## CLEARlogoPUPIL PREMIUM 2019/2020

1. Pupil Premium Summary

Financial Year Amount of Pupil Premium Funding

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| 2015/16 | | | £57,970 (£935 per pupil) | | | |
| 2016/17 | | | £53,341 (£935 per pupil) | | | |
| 2017/18 | | | £50,490 (£935 per pupil) | | | |
| 2018/19 | | | £62,645 (£935 per pupil) | | | |
| 2019/20 | | | £61,710 (£935 per pupil) | | | |
| 2020/2021 | | | £66,850 (£935 per pupil) (estimated) | | | |
| Pupil Premium | 2016/17 | 2017/18 | | 2018/19 | 2019/20 |
| Number of pupils eligible for pupil premium | 71 | 54 | | 67 | 64 |
| Number of looked after pupils  eligible for the Pupil Premium | 3 | 6 | | 5 | 2 |
| Number of service children eligible for the Pupil Premium | 0 | 0 | | 0 | 0 |
| TOTAL | 74 | 60 | | 68 | 66 |

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| 1. Summary of main barriers |
| All the pupils at the school have an Education and Health Care Plan for a global learning disability within the moderate to severe learning difficulties spectrum. 91% of pupils have another significant disability that also impacts on their learning and development including conditions such as ASD, speech and communication, mental health issues, emotional and behavioural difficulties and syndromes such as Downs. Many of the pupils who are not designated as Pupil Premium (PP) pupils come from low income families and families in challenging circumstances. The majority of pupils come from homes where English is the second language. In a recent study undertaken by the school, 25% of pupils had no access to outdoor space at home, 14% of pupils reported that they did not go to parks and 65% reported that they did not go to other open spaces during weekends and holidays. 59% of pupils reported not being taken to Museums outside of school. This situation has further been compounded by the unprecedented situation the world now faces with a pandemic. In 2018/19 (67) 38% of pupils were on the PP register and 5 pupil were LAC. In 2019/20, (64) 37% of pupils were eligible for PP. |

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| 1. Nature of support 2019/20 |
| * One of the main areas for support identified for PP funding in 2019/20 was the appointment of a Clinical Psychologist to support with the increasing number of pupils identified with mental health, emotional and behavioural issues. The school was able to secure the appointment of a psychologists from the beginning of the Autumn Term 2019. The Psychologist initially worked with the MDT to support new pupils with transition. In September 2019 two new Year 7, PP pupils, were exhibiting very challenging behaviour in response to transition. The Psychologist was able to work with the families and staff in devising therapeutic programmes to assist them with the transition. The Psychologist also offered intensive support to 12 other pupils and their families around issues such as behaviour, school refusal and mental health deterioration. * In addition to the appointment of a Clincial Psychologist PP funding was also used to subsidise alternative therapeutic interventions to support emotional well-being and behaviour. This included the continued appointment of a music therapist and psychotherapist * PP funding was also used to subsidies specialist intervention in Literacy and Numeracy for identified pupils supported by the schools Educational Psychologist * PP funding supported the continuation of small group and individual singing lessons as an intervention for communication; language development; self-esteem and emotional well-being. * The training of all TA’s in Catch up Literacy or Maths to support in class intervention. |
| 1. Curriculum focus of PPG spending 2019/20 |
| Increase in therapeutic support to ensure that pupil’s emotional well-being is sufficiently regulated to allow for pupils to learn effectively across all aspects of school life.  Development of singing as an intervention to enhance communication, language development, working memory, self-confidence and self-esteem  Specialist intervention work and the upskilling of all TAs to increase literacy and numeracy skills for identified pupils who were falling below the schools expectation as identified by on-going formative assessment by class teachers, formal assessment and Classroom monitor data. |

