

1. Pupil Premium Strategy Statement: The Garth School					
Academic Year	2017/18	Total PP budget	£32,010.00	Date of most recent PP review	September 2017
Total number of pupils	59	Total number of pupils eligible for PP	21	Date of next internal review of this strategy	September 2018
2. Current attainment and progress: See appendix 1					
3. Barriers to future attainment (For pupils eligible for PP, including high ability.)					
<p>It is clear from previous reviews and analysis of the impact of Pupil Premium (PP) expenditure that “Disadvantaged” pupils do as well as their peers in almost every area. In some areas they are in fact outperforming others. In the majority of cases a pupil’s special educational need has no bearing on their deprivation status. This is particularly the case at The Garth School and not dissimilar at Priory. Both schools ensure that any pupil that is making less than expected progress is targeted for intervention. This is the case for both PP pupils and non PP.</p> <p>The affordability of some aspects of extra-curricular life at the schools and the purchase of uniform and equipment could present a barrier to well-being or outcomes. A proportion of PP funding is allocated to remove this as a potential issue.</p>					
4. Desired outcomes					
	Desired outcomes and how they will be measured			Success criteria	
A.	To ensure that rates of progress for PP pupils are in line, or above, with their peers.			Pupils eligible for PP make as much progress and “other” pupils in the core areas of Literacy and Numeracy.	
B.	PP pupils “falling behind” are identified early and appropriate intervention is implemented to enable catch up.			PP pupils identified make rapid progress and gap close.	

C.	PP pupils to access a broad and stimulating range of experiences and opportunities.	No PP pupil misses out on any form of extra-curricular/enrichment activity.
D.	Where applicable PP pupils with mobility and postural management issues make good progress and access all learning opportunities.	PP pupils with mobility are provided with relevant equipment and make good progress with OT and physiotherapy plans and goals.

5. Planned expenditure 2017/2018

Desired outcome	Chosen action/approach	Cost	Purpose	How will impact be measured?
To ensure that rates of progress for PP pupils are in line, or above, with their peers.	Class Teachers will compose intervention programmes appropriate to individual pupils, including details of staffing and resources. The school will increase Teaching Assistant support availability.	£15,000	To ensure any identified PP pupils making less than expected progress 'narrow the gap' in comparison to their peers.	Class Teachers will monitor the progress pupils make towards intervention outcomes. The AHT will analyse the progress made against PIVATS and MAPP Assessment Tools. Regular staff INSET will take place to initiate and then further establish and scrutinise the Individual Learning Journals, implemented in September 2017.
PP pupils "falling behind" are identified early and appropriate intervention is implemented to enable catch up.	Class Teachers will compose intervention programmes appropriate to individual pupils, including details of staffing and resources.	£10,000	To ensure any identified PP pupils making less than expected progress 'narrow the gap' in comparison to their peers.	Class Teachers will monitor the progress pupils make towards intervention outcomes. The AHT will analyse the progress made against PIVATS and MAPP Assessment Tools in January 2018.
PP pupils to access a broad, stimulating and enriching range of experiences and opportunities.	Provide pupils with an opportunity to access Equine Therapy. Provide all pupils with an opportunity to access the ice skating rink and trampoline park in Peterborough. Provide Curriculum	£3,000	To provide PP pupils with an opportunity experience stimulating and enriching physical education and therapy based experiences. To provide PP pupils with an opportunity to experience unfamiliar learning settings and activities within the local and wider	Class Teachers will monitor the progress pupils make towards intervention outcomes. The AHT will analyse the progress made against PIVATS and MAPP Assessment Tools in January 2018.

	based Educational Visits within the local and wider community.			
All students will attend school wearing school uniform and appropriate footwear suitable to their age.	PP students will receive subsidy for clothing and school equipment as required.	£2,000	To ensure all students feel comfortable and have a sense of belonging and self-worth.	Class Teachers will monitor the progress pupils make towards intervention outcomes. The AHT will analyse the progress made against PIVATS and MAPP Assessment Tools in January 2018 against PSED and other associated learning intentions.
All students and parents/carers will attend medical and health care appointments out of school.	The school will provide transport and staff support for parents/carers to attend such appointments with their children, particularly when public transport is a significant barrier.	£2,000	To ensure all medical and health care needs are met as effectively as possible.	This will be monitored through EHC Reviews, CIN Reviews and on-going dialogue between staff, parents and medical professionals.

6. Review of expenditure

Previous academic year: 2016/17

Desired outcome	Chosen action/approach	Cost	Evaluation and Impact	Lessons learned
To ensure that rates of progress for PP pupils are in line, or above, with their peers.	Class Teachers will compose intervention programmes appropriate to individual pupils, including details of staffing and resources.	10,300	CASPA: For 2016-2017 PP students who's academic progress in English and maths is tracked using PIVATS 5, there is no discernible difference compared to students who are not in receipt of PP. Progress is validated and highlighted using CASPA, PIVATS Trackers, Individual Learning Journals and Tapestry Posts. MAPP: The three students in receipt of PP who's academic progress is tracked using the MAPP Assessment Tool and individual leaning intentions all made at least expected progress. This was validated through moderation meetings with staff, parents and external professionals and supporting	The school is now using a wider range of assessment tools to target set and monitor academic progress. Non-linear and non-numeric methods of tracking individual student progress and attainment are now in place to enable bespoke and individual learning intentions to be set and progress effectively tracked. Due to the expansion into a wider range of assessment tools the school is reviewing the way in which it analyses and compares pupil progress as a whole school and within different cohorts, PP being one of these.

			evidence is available in Individual Learning Journals and Tapestry Posts.	
PP pupils "falling behind" are identified early and appropriate intervention is implemented to enable catch up.	Class Teachers will compose intervention programmes appropriate to individual pupils, including details of staffing and resources.	9,700	Two students were identified as being at risk of "falling behind" during the academic year of 2016-2017. One of these upper school students encountered raised anxiety over several months, alongside his diagnosis of Autism and a decision was made to provide an enhanced level of TA support and individualised tasks and activities most appropriate to his needs at that time. This resulted in improved outcomes and accelerated rates of progression.	The school have identified a need to provide each PP student with an intervention plan irrespective of whether or assessments have indicated they are making less than expected progress.
PP pupils to access a broad and stimulating range of experiences and opportunities.	Provide pupils with an opportunity to access the specialist equipment and resources at Spalding Gymnastics Club. Provide all pupils with an opportunity to access the ice skating rink in Peterborough. Provide Curriculum based Educational Visits within the local community.	2,000	All PP funded students have accessed a full range of school based and wider curriculum activities. These have included Equine Therapy, Ice Skating, Trampoline Parks and Gymnastics Clubs.	The school will continue to ensure all PP students can access extra-curricular activities.