

## Pupil Premium Grant Income & Expenditure 2019-2020

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Pupil Premium is additional funding given to schools and academies to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It was first introduced in April 2011.

### ***The Pupil Premium provides funding for pupils***

### ***Per Pupil***

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| • Who are known to have been eligible for free school meals (FSM) at any point in the past 6 years | £1,320 |
| • Who have been continuously looked after (LAC) for the past 6 months                              | £1,800 |
| • For children whose parents are currently serving in the armed forces (AFP)                       | £300   |

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| For each pupil who has left local authority care (FLAC) because of 1 of the following,<br>Schools will receive | £1,800 |
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- Adoption
- A special guardianship order
- A child arrangements order
- A residence order

The grant may be spent for the purposes of the school; that is, for the educational benefit of pupils registered at that school

### **Financial year 2019-20**

School should receive in year funding of £69,480

The pupil premium money is enabling us to be more focussed in the personalised support we have been able to give our pupils

Deb Ollerenshaw, School Business Manager

| <b>2019-20 Pupil Premium Income</b>  |                |
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| Total number of pupils on roll October 2019  | 121            |
| Total number of pupils eligible for PPG  | 49             |
| 39 x FSM pupils @ £1,320   | £51,480        |
| 2 x TMBC LAC pupils, 2 x TMBC FLAC pupils @ £1,800 (Income is received termly in line with PEP's)    | £7,200         |
| 6 x LAC pupils @ £1,800 each, Other Local Authorities (Income is received termly in line with PEP's) | £10,800        |
| <b>Total amount of PPG funding</b>   | <b>£69,480</b> |

## 2018-19 Pupil Premium Proposed Expenditure

| Item / Project   | Cost   | Intended Outcome   | Impact |
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| Music Therapist<br><br>1 day per week  | £8,500   | <ul style="list-style-type: none"> <li>• 1:1 specialist opportunities on a weekly basis specifically targeted at children with complex communication needs – “hard to reach”</li> <li>• Establishing a new therapy group supporting children that access CAHMS, and may have attachment needs or social and emotional, mental health needs.</li> <li>• Small group sessions with identified classes to support interaction, anticipation and prediction</li> <li>• To build staff skills in using music to deliver communication programmes</li> <li>• Sharing information with parents at parent’s evenings to support continuity of approach</li> </ul>  |        |
| School Sports Coordinator<br><br>(Not including Sports premium Grant £8,425)<br><br>3 days per week  | £9,883<br><br><br><br><br><br><br><br><br><br>£400   | <ul style="list-style-type: none"> <li>• To increase the confidence of staff in the delivery of physical activities</li> <li>• To support midday and TA staff in the delivery of physical activities during lunchtime play</li> <li>• Increasing participation in inter schools competitions and local and regional activities</li> <li>• Children have the opportunity to participate in physical activities both with mainstream and peers with similar needs</li> <li>• Greater participation within the wider community</li> <li>• To deliver PE / Sports / Dance sessions within an inclusive environment</li> <br/> <li>• To provide transport to inter sports events</li> </ul>                                     |        |
| Access to Learning Teams <ul style="list-style-type: none"> <li>• Inclusion Team</li> <li>• Tube Feeding support</li> <li>• EYO and family support team</li> </ul> | Varied costs upheld within school’s payroll (Hourly costs used where additional support is given for individual children with a PEP’s) | <ul style="list-style-type: none"> <li>• To support inclusion opportunities both within and beyond Oakdale (for some children) and support increased learning and engagement with mainstream peers</li> <li>• To support Friday pm ‘Golden Time’ for identified classes</li> <li>• To support Tube Feeding needs of identified pupils and ensure that they do not miss learning opportunities</li> <li>• To support the medical needs of some pupils who require medication at regular intervals and ensure that learning opportunities are not missed</li> <li>• To support transition into and out of Oakdale</li> <li>• To coordinate parent workshops and coffee mornings with the support of ISCAN and NAS</li> </ul> |        |

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|  |  | <ul style="list-style-type: none"> <li>• To provide support to parents of children in the early years that have been offered a place at Oakdale</li> <li>• To provide support to PVIs as a result of “Come and See” sessions or access to outreach support</li> </ul>  |  |
| Tameside Music Service Enrichment  | £1,796   | <ul style="list-style-type: none"> <li>• To develop listening and attention skills</li> <li>• To develop a love of music and working within a group to develop musical skills</li> <li>• To support engagement skills</li> </ul>   |  |
| Technical Instructor   | Varied costs upheld within school’s payroll<br><br>(£14.00 PH)                               | <ul style="list-style-type: none"> <li>• To liaise with physios and occupational therapists regarding additionality of need; supporting risk assessments for specific resources</li> <li>• To ensure further support for children to ensure needs are met for moving and handling and physical development</li> </ul>  |  |
| Additional TA support<br><br>TA3 x Friday mornings 4 mornings each half term | 4 x Friday afternoons per half term for M&H training, handling plans and LOLER checks = £761 | <ul style="list-style-type: none"> <li>• To work with the children and their individual moving and handling plans</li> <li>• Ensure training is in place to support children</li> </ul>  |  |
| School Counsellor  | £3,500   | <ul style="list-style-type: none"> <li>• Individual children's counselling sessions</li> <li>• Individual staff supervision sessions</li> <li>• Consultation meetings for pupil progress and reviewing future interventions</li> <li>• Ad-hoc assessment sessions for children</li> <li>• Parent/ carer meeting</li> </ul> <p>Counselling fits within a whole school approach to mental health and wellbeing, covering issues such as improving wellbeing and resilience, raising awareness of mental health issues through the curriculum, reducing the stigma around mental health, effectiveness of the pastoral system and the role of leadership.</p> <p>Counselling is an intervention that children or young people can voluntarily enter into if they want to explore, understand and overcome issues in their lives which may be causing them difficulty, distress and/or confusion. The intervention will be in consultation with parents, following observations and pupil progress meeting reviews. A counselling relationship has</p> |  |

