

## 1. Pupil Premium Strategy Statement: The Garth School

Academic Year	2018-2019	Total PP budget	£34,045	Date of most recent PP review	July 2018
Total number of pupils	55	Total number of pupils eligible for PP	21	Date of next internal review of this strategy	February 2019

## 2. Current Attainment and Progress:

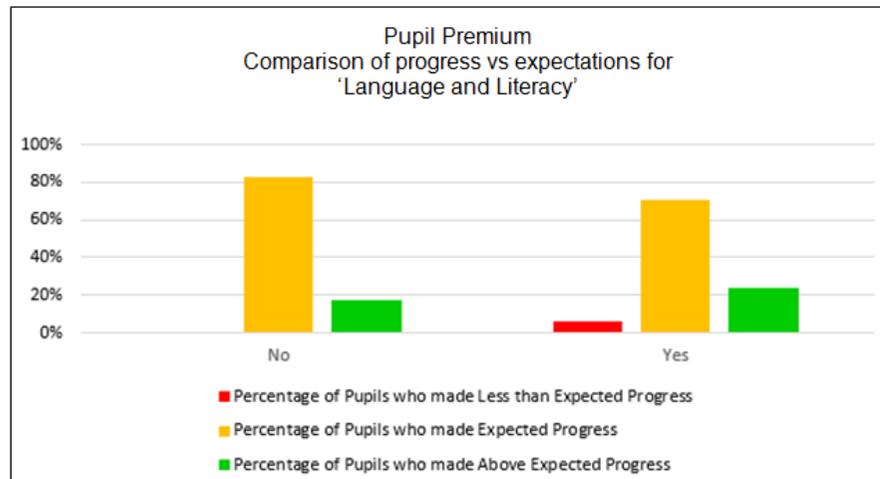
Data sets and our End of Year Analysis for 2017-2018 highlight our pupils in receipt of PP made outstanding progress academically and in all areas of their learning. Please refer to the MAPP and PIVATS 5 and CASPA End of Year Analysis' for further information.

MAPP:

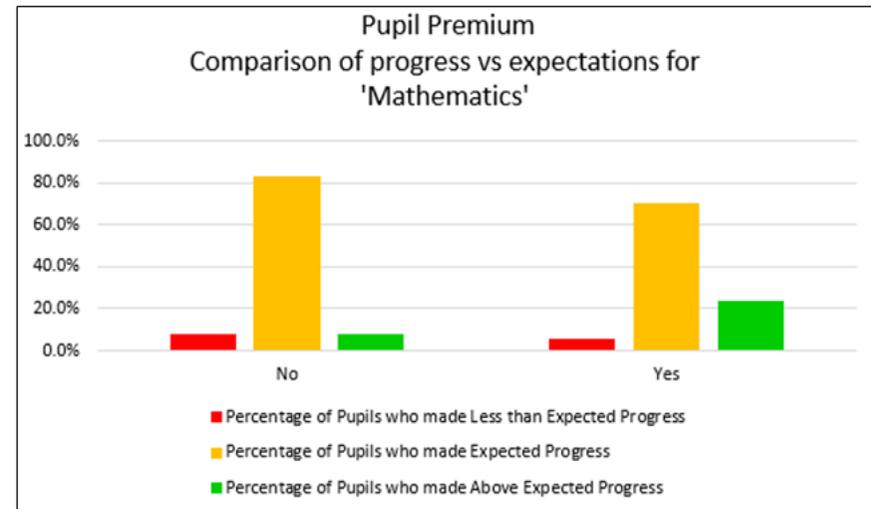
MAPP: Analysis of Pupil Progress Towards Targets 2017-2018 Assessment Point Three										
Year	Key Stage	Cared for child	SEN Primary Need	Sex	First Name	Surname	MAPP 1	MAPP 2	MAPP 3	MAPP 4
3	KS2	No	PMLD	F	PP Pupil One					
7	KS3	No	PMLD	M						
7	KS3	No	PMLD	F						
7	KS3	No	PMLD	M	PP Pupil Two					
7	KS3	No	PMLD	M	PP Pupil Three					
9	KS3	No	PMLD	M	PP Pupil Four					
11	KS4	No	PMLD	F						
13	KS5	No	PMLD	M	PP Pupil Five					
13	KS5	No	PMLD	F			Amended- See MAPP 3			

