



## **Pupil Premium Report: Academic year 2014-15**

### **Background**

The [pupil premium](#) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to both mainstream and non-mainstream schools, like special schools and pupil referral units and is for local authority maintained schools as well as academies and free schools.

### **The Pupil Premium has a number of wider aims:**

- To increase social mobility;
- To enable more pupils from disadvantaged backgrounds to get to the top Universities;
- To reduce the attainment gap between the highest and lowest achieving pupils nationally.

Simply spending more on children from less affluent backgrounds, however, will not necessarily improve their learning or their aspirations. There is no direct link between spending on schools and outcomes for pupils. Extensive research in this area shows that it is a complex issue, indicating that the way the money is spent is crucial. So if the Pupil Premium is to succeed in achieving its ambitious goals, the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.

The Governing body is responsible for accounting for the impact of the Pupil Premium and it is a requirement to report publicly on the deployment and impact of this funding.

### **Our Nursery**

Greenhall is a Special Nursery for 2-5 year olds with physical disabilities / difficulties and allied needs. Many children start with us on assessment placements and children are placed by the local authority throughout the academic year. We currently have 28 pupils on roll, with 4 more children already due to start in September. The number of pupils registered for income based Free School Meals (FSM) is 14%. Pupil premium is provided for children of Reception age and above. The fact that children usually transition on from us at the end of their reception year means that there is a void between children leaving us and funding allocation. Thus, we apply the following principles to our allocation of pupil premium.

### **Principles:**

At Greenhall...

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.



- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals. All interventions are needs-driven.

### **Provision**

- Needs-led and child-centred with a personalised approach to meet needs of individuals
- 1:1 support
- acquiring effective resources aimed at raising standards, particularly in the prime areas of learning (Physical, Communication & language, PSED)
- All our work through the pupil premium will be aimed at accelerating progress
- The school will publish information on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils

### **Funding for 2014 to 2015**

In the 2014 to 2015 financial year, schools received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,323 for primary-aged pupils
- £935 for secondary-aged pupils

Schools also received £1,900 for each looked-after pupil who:

- had been looked after for 1 day or more
- was adopted from care on or after 30 December 2005, or left care under:
  - a special guardianship order
  - a residence order

### ***Number of pupils and Pupil Premium Grant received 2014- 2015***

	Number of Pupils	Allocation
Total Number on roll	29 (Sept 2014)	
Total number of pupils eligible for PP Grant	2*	



FSM	2*	£2650 (based on two pupils)
Service Children	0	
CLA	1 (left in July 2014)	£750 (based on one pupil)
<b>Total amount of PP Grant received</b>		<b>£3400</b>

\*Although pupil premium was allocated for 2 pupils based on the previous January census, 4 children were eligible from YR-Y2 in the 2014-15 academic year.

### **How the funding was spent & impact**

The diversity of our population and the range of needs of individual pupils led us to an individualised approach in our spending of funds. An audit of needs of pupils eligible for PP identified very specific areas for each child, all of these fell under the area of basic skills (communication & language, PSED, literacy and mathematics).

Area of need	Intervention / Description	Cost	Impact	Evidence
Develop basic skills (literacy & mathematics)	1:1 sessions with TA	£393.41	Progress made in literacy & mathematics	Y1 Phonics test result End of year report Progress file
	Purchasing of resources to be used in structured sessions & to enhance continuous provision in mathematics and literacy	£110.25 £56.12 £31.50 £44	Continuous provision is appropriately resourced and children are enjoying using resources in their learning	Learning journeys Planning SMSC focus learning walk
Develop literacy skills	<i>Professional development training courses for 3 TA's (literary, sensory stories)</i>	£338 £199	Sensory stories taking place	Planning
	<i>Purchase of 1 Pad</i>	£285	Children anticipating & responding during sensory stories	Learning Journeys
	<i>Purchase of</i>		Increased staff confidence	Observations