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|  |            | <p>identified boundaries and an explicit contract agreed between the young person, counsellor and, where appropriate, parent or carer.</p> <p>Good mental and emotional wellbeing is an integral part of children and young people's holistic development. When this development is inhibited, counselling can be an effective and important resource.</p> <p>The aims of counselling are to assist the child or young person to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals.</p>  |  |
| Occupational Therapy                           | £6,460     | <ul style="list-style-type: none"> <li>• To assess individual needs and provide advice for staff and home, if appropriate</li> <li>• To support the establishment of a Sensory area , offering support on a range of equipment required</li> <li>• To support the learning needs of children with sensory processing difficulties by the development of a programme for use in class and at playtime.</li> <li>• To ensure monitoring and feedback of the use of strategies that need to be embedded to support children's additional needs and access to learning/communication/resources</li> <li>• To support class teachers planning of their class environments and provide advice re: appropriate activities for breaks / sensory overload</li> <li>• To provide support / advice re: functional seating and independence</li> <li>• To deliver training with SALT regarding drinking, eating and swallowing skills</li> <li>• Monitoring impact and continued use of hand massage for children accessing the feeding team for their needs.</li> </ul> |  |
| Speech and Language Therapy<br>2 days per week | £18,476.00 | <ul style="list-style-type: none"> <li>• To provide individual assessment and advice for individual pupils re: communication support and strategies</li> <li>• To provide advice and guidance to class teams in particular in relation to the needs of children with ASC and tailored support for classes</li> <li>• To provide specific advice as required in relation to communication devices such as AAC's</li> <li>• To support and advise on the delivery of articulation programmes</li> </ul>  |  |

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| <p>Leading Teacher on Communication</p>  | <p>Hourly rate<br/>£50.00</p>  | <ul style="list-style-type: none"> <li>• To establish intervention groups related to agreed identified needs such as <ul style="list-style-type: none"> <li>– Articulation</li> <li>– PECS</li> <li>– AAC etc.</li> </ul> </li> <li>• To provide training via insets/twilight or additional training</li> <li>• To liaise with both SLA and Core SALT and OT teams on communication assessments; to offer additional meetings and reviews where necessary for communication</li> <li>• Monitoring of use of communication strategies from advice with SLA OT and SALT</li> <li>• Budget to purchase specialist communication equipment from communication assessments – to ensure children have the full equipment needs to support their access and communication</li> <li>• Modelling use of new communication aids on iPad – monitoring of communication tool in the classroom. Sharing knowledge and skills with parents to support use at home</li> </ul> |  |
| <p>Visits to the Cycling Track</p>   | <p>£840</p>  | <ul style="list-style-type: none"> <li>• Friday afternoon children attend Manchester Cycling Track to support golden time opportunity</li> <li>• To develop physical skills and opportunity to learn to ride a bike</li> </ul>   |  |
| <p>TA3 role – supporting increased rebound opportunities, cycling and swimming</p> | <p>Tri Part funded with curriculum budget and sports PPG<br/><br/>£7,344</p> | <ul style="list-style-type: none"> <li>• To increase provision for our most vulnerable pupils meeting a range of needs from swimming, rebound and cycling</li> <li>• Currently we have 14 Year 6 pupils accessing swimming in 2018/2019</li> <li>• 2 pupils can swim independently</li> <li>• 6/14 students couldn't access swimming due to medical reasons</li> <li>• 4 pupils can swim 10 meters</li> <li>• We aim this year to get more pupils passing their first badges in swimming</li> <li>• To increase the number of staff that can support the provision of rebound through increased numbers trained</li> <li>• Increased opportunity of children with PMLD and sensory ASC needs accessing rebound to support/improve their physical needs</li> </ul>  |  |

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|             |                               | <ul style="list-style-type: none"> <li>• Targeted approach to support cycling skills of our children. Increased number of children achieving cycling skills and able to ride a bike in line with their ability</li> </ul>  |  |
| In addition | Varied costs to be identified | <ul style="list-style-type: none"> <li>• To provide specific identified equipment to support communication / access needs following appropriate communication assessments/ipad apps etc</li> <li>• To provide additional spending if needed for specialist equipment that will support continued home/school learning</li> </ul> |  |