

Stocklake Park School

The Vale Federation

Pupil Premium Policy

Last updated: January 2019

Contents:

Statement of intent

1. Legal framework
2. PPG allocation rates
3. Objectives
4. Our strategy for success
5. Spending priorities
6. Use of the LAC and PLAC premiums
7. Potential interventions
8. Use of the service pupil premium
9. Accountability
10. Reporting
11. Pupil premium reviews
12. Overpayments
13. Monitoring and review

Appendices

- a) Pupil premium reporting template
- b) Pupil Premium Review Self-Evaluation Form

Statement of intent

At The Vale Federation (Booker Park and Stocklake Park Schools), we believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential.

The pupil premium grant (PPG) was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, along with the procedures for ensuring the funding is allocated correctly.

Signed by:

_____	Principal	Date:	_____
_____	Chair of governors	Date:	_____

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2018) 'Pupil premium 2018 to 2019: conditions of grant'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and TSC (2018) 'Effective pupil premium reviews'
- MoD (2018) 'The Service Pupil Premium: what you need to know'

2. PPG allocation rates

2.1. For the academic year 2018 to 2019, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,320
Pupils in Year 7 to Year 11 recorded as 'FSM'	£935
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,300
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special order, a child arrangement order or a residence order	£2,300
Service children	Grant amount per pupil
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£300

3. Objectives

- 3.1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- 3.2. To narrow the gap between the educational achievement of these pupils and their peers.
- 3.3. To address underlying inequalities, as far as possible, between pupils.
- 3.4. To ensure that the PPG reaches the pupils who need it most.

3.5. To make a significant impact on the education and lives of these pupils.

3.6. To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

4. Our strategy for success

4.1. We will maximise the use of PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funds can be identified within the school's budget.
- Consulting the pupil premium lead, governors, staff and parents/carers when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of PPG.

5. Spending priorities

5.1. Under the terms of the PPG, the funding may be spent in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

5.2. If PPG is not used in the academic year, some or all of it may be carried forward to the following year.

6. Use of the LAC and PLAC premiums

6.1. The LAC premium is managed by the designated virtual school head (VSH).

6.2. The premium will be used for the benefit of a pupil's educational needs as described in their personal education plan (PEP).

6.3. To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.

6.4. The LAC premium will be used to facilitate a wide range of educational support for LAC.

- 6.5. The designated teacher and carers will work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil.
- 6.6. The designated teacher will work with the VSH to ensure that all available funding is spent.
- 6.7. PLAC premium is allocated directly to the school.
- 6.8. LAC premium and PLAC premium are not personal budgets for individual children; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.
- 6.9. The school will explore evidence-based summaries of the use of pupil premium, such as the Education Endowment Foundation's (EEF's) [Teaching and Learning Toolkit](#), to determine the best use of the funding.
- 6.10. The EEF's [Families of Schools Database](#) will be consulted to learn about effective practice in similar schools.
- 6.11. The school will focus on approaches that:
- Are individually tailored to the strengths and needs of each pupil.
 - Are consistent (based on agreed core principles and components) but also flexible and responsive.
 - Are evidence-based.
 - Are focussed on clear short-term goals providing opportunities for pupils to experience success.
 - Include regular, high-quality feedback from teaching staff.
 - Engage parents/carers in the agreement and evaluation of support arrangements (e.g. via the PEP).
 - Support pupil transition through the stages of education (e.g. from primary to secondary).
 - Raise aspirations through access to high-quality educational experiences.
 - Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- 6.12. The school will choose approaches that emphasise:
- Relationship-building, both with appropriate adults and with their peers.
 - An emotionally-intelligent approach to the setting of clear behaviour boundaries.
 - Increasing pupils' understanding of their own emotions and identity.

- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and make success matter to them.
- A joined-up approach involving the pupil's social worker, carer, VSH and other relevant professionals.
- Strong and visionary leadership on the part of both the pupil's headteachers.
- A child-centred approach to assessment for learning.

