



THE
RUSSETT
LEARNING
TRUST

Challenge for Achievement

The Russett Learning Trust
Allocation and Impact
For
Additional Funding
(PPG, Sports, LAC, Yr 7 Catch Up)

Final Report- March 2018

SchoolThe Russett School

Led by ...Emma Leach....

Year.... 2017-18

Working in Partnership with



THE RUSSETT SCHOOL

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Statement of Intent



‘Our objectives are to improve outcomes for pupils and to achieve self-sustaining improvement which has long lasting impact’

What is ‘additional funding’ and how are we advised to allocate spending?

Additional funding for The Russett School consists of:

- Pupil Premium Grant (PPG)
- Primary PE & Sports Premium (Sports)
- Year 7 Catch Up Fund
- Looked after Children (LAC/ Pupil Premium Plus Grant for looked after children)

Pupil Premium Grant (PPG)

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Primary PE & Sports Premium

The focus for the use of the Primary PE & Sport Premium is that pupils experience how to be as healthy and active as possible. Schools are to provide opportunities for pupils to gain the knowledge, skills and motivation for healthy, active lifestyle with a wider interest in physical activity and sport’. Schools aspire to achieve self-sustaining improvement in the quality of PE and sport within lower school.

Year 7 Catch Up

The Government made a commitment to provide additional funding to schools for each year 7 pupil who did not achieve at least level 4 in the Key Stage 2 national curriculum tests in reading and/or mathematics. The purpose of this funding is to enable additional support, such as individual tuition or intensive support individually or within small groups, for those pupils that need it most.

Looked after Children- (LAC)

Children who are in care are one of the lowest performing groups in terms of educational outcomes. Identifying the relationships between care experiences and educational progress enables schools to better support their education and improve individual outcomes.

Self-Evaluation:

Self-evaluation: 2017-18

Focus (March 2017)	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact (March 2017)
Improving communication skills & improving life chances	Unmet complex emotional/social communication needs Reduced input into classes from NHS SALT's	To increase communication skills, levels of interaction To reduce challenging behaviour To increase levels of independence	Achievement of targets set by SALT To further ensure no pupils leave school without an established communication strategy Reduced levels of challenging behaviour (specific pupils)	Private SALT 2x days per week ELSA training for two staff members	March 18: Overwhelming majority of pupils are achieving set targets and have shown an improvement in their language and communication skills Strategies adopted through the ELSA approach are actively reducing behavioural incidents
Improving Literacy & Numeracy skills	Disengagement Self esteem and confidence issues – challenging behaviour Difficulty to retain and transfer skills Difficulty with comprehension skills	Improved attainment levels Improved levels of comprehension Evidence of transferrable skills	PMB readers: Pupils achieving at least 3 levels progress across the year Achievement of targets A high proportion of pupils (80% or above) exceeding targets	HLTA support 5 days per week Reading Pro	March 18: Vast majority of pupils have achieved set targets HLTA support has further improved

Impact: 2017-18

What have we done?

1. Further improved skills in reading & writing
2. Further supported some of our most vulnerable and challenging pupils by continuing to offer Emotional Literacy Support (ELSA)
3. Further developed our ELSA 1:1 or small group provision- supporting pupils' mental health.
4. Employed two specialist sports coaches to work with staff throughout the year.
5. Provided additional support for pupils in class to enable pupils to have better access to learning
6. Continued to challenge any disengagement in literacy and numeracy through targeted support
7. Further increased progress levels within Reading and Maths through 1:1 and small group sessions delivered by HLTA
8. Improved outcomes for specific pupils through targeted additional support from a private Speech and Language therapist
9. Further supported our most sensory learners
10. Increased engagement in team games and events through CSSC PE membership
11. Further developed our own staff in specialist areas to further meet the needs of our pupils

Total cost of additional funding for The Russett School

2017-2018 – updated April 2018

Incomings	
PPG (41 pupils) including 1 LAC at £1900, EYFS pupil premium (4 pupils)	£55,360.00
Primary sports funding	£16,560
Year 7 Catch Up (8 pupils)	£4000 (actual- current year 7)
Total	£75920.00
Outgoings	
Specialist Sports Coach	£4,750
HLTA – teaching 1:1 and small groups sessions in Literacy, Numeracy and Sensory integration	£11497 up to July 17 (JP) £9500 November to April 4 days (VN) Total £20997.00
Additional staffing in class to support learning/reduce barriers to learning	£10440.00 <i>£6960.00 (1 TA 5 days per week for Summer term- Room 6) £3480.00 (1 TA for morning sessions for Autumn term- Room 2)</i>
Independent Speech & Language Therapist (Jane Mullen)	£21,280 (£280.00 per day, 2 days per week)
Resources- books	£1000.00
PE	£179.52
Additional ELSA training support and resources	£1200.00

