

# Pupil Premium strategy plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	2020-21		
CURRENT PUPIL INFORMATION			
Total number of pupils:	109	Total pupil premium budget:	£133,055
Number of pupils eligible for pupil premium:	109		

COHORT INFORMATION		
CHARACTERISTICS OF PUPIL PREMIUM COHORT	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	65	60%
Girls	41	40%
EHC plan	109	100%
EAL	17	16%

## Assessment Protocol

Due to the nature and complex needs of our pupils we do not engage in standardize testing such as SATs, GCSE's. Depending on whether they are a subject specific or a non subject specific learner, our pupils' progress is assessed using either B Squared Engagement or Progression Steps. EHCP milestones are tracked and where appropriate Engagement profiles are used to increase pupil's levels of engagement. For our more able KS4 pupils progress is tracked using qualification expectations. At Key Stage 4 pupils complete ASDAN accreditation and if appropriate function skills English and Maths qualifications. High emphasis is placed on developing independence and preparation for life beyond school

## PRIORITIES OF PUPIL PREMIUM SPENDING

Whilst we acknowledge that the focus of Pupil Premium funding is to raise attainment and achievement, we also appreciate the diverse needs of our students and the holistic approach that is needed in order for them to reach their targets. We recognise that there are many barriers to educational achievement for all our learners as well as all those in receipt of pupil premium. Many of these barriers relate to a specific Special Educational Need, physical barriers, communication and interaction difficulties, social and emotional health, sensory and processing skills. We also use Pupil Premium to tackle some of the broader aspects of well-being associated with our young people.

Emphasis has therefore been placed on:

- Provision to raise English and Maths levels
- The development of independent skills.
- Pupils physical, emotional and social wellbeing.
- Broadening extra curriculum provision
- Ensuring that teaching and learning opportunities meet the needs of all of the pupils.
- Ensuring that the additional funding reaches the pupils who need it the most and that it will make an impact on their education and lives

Objective/Intervention	Rationale	Expected outcome	Detailed Provision	Cost	Impact To be completed Autumn term 2021
To ensure that pupils sensory needs are met	<p>Research evidence highlights the recognition and implementation of relevant strategies for pupils with sensory needs/impairments impacts significantly on their outcomes</p> <p>Pupils with sensory needs require very specific resources to enhance their learning experience and levels of engagement</p>	<p>Individual sensory needs are met</p> <p>Pupil and teacher well-being is high</p> <p>Increased levels of engagement</p> <p>Appropriate sensory resources support independence and learning</p>	Support from Children's Choice Therapy and purchase of specific sensory resources	£3000	
To provide support to our most vulnerable families/looked after children and provide essential home school links	<p>Parents and carers are supported when attending social care meetings with a consistent member of school staff</p> <p>Early Help assessment is provided for families who require facilitated, coordinated multi-agency support.</p>	<p>Improved well being of parents/carers as they feel supported by school staff</p> <p>Clear information sharing with relevant school</p>	The employment of 1 safeguarding assistants who acts as home school link worker	£48326.50	

	<p>Safeguarding assistant get to know our families very well and ensure that there is a trusted link, liaising with a number of agencies in order to offer the right level of assistance</p> <p>Looked after children are fully supported via Designated teacher through EPeP's which ensure measureable targets meet individual needs</p> <p>Pupils need to attend school regularly in order to make progress</p>	<p>staff to ensure pupils are safeguarded</p> <p>Parents/carers workshops organized to provide a support network</p> <p>Looked after pupils continue to make good progress – families are supported</p> <p>Pupil's attendance is recorded and first day contact in maintained</p>	<p>Designated teacher for looked after children (1 day per week)</p> <p>2 day per week of office staff time to maintain attendance records including first day contact, referrals to EWO</p> <p>Behaviour watch on line recording and reporting system</p>		
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<p>To develop essential speech, language and communication strategies so that our pupils can express themselves to the best of their ability</p>	<p>Pupils who do not meet the criteria for speech and language therapy but still need intervention</p> <p>There are a number of pupils who require The Social Use of Language Programme in order to extend their use of language and learn how to communicate within a range of different situations</p> <p>Other pupils are referred into the service for specific, individualized speech and language sessions including learning how to use alternative communication aids</p>	<p>Pupils have increased speech and language skills that can be transferred into a range of social situations</p> <p>Pupils are supported to use alternative communication aids</p> <p>Staff are supported to ensure pupils communication needs are fully met</p>	<p>The employment of one speech and language assistant working one day per week, in addition to our speech and language therapist who is allocated to our school</p> <p>Boardmaker on line resource</p>	<p>£9,118.80</p>	
<p>To support pupil's behaviour needs and wellbeing</p>	<p>Additional support for pupils, staff and parents on issues such as behavior interventions, sleep problems, continence issues</p> <p>Pupils may lack resilience for learning due to social and emotional pressures</p>	<p>Staff and parents feel more supported to deal with pupils individual needs thus having a positive impact</p>	<p>CAMHs disability nurse will work in school for half a day every Wednesday</p> <p>Staff workshops re Stop, Think Do – group and</p>	<p>£23,572.50</p>	