7. Potential interventions

7.1. The school may utilise the following interventions:

- Providing one-to-one and small group work with experienced teachers to address specific knowledge gaps.
- Reducing class sizes to improve opportunities for effective teaching.
- Creating additional teaching and learning opportunities using teaching assistants.
- Targeting English and maths in pupils who are below age-related expectations.
- Allocating funds to enable these pupils to participate in extra-curricular activities.
- Targeting pupils who require additional help to reach age-related expectations.

8. Use of the service pupil premium (SPP)

8.1. The SPP is provided to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.

8.2. The school will not combine the SPP with any other form of PPG.

8.3. SPP spending will be accounted for separately to any other form of PPG.

8.4. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parents, such as introducing a 'Skype time club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to parents on their return.

- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

8.5. The school will not use SPP to subsidise routine school activities.

9. Accountability

9.1. Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of PPG at the school.

9.2. The school is held to account for the spending of the SPP through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort.

9.3. The school will publish its strategy for using the pupil premium on the school website.

10. Reporting

10.1. The Principal will report annually to the governing board and parents/carers regarding how effective PPG spending has been and what impact has been made.

10.2. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated and reviewed by the Principal and the governing board.

10.3. The EEF's [DIY Evaluation Guide](#) will be used to measure the impact of our spending.

10.4. Information regarding PPG spending will be published on the school website.

10.5. For parents/carers of pupils in receipt of PPG, personal information will be sent home in pupils' progress reports.

10.6. This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

11. Pupil premium reviews

11.1. If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively review the pupil premium strategy and identify ways to use PPG more effectively.

- 11.2. If requested to do so by Ofsted, the LA or the DfE, the school will commission a pupil premium review.
- 11.3. The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.
- 11.4. The cost will reflect the DfE's guideline that day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.
- 11.5. Where costs are prohibitive, the school will consider the use of a joint review with local schools.
- 11.6. The school may pay an additional cost for the brokerage service providing the reviewer.
- 11.7. In advance of the review, the school will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.
- 11.8. At the end of the review, the school will have an improved strategy and plans to implement it.

12. Overpayments

- 12.1. The school will repay any overpayment of PPG by the LA.

13. Monitoring and review

- 13.1. The Principal will be responsible for reviewing this policy annually.
- 13.2. The next schedule review date is February 2019.

Pupil Premium Reporting Template – Stocklake Park School

Funding information 2017/18	
Total number of pupils on roll	76
Total number of pupils eligible for PPG	15
Amount of PPG received per pupil	£935
Number of pupils eligible for LAC and PLAC premium	3 LAC
Total LAC and PLAC premium received	£3130
Number of pupils eligible for service premium	None N/A
Total service premium received	None
Total amount of PPG received	£17155

Summary of PPG spending in academic year 2017-18

Objectives

The investment of our Pupil Premium has had a positive effect on our PP students' progress and quality of our school provision for all students in this disadvantaged group. The targeted work for PP students has made a significant impact on the quality of provision at Stocklake Park School for all students, by increasing staff awareness, expertise and skills.

Interventions are based on identifying individual student's barriers to learning, and an understanding of factors contributing to social disadvantage, this in the context of their special educational needs. Students' attainment is in line with students who are not on pupil premium (Refer Progress data); 100% PP students have met or exceeded their targets.

Interventions:

- ASD specific class with SCERTS training to ensure small class and the introduction of SCERTS at KS3, including transition from Primary school, with related resources for use with specific disadvantaged children.
- Additional OT therapy to enable multi professional planning and training of staff – training for staff re emotional regulation. Training and support to teaching and classroom support staff to ensure effectiveness of support to pupils who are disadvantaged and overcome barriers to learning. Barriers related to their SEN needs so essential to ensure that TAs and Teachers are skilled to take every opportunity for learning.
- Individual timetables/activities as appropriate with related investment in resources/equipment for disadvantaged as it was evident from review of individual pupils that self esteem was low.
- OT resources in respect of self- regulation of those who are disadvantaged and some of whom had ASD as primary need with other additional needs.
- Funding places at after school club and summer holiday clubs for disadvantaged to give opportunities to socialise with peers and develop strong relationships.
- SaLT : use of specific high and low tech equipment as appropriate
- Purchase of IPADs & laptops to allow pupils to access learning in classroom
- School Dog Project – individual and small groups for well-being – This gave disadvantaged children ownership of a school pet and opportunities to learn care skills which were transferable to them in their homes as well as at school

- Music Therapy – individual intervention for disadvantaged to develop love of music. For some its aim was to develop interaction skills and responsiveness to others; develop feelings of security. For another PP student it was to support motivation for expression and explore feelings in order to develop self esteem.
- Play therapy – individual intervention for disadvantaged
- Funding for off -site experiences and on site visitors/workshops for disadvantaged for those who had limited experience of places they would not ordinarily have the chance to experience.

