



Limpsfield Grange School Pupil Premium Strategy 2017/18 – update June 2018

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. Schools are required to publish details of how they plan to spend the funding. For more information about the Pupil Premium please click see <https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2017-to-2018/pupil-premium-conditions-of-grant-2017-to-2018>

The Pupil Premium at Limpsfield Grange 2017 2018 – our priorities

In 2017/18 a total of 33 students (42%) who attend Limpsfield Grange are entitled to Pupil Premium or Pupil Premium Plus, LAC Premium funding or Forces Premium.

In total Limpsfield Grange has received £30 443 in 2017/18 for the various Pupil Premiums excluding Catch Up Premium which is covered in our Catch Up Premium Report. For more information about how we have spent our allocated Pupil Premium Funding please see below.

At Limpsfield Grange all of our students have Special Educational Needs. 74% of our cohort has been identified as Autistic, and many of our students have High Functioning Autism or Asperger's. Children and young people who have special educational needs and disabilities are more likely than other children to grow up in deprived households. According to the National Autistic Society only 15% of Autistic adults are in paid employment; 40% of Autistic people have an anxiety related mental health difficulty and 70% of High Functioning Autistic people have mental health difficulties. Deprivation is part of the broader context for many of our families, and we believe that we have a duty to work with the girls and their families to overcome the dual barriers of special educational needs and of socio economic deprivation.

Our aim is for all of our students to become happy, healthy, empowered and included adults, who participate in, and contribute towards society. To enable our students to be happy and active citizens we have created a curriculum underpinned by our four areas for development:



Wellbeing

Achievement

Communication

Independence

The areas of wellbeing, achievement, communication and independence present the greatest barriers to learning and success for students at Limpfield Grange. These are the areas that we seek to address for identified students when spending our Pupil Premium funding, so that we can narrow the attainment and skills gap between students who experience economic deprivation in addition to their special educational needs, 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.

Pupil Premium 2017 – 2018 Interventions have included:

<p>Wellbeing</p>	<ul style="list-style-type: none"> • Identifying anxiety triggers weekly individual interventions • Identifying emotions weekly individual interventions • Challenging obsessive and repetitive thoughts weekly individual interventions • Building positive attachments weekly individual interventions • Individual mental wellbeing daily check ins • Building a relationship weekly individual check ins with identified adult • Weekly individual wellbeing 1:1 sessions with identified adult • Participation in weekly out of school dance classes and exams in students home locality • Daily individual physical and wellbeing check in with identified adult • Daily individual met and greet sessions and breakfast provision for identified students 	<p>Communication</p>	<ul style="list-style-type: none"> • Resources to run a student led lunchtime club around specialist interests • Weekly phone contact with identified parents • Transport for parents to attend annual reviews • Weekly developing social communication skills sessions (individual and paired)
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	<ul style="list-style-type: none"> • Accessing a day a week therapeutic farm placement (one student) • Sensory needs workshops • Understanding own needs weekly intervention (individuals and small groups) • Transport for parents to attend social events • Supporting students to access theatre trips • Supporting families with next phase transition 		
Achievement	<ul style="list-style-type: none"> • Reading interventions (individual and paired) • Spelling interventions (individual and paired) • Participation in curriculum trips • Numeracy interventions (individual and paired) • Maths Dr 1:1 weekly sessions • Maths weekly Master Classes 2:1 • Personalized homework support 1:1 • Personalized homework support paired • Personal laptops for student use • Revision guides • Online learning packages • Transport to Easter and May half term revision sessions • Transport for students to attend school 	Independence	<ul style="list-style-type: none"> • Developing personal organisation skills 1:1 with adult • Medi alert bracelets • Weekly individual lifeskills sessions • Weekly individual work experience opportunities

At the end of June 2018, of the £30 443 we have received in additional funding for Pupil Premium, Pupil Premium Plus, LAC Premium and Forces Premium we had spent £23 243.47 on the interventions outlined above. We have a £7 200 contingency set aside for intervention at the point of need.



