

ROMAN FIELDS

Roman Fields use of Pupil Premium Grant (PPG)

and additional funding for 2016/2017

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Objectives of Pupil Premium Spending

The proportions of disadvantaged pupils making expected progress and exceeding expected progress in reading, writing and mathematics are similar to, or greater, in relation to those for other pupils nationally and in the school.

Purpose

This procedure outlines the use of the Pupil Premium by Roman Fields Provision.

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between disadvantaged children and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011. Those pupils eligible for schools to collect Pupil Premium monies has changed since this date. Currently, the Pupil Premium is for children who:

- Are eligible for Free School Meals (*FSM*)
- Have ever had Free School Meals in the past 6 years (*Ever6FSM*)
- Have ever been a child of service personnel in the past 4 years (*Ever4 Services*)

Schools also receive funding directly for children who:

- Are Looked After Children (*LAC*) – *Hertfordshire uses the term CLA (Children Looked After)*
- Have been adopted
(*July 2014 saw this change from children adopted only as of 31 Dec 2005 to children who have been adopted anytime*)

Accountability

The government believes that Head teachers and school leaders including Management Committee should decide how to use allocated Pupil Premium funding. They are held accountable for the decisions they make through:

- The performance tables, which show the performance of disadvantaged pupils compared with their peers
- The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- The reports for parents that schools have to publish online

Funding

The pupil premium is paid direct to schools for each pupil who is identified by the school as eligible for the Pupil Premium and only when confirmation is provided by parents/carers of the child. **For those pupils eligible, though parental evidence is not provided by parents/carers, then the school cannot access the Pupil Premium Grant for that child.**

The funding differs according to status and age. If a child falls into two or more categories the Pupil Premium is only provided once. Funding is provided retrospectively, by the Local Authority/Authorities on a termly basis.

- Infant/ Junior receiving Free School Meals (*now or Ever6*) – £1300
- Senior children receiving Free School Meals (*now or Ever6*) – £935
- Looked After Children – £1900 (*£400 of which is held by Hertfordshire's Virtual School and can be applied to for specific requirements of the child*)
- Post Looked After Children (*previously known as 'Children Adopted from Care'*) – £1900
- Children of parents in the Services (*now or Ever4*) - £300

Additional Funding

The provision may also get additional funds to support young people at the provision. Such funds for 2016-2017 received were:

Year 7 Catch up

The DFE provides additional funding to schools for each year 7 pupil who achieved a Level 3 in reading and/or math's at Key Stage 2.

This funding is not ring-fenced, however there is an expectation that pupils are given the support required to ensure they are more likely to succeed at secondary school.

Bursary Funding

What is the 16-19 Bursary Fund?

Funding should not be a barrier to entering and achieving in compulsory education post 16. It is currently a government priority to close the gap in attainment between those from different backgrounds and to ensure that every young person can participate and benefit from the 16-19 curriculums, regardless of parental income. The government has therefore made a fund available to help with some of the costs that staying are likely to be incurred as a result of staying on in education.

There are two types of bursaries available; the first is a set amount of £1200 available for young people who meet the strict criteria of being in a **vulnerable group** this is funded by the government. The other is a discretionary bursary that will be based on the needs of the young people; this is also known as the **16-19 Bursary**. Roman Fields will determine the eligibility criteria for the discretionary bursary; including the frequency and conditions under which the payments are made.

The fund is a fixed and finite sum for the entire cohort. The money will therefore be distributed equally amongst all successful applicants.

Who is eligible to apply for 16-19 Bursary Funding?

To be eligible to receive the 16-19 Bursary in the academic year, young people must be aged 16 or over and under 19 on the 31st August that the academic year commences. They must also satisfy the residency criteria set out in the Educational Funding Agency guidance; which states 'a person on 1 September who is settled in the UK, and has been ordinarily resident in the UK and Islands for three years preceding the 1st September'.