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	<p><i>IT software (switch accessible)</i></p> <p><i>Purchase of accessible mark-making tools</i></p> <p><i>Purchase of books to support transition</i></p>	<p>£600.50</p> <p>£64.93</p>	<p>Increased IT use, developing choice-making skills, increased accessible resources</p> <p>Smooth transition</p>	
<p>Develop communication skills &amp; enhance Total communication Environment</p>	<p>Purchasing of PODD &amp; switches, talking tins</p> <p>Toy mobile phones</p> <p>Recordable rocks</p>	<p>£206.50</p> <p>£714.50</p> <p>£109.25</p> <p>£99.95</p>	<p>Increased interest in communication activities</p>	<p>SMSC focus learning walk</p> <p>Symbols, OOR, switches</p> <p>Observations</p>
<p>Develop interaction &amp; social skills through enhanced pupil : staff ratio during focused activities</p>	<p>1:2 ratio with key group of children to support social skills, anticipation and reduce behavioural incidents</p>	<p>£134.59</p>	<p>Responses show higher levels of enjoyment &amp; engagement in sessions</p> <p>Reduction in behavioural incidents</p>	<p>Learning Journeys</p> <p>School Report</p> <p>Personalised Learning Plans</p> <p>Behaviour incident log</p>
<p>Development of sensory curriculum</p>	<p>Smell of the day</p> <p>Objects of reference</p> <p>TAC PAC</p> <p>Sensory stories</p>	<p>£60.96</p>	<p>Increased anticipation</p> <p>Familiarity with routine</p> <p>Increased responses &amp; engagement</p>	<p>Pupil progress file</p> <p>Learning Journeys</p> <p>End of year report</p> <p>Planning – portside pirates</p>
<p>To develop social skills, home-school partnership &amp; communication, language &amp; literacy</p>	<p>Develop and utilise a bank of sensory literacy resources that</p>	<p>£120</p>	<p>Some packs have been used in school</p> <p>All books have</p>	<p>Packs</p> <p>Planning – portside pirates</p>



skills	can be used in small groups and / or at home		symbol boards  <i>Launch books with parents as art of workshop (15-16)</i>  Books purchased & available in library  Teachers aware of resources	Library
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**Total spend: £3568.46 (overspend of £118.46)**

We have analysed individual pupil progress based on our assessment of the whole child, recorded in their learning journeys and reports. This analysis includes information on interventions and impact (see pupil premium file in school).

**Attendance**

In 2014-15, attendance of pupils eligible for pupil premium was lower than that of other pupils. 50% of these pupils had complex medical needs which meant that they were unable to access education or had periods in respite due to individual circumstances. All pupils have their attendance monitored very closely and we have a commitment to improving attendance & eliminating any gaps.

**Future Plans**

**Financial year 2015 to 2016**

In the 2015 to 2016 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order



- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the [virtual school head \(VSH\)](#) in the local authority that looks after the child. [VSHs are responsible for managing pupil premium funding for looked-after children.](#)

***Number of pupils and Pupil Premium Grant 2015- 2016***

	Number of Pupils	Allocation
Total Number on roll	Sept 15 - 28	
Total number of pupils eligible for PP Grant	4*	£5280
FSM	4*	£5280 to date
Service Children	0	
CLA	0	
Total amount of PP Grant received		£5280

\* All of these pupils transitioned in July 2015. Based on the children starting the academic year 2015-16 at Greenhall, we have 1 child of Reception age eligible for pupil premium.

***Planned Expenditure of Pupil Premium Grant 2015-2016***

Area of need	Intervention / Description	Estimated Cost	Monitoring & evaluation	Desired Impact	Evidence
To develop social skills & communication, language & literacy skills & home-school partnership	To further develop sensory book / literacy skills packs (building on from last year)  Parental workshops  Purchase resources to promote awareness of	£1040 (puppets, switches, bags)	SLT to review use of packs at the end of each term  Questionnaire to parents regarding use	Sharing of expertise & ideas with regards to development of communication & reading skills	