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| 5.Measuring the impact of PPG spending |
| Pupil progress is analysed formatively using a range of assessment tools including classroom monitor, end of unit tests, teacher observation and learning journeys. Each Curriculum Leader has developed a set of differentiated Key Performance Indicators (KPI), to track pupil progress across their curriculum area. Individual Pupil performance is tracked against these KPI on a termly basis and monitored through Classroom Monitor, an assessment tool and pupil tracker system. This system allows the class teacher to identify any pupils falling behind expected levels of progress and for Curriculum Leaders to analyse summative data for their area of responsibility to ensure that all pupils are making expected level of progress (as judged against their starting point). The data also provides information and feedback to Curriculum Leaders on how effective their curriculum intent and implementation is and therefore provides an evidence base for school improvement. These KPI’s have been identified to allow the school to assess pupils against our bespoke school curriculum. This also means that Curriculum Leaders can monitor their curriculum area to ensure it is fit for purpose and that all teachers are consistently delivering a good and outstanding curriculum to all pupils. The data is broken down into outcomes for a number of different groups including PPG and non PPG pupils to allow for comparative analyse. Throughout the year there are regular progress/moderation meetings to focus on individual pupils’ progress against the Key Performance Indicators as part of our revised assessment without levels. Moderation of pupil’s work and analysis of classroom monitor enable targeted support to be provided where necessary to improve attainment and outcome for individual and groups of pupil’s. Each term pupil’s with less than expected progress in the core subjects are identified by the subject leader and distributed to Class Teachers and discussed at the termly progress meeting with SLT. |

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| **Progress and Achievement: 2019 – 2020** |
| Overall, our data shows that all cohorts are making sustained progress.   * Our MLD groups are making more progress than our SLD and SLD complex groups. * The percentage of targets achieved was broadly similar across all cohorts.   **Progress and Achievement data specific to Pupil Premium:** |
| In English 67% of Pupil Premium students achieved their targets compared to 67% of Non Pupil Premium.  In Maths, 50% of Pupil Premium students achieved their targets compared to 53% of Non Pupil Premium. |
| In KS3 in English 60% of PP pupils achieved their targets, compared to 57% of non PP pupils achieving targets.  In KS3 in Maths, 53% of PP students achieved their targets compared to 60% of NonPP. |
| In KS4 Maths, 47% of PP pupils achieved their targets and 43% NonPP.  In KS4 English, 80% of PP pupils achieved their targets and 83% of NonPP. |