Eligibility for all bursaries is based on one or more of the following criteria:

- Aged at least 16 and under 19 on 31/08 of the relevant year who are in care, are leaving care, are in direct receipt of Income Support or are disabled and in receipt of both Employment Support Allowance and Disability Living Allowance.
- Financial barriers to participation in post 16 education.

PE & Sports Grant

Schools receive PE and Sport premium funding based on the number of pupils in years 1 to 6. In cases where schools don't follow year groups (for example, in some special schools), pupils aged 5 to 10 attract the funding. In most cases, it is determined how many pupils in the school attract the funding using data sent in the January census.

Schools with 16 or fewer eligible pupils receive £500 per pupil.

Maintained schools, including PRUs, do not receive funding directly from DfE but from the local authority. PE and sport premium funding for maintained schools are paid in 2 separate payments:

- 7/12 of your funding allocation on 29 October 2016
- 5/12 of your funding allocation on 27 April 2017

This funding is ring fenced and must be used to make additional and sustainable improvements to the quality of PE and sport they offer.

The Context

The Roman Fields provision is a small county wide provision based in Hemel Hempstead. The alternative provision accommodates young people of secondary school age including Post-16. It provides personalised alternative education packages for young people who for a variety of reasons have had limited engagement with education. The flexible and creative nature of the provision allows us to re-engage and motivate young people placing them on bespoke timetables that build on their strengths and interests and accesses accreditation from a variety of awarding bodies. We offer a provision for a wide range of ability including entry levels, vocational qualifications, GCSE and A Level. Our numbers of young people with Pupil Premium Grant may change during the course of the year as a result of changes to young people's personal situations and children joining/leaving the provision.

Every young person at Roman Fields either has an Education, Health and Care Plan (EHCP) or a Statement of Special Educational Needs that is issued by Hertfordshire County Council and entry to the school can be at any age within KS3 and above.

Referrals are made via SEN provision panel and if agreed by the panel, places are then financed as part of the 'core placement budget'. We can accommodate up to 40 young people. Most of our young people travel to and from Roman Fields by taxi provided by County as they live further than 3 miles from school.

Most of our young people are autistic, a minority present with SEMH challenges, whilst a few have combined diagnosis of both autism and SEMH. The vast majority of our young people are in KS4 (14-16) and KS5 (16-18) and we have a core offer of Maths, English, Science and ICT or Business. The rest of a young person's timetable will be designed around their interests. We are also able to offer Humanities, French, Art, Economics and Music up to GCSE and beyond. Vocational courses are also available on site and through our partnerships with colleges and alternative education providers.

We work closely with all agencies involved with a child to maximise the exchange of information and ensure close communication. From the moment a young person joins we are actively looking at their abilities and areas of interest in order to secure successful onward transition. This was recognised by both Ofsted (Oct 2014) and the National Autistic Society (April 2014) as a strength of the provision along with the 'never give up ethos.' We are based on a community usage site and are an integral part of HCCs commitment to providing equality of access for all.

Focus for the PPG

We strive to ensure young people have access to opportunities for learning that inspire them, push their boundaries and engage them to develop independence. With high expectations, knowledge and understanding about learning difficulties, deprivation and attachment disorder, we seek to deliver a holistic approach to identifying successful strategies and successful methodologies for improving access to learning for each, unique and individual child accessing the PPG.

We do this:

- Through analysis of where pupils are underachieving and why
- Focus on high quality teaching, integrated with interventions
- Systematic focus on clear pupil feedback and advice for improving their work within the marking policy
- Through a deep understanding of the needs of children and their barriers to learning.
- Regular Pupil Progress Meetings and frequent use of achievement data to check effectiveness of interventions, where the school adjusts techniques constantly, rather than waiting until after interventions.
- Strategies available for improving attendance, behaviour and family links where these are an issue
- Robust monitoring
- Effective Performance Appraisals of staff.
- Analysis of data to understand patterns of under and over achievement.
- Setting of specific success criteria and the impact of such on learning.
- Through reviewing our approaches.

