

Baginton Fields School

"Dedicated to delivering inspirational learning experiences"

Pupil Premium Grant Funding

Guidance from The Department for Education 2016 states PPG funds 2 priorities:

- Raising the attainment of disadvantaged pupils of all abilities to reach their full potential.
- Supporting children and young people with parents in the regular armed forces. (students from armed forces families have not /are not on roll at Baginton Fields)

Baginton Fields School receives PPG for students in Year 7-11 who were known to be eligible for Free School Meals at April 2018 and for students who are Looked After by the Local Authority.

Spending the grant

The grant can be spent as each school sees fit, as long as it is used to demonstrably improve the attainment of eligible pupils. Schools do not need to spend an equal amount on each pupil, or use the money for interventions that benefit only eligible pupils.

The grant is not only to "close the gap" between eligible pupils and their peers, but also to raise the attainment of disadvantaged pupils.

Can the grant be spent on activities for all pupils?

The pupil premium can be spent on activities for all pupils provided that the primary purpose of the activity is to close the gap between disadvantaged pupils and their peers, and the school can demonstrate this. There is no minimum number of eligible pupils that need to be part of an activity in order for any spending of the grant to be valid.

PPG can also be used to support access to community facilities, such as services that benefit pupils at the school or their families, or people who live or work locally to the school

Strategy for raising achievement at Baginton Fields through Pupil Premium Funding.

Education data (2012-2019) has demonstrated that, year on year, the achievements of students receiving Free School Meals at Baginton Fields School is comparable with their non FSM peers.

In September 2013 PPG facilitated the introduction of Achievement for All initially focusing on Key Stage 3 and 4 students receiving Free School Meals. From September 2015 all students participated in AfA and as a result of our work Baginton Fields was designated a quality lead school. Student attainment is supported by individualised interventions and high parental attendance at Structured Conversations funded by the PPG.

Our Pupil Premium Funding Grant Strategy Principles:

- PPG allocation based on comparative student data such as “Closing the Gap” is at odds with our increasingly personalised approach to identifying curriculum and assessment priorities and target setting. Priority will be given to raising the attainment of BFS students who are disadvantaged by social, economic or special educational needs and disabilities.
- Funding will be allocated to enhance educational achievement, life experiences, social opportunities and access to specialist services / resources for identified groups and students and determine the PPFG Strategy Focus for the current academic year. Our Assessment and Achievement Framework clarifies strategies for assessing, recording and reporting student progress and achievements.
- Progress and achievement will be reported termly for individual students and groups using SOLAR (Special on Line Assessment Records), MAPP (Mapping and Assessing Personal Progress) and ASDAN student profiles.
- Impact of PPFG will be monitored by the Headteacher and Deputy Headteacher who will report termly to governors.
- The Governing Body will receive termly information, challenge and ratify how the grant has been spent.

Impact of Pupil Premium Funding Grant will be demonstrated by:

- Achievement and progress data for individuals / target groups.
- Student Case Studies accurately describing the benefits to the student.
- Evidence of support programmes, parental participation and EHCP objective outcomes.
- An annual impact report will be provided at the end of the academic year to be published on the school website www.bagintonfields.coventry.sch.uk

PPGF Strategy Focus for 2019/20.

Metric	Data
School name	Baginton Fields School
Pupils in school	116
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	£43,500
Academic year or years covered by statement	2019-2020
Publish date	September 2019
Review date	On-going
Statement authorised by	A. Francis
Pupil premium lead	F. Lavie
Governor lead	D. Partridge

Disadvantaged pupil barriers to success

Outcomes and progress can be significantly related to, for example, emotional literacy, behaviour support or physical development, and the school needs to be strong at identifying the barriers that each individual PP student faces.

Erratic attendance due to changing or challenging home circumstances.

The school is credited with the pupil premium allocation on three term basis from September to September

Intention and Expenditure from April 2019 – April 2020

With estimated cost for April 2020 – August 2020

N-1 refers to April 2019 – August 2019

N refers to August 2019 to August 2020

This is a working document which gets updated as we progress through the academic year and within the financial year.

