professional development for all the staff to improve the impact of teaching and learning for pupils.

Academic support

Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.

Wider approaches

This may include non-academic use of the pupil premium such as:

- school breakfast clubs
- music lessons for disadvantaged pupils
- help with the cost of educational trips or visits
- speech and language therapy

Schools may find using the pupil premium in this way helps to:

- increase pupils' confidence and resilience
- encourage pupils to be more aspirational
- benefit non-eligible pupils

Non-eligible pupils

Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.

Example

Schools can use the pupil premium to support other pupils, for example, if they:

- are in contact with a social worker
- used to be in contact with a social worker
- are acting as a carer

Accountability

Schools must show how they're using their pupil premium effectively:

- by publishing an online statement
- through inspections by Ofsted
- through published performance tables

Pupil premium: effective use and accountability contains information on how schools are held to account.

Pupil premium conditions of grant explains which pupils are eligible to attract the pupil premium to their school.