The impact of Pupil Premium interventions is measured through the analysis of intervention and student progress data. Individual Pupil Premium interventions are highly personalized and specific SMART targets are set for each intervention. Student progress in meeting SMART intervention targets are reported to and analysed by the Assistant Headteacher at the end of the intervention, and the progress of students in receipt of the Pupil Premium is discussed with individual subject teachers during our regular student progress meetings. Student progress in academic interventions is also triangulated with individual student progress data, and the progress of our students who are in receipt of the Pupil Premium is analysed termly. Student progress in meeting SMART targets in wellbeing, communication and independence interventions are triangulated against attendance data; exclusions data; behaviour data; and also fed in to student WACI targets. Students also give feedback about their interventions.

The Limpfield Grange School Pupil Premium strategy is also monitored and evaluated through learning walks; book looks; discussions with students about their work; support and challenge for individual teachers; regular SLT discussion to assess the impact of the strategy; the School Improvement Plan and regular external review with our School Improvement Advisor.

The Deputy Headteacher has overall responsibility for the Pupil Premium strategy. Our Pupil Premium strategy is reviewed regularly in terms of the scope and breadth of interventions and their success in meeting individual student needs and reducing individual barriers to learning and success. The Deputy Headteacher has termly meetings with our Governor with responsibility for Pupil Premium where student progress is interrogated, and actions are reported to the Curriculum Community and Student Welfare Committee and the Full Governing Body for further review.

Our success criteria for the Limpfield Grange Pupil Premium Strategy in 2017 - 2018:

Attendance

Those students at Limpfield Grange in receipt of the Pupil Premium should attend school as often, or more often than their non PP peers.

- We aim for our Pupil Premium attendance to be 94% across 2017 – 2018.

Achievement



Those students at Limpsfield Grange in receipt of the Pupil Premium should make progress in line with their non PP peers with comparable special educational needs across in the areas of wellbeing, achievement, communication and interaction, and also against national averages for similar students (ie: girls with EHCPs in receipt of the Pupil Premium).

- 100% of Year 11 students at Limpsfield Grange in receipt of the Pupil Premium will achieve at least 1 GCSE.
- 75% will make nationally expected level of progress in English Language and Literature
- 33% will make nationally expected level of progress in Maths and Science

Participation

Those students at Limpsfield Grange in receipt of the Pupil Premium should access the wider opportunities provided through our broad and rich curriculum through:

- 40% of residential students will be in receipt of the Pupil Premium in 2017 - 2018
- 100% of students at Limpsfield Grange in receipt of the Pupil Premium will participate in one whole school activity
- 100% of students at Limpsfield Grange in receipt of the Pupil Premium will attend one educational visit in 2017 - 2018

Transition

Those students at Limpsfield Grange in receipt of the Pupil Premium make successful transitions into further education, employment or training at the end of Year 11 in line with their non PP peers with comparable special educational needs.

- 100% students in Year 11 in receipt of the Pupil Premium will transition to education employment or training in September 2018

2018 progress update for student who are in receipt of the Pupil Premium

- In 2018 we have 5/15 students in Year 11 who are in receipt of the Pupil Premium.
- In 2018 2/5 Pupil Premium students in Year 11 have Learning Difficulties and access a robust a flexible curriculum which is differentiated to meet their needs. Of these students who are in receipt of the Pupil premium and who also have Learning Difficulties one student will take 1 GCSE in Art, and 1 student will take 7 GCSEs / BTECS in a wide range of curriculum subjects.
- In 2018 3/5 of students who are in receipt of the Pupil Premium in Year 11 are Autistic. One of the autistic students who is in receipt of the Pupil Premium of will take 7 GCSE / BTECS, 1 autistic Pupil Premium student will take 6 GCSEs / BTECs and 1 autistic Pupil Premium student will take 3 GCSEs. Two of the autistic Pupil Premium students took a GCSE in RE a year early in Year 10, achieving a B and a D.



2018 – Predictions for attainment of students in receipt of the Pupil Premium at the end of Year 11 making nationally expected levels of progress relative to start points

	English Lan	Eng Lit	Maths	Add Science	H&SC	Art	ICT	RE taken 2017
PP (5 students)	75% (3/4)	75% (4/5)	33% (1/3)	33% (1/3)	100% (2/2)	20% (1/5)	100% (3/3)	100 % (2/2)
Non PP (10 students)	85% (6/7)	85% (6/7)	20% (1/5)	28.5% (2/7)	60% (3/5)	55 % (5/9)	75% (3/4)	40% (2/5)

- Year 11 students in receipt of the Pupil Premium in 2017/18 are predicted to perform in line with their peers with similar special educational needs. Outcomes for Year 11 students in receipt of the Pupil Premium are predicted to be strong, with students meeting our high expectations and making progress in line with non-SEND mainstream peers.

