**Pupil Premium Report 2015/16**

In 2015 / 2016 we received £16830 in Pupil Premium funding. Each student who is eligible for the Pupil Premium attracts £935, and this academic year we have 18 students who are eligible, which is 25% of the school. This compares with 9% of secondary aged students receiving Pupil Premium finding across Surrey as a whole.

Students who are adopted from care also attract additional funding called Pupil Premium Plus. This is funded at £1900 per students. We currently have 4 students who are eligible for this funding, which is 5% of the school. We have received £7600 for this group.

Students who are Looked After by the Local Authority are entitled to LAC Premium, funded at £1900 per student. This is held by the Virtual School in Surrey, and we as a school can bid for funds to buy resources to ensure that students who are Looked After make the best possible progress. In 2015/16 have 5 students who are eligible for this funding, which is 7% of the school.

In 2015/16 a total 37% of students at Limpsfield Grange are entitled to Pupil Premium or Pupil Premium Plus or LAC Premium funding.

**What is the Pupil Premium?**

The Department for Education (DfE) provides additional funding, known as the Pupil Premium, to schools with students on roll that are known to have been eligible for free school meals (FSM) at any time over the last six years. Schools are free to spend the money which is additional to the schools main budget, in a way that helps to raise attainment of students who are disadvantaged or vulnerable. The aim is to close the gap in attainment and progress between the disadvantaged and non-disadvantaged students. Schoolsarerequiredtopublishdetailsofhowtheywillbespendingthemoney. For more information about the Pupil Premium please click see [**https://www.gov.uk/government/policies/raising-the-achievement-of-disadvantaged-children/supporting-pages/pupil-premium**](https://www.gov.uk/government/policies/raising-the-achievement-of-disadvantaged-children/supporting-pages/pupil-premium)

**The Pupil Premium at Limpsfield Grange – our priorities**

At Limpsfield Grange all of our students have Special Educational Needs. Children and young people who have special educational needs and disabilities are more likely than other children to grow up in deprived households. Adults with special needs and disabilities are less likely than their peers to have a job, or high level qualifications. Deprivation is part of the context for many adults and children with special needs and disabilities. We believe that we have to work with the girls and their families to overcome the additional barrier of deprivation.

Our aim is for all of our students to become valued, economically viable adult citizens. Our aim is to give the girls the best possible start in life, with the best outcomes that they can achieve.

When considering how to spend Pupil Premium funding at Limpsfield Grange we look at the individual needs and personal barriers. An individual approach to meeting needs and overcoming barriers is devised. For our students, barriers to making good progress can include:

* difficulties with learning
* difficulties with communication and interaction
* difficulties with mental health, including high and unrelenting levels of anxiety
* difficulties with emotional regulation
* difficulties with attachment and relationships with others
* difficulties with low self-esteem – not seeing yourself as a successful learner

We use our Pupil Premium funding to address all of these areas, so that we can narrow the attainment gap between students who experience economic deprivation, and those who do not. We also focus on skills and developing attributes that will enable the girls to be socially successful, healthy, employable adults.

We have been asked to speak at conferences about creating personalized support programs funded by the Pupil Premium for young people with multiple barriers to learning and complex needs. We have also been featured in “A Practical Guide to the Pupil Premium” by Marc Rowland; Deputy Director of the National Education Trust.

**What will we spend the Pupil Premium and Pupil Premium Plus and LAC Premium money on in 2015/16?**

* Literacy and numeracy interventions
* Mental health and emotional wellbeing interventions – small groups and 1:1 short pieces of work on recognizing emotions in yourself and others; being a successful learner; anxiety management groups
* Tablets for students who have literacy difficulties
* Residential homework support
* Additional after school Maths tuition for Year 11 students
* A bespoke step up to boarding package for a young person with attachment difficulties
* Bespoke homework support for PP students from OLEA who cannot access our residential homework support offer
* 1 day a week placement at therapeutic horticultural placement for a LAC
* Resources to enable students to emotionally self-regulate
* Attendance at a weeklong Equine Therapeutic Centre (joint funded with social care) (1 LAC)
* Student attendance at Women and Girls with Autism conference

**What did we spend the Pupil Premium and Pupil Premium Plus and LAC Premium money on in 2014/2015?**

In 2014 / 2015 we received £16830 in Pupil Premium funding. Each student who was eligible for the Pupil Premium attracted £925, and we had 17 students who are eligible, which was 23% of the school. We received £7600 Pupil Premium Plus funding for the 5 students (7% of the school) who had been adopted from care. We also had 7 Looked After Children at Limpsfield Grange, which represented 10% of the school, and we applied for the £1900 LAC Premium for these students. We received £7605 through LAC Premium bids.