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| 5. Evaluation for 2019/20 | | | | |
| Pupil  Premium  used for:  61,710 allocation for 66 pupils | Amount  allocated to  the  intervention  /action (£) | Brief summary of the intervention or action | IMPACT. Specific intended outcomes: how did this intervention or action improve achievement for pupils eligible for the Pupil Premium? | Actual impact: What did the action or activity actually achieve? |
| Clinical Psychology support | 25,000 | To support positive behaviour for learning and independence  To provide family based interventions to support pupils at home  To provide parent groups to support with behaviour  To provide parents groups to support with challenging behaviour arising from different syndromes | Incidents of inappropriate behaviours at home, in the community and school minimised allowing pupils the well-being to engage in the learning process  Increase pupils sense of emotional well-being so that they can better regulate themselves | 12 families worked with intensely |
| Subsidising alternative therapeutic interventions to support emotional well-being and behaviour. | 15,000 moved from allocation above | The following therapist are employed to work with individual pupils who are displaying mental health, emotional or well-being issues. These young people are identified by staff and referred to the service most appropriate to their needs:  music therapist for 1 day a week  psychotherapist 2 days a week  counsellor 2 days a week  To provide a range of specialist therapeutic intervention offered to pupils for one-to-one or small group interventions to support emotional well-being, behaviour and sexual safety at home, in school and in the community | Incidents of inappropriate behaviours at home reduced.  Incidents of inappropriate behaviours in the community reduced  Increase pupils sense of emotional well-being so that they can better regulate themselves across the day.  95% of merits achieved by pupils for good behaviour  100% of pupils report feeling safe and happy in school | The behaviour in school is outstanding with no lessons disrupted due to poor or non-regulated behaviour  No exclusions for pupils engaging in therapy  Detentions for pupils engaging in therapy reduced over time  Pupils reported feeling more positive about school and home following therapy intervention |
| The continuation of small group and individual singing lessons | 10,000 | Appointment of a specialist singing tutor as an intervention for communication; language development; self-esteem and emotional well-being. Pupils identified by staff. | Pupils self-esteem increased through;  Singing in assembly, school concerts etc.  Being tutored by a professional singer  Singing with a professional singer  Overcoming anxiety of using their voice to sing  Becoming a performer  Being exposed to different music styles  Singing with other pupils in a duo  Pupils language skills improved through:  Learning the words to a new song, reading the words from a score. Learning new vocabulary through singing  Increase in working memory | Non-verbal pupils singing whole songs in front of peers  ASD pupils with communication difficulties performing in front of their peers  New friendships formed from pupils singing together  Impact on pupils self-esteem from performing their songs |
| The training of all TA’s in Catch up Literacy or Maths to support in class intervention as and when required to support: | 2,000 | To support PP pupils across the school, on a one-to-one basis or in small groups as identified by the teacher through formative assessment  To support PP pupils who have been identified as not making the expected amount of progress in English and Maths through the termly monitoring of pupil progress through Classroom Monitor  To reduce the amount of time pupils leave the classroom for an intervention hence reducing stigmatising and potential loss of class based learning.  To ensure all PP pupils have access to appropriate interventions in Maths and English  To up skill all TA’s to maximise their support of all pupils within the learning environment and across the curriculum |  |  |
| Subsidies specialist intervention in Literacy and Numeracy for identified pupils supported by the schools Educational Psychologist | 9,710 | To help students overcome their difficulties in Literacy and numeracy  To narrow the achievement gaps for pupils with specific learning difficulties and PP  Raising self-esteem, boost self-confidence and positive attitude towards learning,  Improving working, auditory, visual and short term memory,  To develop and improve Literacy skills such as: improving automatic recall of letter sounds, consonant diagraphs, assimilations and learn spelling rules, improving study skills, practising spelling and reading of HFW, improving phonological awareness skills in blending, segmenting and in distinguishing initial and final sounds, comprehension skills.  To have a particular focus in mathematics to boost confidence and functional maths skills when applying them in real life/use them for solving day to day problems  To increase opportunities to pass GCSE exams  To share the purpose of the intervention with the child to encourage ownership of and reflection on learning | To target pupils who are BT or CC in English to ensure that they meet their potential and do not fall further behind  To target pupils who are BT or CC in Maths to ensure that they meet their potential and do not fall further behind | Overall there is no significant gap between PP and non-PP in terms of progress made and targets achieved in English. Non-PP made slightly more progress, but PP achieved slightly more targets.  Overall the gap between PP and non-PP was negligible. However, overall non-PP made slightly higher progress in Maths. |

