

Student	Year	Start D	LAC/FSM	Nature of Spending	Monitoring and evidence of impact	Data
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Payment Arrangements

In the 2017 to 2018 financial year, schools receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the [virtual school head \(VSH\)](#) in the local authority that looks after the child. [VSHs are responsible for managing pupil premium funding for looked-after children](#)

With dual-registered students, arrangements for Pupil Premium Grant are carried out on a case-by-case via an initial agreement at admission meeting with our partner schools (who directly receive the funding in the first instance) and subsequent invoice system - with funding then transferred to the Centre.

With single-registered students, the full amount of Pupil Premium Grant is received by the Centre directly from the Local Authority.

The above arrangements came into effect as of September 2014.

Commentary on Impact, Summer 2018

For the academic year 2017 - 2018, we had a total of 25 students who were dual registered and in receipt of free school meals and a total of 6 students who are Looked After. The following chart evidences the additionality offered to each student and the impact.

Student	Year Group	Start Date	LAC/FSM	Nature of Spending	Monitoring and evidence of impact	Data Evidence
	Yr 11	12.19.17	FSM	<p>1/1 Motivational Maths Intervention</p> <p>1/1 Additional exam preparation for maths</p> <p>GCSE support/additional revision sessions.</p> <p>Careers/Post 16 Integration support</p> <p>Access arrangements for Examinations: Supervised rest breaks</p> <p>Opportunity provided to achieve the Duke of Edinburgh Award</p> <p>Access to School Counsellor</p> <p>Transport to attend mainstream school to achieve additional qualification</p>	<p>Increased confidence to attempt tasks in Maths lessons</p> <p>Increased confidence in ability to complete maths examinations</p> <p>Completed Year 11 and examinations</p> <p>Secured Post 16 placement</p> <p>Able to access external examinations</p> <p>Bronze Award Achieved</p> <p>Improved health and well being</p> <p>Able to cope better in larger environment and access further academic opportunities</p>	<p>Motivational Maths report</p> <p>Academic Progress</p> <p>Academic progress</p> <p>D of E Engagement Tracker</p> <p>Emotional tracker</p>
	Yr 11	09.01.17	FSM	<p>Increased time for home/school liaison</p> <p>Careers/Post 16 Integration</p>	<p>Improved engagement and support from parent</p> <p>Placement for post 16 secured</p>	<p>Attendance Data</p>

				<p>support</p> <p>Opportunity provided to achieve D of E</p> <p>Weekly session with identified adult</p> <p>Transport to attend mainstream school to achieve additional qualification</p>	<p>Bronze Award Achieved</p> <p>Calmer and more settled in Centre</p> <p>Able to cope better in larger environment and access further academic opportunities</p>	<p>D of E Engagement tracker</p> <p>Attendance Data</p> <p>Academic Progress</p>
	Yr 11	15.06.17	FSM	<p>Personalised timetable including Alternative placement offered to aid engagement</p> <p>1/1 Motivational Maths Intervention</p> <p>1/1 Literacy Intervention</p> <p>Opportunity provided to achieve the Duke of Edinburgh Award</p>	<p>Improved attendance and engagement over a short period of time</p> <p>Increased confidence to attempt tasks in Maths lessons</p> <p>Increased confidence in reading and spelling</p> <p>Physical section achieved</p>	<p>Attendance data</p> <p>MM tracker</p> <p>Literacy tracker</p> <p>D of E Engagement tracker</p>
	Yr 11	31.10.17	FSM	<p>Increased time for home/school liaison</p> <p>Individual Maths sessions covering specific areas to develop in numeracy.</p>	<p>Improvement in engagement and attendance.</p> <p>Improved confidence and able to transfer this learning into the classroom setting.</p>	<p>Attendance data</p> <p>Maths report</p> <p>Motivational Maths report</p>

				<p>1/1 Intervention in Literacy</p> <p>Access arrangements for Examinations: Supervised rest breaks, Prompter, separate room</p> <p>Careers/Post 16 Integration support</p> <p>Opportunity provided to achieve the Duke of Edinburgh Award</p> <p>Transport to and from the Centre.</p>	<p>Increased confidence and engagement in reading</p> <p>Able to access external examinations</p> <p>Secured Post 16 placement</p> <p>Bronze Award Achieved</p> <p>Excellent attendance achieved</p>	<p>Literacy intervention Report</p> <p>Academic progress</p> <p>D of E tracker</p> <p>Attendance data</p>
	Yr 11	11.09.17	FSM	<p>Increased time for home/school liaison</p> <p>1/1 Intervention in Literacy</p> <p>Alternative Placement offered in Music</p> <p>Access to Mosaic</p> <p>Careers/Post 16 support</p>	<p>Attendance/engagement monitored</p> <p>Increased confidence and engagement in reading</p> <p>Increased engagement and motivation</p> <p>Improved Emotional Health and Well being.</p> <p>Non engagement in Post 16 opportunities – School Age + worker now providing support</p>	<p>Attendance data</p> <p>Intervention Log</p> <p>Emotional tracker</p>