PIVATS 5 and CASPA:

Pupil Premium: English: Language and Literacy						
Number of pupils with appropriate data for the comparison:	Percentage of Pupils who made Less than Expected Progress		Percentage of Pupils who made Expected Progress		Percentage of Pupils who made above Expected Progress	
	No	Yes	No	Yes	No	Yes
29	0%	6%	83%	70.5%	17%	23.5%



Pupil Premium – Mathematics						
Number of pupils with appropriate data for the comparison:	Percentage of Pupils who made Less than Expected Progress		Percentage of Pupils who made Expected Progress		Percentage of Pupils who made above Expected Progress	
	No	Yes	No	Yes	No	Yes
29	8.3%	6%	83.4%	70.5%	8.3%	23.5%



### 3. Barriers to future attainment:

It is evident from previous reviews and data 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. The Garth School ensures 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.

The affordability of some aspects of extra-curricular life at The Garth School or 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.

### 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 as “other” pupils in the core areas of Literacy and Numeracy.
B.	PP pupils “falling behind” will be identified early and appropriate intervention is implemented to enable catch up.	PP pupils identified make rapid progress and the gap is narrowed.
C.	PP pupils will 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, with their muscle tone and strength and ability to move effectively being maintained and/or improved.	PP pupils with mobility are provided with relevant equipment and make good progress with OT and physiotherapy plans and goals.

5. Planned expenditure 2018-2019					
Desired outcome	Chosen action/approach	Cost	Purpose	How will impact be measured?	Impact review (due July 2019)
<p>To ensure that rates of progress for PP pupils are in line, or above, with their peers.</p> <p>To ensure PP pupils “falling behind” are identified early and appropriate intervention is implemented to enable catch up.</p>	<p>Class Teachers will compose intervention programmes appropriate to individual pupils, including details of staffing and resources.</p>	<p>£8,500</p>	<p>To ensure any identified PP pupils making less than expected progress ‘narrow the gap’ in comparison to their peers.</p>	<p>Class Teachers will monitor the progress pupils make towards intervention outcomes, with monthly meetings held with the AHT.</p> <p>The AHT and MAPP Co-ordinator (TLR) will analyse the progress made against PIVATS 5 and the MAPP Assessment Tools.</p>	
<p>To ensure PP pupils to access a broad and stimulating range of experiences and opportunities.</p>	<p>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 all pupils</p>	<p>£5,300</p>	<p>To provide PP pupils with an opportunity experience stimulating physical education experiences.</p> <p>To provide PP pupils with an opportunity to experience unfamiliar learning settings and activities within the local area.</p>	<p>The Moving and Handling co-ordinator will analyse the effectiveness of these extra-curriculum activities and highlight the impact of these activities and experiences for less mobile pupils in receipt of PP.</p>	

<p>To ensure that PP pupils requiring additional support and intervention with mobility, postural management and fine motor skills make good progress and access all learning opportunities, with their muscle tone and strength and ability to move effectively being maintained and/or improved.</p>	<p>with an opportunity to visit Bounce in Peterborough. Provide Curriculum based Educational Visits within the local community.</p> <p>Fine motor skills resources for A. Fine motor and writing equipment for D. Brookfield chair to support posture and access to table top based educational activities for C. Heathfield chair to support postural management for T. R82 XPanda specialist seating to support postural management for J. R82 Wombat specialist seating to support postural management for L.</p>	<p>£500</p> <p>£100</p> <p>£1,700</p> <p>£1,500</p> <p>£3,000</p> <p>£3,500</p>	<p>Pupils requiring support with postural management, fine and gross motor skills and mobility will have access to the equipment and resources required to maximise learning opportunities and inclusion.</p>	<p>The school's Moving and Handling co-ordinator who also works closely with visiting professionals (physiotherapy, occupational therapy, etc) will analyse the effectiveness of these resources and pieces of equipment, making adjustments where required throughout the academic year 2018-2019.</p>	
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	Physiotherapy equipment and resources to improve strength, stamina and gross motor skills for pupils in receipt of PP and mobility and gross motor skills difficulties.	£10,000			
6. Review of expenditure					
Previous academic year: 2017/2018					
Desired outcome	Chosen action/approach	Evaluation and Impact	Lessons learned	Cost	
To close the attainment gap for targeting pupils.	Class Teachers devised detailed and appropriate intervention programmes and strategies for individual pupil need and ability.	<p>A higher percentage of pupils in receipt of PP made more than expected progress in English and Maths during the academic year 2017-2018 than those pupils not in receipt of PP.</p> <p>Pupils in receipt of PP made at least expected progress against Learning Intention assessed using the MAPP Assessment Tool.</p> <p>There has been no discernible difference between pupils in receipt of and not in receipt of PP when analysing their attainment and progress against EHCP outcomes.</p>	Individual intervention works exceptionally well for PP pupils at The Garth.	£15, 078	

