



# WHITE ASH PRIMARY SCHOOL PUPIL PREMIUM FUNDING

Impact report 2019 – 2020

Number of pupils: 37 Funding allocated : 49,668

## Introduction

### What is Pupil Premium Funding?

Pupil Premium is additional funding allocated to publicly funded schools to help raise the achievements of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to both mainstream and special schools. Schools decide how the pupil premium funding is to be spent and are held accountable for their use of the additional monies to support pupils from low-income families and the impact this has on their achievement/attainment. Children who are eligible for pupil premium funding are:

- Children currently registered as eligible for free school meals due to family circumstances (not including all KS1 children who now receive free meals due to their age) including those children eligible for free school meals at any point in the past 6 years.
- Looked After Children
- Children whose parents are currently serving in the armed forces.

How do we plan to spend the money?	How much will be allocated?	Who will be the focus pupils?	Why are we spending this money in this way? (including evidence)	What will be the anticipated impact on these pupils?
HLTA - Home/School Liaison with responsibility for Safeguarding (Full Time)	£34,300	All PPG & CLA Pupils (37) + pupils and families who require additional support	<p>School analysis shows that some parents are 'hard to reach' and they benefit from a named person in school to work collaboratively with.</p> <p>Increased flexibility in the staffing structure enables HLTA to work pupils in receipt of the PPG to deliver interventions as necessary.</p>	<ul style="list-style-type: none"> <li>• Improved attendance.</li> <li>• Closing attainment gap</li> <li>• Pupils will make progress in line with their peers and in some cases exceed the progress made by their peers</li> <li>• Engaging 'hard to reach' parents / carers by support at appointments / meetings / NPVs / completion of forms, general support when needed.</li> <li>• Parents have a named contact in school to contact to discuss any matters relating to their families and the pupils in our care.</li> </ul>

				<ul style="list-style-type: none"> <li>Parents feel more confident in supporting their children's learning resulting in improved progress</li> </ul>
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<p><b>Evaluation of Impact:</b></p> <ul style="list-style-type: none"> <li>Attendance for 2019 – 2020 for pupils in receipt of the Pupil Premium was 90.7%. This is above the national target for special schools which is 90%</li> <li>In English, a vast majority (98%) of pupils receiving Pupil Premium made good or outstanding progress (71% outstanding).</li> <li>In Maths, a vast majority (92%) of pupils receiving Pupil Premium made good or outstanding progress (75% outstanding). This progress was similar to those pupils not in receipt of Pupil Premium suggesting the school is successful in closing the gap between these two groups of pupils.</li> <li>Parents and carers feel at ease contacting school and have regular meetings/ contact with our Home / School Liaison.</li> <li>Parents and carers feel very well supported by the school. See Parental Questionnaires (February 2020).</li> <li>Romy has consistent input with 46 families. She also supports other families when needed.</li> <li>Home / School Liaison signposts parents/carers promptly towards different agencies to meet the pupil's needs at home. Parents/Carers report positively on this school provision. See Parental Questionnaires (February 2020)</li> <li>Home / School Liaison, in conjunction with classroom staff, supports behaviour and learning at home e.g. implementing 'Working Towards Charts' and PECS etc. This vital work benefits both school and home through the use of a consistent approach resulting in improved pupil progress. Parents and Carers feel better prepared to support their children's learning at home.</li> <li>Throughout the global pandemic Romy has supported families throughout the difficult time and continues to do so.</li> <li>We have been selected as a Hub school for Safeguarding and Family Support due to the practice of our highly effective Home/ School Liaison/ DSL lead (January 2019 – current)</li> </ul>				
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Subsidised Educational Visits	£5000	All PPG & CLA pupils (37)	School analysis shows that pupils benefit from enrichment activities enabling them to learn outside the classroom; making learning real and improve progress.	<ul style="list-style-type: none"> <li>Pupils will make progress in line with their peers and in some cases exceed the progress made by their peers</li> <li>Pupils engaged in Learning outside the classroom – enabling pupils to contextualise their learning in different settings</li> <li>Pupils to develop essential social and independence skills</li> <li>Pupils to engage in curriculum enrichment activities which would not be otherwise available to them</li> <li>Improved self-esteem and behaviour</li> </ul>
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<p><b>Evaluation of Impact:</b></p> <ul style="list-style-type: none"> <li>100% pupils in receipt of Pupil Premium in 2019 – 2020 engaged in Educational Visits throughout the year.</li> <li>98% of pupils in receipt of Pupil Premium made good to outstanding progress on average across all areas of learning.</li> </ul>				
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- Pupils have rich and memorable experiences outside of the school setting which greatly enhance their curricular experiences. Pupils are able to generalise skills learnt in a very structured environment into the realms of the real world
- Pupils engage positively with members of the public whilst engaged on Educational Visits.
- Pupils have taken part a vast range of activities throughout the year which would not necessarily be available to them. See Headteacher's Reports 2019 - 2020.

