



**Together we learn, together we succeed**

At the beginning of this period Rusper Primary School was receiving funding for 6 PPG pupils. Since the start of this period 4 more eligible pupils have joined the school – whom the school does not yet receive funding for.

Pupil Premium Grant (PPG) Funding Allocations April 2019 to March 2020	
Pupil Premium Funding Allocation: 1 pupil @ £1,320.00)	£7,920.00
Ever-Six Funding	£0
One-off supplementary funding	£900
Service Children	£
Children adopted from care	£
Carry forward from previous year	£ 0.00
<b>Total Pupil Premium Income 2019-20</b>	<b>£8,820.00</b>

### Summary of Barriers to Educational Achievement

There are ten pupils on roll who are entitled to additional PPG funding. Through a variety of support measures and targeted interventions we are working to eliminate barriers to learning and progress such as: home experiences and support; and low aspirations, poor resilience and low self-esteem.

### Measures

The effectiveness of how the funding has been spent will be measured as follows...

#### Spending Plans

#### Project 1 – Accessing Specific Behavioural Support Projects

Over 80% of our PPG pupils require therapeutic support to develop resilience and positive behaviours for learning. Support provided takes the form of Learning Mentor sessions, Transition Support and specific therapies.

Item/Project: 2 - Therapeutic Support	Expenditure: <b>£7,600</b>	
	Planned	Actual
	<b>£7,600</b>	<b>£7,600</b>
<b>Objective:</b> To enable pupils to build self-esteem and promote positive, safe, respectful engagement in learning and school-based relationships.		
<b>Planned Actions:</b>  <b>Wicked Welcome Club + End of Day Club</b> for 4 PPG pupils, each school day is bookended with a half hour session. These sessions offer a fun, flexible entry to and exit from school. Homework, reading, game playing, rule following and conflict resolution techniques are all part of a flexible agenda. Food and drink can be included as required. The sessions are run by two support staff members, and <b>£3,000</b> of the allocated PPG money goes towards staff wages. Measuring the impact of these sessions will be based on anecdotal evidence about the successful behaviours of the pupils involved. These will be stated on a case-by-case basis in a review of the outcomes.		
<b>Learning Mentor Time</b> The school employs a Learning mentor who runs 8 x 30 minute sessions per week. These sessions are 1:1 emotional support sessions, aimed at giving pupils coping strategies for the things they find the hardest in school. Pupils are selected on a priority needs basis; and the number of sessions they attend depends on the level of need. Registers are reviewed at least twice termly. All PPG pupils have received some form of leaning mentor support. <b>£4,000</b> of the		

allocated PPG money goes to paying Learning Mentor wages and paying for resources or Training eg 'Attachment Training'. Outcomes will be judged on individual case study evidence.

### **MUSIC Therapy**

Rusper Primary has processed three requests for additional funding to support two pupils at risk of exclusion. Each request has yielded £300. Two of the requests **£600** have funded the cost of 1:1 music therapy for a specific pupil. There will be a program of 10 sessions designed to improve the pupil's social communication – specifically their ability to identify and regulate their own emotions. Outcomes will be judged on this basis.

### **Outcomes**

*NB. The school has detailed information about the achievement of children in receipt of the Pupil Premium Grant. This cannot be published online due to data protection rights. The sample in specific year groups is so small that it would be possible to identify individual children.*

Context for all outcomes reported is that schools went into Lockdown from the end of March 2020 until beginning of June 2020. Thus planned in school projects halted. 3 of the most vulnerable pupils within the school PPG cohort attended school daily throughout the Lockdown. All pupils within the group (with the exception of one school leaver) received FSM vouchers through the government scheme. Many also received food delivered to the school kitchen throughout April 20 prior to the voucher scheme starting.

### **Wicked Welcome Club**

Ran for approximately three months. Starting end of December 19 and halting with Coronavirus Lockdown at end of March. During its time it supported at least 4 pupils daily.