Summary of spending and actions taken

Individual student spreadsheet shows personalised support.

PP used for	Amount £ allocated to interventions	Number of pupils eligible for PP who attended/benefitted	Brief summary of actions	Impact of actions
Individual and small group support (communication & social interaction, sensory interventions, SCERTS, independence skills, individual timetables, investment in resources)	£1000	7		Good progress across the curriculum. Behaviour well managed that supports their socio-emotional wellbeing. 1:1 support for pupils making below expected progress
Additional OT & SaLT	£1000			Individualised family work: e.g. agreeing social stories, sharing behaviour management strategies, providing packs for home; positive feedback from the families indicated that interventions were needed and helpful
	£3000 (staff)			Where interventions were not effective in home, school worked with parents to refer to relevant multi agency professionals e.g. CAMHS, Social Care, Family Resilience.
Multisensory approaches for SLD and ASD students.	1500	11	Highly individualised 1:1 support ASD and SLD students. Individualised timetables and resources.	Some reduction behaviours, and evidence of increased engagement with learning
Individual Therapies	£5000 (School Dog) £1500 Play therapy	12	Individual Play therapy sessions Individual and group sports/yoga/disability karate sessions	Focussed and targeted to support pupils with attachment, behaviour, communication and social development. Yoga has supported behaviours with self - regulation techniques, calming and developing listening and communication skills. Involvement in school dog project has raised levels of confidence and self esteem, and supported student in reaching targets e.g. physiotherapy (see case studies)
				Individualised family work: agreed targets met; positive

Curriculum enrichment and community visits Holiday Club (4)	£1000	11	Range of community visits to encourage communication and social interaction, and to experience new/different activities	feedback from the families indicated that interventions were needed and successful. Positive feedback from students and parents re levels of engagement and enjoyment
Staff costs			£8,000	
Raising standards costs			£6,000	
Outcomes The progress has been scrutinised as part of student progress meetings and SLT scrutiny in order that appropriate interventions can be put into place. PP LAC is jointly agreed by professionals. PP students make good progress in achieving their individual targets. Once achieved new targets are set so there is no limit to progressing.				

Pupil Premium Review Self-Evaluation Form

1. Summary information					
School	Stocklake Park			Type of SEN (e.g. PMLS/SLD/MLD)	SLD/PMLD/PD/MLD/ASC
Academic year	2018/19	Total pupil premium (PP) budget	£14025	Date of most recent PP review	Feb 2019
Total number of pupils	76	Number of pupils eligible for PP	15	Date for next internal strategy review	March 2019
2. Current attainment					
You may also want to upload specific data that is personal to your school e.g. IEP progress, QUEST progress or MAPP.			Pupils eligible for PP in the school	Whole school	
% achieving below 50% progress of curriculum learning outcomes			0%	4% (2)	
% achieving 50-80% progress of curriculum learning outcomes			33% (5)	31% (17)	
% achieving 80-100% progress of curriculum learning outcomes			67% (10)	65% (36)	
3. Barriers to future attainment (for pupils eligible for PP)					
Data sources that can help you identify barriers to attainment in your school include: Get Information About Schools (GIAS); the Education Endowment Fund (EEF) Families of School database ; FFT Aspire ; staff and pupil consultation; attendance records; recent school Ofsted reports and guidance.					
Academic barriers (such as poor oral language skills)					
A	Complexity of SEN- additional needs to their primary need				
B	Communication & Interaction difficulties				
C	Ability to self regulate				