	<p>Waiting lists for CAMHS intervention remain high</p> <p>Pupils require targeted interventions and support from an experienced member of staff who understands how additional needs can impact on behaviour</p> <p>Managing pupil's behaviour needs can be challenging for members of staff</p>	<p>on mental health and wellbeing</p> <p>Pupils have timely, specific, targeted support</p> <p>Removal of social and emotional barriers to learning through the application of the Stop, Think Do Behaviour intervention programme</p>	<p>individual support provided</p> <p>Assistant Head is the school's behaviour lead.</p> <p>Counsellor to support individual pupils</p>		
<p>Employment of a specialist music teacher (2.5 days a week)</p>	<p>Research evidences that high quality teaching is fundamental to pupils' music experiences</p> <p>Involvement in music engages and re-engages pupils, increasing self esteem and maximising progress.</p> <p>Music is a unique form of communication that can change the way that a pupil feels, thinks and acts</p>	<p>Impact on personal, social development, including increased self-reliance, confidence, self-esteem, sense of achievement and ability to relate to others.</p>	<p>Our music teacher will work in school for 2.5 days per week</p>	<p>£26,251</p>	

	<p>By engaging in music lessons, pupils are exposed to an effective way of developing verbal skills, motor skills, cognitive development, positive motivation and social interaction</p>				
<p>Resources to support the delivery of the updated curriculum and to ensure quality first teaching and assessment</p>	<p>Research evidence highlights good or better teaching impacts significantly on pupil outcomes</p> <p>All children have the right to a broad and balanced education tailored to their specific needs</p> <p>Our pupils require very specific resources to enhance their learning experience</p> <p>Assessment procedures must be fit for purpose and lead to better outcomes</p>	<p>Quality of teaching contributes to improved pupil outcomes</p> <p>Pupil and teacher well-being is high</p> <p>Increased levels of engagement</p> <p>Appropriate resources support teaching and learning</p> <p>Appropriate assessment materials that are well suited to pupils needs</p>	<p>Classes provided with a budget to purchase resources to support the curriculum and pupils specific needs</p> <p>Oxford Owl on-line resource</p> <p>Easi-maths – on line resource</p> <p>Evidence for learning subscription</p> <p>Connecting Steps subscription</p>	<p>£6500</p>	

<p>Pupils accessing Accelerated Reading continue to build on reading confidence, fluency and comprehension skills</p>	<p>Reading offers invaluable life skills which assists with preparation for adulthood and acquisition of qualifications at Year 11</p> <p>Reading helps children build vocabularies which can also be transferred into their speech and writing</p> <p>Important comprehension skills are developed</p>	<p>Improved reading ages</p> <p>Increased comprehension skills</p> <p>Looking to the future - Preparation for functional skills examinations in Year 11</p>	<p>Accelerated reading license and supplementary reading books</p>	<p>£2000</p>	
<p>Staffing levels in our more able classes are maintained in order to assist with pupil progress</p>	<p>Pupils require additional adult input in order to build on existing skills and make the required progress in order to achieve the qualification that reflects attainment levels.</p> <p>Pupils make better progress if they have targeted support/intervention both in terms of academic work and mental health and wellbeing.</p>	<p>Pupils will make at least expected progress</p> <p>Pupils will achieve at least expected examination results</p>	<p>Contribution towards staffing</p>	<p>£15,000</p>	

		Mental health and well being will be supported			
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