				<p>Access arrangements for Examinations: Supervised rest breaks, Prompter,</p> <p>Opportunity provided to achieve the Duke of Edinburgh award.</p>	<p>Poor attendance for examinations</p> <p>Skills, physical and volunteering sections achieved</p>	<p>Academic progress</p> <p>D of E Tracker</p>
	Yr 11	27.03.17	FSM	<p>Increased time for home/school liaison.</p> <p>Transport to attend mainstream school to complete an additional qualification</p> <p>GCSE support/additional sessions</p> <p>Careers/Post 16 Integration support</p> <p>Access to school counselling service</p> <p>Opportunity provided to achieve the Duke of Edinburgh award.</p>	<p>Increased engagement and attendance</p> <p>Achieved additional GCSE</p> <p>Completed year 11 and examinations</p> <p>Post 16 placement secured</p> <p>Improved emotional health and well-being</p> <p>Full award Achieved</p>	<p>Attendance data/Engagement tracker</p> <p>Academic progress</p> <p>Academic progress</p> <p>Emotional tracker</p> <p>D of E Engagement tracker</p>

	Yr 10	04.07.18	FSM	<p>Access to school counselling service</p> <p>.</p> <p>Transport to attend mainstream school to complete an additional qualification</p>	<p>Initial engagement to address issues in order to improve emotional health and wellbeing</p> <p>Attending sessions in order to complete mechanics qualification</p>	Emotional tracker
	Yr 10	11.09.17	FSM	<p>Intensive integration support to new mainstream provision</p> <p>1/1 Motivational Maths Intervention</p> <p>1/1 sessions with member of staff.</p>	<p>Excellent attendance and attainment in new provision</p> <p>Increased confidence in the classroom</p> <p>Calmer and able to access the classroom.</p>	<p>Attendance data</p> <p>MM tracker</p>
	Yr 10	09.11 17	FSM	<p>1/1 Motivational Maths Intervention</p> <p>1/1 Literacy intervention</p> <p>Access to Mosaic</p> <p>Restorative Approaches</p>	<p>Increased confidence in the classroom</p> <p>Increased confidence and engagement in reading</p> <p>Improvement in emotional health and well being</p> <p>Improved peer relationships and recognition of others' needs.</p>	<p>MM tracker</p> <p>Literacy tracker</p> <p>Emotional Tracker</p>

	Yr10	04.06.18	FSM	<p>Increased time for Home/school liaison</p> <p>Restorative approaches</p> <p>Access to Counselling Service</p>	<p>Improved engagement and attendance</p> <p>Improved peer relationships and recognition of others' needs.</p> <p>Improved Emotional Health and Wellbeing</p>	<p>Attendance data/Engagement tracker</p> <p>Emotional tracker</p> <p>Emotional Tracker</p>
	Yr 10	17.11.17	FSM	<p>E- Safety Sessions</p> <p>1/1 Identified member of staff support</p> <p>Support to attend mainstream school</p>	<p>Increased understanding of risk and responsibilities</p> <p>Improved engagement</p> <p>Improved attendance and engagement</p>	<p>Attendance data</p> <p>Attendance data</p>
	Yr10	31.10.17	FSM	<p>Support to attend new mainstream school</p>	<p>Unsuccessful transition</p>	
	Yr 7/8			<p>Programme of social/emotional support through the curriculum - Art, Drama Therapy, Enrichment</p> <p>Increased time for Home/school liaison</p> <p>Intensive school reintegration support including extension of Pendlebury placement</p>	<p>Opportunity to develop social interactions with peers and explore triggers for anxiety</p> <p>Improved engagement and attendance. Safeguarding</p> <p>Re integration into mainstream school</p>	

				<p>1/1 identified adult support to allow time to unpick triggers for anxiety</p> <p>Restorative approaches</p>	<p>A little awareness developed</p> <p>Improved peer relationships and recognition of others' needs.</p>	
	Yr 8/9	24.04.17	FSM	<p>Increased time for Home/school liaison</p> <p>Intensive school reintegration support</p> <p>Restorative Approaches</p> <p>Access to Mosaic sessions</p> <p>Improved engagement and attendance. Safeguarding</p> <p>Trial integration into new mainstream school</p> <p>Extension of Pendlebury Placement to support period of crisis</p>	<p>Improved engagement and attendance. Safeguarding</p> <p>Trial integration into new mainstream school</p> <p>Some improvement in peer relationships and recognition of others' needs.</p> <p>Some improvement in Emotional Health and Wellbeing</p> <p>Improved engagement</p> <p>School attendance maintained and additional emotional wellbeing support accessed</p>	<p>Attendance data/Engagement tracker</p> <p>Attendance tracker</p> <p>Emotional tracker</p> <p>Emotional tracker</p>