	diversity				
To further enhance home-school partnerships & parental engagement	Parental workshops to develop parental understanding of EYFS & how to support their child's development	£70		Uptake each session  Parental feedback after sessions	Parents more aware of EYFS, age and stage, how to support child's development
	PCP workshop	Supply TA to cover		Feedback Review meetings (2/yr for each child under 5yrs)	Increased awareness of PCP Reviews are conducted through PCP
	Parental coffee mornings	£30		Once a half-term (SLT review feedback & attendance)	Increased parental engagement  Parents network to support each other
Develop communication skills	Makaton – 1 member of staff trained to deliver training	£1200 £300 (supply costs)		SLT to review impact of training in PM (2/yr) and in lesson obs	Increased staff confidence  Consistent use of signing across setting by all staff
	Parental workshops on Makaton signing	£10 (refreshments, preparation of materials)		SLT to oversee training plan (staff / parents)	Increased confidence in using Makaton by parents
	Staff to attend PODD training	£600 (3 people)		SLT to monitor impact in lesson obs	Increased knowledge & skill set amongst staff (develop children's
	PODD for	£230			



	IPad app			communication skills)	
	I Pad & case	£300			
	Purchase eye-gaze technology for assessment purposes & early development of skills & train staff	£1500	Key children identified in teacher's meetings (1/half-term)	Access methods explored	
			Assessment & monitoring progress by teachers (liaise with SaLT team)		

### **Early Years Pupil Premium**

The [early years pupil premium \(EYPP\)](#) is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds. Early years providers are any organisation offering education for children aged under 5, including nurseries and childminders.

### **Eligibility**

3- and 4-year-olds in state-funded early education will attract EYPP funding if they meet at least 1 of the following criteria:

- their family gets 1 of the following:
  - [Income Support](#)
  - income-based [Jobseeker's Allowance](#)
  - income-related [Employment and Support Allowance](#)
  - support under [part VI of the Immigration and Asylum Act 1999](#)
  - the guaranteed element of [State Pension Credit](#)
  - [Child Tax Credit](#) (provided they're not also entitled to [Working Tax Credit](#) and have an annual gross income of no more than £16,190)
  - [Working Tax Credit](#) run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
  - [Universal Credit](#)
- they are currently being looked after by a local authority in England or Wales
- they have left care in England or Wales through:
  - an adoption
  - a special guardianship order
  - a child arrangement order

Children must receive [free early education](#) in order to attract EYPP funding. They do not have to take up the full 570 hours of early education they are



entitled to in order to get EYPP. Children become eligible for free early education at different points in the year depending on when they turn 3.

4-year-olds in primary school reception classes who already receive the [school-age pupil premium](#) are not eligible for EYPP funding. Once a child previously eligible for EYPP starts school they will not become automatically eligible for the school-age pupil premium.

If a provider receives an 'inadequate' rating from Ofsted, their early education funding (including EYPP) is stopped as soon as practicable.

**Financial year 2015 to 2016**

EYPP is calculated at a rate of 53p per hour per eligible pupil. This means that in the financial year 2015 to 2016, providers will receive £302.10 for each eligible child who takes up the full [570 hours of state-funded early education](#) they are entitled to.

***Number of pupils and Pupil Premium Grant 2015- 2016***

	Number of Pupils	Allocation
Total Number on roll	Sept 15 - 28	
Total number of pupils eligible for EYPP Grant	5 (April 2015) 4 (Sept 2015)	£500  Estimated further income £400 £400
Total amount of PP Grant received		£500 as at Sept 15

**Planned Expenditure**

Area of need	Intervention / Description	Estimated Cost	Monitoring & evaluation	Desired Impact	Evidence
Develop communication skills	Makaton workshop for parents & staff	£600	SLT to review impact of training in PM (2/yr) and in lesson obs  Parental feedback	Consistent use of signing across setting by all staff  Increased confidence in using Makaton by parents & staff  Strengthened home-school	



				partnerships Develop children's communication skills	
Develop sensory knowledge and skills in order to better support children with multi-sensory impairments	Intervenor training for two staff and then cascading of knowledge to rest of staff team	£480 pp (£960)	SLT to review impact of training in PM (2/yr) and in lesson obs  Staff feedback	Effective support of children with multi-sensory impairments  Increased staff and pupil confidence and trust  Increased pupil progress	