PE coaching training and staff CPD	
Total – outgoings =	£59, 846,52 (16,073,48) remaining to spend ear marked for 'Healthy Schools' building project

Whole school additional funding tracker- New Pupil list October 17 to April 18

Number	Forename	Gender	Class	Looked After Premium	Pupil Premium Cash Amount	Intervention
1.	**	M	1	0	1320	(EYFS) Additional staffing
2.	**	M	1	0	1320	(EYFS) Additional staffing
3.	**	M	1	0	1320	(EYFS) Additional staffing
4.	**	F	2	0	1320	(EYFS) Additional staffing
5.	**	F	9	0	935	Additional Literacy and Numeracy/SALT
6.	**	M	9	0	935	Additional Literacy and Numeracy/SALT
7.	**	M	7	0	1320	Sensory sessions, resources, support and advice/ SALT
8.	**	F	6	0	1320	Left the school
9.	**	M	8	0	935	Additional Literacy and Numeracy/SALT
10.	**	M	6	0	1320	Sensory sessions, resources, support and advice/SALT
11.	**	F	10	0	1320	Additional staffing
12.	**	M	7	0	1320	Additional Literacy and Numeracy
13.	**	M	8	0	935	Additional Literacy and Numeracy/SALT
14.	**	M	5	0	1320	Sensory sessions, resources, support and advice
15.	**	M	4	0	1320	Additional Literacy and Numeracy
16.	**	F	7	0	935	Additional Literacy and Numeracy/SALT
17.	**	M	6	0	1320	Additional Literacy and Numeracy
18.	**	M	5	0	1320	Additional Literacy and Numeracy/ELSA/SALT
19.	**	M	7	0	1320	Sensory sessions, resources, support and advice
20.	**	M	5	0	1320	Additional Literacy and Numeracy
21.	**	M	10	0	1320	Additional staffing
22.	**	M	3	0	1320	Sensory sessions, resources, support and advice
23.	**	M	9	0	935	Additional Literacy and Numeracy/SALT

24.	**	M	5	0	1320	Additional Literacy and Numeracy
25.	**	M	6	0	1320	Additional Literacy and Numeracy
26.	**	F	6	1	1900	Additional Literacy and Numeracy/ELSA
27.	**	M	7	0	1320	Sensory sessions, resources, support and advice/SALT
28.	**	M	7	0	1320	Additional Literacy and Numeracy
29.	**	M	9	0	935	SALT
30.	**	M	8	0	935	Additional Literacy and Numeracy/ELSA
31.	**	F	9	0	935	Additional Literacy and Numeracy/SALT
32.	**	M	7	0	1320	Sensory sessions, resources, support and advice/SALT
33.	**	F	2	0	1320	Sensory sessions, resources, support and advice/SALT/additional staffing
34.	**	M	8	0	935	Additional Literacy and Numeracy
35.	**	M	8	0	935	Additional Literacy and Numeracy
36.	**	F	6	0	1320	Additional Literacy and Numeracy
37.	**	M	11	0	935	Additional Literacy and Numeracy/SALT
38.	**	M	5	0	1320	Sensory sessions, resources, support and advice/SALT
39.	**	F	4	0	1320	Additional Literacy and Numeracy
40.	**	M	8	0	935	Additional Literacy and Numeracy/SALT
41.	**	M	8	0	1320	Additional Literacy and Numeracy/SALT
42.	**	M	7	0	1320	Additional Literacy and Numeracy/SALT
43.	**	M	5	0	1320	Additional Literacy and Numeracy/SALT
44.	**	M	3	0	1320	Additional Literacy and Numeracy/SALT
45.	**	M	2	0	1320	Additional Literacy and Numeracy/SALT/additional staffing

PPG Breakdown: October 17

EYFS pupil premium= 4 pupils at £1320 (£5280)

Primary rate= 28 pupils at £1320 (£36,960.00)

LAC allocation (Primary pupil) = 1 pupil at £1900 (£1900)

Secondary rate= 12 pupils at £935 (£11,220.00)

Total - £55,360.00 (45 pupils)