	Yr 8	11.09.17	FSM	<p>1/1 work to help to identify triggers for stress, recognising early feelings of stress and strategies to manage and alleviate these feelings.</p> <p>Intensive school integration support</p> <p>Sessions to help develop a healthy sleep routine</p>	<p>Coping better with peers and managing to remain calm</p> <p>Trial integration into new mainstream school</p> <p>Better sleep pattern established</p>	<p>Emotional tracker</p> <p>Attendance Data</p> <p>Emotional Tracker</p>
	Yr 8	08.05.18	FSM	<p>Programme of social/emotional support through the curriculum - Art, Drama Therapy, Enrichment</p> <p>1/1 identified adult support to allow time to unpick triggers for anxiety</p>	<p>Opportunity to develop social interactions with peers</p> <p>A little awareness developed</p>	<p>Emotional Tracker</p>
	Yr 8	21.03.18	FSM	<p>Increased time for Home/school liaison</p> <p>Intensive school reintegration support</p> <p>1/1 identified adult support</p>	<p>Improved engagement and attendance.</p> <p>Little progress made</p> <p>Little impact</p>	

	Yr 8	27.11.17	FSM	<p>Education in small setting (up to 5 students)</p> <p>Increased time for home/school liaison</p> <p>Programme of social/emotional support through the curriculum - Art, Well-being, Enrichment</p> <p>1/1 Reflective Time</p>	<p>Engagement with education and staff increased</p> <p>Attendance improved</p> <p>Opportunity to develop social interactions with peers and develop resilience</p> <p>Strategies for coping with stressful situations in place, increase in resilience</p>	<p>Attendance data</p> <p>Emotional Tracker</p> <p>Emotional Tracker</p>
	Yr8/9	26.06.18	FSM	<p>1/1 Literacy intervention</p> <p>1/1 Motivational maths intervention</p> <p>Programme of social/emotional support through the curriculum - Art, Drama Therapy, Enrichment</p>	<p>Increased confidence in spelling</p> <p>Increased confidence in the classroom</p> <p>Opportunity to develop social interactions with peers and develop resilience</p>	<p>Literacy tracker</p> <p>MM tracker</p> <p>Emotional tracker</p>
			FSM	<p>Education in small setting (up to 5 students)</p> <p>Increased time for home/school liaison</p>	<p>Engagement with education and staff increased</p> <p>Attendance improved</p>	<p>Attendance data/engagement tracker</p>

				<p>Programme of social/emotional support through the curriculum - Art, Well- being, Enrichment</p> <p>Transport and Travel training</p> <p>1/1 reflective work</p>	<p>Opportunity to develop social interactions with peers and develop resilience</p> <p>Independent travelling achieved</p> <p>Strategies for coping with stressful situations in place, increase in resilience</p>	Emotional tracker
	8/9	26.02.18	Special Guardianship	<p>Education in small setting (up to 5 students)</p> <p>Increased time for home/school liaison</p> <p>Programme of social/emotional support through the curriculum - Art, Well- being, Enrichment</p> <p>SaLT intervention</p> <p>1/1 Key worker to support SaLT intervention</p> <p>1/1 Maths extension work</p> <p>Planned, supported introduction to identified provision</p>	<p>Engagement with education and staff increased</p> <p>Attendance improved</p> <p>Opportunity to develop social interactions with peers and develop resilience</p> <p>Confidence and communication improving</p> <p>Academic progress achieved</p> <p>Only recently commenced</p>	<p>Attendance data</p> <p>Emotional tracker</p> <p>Reports</p> <p>Reports</p> <p>Academic tracker</p>
	8/9	25.06.18	FSM	<p>Education in small setting (up to 5 students)</p>	<p>Engagement with education and staff increased</p>	Attendance data

