



# Linton School

Use and impact of Pupil premium grant.

January 2020- January 2021

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*Linton School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our aim is to ensure that everyone in our care has the opportunity to achieve their personal best.*

Linton School is an independent special school for young people with social, emotional and mental health difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

## Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centred curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

## The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

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The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2020.

PPG provides funding for two separate policies:  
 raising the attainment of disadvantaged pupils of all abilities to reach their potential  
 supporting children and young people with parents in the regular armed forces

#### Rates for eligible pupils

The PPG per-pupil rate for 2020 to 2021 is as follows:

#### Disadvantaged pupils Pupil premium per pupil

Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)- £1,345  
 Pupils in years 7 to 11 recorded as Ever 6 FSM - £955

Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority - £2,345

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order) - £2,345

#### Service children

##### Service premium per pupil

Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence £310

#### Eligibility

##### Ever 6 free school meals

The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census who have had a recorded period of FSM eligibility since May 2014, as well as those first recorded as eligible at January 2020.

##### Children adopted from care or who have left care

The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

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### Ever 6 service child

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2020 school census who was eligible for the service child premium since the January 2015 census as well as those recorded as a service child for the first time on the January 2020 school census. The grant will be allocated as set out below.

### Allocations to schools

#### Mainstream schools

For the purposes of these conditions of grant, mainstream school means infant, junior, primary, middle, secondary, high schools, all-through, special school and pupil referral units. It does not include general hospital schools or other alternative provision.

The Education and Skills Funding Agency (ESFA) will allocate PPG to schools and local authorities (who must allocate for each FTE pupil on the January 2020 school census, at each school they maintain) the following amounts:

£1,345 per pupil for each Ever 6 FSM FTE pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium

£955 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC premium

£2,345 per pupil for each post-LAC in year groups reception to year 11

£310 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

PPG will be allocated on the basis of sole and dual main registrations only.

Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2020 school census.

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## **Context**

As the pupils which we have in school at present are LAC and day pupils, many Local authorities will include the Pupil Premium/Pupil Deprivation grant as part of their funding for placement so many pupils do not have access to pupil premium money/pupil deprivation grant.

This money is given to schools to fund initiatives to help pupils reach their full potential and to close the gaps in progress for disadvantaged groups. Schools receive this money when applied for through PEP meetings and relating to specific targets agreed by the designated Teacher, the Virtual school, social worker and student.

## **Financial allocation for 2020/2021**

The amount of funding allocated was;

LAC Child- £1,800 which is for 1 student

It was discussed how best to spend the money to benefit the individual pupil, such as:

- EP assessments- which can support the application for an EHCP.
- Improving pupils' mental health with specific days timetabled to support and promote this.
- Improving attendance by supporting students to have an off-site activity or rewards for their attendance.
- Tutors for core subjects outside of school which enables the students to further close the gaps to gain access to functional skills and GCSE exams in a short time span which they are with us.
- Stable relationships – A equine based therapy course.
- IT equipment.

It was discussed that this individual student found it difficult to spend the 5 weeks over the summer holidays at home without much structure, the school timetable and the expectations the school has.

The student when coming back after this time off school found it challenging to adjust back to school life. RPI's increased as well incidents around the school. The student's concentration wavered and previous learnt lessons and knowledge had to be revisited. It was noted that the PP money could be spent on a tutor weekly over the holidays which would be supported outside of school by home staff and the student was happy to use this opportunity to support her learning and progress.

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### **Expenditure 2020/2021**

The Leadership team then with the support of the Virtual school, home, SW and student considered the most effective impact the Pupil premium would have on the student with the PP funding would be to support the student when on holidays from school to continue with a stable routine and to also continue to close the gaps in learning over the summer holidays.

By using this money we are able to allocate a qualified teacher to tutor the student weekly. This was for twice a week for 2 hours per session over the 5 weeks break. This was also in line with her PEP and EHCP targets;

- For the student to have a stable school placement.
- For the student to maintain good behaviour in school.
- For the student to develop her emotional regulation skills.

By having these weekly timetabled sessions the student was able to have a structured weekly plan to enable her to still have links with school and the school placement. This in turn maintained her positive behaviour as expectations were still in place and work was still being set.

The student also developed from having these sessions by closing the gaps between herself and mainstream peers by working at ARE.

Funding agreed for 2021/2022;

- Tutor sessions off school site approved and monitored by the school through reports and also supported by the home staff. Teacher/Tutor at home to support with closing the gaps in learning in addition to school day. Over holidays and also during the weeks when leading up to exams.
- Sustaining a high level of off-site provision – Tutors in core subjects when leading up to exam preparation. Outdoor education to promote self-esteem, confidence and working together as a team.
- EP assessments for students who have significant gaps in their learning and for those who may need an EHCP.
- That all expenditure is agreed through PEP meetings and targeted on enhancing pupil's needs.
- TA support/interventions in the classroom.

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### **Progress**

- Observations of tutor by school staff off site and feedback to leaders and LA's.
- Reports from the providers showing the progress which the students are making from teachers/tutors.
- Students accessing a full timetable after their agreed transition back into school.
- Senior managers to monitor progress of pupil and impact of expenditure.

### **Further Action.**

To further identify for 2021/2022 the LA's who are paying the pupil premium to Linton School and to identify with the VSH that remittance advice is needed for Linton school to be able to have access to the funding from Head office.

To be able to further track social and emotional wellbeing through SDQ and Boxall profiling at school.

To track the progress of students to their next placement and where the support of an EHCP has been for them when accessing Education Health and Social Care.

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