



Pupil Premium Strategy 2018-2019

What is Pupil Premium?

Pupil Premium is additional funding given to schools by the Department for Education (DfE) for 'disadvantaged' students. This includes students who are eligible for free school meals (FSM) or have been in the last six years, as well as looked after children (LAC) and children who have left local authority care as a result of adoption, a special guardianship order or a child arrangements order.

Pupil Premium funding is designed to help disadvantaged students of all abilities perform better and close the gap between them and their peers. It is allocated for each financial year, but the information we publish refers to the academic year. In the 2018 to 2019 financial year, Pupil Premium is £935 per pupil for those registered as eligible for FSM (or have been in the last six years) and £2,300 for any student who has left local authority care. The funding for students who are looked after by a local authority (LAC) and attract the £2,300 rate, is managed by the virtual school head of the local authority that looks after the student. This money is not paid directly to the school. A virtual school does not exist in real terms as a building and children and young people do not attend, but it exists to support and challenge all of those involved in the education of children in care. Each local authority has a different way in which the funding is allocated to the school, usually following the completion of a termly Personal Education Plan (PEP) meeting. There is also Service Pupil Premium available from the DfE for eligible students, in recognition of the specific challenges children from service families' face and as part of the commitment to delivering the armed forces covenant. It is designed to assist the school in providing the additional support that these children may need and is currently worth £300 per service child who meets the eligibility criteria.

Why do we tell you about Pupil Premium?

We are required by the DfE to publish information about our Pupil Premium allocation, our strategy for spending the money and the outcomes for our 'disadvantaged' students.

In relation to the previous academic year, schools must publish:

- Details of how the Pupil Premium allocation was spent
- Information on the impact of that expenditure on eligible and other students

In relation to the current academic year, schools must publish:

- The amount of the school's Pupil Premium grant allocation
- A summary of the main barriers to educational achievement faced by eligible students at the school



- How the Pupil Premium allocation is to be spent to address those barriers and the reasons for that approach
- How the school will measure the impact and effect of its expenditure of the Pupil Premium allocation
- The date of the school's next review of its Pupil Premium strategy

How many disadvantaged students are there at Limpsfield Grange?

	Overall (33)	FSM (23)	Care leavers (7)	LAC (2)	Service (1)
% of the school (NOR 85)	38.8%	27.1%	8.2%	2.3%	1.1%

How should Pupil Premium be spent?

The funding can be spent as each school sees fit, as long as it is used to demonstrably improve the attainment of eligible students. Schools do not need to spend an equal amount on each student, or use the money to only benefit eligible pupils. However, given the nature of Limpsfield Grange, we do tend to consider each student eligible for Pupil Premium as an individual. We also consider attainment to be in a broader sense, than purely academic outcomes.

How much Pupil Premium does Limpsfield Grange receive?

In 2018-2019, we received £45,393 Pupil Premium. Our Pupil Premium Report for 2017-2018, explaining how the money was spent and outlining the impact of that spending on our students, is on our website.

What are the barriers faced by our 'disadvantaged' students at Limpsfield Grange and how is Pupil Premium used to overcome these barriers?

The vast majority of the Pupil Premium funding we receive is for students who are/have been eligible for FSM, meaning that the 'disadvantage' we are referring to, is an economic one. For our students, this can mean a range of barriers to learning:

- Access to resources for learning and fewer opportunities to build general knowledge and experience.
- Access to resources for wellbeing such as reduced access to a healthy diet and appropriate housing.
- Aspiration can be a barrier if students disassociate from achieving at school, because they don't relate to it in their broader lives.



- Some students experience stress and trauma associated with a range of different experiences, such as poor quality insecure housing, coping with the physical or mental health needs of parents or a sibling, exposure to parental substance misuse or domestic violence.
- Difficulties with attending school, particularly when attendance at a medical appointment has been necessary but due to the distance from home to school, the semi-rural location of the school and parents possibly not having access to their own transport, means that a student is absent for a whole day for a short appointment.
- Difficulties with students participating in educational visits, particularly residential visits and participating in extracurricular events and activities, such as Duke of Edinburgh and accessing our extended day curriculum.
- Parental attendance at Parents Evening, Annual Review meetings and end of year presentation assembly due to not having access to their own transport and the semi-rural location of the school.

In addition, all of our students have an Education, Health and Care Plan. 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. 83% of our cohort have a diagnosis of Autism.

Many of our students therefore have dual barriers of special educational needs and of socio economic deprivation. In response to this, we have developed a more holistic approach to our core curriculum.

WACI is a curriculum that we have developed to provide a tailored approach to developing life skills for all of our students. As well as academic achievement we encourage the girls to develop the confidence and resilience to tackle the challenges of everyday life when they leave Limpsfield Grange. Our WACI curriculum has activities which provide an opportunity to for our girls to develop skills which will enable them to access mainstream society and lead a happy, healthy life at Limpsfield Grange and beyond. The WACI curriculum focuses on 4 areas:

- Well being
- Achievement
- Communication
- Independence (incorporating Careers Education Information and Guidance)

Our Pupil Premium interventions are therefore targeted to support one or more of the four WACI areas. We do not just focus on teaching and learning interventions and improving



academic achievement. We are very keen to continue to work with the parents/carers of our Pupil Premium students to make joint decisions on how the funding for their daughter is used.

We do not use Pupil Premium to fund initiatives that should be met from our school budget.

How do we measure the impact of our Pupil Premium funding?

The overwhelming majority of our Pupil Premium funding is spent on bespoke, personalised interventions for individual students. Prior to each intervention, the student and staff member agree the outcomes for the intervention, by which progress and impact will be measured. At the end of the intervention (or every half term for interventions which may be ongoing), progress towards the outcome is judged to be 'met', 'progress towards' or 'not met'. Students are asked for their feedback on whether they feel the intervention has achieved its objective.

The use and impact of Pupil Premium is monitored and evaluated on an ongoing basis by the Deputy Headteacher and is reviewed by the Senior Leadership Team once every month and by our Pupil Premium Governor once a term. These ongoing reviews inform us of the number of interventions that are taking place under each of the four WACI areas and of the clear outcomes by which impact can be measured. It allows us to scrutinise the number of interventions where a student has made progress. This area is further monitored by the Curriculum Community and Student Welfare Committee and the Full Governing Body.

How regularly is the Limpsfield Grange Pupil Premium Strategy reviewed?

The Pupil Premium Strategy is reviewed annually by the Senior Leadership Team and Governors. The next review will be in September 2019.

Who do I contact if I would like more information?

If you would like to discuss the way we use this funding, then please contact Emma Phillips, Deputy Headteacher.