				<p>Programme of social/emotional support through the curriculum - Art, Well- being, Enrichment</p> <p>1/1 reflective time</p>	<p>Opportunity to develop social interactions with peers and develop resilience</p> <p>Strategies for coping with stressful situations in place, increase in resilience.</p>	<p>Emotional Tracker</p> <p>Emotional Tracker</p>
	8/9	11.06.18	FSM	<p>Education in small setting (up to 5 students)</p> <p>Programme of social/emotional support through the curriculum - Art, Well- being, Enrichment</p> <p>1/1 reflective time</p> <p>Intensive Transition support</p>	<p>Engagement with education and staff increased</p> <p>Opportunity to develop social interactions with peers and develop resilience</p> <p>Strategies for coping with stressful situations in place, increase in resilience</p> <p>Only recently commenced</p>	<p>Attendance data</p> <p>Emotional Tracker</p> <p>Emotional Tracker</p>
	8/9	26.02.18	LAC	<p>Education in small setting (up to 5 students)</p> <p>Increased time for home/school liaison</p> <p>Programme of social/emotional support through the curriculum - Art, Well- being, Enrichment</p>	<p>Engagement with education and staff increased</p> <p>Attendance improved</p> <p>Opportunity to develop social interactions with peers and develop resilience</p>	<p>Attendance data</p> <p>Emotional tracker</p>

				<p>SaLT intervention</p> <p>1/1 Key worker to support SaLT intervention</p> <p>1/1 Maths extension work</p> <p>Planned, supported introduction to identified provision</p>	<p>Confidence and communication improving</p> <p>Academic progress achieved</p> <p>Only recently commenced</p>	<p>Reports</p> <p>Reports</p> <p>Academic tracker</p>
	9	17.01.18	LAC	<p>1/1 Literacy intervention to support reading comprehension</p> <p>1/1 Motivational Maths Intervention</p> <p>1/1 Reflective Time</p> <p>Intensive re-integration support</p>	<p>Increased confidence in English lessons</p> <p>Increased confidence in the classroom</p> <p>Strategies for coping with stressful situations in place, increase in resilience</p> <p>Successful transition to mainstream school</p>	<p>Literacy Tracker</p> <p>Motivational Maths Tracker</p> <p>Emotional Tracker</p> <p>Attendance data</p>
	9	25.09.17	LAC	<p>1/1 Literacy intervention to support reading</p> <p>1/1 Motivational Maths Intervention</p> <p>1/1 Reflective Time</p> <p>Re-integration support</p>	<p>Increased confidence in English lessons</p> <p>Increased confidence in the classroom</p> <p>Little success in developing strategies for coping with stressful situations or increase in resilience</p> <p>Unsuccessful</p>	<p>Literacy Tracker</p> <p>Motivational Maths Tracker</p> <p>Emotional Tracker</p> <p>Attendance data</p>

	9/10	01.02.18	LAC	<p>1/1 Motivational Maths Intervention</p> <p>1/1 sessions to address self-esteem, emotional well-being and positive relationships</p> <p>Bespoke timetable to assist engagement and motivation including placement in primary school.</p>	<p>Increased confidence in the classroom</p> <p>Some engagement</p> <p>Little engagement</p>	<p>Motivational Maths Tracker</p> <p>Emotional Tracker</p> <p>Attendance data</p>
	10/11	27.06.17	LAC	<p>GCSE support/additional revision sessions.</p> <p>Careers/Post 16 Integration support</p> <p>Bespoke timetable</p> <p>Alternative Placement to support post 16 plan</p> <p>Access arrangements for Examinations: Supervised rest breaks, prompter, read aloud, separate room</p> <p>Opportunity provided to achieve the Duke of Edinburgh Award</p> <p>Access to the school nurse.</p>	<p>Completed Year 11 and examinations</p> <p>Secured Post 16 placement</p> <p>Engagement increased</p> <p>Additional Qualification achieved</p> <p>Able to access external examinations</p> <p>Skills, physical and volunteering sections achieved</p> <p>Improved health and well being</p>	<p>Academic Progress</p> <p>Attendance data</p> <p>Attendance data</p> <p>Academic Progress</p> <p>D of E tracker</p> <p>Emotional tracker</p>

	10/11	28.04.17	LAC	<p>GCSE support/additional revision sessions.</p> <p>Careers/Post 16 Integration support</p> <p>Transport to attend mainstream school to complete additional GCSE</p> <p>Access arrangements for Examinations: Supervised rest breaks, word processor</p> <p>Opportunity provided to achieve the Duke of Edinburgh Award</p> <p>Access to the school nurse and Mosaic</p>	<p>Completed Year 11 and examinations</p> <p>Secured Post 16 placement</p> <p>Additional Qualification achieved</p> <p>Able to access external examinations</p> <p>Skills, physical and volunteering sections achieved</p> <p>Improved health and well being</p>	<p>Academic Progress</p> <p>Attendance data</p> <p>Academic Progress</p> <p>D of E tracker</p> <p>Emotional tracker</p>