2018 Progress of students in receipt of the Pupil Premium across Yrs 7 – 10

- Students across the school who are in receipt of the Pupil Premium perform in line with their peers with similar special educational needs across the curriculum, and student progress is strong across the curriculum.

2018 attendance of students in receipt of the Pupil Premium September 2017 – April 2018

Whole school	Whole school with take offs	Pupil Premium	Non Pupil Premium	Pupil Premium with take offs*	Non Pupil Premium with take offs*
90.1%	94.38%	91.92%	88.9%	95.9%	92.7%



*Take off are students who are medically unfit to attend school or who are no longer attending LGS whilst waiting for an alternative placement to be found.

2017 - Attainment of Year 11 students in receipt of the Pupil Premium making nationally expected levels of progress relative to start points:

- 2017 – Progress 8 score of - 0.23 within average range for mainstream schools and demonstrates outstanding outcome relative to start points.
- 2017 - Disadvantaged students with lower prior attainment at LGS made significantly better progress (0.44) than similar students nationally (0.11)
- 2017 - Progress in the open subjects (Art, ICT, HSC, and Catering) was very strong, with disadvantaged students with low prior attainment achieving around 11/2 grades higher (0.46) in these subjects than similar students nationally (-0.04).
- With the exception of Maths and Additional Science, students in receipt of the Pupil Premium out performed their non PP their peers.
- It should be remembered that all students who attend Limpfield Grange have a range of complex special educational needs, and that for all of our students their SEND presents the biggest barrier to learning and progress rather than their experience of socio economic disadvantage.
- Destinations – of the three students in receipt of the Pupil Premium two made a successful transition to college to study Level 2 qualifications (childcare & hair & beauty) and one is completing an apprenticeship in the leisure industry.

	English Lan	Eng Lit	Maths	Add Science	Catering	H&SC	Art	ICT
PP (3 students)	100%	66%	0%	0%	100%	100%	66%	50%
Non PP (6 students)	50%	50%	22%	16%	75%	67%	16%	50%

NE = National Expectation; this is the level of progress expected of typically developing young people in mainstream schools at the end of Yr 11, relative to their starting points

In 2016 – 2017 we spent the Premium on:

- Literacy and numeracy interventions
- Cognition and learning interventions -



- Individual and group supported homework sessions
- Emotional and mental wellbeing support
- Readiness for successful learning interventions
- Funding access to extra-curricular activities to promote social inclusion
- Visit to University
- Resources
- Personal electronic devices
- Provision of social activities at break times and lunchtimes.

Review of the successes of the Limpsfield Grange Pupil Premium Strategy in 2016 / 2017 against our success criteria:

Success criteria	Performance in 2016/17
Attendance – students in receipt of the Pupil Premium should have rates of attendance in line with or better than their non PP peers at Limpsfield Grange, and in line with the schools attendance target of 94% attendance.	Attendance – Pupil Premium attendance across the 2016/17 academic year was 93.9% (with take offs) compared to our target of 94%
Achievement – students in receipt of the Pupil Premium should make progress in line with their non PP peers at Limpsfield Grange (across our 4 areas of development) and also against national averages for similar students (ie: girls with EHCPs in receipt of the Pupil Premium).	Achievement – students in receipt of the Pupil Premium across the school made progress in line with their peers with similar special educational needs.
Participation – 40% of residential students will be in receipt of the Pupil Premium over the year; 100% of Pupil Premium students across all year groups will participate in at least one whole school activity and one educational visit across the year in the academic year.	Participation – 100% of students in receipt of the Pupil Premium participated in at least one whole school activity, and accessed one educational visit. 42% of student who accessed our residential provision in 2016/17 were in receipt of the Pupil Premium.
Transition – 100% students in Year 11 in receipt of the Pupil Premium will transition to education employment or training at the end of the academic year.	Transition - of the three students in receipt of the Pupil Premium two made a successful transition to college to study Level 2 qualifications, and one is completing an apprenticeship (June 2018)



Review of the Limpsfield Grange Pupil Premium Strategy:

The Pupil Premium Strategy will be further reviewed in November 2018.

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.

Sarah Wild

Headteacher – June 2018