D	Social, emotional and mental well-being	
Additional barriers (including issues which also require action outside the school such as low attendance rates)		
E	Socio-economic disadvantage ie poverty	
F	Ongoing medical needs. Illness and medical procedures can lead to significant absence from school and it is important that opportunities for learning are maximised in school but also at home and in the wider community. Our families engage with many different professionals and therefore working together is key.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
Nominated PP Governor has been appointed. Meetings to monitor spending of grant and report to governors.		
A	Development of curriculum linked to outcomes on EHCP – depth to curriculum areas identified for students	<p>Student learning outcomes achieved. No bar on learning.</p> <p>Student self-evaluation (as appropriate) evidences enjoyment of learning & recognition of achievement.</p> <p>Positive parental feedback ie at Annual Reviews and Parents' Evenings and through surveys.</p>
B	Disadvantaged students make similar progress to that of their peers (nationally) from similar starting points in communication & interaction	<p>All pupils meet or exceed their learning outcomes.</p> <p>All pupils' communication needs are met to improve social interaction.</p> <p>Additional hours available to support development of AAC (Support, Teacher & SaLT)</p>
C	Disadvantage students are able to develop self-regulation and engage in learning	<p>Participation levels in learning increase.</p> <p>SCERTS targets are met and show improved listening and attention.</p> <p>Pupils meet individual targets.</p> <p>Increased participation.</p>

		<p>Improved social interaction and emotional regulation.</p> <p>Support staff feel empowered and trained to support learning through knowledge of pedagogy, enhanced skills. Every opportunity is taken to develop learning through skilled staff who know the students</p> <p>SCERTS embedded in daily school life.</p> <p>Therapists available throughout the day to support staff/students.</p>
D	<p>Targeted support to students identified and in place.</p> <p>Augmentative and alternative communication (AAC) methods used to supplement/replace speech or writing for those with impairments in producing or comprehending spoken or written language – improving communication skills and accessing learning.</p> <p>Intensive interaction to support individual student.</p>	<p>Students meet individual targets & achieve outcomes.</p> <p>All students' communication needs are met to improve social interaction.</p> <p>Additional hours available to offer support</p> <p>Development of AAC (Support, Teacher, SaLT)</p>
E	<p>Social emotional and mental well-being improves through specific interventions planned by Nurse and Well-being and Safeguarding officer, including use of play/music and art therapy and 'well-being workshops'</p>	<p>Students engage in relevant therapeutic activities</p> <p>Self-evaluation, parental and teacher feedback evidences benefits.</p>
F		

5. Review of expenditure

Previous academic year	2017/18	This year the focus will be on developing the quality of teaching and improving the skills of staff to support students who are disadvantaged.		
Quality of teaching for all				
Action	Intended outcome(s)	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 this approach)	Cost

Implement SCERTS framework and equip classrooms with equipment required for individual students	Students (PP) become competent and social communicators	First year of SCERTs implemented. OT available to give additional support to disadvantaged students to ensure no gaps in their progress compared to other non pp students. All students benefitted from MDT approach.	<ul style="list-style-type: none"> • Success – continue to embed across school • Need to reduce class sizes for some PP students • Further training of TAs in order to maximise opportunities throughout the school day 	£7000
School Dog Project	Meet the needs of PP students' individual targets - personalised	Case studies showed success for individual interventions.	<ul style="list-style-type: none"> • Pupil, staff & parent feedback was very positive with examples given of impact • Funding for whole project needed external grants to continue beyond pilot stage • Explore possibility of expanding project across federation to attract more funding by showing wider impact • PP funding is only a small portion of the cost • All school stakeholders in favour of continuing project • Patience retired early due to ill health – consider 2 dog model of part time working but with one dog handler 	

Targeted support

Action	Intended outcome(s)	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 this approach)	Cost
School Dog Project Horse riding Nurture based	Reduced risk of exclusion Incidents reduced	Positive response and less anxious Incidents reduced	Successful transitions Continue with off site visits Develop more opportunities off site in	£2500

activities Farm visits Play therapy	Increased ownership	Taking responsibility Positive interactions	community e.g. local gym/sport centre Access to Music therapy to address social and emotional needs	
School Dog project Play therapy	Successful transition to 6 th form	Reduced incidents Develop confidence Levels of participation raised More readily engage with peers	Access to play therapy Continue with school dog therapy	£5000