Roman Fields seeks to address the holistic learning needs of every young person, with particular attention to those accessing PPG by:

- Developing creative programmes to work with PPG pupils in order to ensure strong progress towards their determined EHCP Outcomes.
- Ensuring 'Pupil Pathways' for accreditation success are co-produced.
- Establishing clear pathways for interventions that are relevant, timely and impact on the pupils' attainment.
- Ensuring targets for all young people including those accessing the PPG remain stretching and benchmarked against national expectations.
- Staff within the school knowing the vulnerabilities of all 'PPG' pupils and potential barriers to learning whilst regularly reviewing their progress. This is undertaken through additional training of current staff and new starters.
- Addressing the attendance issues of PPG pupils and tracking interventions to support fuller attendance.
- Knowing what other vulnerable groups our FSM pupils fall into and enabling the tracking of interventions as a PPG pupil with appropriate and timely strategies.
- Making appropriate modifications to high quality teaching, including guided work to suit individuals accessing the PPG.
- 1:1 guidance through coaching, mentoring, counselling and art therapy for those PPG pupils who can access this support.
- Training staff to ensure pupils have opportunities to apply and consolidate learning in a range of contexts.
- Facilitating opportunities for sharing with colleagues successful practices, which raise attainment of vulnerable pupils.
- Evaluating the impact of the quality of provision for PPG pupils through pupil voice, work scrutiny, data and observations.
- Enabling children who access the Pupil Premium to participate in a range of events and activities.

Roman Fields Pupil Premium Grant (PPG) Planning: 2017-2018

Pupil Progress Allocation 2017-2018

Pupils on roll (as at the summer census)	38
Predicted numbers of young people accessing the PPG	8
Predicted PPG funding for 2017-2018	£4625
Predicted funding for CLA and post looked after Children for 2017-2018	£4500

Pupil Progress Grant planned initiatives 2017-2018

Initiative	Approx Estimated Budget Costs	Objectives	Evidence sought
To develop transition further	£20,000	To ensure that young people are fully supported to integrate quickly into RF so that their attendance is supported from the outset. Develop strategies to support moving with onward transition including making links with colleges and local businesses to secure future placements.	<ul style="list-style-type: none"> Integration time shortened. Successful Onward Transition data. Positive outcomes. Positive stakeholder feedback.
Employ a HLTA	£17,000 - £20,000	At this time we feel it would be better to employ a person who can support vulnerable young people in groups, be able to teach Math's/English functional skills and provide cover in the event of a staff absence.	<ul style="list-style-type: none"> Young people are fully supported to achieve a functional skills qualification. There is continuity for cover. Should group work be required, the HLTA can support
Project 'Charity/Coffee Shop'	£35,000 Self- sustaining	To engage young people to take part in setting up a business and see it coming into action. To provide an opportunity for further work experience To provide further income generation to support vulnerable young people.	<ul style="list-style-type: none"> Shop up and running. Young people receiving work experience and social interaction. Costs are being covered.
To develop supported work experience within the provision	£20,000	Use of Connexions service to develop our knowledge in-house to provide a two pronged approach for disadvantaged young people to have the best future opportunities through access to support WEX.	Ensure that there are links with colleges and local businesses to provide opportunities to work based on youngsters interest.
Counselling services, mentoring and EP support	£20000	To ensure vulnerable youngsters are assessed appropriately on entry and receive the bespoke intervention necessary to address their mental health needs.	<ul style="list-style-type: none"> Increase in scores for well-being and academic data Feedback from parents and YPs regarding impact of intervention.
Develop further extra-curricular activities for young people.	£2,000	Extensions Activities Co-Coordinator, Teaching and Learning Lead along with other staff to look at extra-curricular activities to further engage young people to support socialization, well-being and engagement.	<ul style="list-style-type: none"> Number of participants have increased. Further activities for young people offered by staff