THE RUSSETT SCHOOL

Pupil premium grant expenditure: Initial report to Local Governing Committee

Number of pupils and pupil premium grant (PPG) received											
Total number of pupils on roll	115										
Total number of pupils eligible for PPG:	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>EYFS</td> <td>4</td> </tr> <tr> <td>Primary</td> <td>28</td> </tr> <tr> <td>Secondary</td> <td>12</td> </tr> <tr> <td>LAC</td> <td>1</td> </tr> <tr> <td></td> <td>(45 pupils)</td> </tr> </table>	EYFS	4	Primary	28	Secondary	12	LAC	1		(45 pupils)
EYFS	4										
Primary	28										
Secondary	12										
LAC	1										
	(45 pupils)										
Amount of PPG received:	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>EYFS (£ 1320 X 4)</td> <td>5,280</td> </tr> <tr> <td>Primary (1320 x 28)</td> <td>36,960.00</td> </tr> <tr> <td>Secondary (935 x 12)</td> <td>11,220.00</td> </tr> <tr> <td>LAC (1 x 1900)</td> <td>1900.00</td> </tr> </table>	EYFS (£ 1320 X 4)	5,280	Primary (1320 x 28)	36,960.00	Secondary (935 x 12)	11,220.00	LAC (1 x 1900)	1900.00		
EYFS (£ 1320 X 4)	5,280										
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Secondary (935 x 12)	11,220.00										
LAC (1 x 1900)	1900.00										
Total amount of PPG received	£55,360.00										

Start at red

Key Principles for using PPG	Evidence source
<ol style="list-style-type: none"> 1. To challenge the gap in through targeted support 2. To identify the specific needs of pupils to ensure needs are met with individually designed opportunities and resources 3. To improve outcomes for identified pupils 	<u>Measurable sources:</u> <ul style="list-style-type: none"> - Data reports- reading, behaviour, progress data - observational evidence - case studies - assessment and analysis of targets - Specialist support reports- HLTA, Job Coach, SALT

Record of PPG and Year Y catch up spending by item/project

Item/project	Cost	Objective
HLTA - teaching 1:1 and small groups sessions in Literacy (Reading) and Numeracy (Money & Number)	£11497 up to July 17 (JP) £9500 November to April 4 days (VN) Total £20997.00	Increase attainment levels within Reading and Maths
Additional staffing in class to support learning	£10440.00 <i>£6960.00 (1 TA 5 days per week for Summer term- Room 6)</i> <i>£3480.00 (1 TA for morning sessions for Autumn term- Room 2)</i>	To further support individuals in their learning through 1:1/small group work
JM – Private Speech & Language Therapist	£21,280 (£280.00 per day, 2 days per week)	Improve outcomes for pupils through targeted additional support (Communication and self help skills)
Resources- books	£1000.00	To increase variety of reading material To further improve engagement in reading
ELSA training and resources	1200.00	To support pupils in understanding their complex emotions and feelings
Sensory support & resources: HLTA - Planning individual timetables - Modelling - Training - Setting up individual passports - Parent workshops	See above	To further remove barriers to learning by meeting individual sensory needs

Overall outcomes: What has been the impact?

HLTA

- Overwhelming majority of pupils have achieved their reading targets
- Pupils have achieved set targets for Numeracy
- 100% of pupils are on track to meet end of year targets (end of year data collection due July 18)
- Additional provision for sensory learners has enabled improvements in behaviour

Speech & Language Therapy (JM):

- Pupils are consistently making progress with communication targets
- 100% of pupils are making progress towards achieving set targets
- Observation and evidence from communication learning walk show progress within communication

What do our pupils say?

Pupils were asked what they thought about additional HLTA/ SALT support, they reported that:

'I like coming to reading because it is fun! My favourite book is 'Amazon' I like it because you can make your own adventure'



'I like making 'Liam' with the letters'

'I like reading out my poems'



'I like my sessions because I can take my time with my reading and my maths'

'I like coming (to PPG) as it is fun and cool. I like reading and I especially like how then how you ask me questions about the books and we have a discussion'

about the story and talk about the new words we have learnt'

'I like using the magnetic and wooden letters to spell new words and reading the blue books. I like reading the dictionary to find new words and I always get a sticker at the end of a session'

"I like coming here (PPG Room) and exploring new things like counting using spiders!"

'This is fun. I feel happy' (Talking about his sensory sessions)

**** loves exploring new items during the sensory sessions and always signs for more!

"Hall? Me?...Hooray!!!"

(asks **** pointing down the corridor in the direction of the hall...he loves his sensory circuits...and always feels wonderfully relaxed at the end!)