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

Action	Intended outcome(s)	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 this approach)	Cost
Friends Group (Dog) Crufts Visit	Develop confidence and well-being	Positive impact from parent and student testimony	Benefit of off site and alternative experiences targeting individuals/pairs	£200
				£

6. Planned expenditure

Academic year	2018/19	Our data continues to illustrate no difference in terms of performance between those who are eligible for a free school meal and those not eligible.
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Quality of teaching for all

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
SCERTS	Competent and social	Meaningful, functional and evidence based objectives in social	Additional qualified OT & SaLT time per week	Head of Dept	MDT half termly meeting

Intensive interaction	communicators	<p>communication and emotional regulation.</p> <p>The SCERTS Model is derived from an integration of more than 2 decades of empirical and clinical work and is consistent with recommended tenets of evidence based practice espoused by researchers and clinical scholars focussing on autism spectrum disorders (ASD) and related disabilities (National Research Council, 1001; Prizant & Rubin 1999) Growth in pupils with ASD as primary need.</p> <p>SaLT and CAMHs advice and previous work on intensive interaction.</p>	<p>Training of class staff and evaluation</p> <p>MDT planning/delivery/monitoring</p> <p>Class staff attend two day conference M Reuben Jan 2019</p> <p>Class staff attend intensive interaction training</p> <p>Specific interventions, resources, timetables (as appropriate) for individual students</p>	CS	<p>Review plans</p> <p>Summer 2019</p> <p>Through Annual Review reports and End of year reports to parents.</p> <p>FGB meeting summer 2019</p>
Total budgeted cost £8,000					
Targeted support					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
<p>Additional TA time to attend MITA training</p> <p>Training for teachers</p> <p>Additional SaLT, OT</p>	<p>Disadvantaged students make similar or more progress to peers from similar starting points.</p> <p>Improve outcomes</p>	<p>Maximising the impact of TAs (MITA) Project – EEF is based on the best available research evidence (mainstream research, not special).</p> <p>Framework for TAs in order to improve outcomes for</p>	<p>SLT to monitor.</p> <p>Observations of classes by SLT</p> <p>Progress meetings with teachers</p> <p>Regular MDT meetings</p> <p>Case studies</p>	GM	June 2019

and physio time to support staff in implementing targeted interventions. INSET & Twilights	for all disadvantaged students	disadvantaged students.	Monitoring of progress and identification of the impact of MITA training Specific training for Tas to address individual needs; appraisal reviews.		
Workshops and 1:1/pair/small group work as part of programme for well-being. School part of mental health Trailblazers Appoint Well-being Officer	Improve social, emotional & mental well-being and opportunities to build resilience There is a need for disadvantaged students to be supported with their wellbeing.	Research evidencing benefits of work addressing mental health and social, emotional well-being.	Evaluation conducted with Trailblazing Teams	CS	Summer 2020
Total budgeted cost	£4000				
Other approaches					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
Individual or small groups for activities e.g. RDA horseriding, nature based activities, construction activities, work experience activities, sports & leisure activities and new equipment	Reduce risk of exclusion Develop confidence & increased ownership & participation Reduce anxiety	Activities of interest to students which will motivate and develop self esteem	Monitoring by teachers and SLT Feedback from students and staff of gaining confidence and social skills through activities	HoS	Spring 2019

School Dog Project – access weekly	<p>Students meet individual objectives:</p> <p>Reduce risk of exclusion</p> <p>Reduced anxiety</p> <p>Develop confidence</p>	Pilot project moving to second phase and ongoing research with Dogs for Good charity.	<p>Termly review with Dogs for Good</p> <p>Case studies</p> <p>Feedback from parents, staff and students</p>	HoS	Evaluation and pupil progress on personal objectives Spring 2019 review
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Total budgeted cost	£8500
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7. Additional detail

Future developments to provide smaller class groups for some disadvantaged students in order for them to develop learning through more opportunities in small groups in the community. Paired work would enable development of life skills in Home Management. Students to develop friendships in other class groups through matched interests and learning objectives. Development of extra curricular activities. Create additional opportunities using trained and experienced TAs.

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