Subsidised Summer and Easter Holiday Clubs	£3000  (Additional Costs funded by Lancashire Breaktimes funding or School Budget)	All PPG & CLA pupils (37)	School analysis shows that pupils benefit from enrichment activities enabling them to learn outside the classroom; making learning real and improve progress. School analysis shows that pupils can lose skills during the summer break. Two weeks 'extra' in school will help maintain these skills and improve progress. Parental feedback highlights the need for structure and continuity that holiday clubs can provide.	<ul style="list-style-type: none"> <li>• Pupils to access additional learning and educational visits during holiday time</li> <li>• Pupils to develop essential social and independence skills</li> <li>• Pupils to engage in curriculum enrichment activities which would not be otherwise available to them</li> <li>• Improved self-esteem and behaviour</li> </ul>
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**Evaluation of Impact:**

- The Easter holiday Club and Summer Holiday club were unable to take place during 2019-20 due to the global pandemic 'Covid 19'.

After School Clubs 2 days per week and Saturday Clubs	£1800  (Additional Costs funded by Lancashire Breaktimes funding or School Budget)	All PPG & CLA pupils (37)	School analysis shows that pupils benefit from enrichment activities enabling them to learn outside the classroom; making learning real and improve progress.	<ul style="list-style-type: none"> <li>• Pupils to access additional learning during the ASC and Saturday clubs</li> <li>• Pupils to develop essential social and independence skills</li> <li>• Pupils to engage in curriculum enrichment activities which would not be otherwise available to them</li> <li>• Improved self-esteem and behaviour</li> <li>• Pupils to engage in physical activity to promote healthy lifestyles</li> </ul>
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**Evaluation of Impact:**

- 18 pupils accessed the After School Club in 2019-20, including 6 PPG pupils

- 30 pupils accessed the Saturday Clubs in 2019-20, including 8 PPG pupils
- Pupils have rich and memorable experiences outside of the school day which greatly enhance their curricular experiences.
- Pupils engage in activities to meet their individual needs.
- After School Clubs provide pupils with the opportunity to socialise with their peers and develop vital personal and social skills.
- Parents and carers report positively on the club. They feel very confident in the staff who know the pupils well and can meet their individual needs.

Transport costs in the community and on visits. (Minibuses and car)	£3000	All PPG & CLA Pupils (37)	School analysis shows that pupils benefit from enrichment activities enabling them to learn outside the classroom; making learning real and improve progress.	<ul style="list-style-type: none"> <li>• Pupils to engage in educational visits</li> <li>• Pupils to engage in hydro therapy and swimming lessons</li> <li>• Pupils to develop life skills</li> <li>• To provide access to residential visits and the wider community to contextualise their learning in different settings</li> <li>• Pupils to have rich life experiences that they may otherwise not have access to</li> </ul>
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#### Evaluation of Impact:

- 100% pupils in receipt of Pupil Premium in 2019 – 2020 engaged in Educational Visits throughout the year.
- Pupils have rich and memorable experiences outside of the school setting which greatly enhance their curricular experiences. Pupils are able to generalise skills learnt in a very structured environment into the realms of the real world
- Pupils engage positively with member of the public whilst engaged on Educational Visits.
- Pupils have taken part a vast range of activities throughout the year which would not necessarily be available to them. See Headteacher's Reports 2019-20.
- Pupils' behaviour is outstanding whilst engaged in Educational Visits. Pupils gain confidence in visiting places not familiar to them resulting in improved self-esteem.
- Increased opportunities for personalised learning opportunities to support social, communication and independence skills including those provided through regular link visits to local primary schools
- Pupils also through the use of the minibuses are able to attend weekly Hydrotherapy and swimming sessions as well as other sporting events, weekly horticulture visits, library visits and annual events hosted by the other GLD primary special schools in Lancashire.