Target Group Intention / Action	Allocation	Expenditure	Objective	Description / Impact <small>(see RAG next column)</small>	n-1 / n
<i>Projected spend as of April 2019</i>			<i>How last year's allocation made a difference to the attainment of the pupils who benefit from the funding.</i>		
All students	£4,000 £3,600	£4,979.22 £3,600.00	To facilitate Achievement for All Structured Conversations.	<ul style="list-style-type: none"> Teachers hold 2 x 1 hr meetings per year with each parent/carer to discuss progress and agree attainment targets specific to the student. 	n-1 n
Targeted interventions for all students & additional in class support.	£15,600	£3,301.59 £89.69 £6,761.52 <i>£5000 (March / July 2020)</i>	To identify student specific interventions for every student based on analysis of attainment data and the Student Progress Profile.	<ul style="list-style-type: none"> Literacy/numeracy withdrawal 1:1 support for agreed students originating from data and discussed at annual Pupil Progress Meetings. Small group interventions to support student progress where there are identified shared areas of need. Adult support to reduce behaviours that influence learning. Intervention support to focus on improving EHCP objective outcomes. Adult support to ensure focus on individual therapy needs. 	n-1 n-1 n n
Students who require support for positive mental health	£1,500	£1,500	To provide specialist support for individuals to raise self-esteem and improve emotional wellbeing.	<ul style="list-style-type: none"> Students who are cognitively able will benefit from 1:1 time to talk/play therapy sessions to support their emotional wellbeing, increase confidence and raise their self-esteem. 	n
Creative Optimistic Vision - Behaviour	£0	£288	-To positively influence the life choices of our vulnerable students who are at risk (or not) of victimisation and abuse. -To support families if required.	<ul style="list-style-type: none"> Students are empowered to recognise a safe and unsafe situation and have the right to say 'no'. Students can tell their concerns to a specialist who is able to provide safe strategies. 	n-1

LINKS immersive sensory sessions (x6)	£900	£900	To support students' sensory needs and wellbeing.	<ul style="list-style-type: none"> Aimed at PMLD and ASD students. Students follow motivating activities where they are able to choose those they like. Students engage in their choice and show participation through motivations 	n
To purchase advice for individual students from LINKS Occupational Therapy and SALT.	£3,000	£2,856.17	<p>-To support behaviour therefore attainment of students with a high level of sensory need using advice of professionals.</p> <p>-To support development of communication skills.</p> <p>-To support "dealing with feelings".</p> <p>-To open barriers to learning.</p>	<ul style="list-style-type: none"> Therapists conducted assessments of student's need(s). Provided class staff with advice and strategies to support student progress and behaviour management. Promoted student independence and ability to communicate. Supported staff who enable students to regulate their emotions by ensuring their sensory needs were met and therefore they were able to access and engage in their learning. 	n
One student – barrier to learning AM club	£0	£18.05	-To be ready to learn in the morning (breakfast)	<ul style="list-style-type: none"> Healthy life style and recognising needs enabling learning. 	n
Adaptation for children with SEND – part of the curriculum	£4,000	£1,000 £3,000	-To improve the physical health of students and develop independence skills	<ul style="list-style-type: none"> Provided independence and ability to look after physical health. 	n-1
All students Community visits	£1,000	£73.63 £76.83	To support all students access community & sporting visits	<ul style="list-style-type: none"> To ensure that all students are able to access curriculum community visits or sporting activities through purchase of transport hire where required and additional staffing. Students supported to develop their communication skills when out in the community. Students supported to develop a sense of belonging to a wider community outside of school & home. 	n-1
Duke of Edinburgh (SLA + enrolments) Service fees	£1,000	£300.00 £142.50 £260.00	To support participation in the D of E scheme	<ul style="list-style-type: none"> Students participate in D of E learning new skills, completing a period of volunteering. Student independence developed Students have the chance to take part in explorations 	n n n
City of Culture / Open Theatre (over 2 years)	£3,750	£500.00 <i>£3,250.00</i>	To immerse in an Arts Project.	<ul style="list-style-type: none"> Students will engage in activities and events across the city, through which they participate, share and showcase their creative work. 	n

			To support the growth of our students' creative skills and unique individualities.		
Dol Y Moch (Two residentials 18/19) (Two residentials 19/20)	£1,000	£260 £300 £? (refund?) £ (June)	To aid the personal development of students through independence and social skills. To enhance relationships and bonds with staff and peers. To improve cultural awareness and understanding of values, beliefs and perceptions. To practise physical activities.	<ul style="list-style-type: none"> Students will have a unique opportunity for kinaesthetic learning i.e. 'learning by doing'. Students are encourage to engage with people, places and the environment in new ways. 	n-1 n-1 n n
Enrichment activities such as Coventry Rugby Club, trip to Fire Station, Challenge Day (May 19) (May 20) and Wellbeing Day (April 20)	£600 £200 £1,000	£208.33 £40.00	-To provide healthy life style activities To provide an opportunity for students to study a theme in more details for the day. To develop key academic and personal skills such as teamwork. To increase social skills with other peers.	<ul style="list-style-type: none"> Students will be encouraged to take part in activities and challenges that are different to their normal everyday lessons. Students will mix with other students and staff from different classes. Students will participate in a broad and enriched curriculum. Support students' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. 	n n
SEMH+L Team One Place 6 morning sessions – linking with Ed Psy.	£1500 £700	£1422 £645	-To support young people who are struggling with their learning due to presenting behaviour that is causing concern.	<ul style="list-style-type: none"> Students can investigate the reasons for difficulties and develop strategies to support themselves. 	n
Total	£43,350.00	£40772.53	Variance: £2,577.47		