Actions:

- Further training to increase ELSA provision

Year 7 Catch Up Fund: Initial report to Local Governing Committee

Overview of the school

Number of pupils and total amount received	
Total number of pupils on roll	115
Total number of pupils eligible for Year 7 catch up fund	8
Rate per pupil	£500.00
(Funding received for 7 pupils due to one new pupil= 8 x 500.00)	
Total amount received	£4000.00

Key Principles for using Year 7 Catch Up fund	Evidence source
<p>To enable additional support, such as individual tuition or intensive support individually or within small groups</p> <p>To ensure pupils within Year 7 continue to make progress</p>	<p>Evaluation of targets from specialist support- SALT, HLTA</p> <p>Evaluation of targets- e.g writing</p> <p>Observational evidence</p> <p>Data</p> <p>Term reports</p>
Record of spending 2017/18 and outcomes:	
<p>The Year 7 catch up fund is incorporated into the PPG section to raise attainment in Literacy and Maths. See above outlining total spend, impact and actions</p>	



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Primary PE & Sports Premium expenditure: Initial report to Local Governing Committee

Number of pupils and total amount received	
Total number of primary pupils	58
Total amount allocated for the year	£16560.00

Key Principles for using funding	Evidence source
1. To increase participation in competitive sporting events particularly for high ability cohort	Evidence of participation in community events. Report from PE subject leader.
2. To raise enjoyment and motivation to learn, to raise the profile of PE and sport	Clear target setting and thorough assessment. Reports from PE subject leader. Session visits Pupil voice
4. To implement understanding of the key issues related to sport in schools	Evidence of staff training, visitors to school raising the profile of 'active schools/active nation'

Record of spending of Sports Funding		
Project/Item	Cost	Objective
Name	£4560.00	To continue to work with teachers and TA's to

Commitment to fund Specialist Sports Coach		impart knowledge of the three FUNdamentals of Movement – Balance, Coordination and Agility
Cost to cover CW to attend meetings, resources, improving provision	£1179.52	To raise levels of engagement in PE To promote healthy lifestyles and encourage pupils to live an active life
Healthy Schools Building project		

Overall outcomes: What has been the impact?

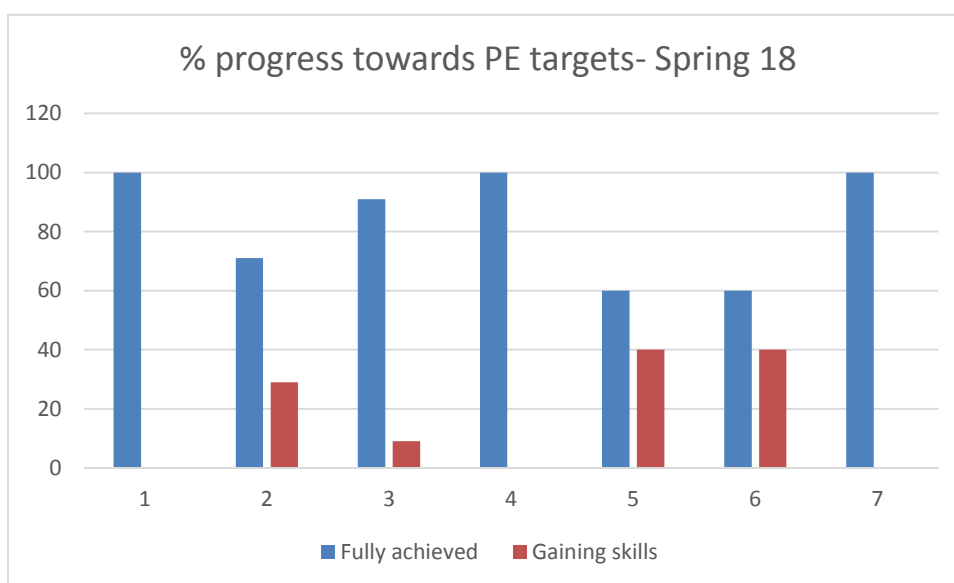
Specialist Sports Coach:

Pupils are enjoying PE sessions with Andy. The sessions encourage pupils to engage in a more active lifestyle. All pupils enjoy working with Andy and have developed their skills over time with the breakdown of taught skills and through the implementation of these in classrooms through school staff.

All pupils have made progress.

81% of pupil have fully achieved targets

19% are gaining skills and have partially achieved targets.



What do our pupils say?

Tawhidul- 'My favourite is skipping, PE is my favourite we have in every Tuesday morning'

Callum- 'I like going to the hall to see Andy, he gives me fun jobs like jogging!'

The breakfast bowl game is my favourite. I like working with Andy every week'.
Finley-'I like PE with Andy. Rolling like sausage and the warm up are my
favourite games'.

Actions:

To audit PE resources

To increase communication links within PE sessions

To further develop staff in the delivery of PE

To invest increased funds into widening opportunities for pupils within the community based on PE and healthy lifestyles.

Strategic evaluation

Overall spending is having a positive impact on the progress and wellbeing of pupils. Pupils are enjoying additional provision, this is closely matched with evidence collated during formal and informal lesson observations, work scrutinies and learning walks. Provision is having a direct positive impact on pupil progress data.

Actions for 2018/19 should include;

- the development of the ELSA provision to ensure pupils continue to be well supported with emotional needs.
- Further development of staff within school in PE coaching and sports delivery
- Investment in outdoor provision (school field area)