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| 1. ACTION PLAN FOR THE COMING YEAR 2020/21 TO ADDRESS BARRIERS IDENTIFIED IN SECTION 2 | | | | |
| Pupil Premium used for: | Amount allocated to the intervention/action (£) | Brief summary of the intervention or action | IMPACT. Specific intended outcomes: how did this intervention or action improve achievement for pupils eligible for the Pupil Premium? | Actual impact: What did the action or activity actually achieve? |
| Clinical Psychology support | 20,000 | To support positive behaviour for learning and independence  To provide family based interventions to support pupils at home  To provide parent groups to support with behaviour  To provide parents groups to support with challenging behaviour arising from different syndromes | Incidents of inappropriate behaviours at home, in the community and school minimised allowing pupils the well-being to engage in the learning process  Increase pupils sense of emotional well-being so that they can better regulate themselves  Support for pupils and parents supports families to remain off the CIN register  Pupils attendance at school is above 95%  Pupil do not need to be referred to tier 2 and 3 mental health services  Pupils engage well in learning and other opportunities provided by the school  Pupils achieve their annual targets  Pupils achieve 95% of their merits for good behaviour and engagement in work  Pupils developed a healthy sense of well-being |  |
| Subsidising alternative therapeutic therapy to support emotional well-being and behaviour. | 8,000 | The following therapist are employed to work with individual pupils who are displaying mental health, emotional or well-being issues. These PP young people are identified by staff and referred to the service most appropriate to their needs:  music therapist for 1 day a week  psychotherapist 2 days a week  counsellor 2 days a week  To provide a range of specialist therapeutic intervention offered to PP pupils for one-to-one or small group interventions to support emotional well-being, behaviour and sexual safety at home, in school and in the community | Incidents of inappropriate behaviours at home reduced.  The behaviour in school is outstanding with no lessons disrupted due to poor or non-regulated behaviour  Incidents of inappropriate behaviours in the community reduced  Increase pupils sense of emotional well-being so that they can better regulate themselves across the day.  95% of merits achieved by pupils for good behaviour  100% of pupils report feeling safe and happy in school  No exclusions for pupils engaging in therapy  Detentions for pupils engaging in therapy reduced over time  Pupils reported feeling more positive about school and home following therapy intervention |  |
| Continuation of small group and individual singing lessons | 10,000 | Specialist singing tutor employed to provide intervention for communication; language development; self-esteem and emotional well-being. PP Pupils identified by staff. | Pupils self-esteem increased through;  Singing in assembly, school concerts etc.  Being tutored by a professional singer  Singing with a professional singer  ASD pupils with communication difficulties performing in front of their peers  Non-verbal pupils singing whole songs in front of peers  New friendships formed from pupils singing together  Impact on pupils self-esteem from performing their songs  Overcoming anxiety of using their voice to sing  Becoming a performer  Being exposed to different music styles  Singing with other pupils in a duo  Pupils language skills improved through:  Learning the words to a new song, reading the words from a score. Learning new vocabulary through singing  Increase in working memory |  |
| Subsidies specialist intervention in Literacy and Numeracy for identified pupils supported by the schools Educational Psychologist | 24,000 | Subsidies specialist intervention in Literacy and Numeracy for identified pupils supported by the schools Educational Psychologist  To help PP students overcome their difficulties in Literacy and numeracy  To narrow the achievement gaps for PP  Raising self-esteem, boost self-confidence and positive attitude towards learning,  Improving working, auditory, visual and short term memory,  To develop and improve Literacy and numeracy skills, such as: improving automatic recall of letter sounds, consonant diagraphs, assimilations and learn spelling rules, improving study skills, practising spelling and reading of HFW, improving phonological awareness skills in blending, segmenting and in distinguishing initial and final sounds, comprehension skills.  To boost confidence in mathematics and functional maths skills when applying them in real life/use them for solving day to day problems  To increase opportunities to pass GCSE exams  To share the purpose of the intervention with the child to encourage ownership of and reflection on learning | To target pupils who are not reaching their expected level of progress as identified through classroom monitor/learning journeys etc. in English and maths to ensure that they meet their potential and do not fall further behind  There is no significant gap between PP pupils and non PP in Maths and English progress and achievement. |  |
| Increasing the amount of individual and small group horticulture intervention to support well-being | 4,850 | Increased opportunities for pupils to work in small groups undertaking horticulture as a therapeutic intervention.  Horticulture to develop communication in small groups and where appropriate on a one-one basis  Support individual OT programmes | Increase pupils sense of emotional well-being so that they can better regulate themselves throughout the school day  100% of pupils report feeling safe and happy in school  Pupils self-esteem increased through small and 1-1 interactions with an adult  Empowerment from growing vegetables  Well-being from working out of doors & engaging with the seasons  Increase in confidence in speaking through learning new vocabulary associated with horticulture & informal talking whilst working alongside peers and an trusted adult |  |

REVIEW:

This document will be reviewed in September 2021.