In total 40% of students at Limpsfield Grange were entitled to Pupil Premium or Pupil Premium Plus or LAC Premium funding in 2014/15

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| **Activity** | **Cost** | **Outcomes** |
| **Literacy Interventions** (these are interventions that take place inside or outside of the classroom that are in addition to the curriculum)  43 students accessed literacy interventions across the academic year.  11/17 PP students; 2/4 PPP students; 5/7 LACP  Literacy interventions included:  **Reading:**   * Decoding groups * Toe by Toe * Inference groups * Word roots and word building groups * Reading for meaning * Reading and discussing challenging texts * How to read exam questions   **Writing:**   * Dyslexia specific interventions * Spelling city * Up levelling writing groups * GCSE writing booster sessions * Writing groups that helps students develop their ideas at sentence level * Punctuation groups * Paragraph groups * Using writing journals and ASC specialist interests to structure ideas and arguments * Improving grammar groups   **Speaking and Listening:**   * Speaking to argue and persuade * Speaking to explain and clarify * Speaking and listening groups that focus on recognising significant details and implicit meanings | Cost for all interventions  £11 263 | Year 7:  5/6 students made more than one year’s progress in spelling age, which relative to prior rates of progress represents accelerated progress.  1/6 students made 6 months progress in their spelling age. Relative to prior levels of progress, where students typically made less than 6 months progress in a year, this represents slightly accelerated progress.  All students participating made more than 6 months progress with their reading ages, and all now have reading ages higher than 9 years. This enables students to access more written content across the whole curriculum, and impacts on their literacy skills in the community.  Year 8:  4/10 made more than one year’s progress in their spelling ages.  2/10 made 6 months progress in their spelling ages  4/10 made no additional progress in their spelling ages. These students have learning needs in addition to other types of SEN such as Autism. We are investigating alternative approaches and intervention packages to enable them to make progress with their spelling.  All students made more than 6 months progress with their reading ages. With this cohort reading ages vary widely, ranging from 7 years to 18+ years. Students with reading ages of lower than 10 years will be a continued focus for reading groups.  Year 9:  2/7 made more than 1 year 3 months progress in their spelling ages  2/7 made 3 months progress in their spelling ages  3/7 made no additional progress in their spelling ages  Key Stage 4:  Al students studying GCSE English made one GCSE grade of progress across the academic year  All students studying ELC made one EL of progress in English across the year  Overall students who completed the Toe by Toe program made very good progress, and spelling and reading ages increased by 1 year over an academic year, from a very low baseline. |
| **Numeracy Interventions**  8 students accessed numeracy interventions – 4/8 PP students   * Basic numeracy skills (subtraction and timetables) |  | Students were working on bespoke targets. 6/8 students receiving Maths interventions met their intervention targets. |
| **Provision of tablets for students with difficulties with writing including Dragon Dictate installation** | £3929 | 10 Pupil Premium students and 2 non Pupil Premium students have been provided with tablets. This has led to improved access to recording ideas for students with literacy difficulties, and fewer logged behaviour incidents of emotional dysregulation around writing; improved ICT skills and improved self-organisation skills for users. We hope that we are promoting confidence for students to inhabit a digital world.  We have also started installing apps on the tablets to help students to self-regulate and self-manage their anxiety. Students in KS4 have started using a metronome and a bubble wrap app to self-calm, and for 2 students this has led to a significant reducation in self-harming behaviours.  This technology can also be used in examinations and enables students with literacy difficulties to dictate their answers. We will trial this in Summer 2016. |
| **Residential homework support for 8 PP students; 2 PPP students ; 2 LACP students** | £935 | Students are completing homework more regularly. This is impacting on their ability to access learning in class. |
| **Science Tuition for Yr 10 PP student (who missed KS3)**  **How to get an A\* Maths tuition for 1 LAC (34 weeks)** | £413 | Science – student was able to take GCSE Core Science year early in Year 10 and achieved a D. She is predicted a C for her Additional Science GCSE qualification in summer 2016. We hope that this student will also experience less anxiety and sustain positive mental health during her 2016 exams as she has already taken some GCSE successfully.  LAC student predicted an A\* in Maths and wishes to pursue a career in Bio-Engineering, |
| **1 day a week placement at therapeutic horticultural placement (34 weeks)** | £5320 | This led to better engagement and more self-regulation for the young person. She was able to take 5 GCSEs and gained C-Es, and has successfully transitioned to college. |
| **Staff training on PDA** | £125 | We reflect on our practice and look at the impact of attachment in adopted children who have PDA. Our practice with students with PDA continues to develop. |
| **Staff training on Attachment** | £380 | With 17% of our population either Looked After or Adopted from Care, we are developing attachment aware practice across the school. |
| **Calm Boxes to help students to self-regulate** | £72 | 93% of students identified that they used calm boxes to self-regulate, reduce anxiety and stay in lessons (Dec 2014). This is a vital strand of our self-regulation approach, and will enable the girls to develop strategies that will enable them to be emotionally self-managing adults. |
| **Swimming lessons for identified PP students** | £90 |  |
| **Science catch up sessions** | £88 | This is after school provision to enable KS4 learners to access extra support for their GCSE Additional Science qualification. |
| **Weekly mentoring around positive body image and self-esteem for PP and LAC with Cerebral Palsy** | £195 | Both students have improved their self-esteem through this weekly sessions, and have both evaluated the sessions and having a very positive impact on how they feel about themselves as learners and teenagers |
| **Assessment for student with complex physical needs and equipment** | £250 |  |
| **Multi agency working** | £212 |  |
| **Total** | £30 082 | |

If you would like to discuss the way we use this funding please contact the school and we would be happy to speak to you.