			• Stakeholder feedback highlights impact.
Total available	Spend	£9125	

Roman Fields Report on Additional Funding : 2016-2017

Pupil Progress Allocation 2016-2017

Pupils on roll (as at the summer census)	38
Core Placements	40

Description	No	Per Pupil	Total funding Rcd
Total Number of Pupils eligible for PPG (FSM)	6	£935	£5610
Total Number of Pupils eligible for PPG (SERVICE PUPILS)	0	£300	£0
Total Number of Pupils eligible for PPG Plus (Looked After Pupils)	3	£1500	£4500
Year 7 Catch Up	1	£66.00	£66.00
16 – 19 Bursary Fund	2	X	£3166
16 – 19 Bursary Fund	1	£1200	£1200
PE & Sports Grant	1	£292	£292
			= £14,834

Initiative	Cost	Objectives	Impact
			 Red (none/negative impact) Amber (some impact) Green (positive impact)
To employ further Connexions time to drive the work experience, college and local business links forward.	£20,000	There was concern around the onward transition of young people following placement at Roman Fields. In order to work with colleges, local businesses, families and young people additional support from Connexions was purchased and a Work Experience Support Worker employed.	We have seen a shift in the amount of young people engaging in work experience and one young person has been offered a Saturday position following this. We have found that the real impact has been from the Work Experience Support Worker and we would like to develop this role further into a Job Coach to build on this success.
Additional Activities	£2000	<ul style="list-style-type: none"> Our Extensions Activities Coordinator looks at ways at providing 15 days worth of holiday activities across the academic year to support young people's socialization skills. Our Teaching and Learning Lead runs the Autism Enrichment programme on Thursday evenings which supports this socialization aspect and looks to build on skills to develop young 	<ul style="list-style-type: none"> We have found that the holiday's activities keep young people engaged with the provision, supporting their attendance at the beginning of term. The Autism Enrichment Programme has supported many young people in offering a social 'club' where individuals can support each other. We have been asked if we can

		<p>people's confidence.</p> <ul style="list-style-type: none"> In addition to this one of our English Teachers shares his passion of Ju-Jitsu with the young people to develop martial arts within the sport curriculum. 	<p>open this up to external individuals as there is nothing else like this locally, but we would like to encourage more RF young people before we develop this further.</p> <ul style="list-style-type: none"> The Ju Jitsu has been a real success and young people have taken part in tournaments, one PPG individual winning a silver medal. This is a real achievement for our young people who struggle with sensory issues.
Quiet Room	£1,000	To utilize the space of the old staff room more effectively to offer a quiet area for young people to be able to go to should the dining hall/games room become an over load on their senses.	Individuals use this space to study or go to who find the dining area and games room too much, allowing them to socialize in a quieter and calm environment.
Support services- EP, counsellor, mentoring	£20,000	To ensure youngsters are assessed accurately on entry and are able to access the right support to address their on-going mental health needs	Increase in scores for well-being and academic data Feedback from parents and YPs regarding impact of intervention.
Revision booster sessions	£2000	To increase individuals confidence and performance in exams.	Better outcomes from exams and young people feel more prepared reducing stress levels.
Total Spend on PPG and PPG Plus.	<u>£45000</u>		

What are our next steps?

- To develop a transition team to support incoming and outgoing students to ensure they feel fully supported and can contribute to the wider society and gain relevant accreditations for the next step.
- To employ a HLTA to increase the staff to pupil ratio and ensure there is sufficient consistent cover.
- To embark on a project which not only develops and supports young people, but staff as well; a learning experience for all which provides income generation and supports young peoples learning.
- To develop greater links with colleges and local businesses to develop opportunities for so that disadvantaged pupils can make informed decisions and preparing them for life beyond 16 years.
- Look to promote extension activities and Autism Enrichment programme further to ensure all vulnerable young people access opportunities available to them.