<p>To provide clubs, educational visits, music lessons, learning resources and school uniform.</p>	<p>Staff will ensure PP pupils access and rich and stimulating curriculum, catering for individual need and abilities. PP pupils will wear school uniform to have a 'feeling of belonging' in school.</p>	<p>PP pupils accessed stimulating and rich curriculum based activities in school and educational visits.</p> <p>Families received financial support to purchase uniform for pupils in receipt of PP.</p>	<p>Enriching and stimulating activities and curriculum based educational visits are at the heart of education and pupil progress at The Garth.</p> <p>PP pupils thrived from accessing unfamiliar and exciting activities.</p>	<p>£2,397</p>
<p>To ensure that PP pupils requiring additional support and intervention with mobility, postural management and fine motor skills make good progress and access all learning opportunities, with their muscle tone and strength and ability to move effectively being maintained and/or improved.</p>	<p>Brookfield chair to support posture and access to table top based educational activities for J.</p>	<p>J accesses table top based educational activities and experiences in his Heathfield chair which supports his postural management.</p> <p>J made outstanding progress in all areas of his learning throughout 2017-2018.</p>	<p>Specialist seating and equipment is vital for some of our pupils, to ensure they access learning opportunities most appropriate to their needs and abilities.</p>	<p>£1700</p>

## Looked After Children (LAC) Strategy and Impact Statement

The Garth School				
Year 2018-2019				
Number of LAC pupils on roll	5	2017-2018 Impact Statement: All three pupils in receipt of LAC funding in 2017-2018 made outstanding progress in English, Maths and PSD. This was tracked using PIVATS 5 and analysed using CASPA. Toys, games and communication aids and learning resources purchased to support the pupil's communication skills and confidence had a significant impact on the progress the pupil's made within Speaking and Listening and all three strands of PSD.		
Total LAC funding	£9,500			
Desired outcome	Chosen approach	Desired Impact	Cost	Impact statement due July 2019
Pupils A and B will develop their confidence and communication skills and playing alongside their peers. They will initiate games and activities between themselves, including their peers in these activities.	A large sandpit, diggers and tractors for use within the sandpit and additional bikes and scooters will be purchased for playtimes and free time in the classroom outdoor area.	Pupils A and B will develop the confidence and communication skills required to play alongside their peers. They will make outstanding progress in PSD, measured using PIVATS 5 and analysed using CASPA.	£1,000	
Pupil C will develop his gross motor skills.	A slide will be purchased for the EYFS outdoor learning area to support the development of C's gross motor skills.	C's gross motor skills will improve.	£400	
Pupil D's ability to communicate effectively with staff will improve, so D can communicate simple wants and needs effectively.	Communication aids and teaching and learning resources will be purchased to support this outcome. Resources required for the	Pupil D will make outstanding progress in Speaking and Listening, measured using PIVATS 5 and analysed using CASPA.	£300	

	production of key symbols will also be required.			
Pupil E's concentration span and ability to focus on set tasks and activities will be enhanced, narrowing the gap and supporting outstanding progress against the AET Framework, focusing on Daily Living and Vocational Skills.	A large Sound Sponge Quiet Divider will be purchased for use within classroom.	Pupil E's concentration span will improve, as will his ability to focus more intently on set tasks and activities, without becoming distracted by additional noise and other activities in the classroom.	£600	
The progress made by pupils in receipt of LAC in all areas of their learning and development will be outstanding.	Funding for additional teaching and learning resources will be decided at LAC Review throughout the academic year 2018-2019.	LAC pupils will access an enriching and stimulating curriculum and educational activities and opportunities to support outstanding progress in all areas of their learning, taking into account individual need and abilities and starting points.	£7,200	