**Improved attendance** – following data compares Autumn 19 with Spring 20 for 4 key pupils

Pupil	Autumn 19	Spring 20
1	80.8%	83.1%
2	80.8%	86.3%
3	72.6%	68.6%
4	100%	100%

**Improved behaviour** – following data compares rate of recorded incidents of negative behaviour from Autumn Term 2019 through to Spring 20 for pupils attending the Welcome Club

Pupil	Autumn 19 through to Spring 20
1	33% decrease in reported incidents
2	14% decrease in reported incidents
3	62% decrease in reported incidents
4	59% decrease in reported incidents

### **Learning Mentor**

**The following case study summaries are drawn from Learning Mentor notes**

All pupils have received close classroom support and time out of class to help manage negative emotional behaviours. Access to 'safe space' time and 'talking and craft' therapy time enabled pupils to build trusting relationships with our Learning mentor and led to helpful discussions and shared strategies for overcoming emotional barriers and building confidence and resilience.

Pupils within the group have experienced significant 'attachment disorder' related behaviours due to damaged relationships at home. Others have displayed heightened anxiety regularly at the point of school arrival. Several pupils received occasional Learning Mentor support to manage low self-esteem in relation to on-going friendship issues.

In addition to the above, by end of December 2019, 2 pupils were both at risk of exclusion for significantly challenging and often violent behaviour. At this stage neither child had a remit (no EHCP) to receive funded full-time 1:1 support.

However the school prioritised their needs and provided additional adult support which amounted to almost full time 1:1 for each child from January 2020 onwards. This was at a cost that exceeded the Pupil Premium grant for this cycle.

In the case of one pupil, outreach support was provided via Local Authority and a local special school for an existing TA to undertake 'Zones of Regulation' training. This member of staff then worked daily with pupil 5 to understand more about their own emotions via the 'Zones' scheme. This involved naming emotions, describing them and categorising them according to which were safe and which weren't. The pupil involved was then able to identify when emotions were changing from safe to unsafe and thus knew to then remove themselves from the cause of negative emotions. From January to July 2020, there were no incidents of violent behaviour from this child.

### **Music Therapy**

One child received a course of 10 sessions of music therapy from January 20 onwards. This supported the work described above encouraging the child to talk about emotions and themselves in general. The child enjoyed these sessions and engaged positively.

## **Project 2 – Accessing additional learning opportunities**

All PPG pupils can benefit from financial support to access additional learning provision opportunities. The intention here is to create level playing fields for access in school time and with extra-curricular activities provided by the school. These help build self-esteem in the pupils intended to be reached.

Item/Project: 2 - Learning Opportunity Access	Planned	Expenditure: <b>£1,200</b> Actual
	<b>£1,200</b>	<b>£1528.75</b>
<b>Objective:</b> To enable pupils from disadvantaged backgrounds equal access to extra-curricular activities which require parental payment.		
<b>Planned Actions:</b> Subsidise Residential Trip costs for two families to benefit 4 PPG pupils. $2 \times £340 + 1 \times £200 + 1 \times £99.71 = \textbf{£979.71}$ The benefit to individual self-esteem can be judged by case study evidence. Access to SAT revision books to benefit 1 pupil = <b>£56</b> All outcomes to be measured in terms of progress in specific aspects eg swimming.		
<b>Outcomes</b>  <i>NB. The school has detailed information about the achievement of children in receipt of the Pupil Premium Grant. This cannot be published online due to data protection rights. The sample in specific year groups is so small that it would be possible to identify individual children.</i>  <b>In addition to the planned expenditures, the following sundry costs were met via the PPG</b> £6.58 snacks for welcome club £4.58 fireworks emotions in children in books £21.98 developing social skills and effective communication book £22.98 a volcano in my tummy book £11.30 240 domino set £17.75 lego for sen pupils £15.81 lego for sen pupils £17.06 wobble cushion £15.00 SATS breakfast cost  In June 2019, 4 pupils received financial support to the amount as detailed to access the school residential trip to a PGL site. The key benefits to all PPG pupils who attended were increased self esteem and resilience brought about by <ul style="list-style-type: none"> <li>- Completing physical challenges outside their comfort zone</li> <li>- Supporting and encouraging others and being supported/encouraged by others</li> <li>- Increased Team inclusion</li> </ul>		

Financial support was provided for swimming lessons, and for purchasing SAT revision books