HLTA additional support	£3000	All PPG & CLA Pupils (37)	School analysis shows that current classroom teams find it challenging to deliver some interventions. Therefore increased flexibility in the staffing structure enables HLTA to work pupils	<ul style="list-style-type: none"> <li>• To provide additional targeted work / interventions to ensure pupil achieve or exceed their individual targets:</li> <li>• To work with all pupils to develop communication in line with SALT targets if applicable.</li> </ul>
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			in receipt of the PPG to deliver interventions as necessary.	<ul style="list-style-type: none"> <li>• Pupils will be able to communicate more effectively by a range of means, signing, use of communication aids and clearer articulation</li> <li>• Pupils to access shared Hydrotherapy sessions with parents to improve their physical and communication skills</li> <li>• Pupils will make progress in line with their peers and in some cases exceed the progress made by their peers</li> <li>• Improved confidence, self-esteem and behaviour</li> </ul>
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**Evaluation of Impact:**

- HLTA works in conjunction with SALT and Communication Leads to implement a range of early intervention SALT programmes within the EYFS
- Pupils are developing vital early communication skills which they can build upon as they progress through school
- Improved communication increases pupil engagement resulting in improved pupil progress
- Pupils in the EYFS made at least good if not outstanding progress (91%) (April 2020) from their various starting points in Communication Language and Literacy.
- SALT targets feed directly into pupils Individual Learning Plans
- In English, (71%) of pupil receiving Pupil Premium made outstanding progress in all areas of learning.

Specialist Behaviour Training	£2000	All PPG & CLA Pupils (37)	School analysis shows that pupils in receipt of PPG can find managing their behaviour challenging / display challenging behaviour.	<ul style="list-style-type: none"> <li>• Pupils have access to the expertise of a teacher with a specialism in Behaviour</li> <li>• Improved behaviour of pupils throughout the school</li> <li>• Pupils have appropriate behaviour for learning to ensure high levels of engagement throughout lessons</li> <li>• Majority of pupils make outstanding progress throughout the curriculum.</li> <li>• Pupils to develop their emotional resilience.</li> </ul>
School Play Therapist	£2000		School has staff with specialist knowledge of behaviour to work with individual pupils and train staff.  School has a play therapist to support the emotional wellbeing of those identified pupils.	

**Evaluation of Impact:**

- Pupils have access to the expertise of a teacher with a specialism in Behaviour, a School Counsellor and a Play Therapist
- School staff work in conjunction with the Behaviour Lead to implement a range of behaviour targets throughout the school.
- Behaviour targets feed directly into pupils Individual Education Plans.
- School Counsellor and Play Therapist delivered personalised programmes to identified PPG pupils. The success of this service has been highly valued by parents/ carers.

- Pupils are developing their resilience to enable access to the curriculum resulting in improved pupil progress.
- Improved behaviour of pupils throughout the school on a daily basis and through periods of major transition.

Additional TA support for identified pupils to access personalised timetables to improve behaviour and access to the curriculum	£5000	All PPG & CLA Pupils (37)	School analysis shows that current classroom teams find it challenging to deliver some interventions. Therefore increased flexibility in the staffing structure enables additional support staff to work pupils in receipt of the PPG to deliver interventions as necessary.	<ul style="list-style-type: none"> <li>• Improved behaviour of pupils throughout the school</li> <li>• Pupils have appropriate behaviour for learning to ensure high levels of engagement throughout lessons</li> <li>• Majority of pupils make outstanding progress throughout the curriculum.</li> <li>• Intensive support for those pupils benefit from high levels of adult intervention.</li> </ul>
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**Evaluation of Impact:**

- TA works in conjunction with the class teachers to implement interventions throughout the school.
- Pupils are developing vital skills to enable access to the curriculum resulting in improved pupil progress
- TA worked intensively with the sensory pupils throughout school. Pupils made at least good if not outstanding progress from their various starting points.
- 100% of pupils in receipt of Pupil Premium made good to outstanding progress (88%) in Behaviour for Learning during 2019-20.

**Pupil Premium Review Date: July 2021**