

## Pupil Premium 2019-20

The Pupil Premium was introduced in April 2011 to provide additional funding to promote greater educational attainment & progress for:

- Children who are eligible for Free School Meals (or who have been eligible in the last 6 years)
- Looked After Children
- Children who have been adopted
- Children whose parents currently serve in the armed forces

The sum allocated to each pupil who comes into one of these categories is **£1900 for this year**. The money is likely to be paid in instalments but the details of how this is managed will vary between local authorities.

Schools are required to use the money to raise standards of achievement for each pupil in receipt of the funds. They may be asked to show a link between the way the money is used and the on-going progress of each relevant student.

In the case of Looked After Children the money is managed by the head of Virtual School for the local authority responsible for the care of that specific child. These Virtual Schools monitor and promote the educational progress of Looked After Children in all the schools in a particular locality. A Virtual School Head teacher can hold a school accountable by ensuring each Looked After Child has a robust and effective personal education plan (PEP), including access to one-to-one support where appropriate.

Eligibility for Free School Meals is an important basis for receiving Premium Payments but one which may create problems for students at Langside School. Our students are all medically complex and only a minority take food orally (most take nutrition via some kind of tube). Families who are likely to be eligible are therefore unlikely to take the trouble to register for free school meals where their child could not eat the food provided. They might in this way miss out on receiving £1900 which could be used to enhance their child's learning.

**Families are able to register for free school meals without being obliged to take up those meals. At Langside School we would strongly encourage any family who believe they may be eligible for free school meals to register and thereby secure additional educational funds for their child. Do not hesitate to contact us if you need further information or assistance with the registration process.**

**The school welcomes the input of parents and carers in making decisions about the use of Premium Payment funds. Do not hesitate to contact us if you feel your child should be eligible for such funds or you have views about how such money should be employed.**

It is intended that allocation of Pupil Premium monies will have positive outcomes, although these outcomes may be difficult to quantify. This is not because the benefits to a complex student will tend to be limited but because the impact of spending may be so all-encompassing it may prove difficult to track by any method other than testimony.

Evidence of outcomes may however be available through:

- Recorded progress with Communication targets
- Recorded progress with Cognition targets
- Recorded progress with Physical Development targets
- Recorded progress with Environmental Control Technology (ECT) targets
- Recorded progress with Personal, Social & Emotional Well-being targets
- Advancement through P Levels
- Statements from multidisciplinary staff
- Pupil case studies
- Annual Reviews
- Greater inclusion in learning activities
- Improved social interaction

Pupil Premium Funding this year will be used to promote student well-being and involvement with learning activities. The funding we expect to receive this year will be the same as last year and will be generated by 3 students who qualify as “looked after”. Each of the 3 will receive £1900.00 for the academic year i.e. in total 3X 1900 = £5700.

All students at the school have complex physical needs and have Profound & Multiple Learning Difficulties. The school places a priority on creating learning environments which help students to engage with staff and appropriate educational activities. We have found that funds are most productive when students can be given very focused attention in contexts where distractions are eliminated and sensory stimuli used to promote engagement and learning.

Student	Input	Objectives	Cost	Impact
Year 11 PMLD Evidences continual seizure activity and considerable on-going personal discomfort.	Sensory sessions held in a quiet environment with 1 to 1 staff attention. Removed from chair and laid down to promote relaxation, and reduce the effort needed to move. Sensory integration proprioception techniques - joint compressions, deep pressure muscle work & gentle stretches applied to facilitate work on individual targets	To create a work environment where the student is at ease and ready to interact in a positive manner. Small consistent behaviours can be noted and recorded, so that a pattern of communication is identified and individual targets addressed.	2x 2 hour sessions plus an hour for overall preparation and feedback to class i.e. 5 hours at £10.00 an hour for 38 weeks.  5X 10x 38 = £1900.00	To be observed
Year 9 PMLD A very complex medical	Sensory sessions held in a quiet environment with 1 to 1 staff attention. Removed from chair and laid down to	Interventions are employed to overcome very tight muscles and relax shoulders and arms, through increased self	2x 2 hour sessions plus an hour for overall preparation and feedback	To be observed

scenario means that engagement is very variable and sleep patterns also impact learning.	promote relaxation, and reduce effort required to move. Sensory integration activities - joint compression, patting and vibration techniques to improve proprioceptive feedback.	awareness of position in space and bio-feedback. This enables use of hands to explore objects and access a switch. Various individual targets are worked on between periods of therapy/relaxation.	to class i.e. 5 hours at £10.00 an hour for 38 weeks.  5X 10x 38 = £1900.00	
Child A Year 3 PMLD Continuous seizure activity combines with asthma and visual impairment to make sustained engagement with learning very difficult.	Sensory sessions held in a quiet environment with 1 to 1 staff attention. Removed from chair and laid down to promote relaxation. There has been a period of exploration under the supervision of the school Occupational Therapist, seeking to identify the most effective sensory integration strategies.	Work on targets using sensory integration techniques. Deep pressure and joint compression have been found to be effective and interventions to legs and feet, in preference to the upper limbs have produced a calmer state.	2x 2 hour sessions plus an hour for overall preparation and feedback to class i.e. 5 hours at £10.00 an hour for 38 weeks.  5X 10x 38 = £1900.00	To be observed

It is recognised that it is difficult to evidence the effectiveness of strategies where very complex students are involved and progress can be very small steps over long time periods. Staff and parents are convinced that these 1 to 1 sessions have assisted learning, both during target work within the sessions and in the impact made on each student's capacity to engage in class activities. Verbal evidence is available.

Mary Morris, a school Occupational Therapist: **"These intensive 1 to1 sessions are invaluable in creating very controlled environments in which to explore individual sensory integration needs. This allows us to develop a platform from which complex students can engage with learning."**

The foster mother of Child A; **"I am convinced these brilliant extra sessions help my child to learn".**

Lynda Taylor, Child A's Class Teacher: **"She is generally more relaxed and happier in class, in addition to having the best opportunities to work on her targets".**