

Pupil Premium Grant: Annual Impact Statement 01 April 2019 – 31 March 2020

Pupil Premium Grant 2019 - 2020	
School Strategic Lead(s):	Janice Wilson (AHT & SENCO)
Nominated Governor:	Helen Meldrum
Date:	31 March 2020

Pupil Premium Grant 2019 - 2020	
Total Number of pupils	49 (15 Primary & 34 Secondary)
15 Primary X £1320	34 Secondary X £935
£19,800.00	£31,790.00
Total £51,590	

Pupil Premium Grant Intended Impact		Primary	Secondary
1	100% of pupils will achieve or exceed their predicted end of year outcome in Communication & Interaction.	✓ (15)	✓ (34)
2	100% of pupils accessing a SEND Intervention will achieve or exceed their predicted SEND Intervention Plan targets.	✓ (15)	✓ (34)
3	100% of pupils have an opportunity to participate in all curricular & extra-curricular activities & events.	✓ (15)	✓ (34)
4	100% of pupils will receive breakfast and snacks daily.	✓ (15)	✓ (34)
5	100% Year 7 & Y10 pupils will have the opportunity to participate in OAA residential holiday.		✓14 4 x Y7 7 x Y10
6	100% Year 11 pupils will attend prom celebration & participate in all prom celebrations.		✓ (5)
7	100% pupils have an opportunity to access pupil support fund.	✓ (15)	✓ (34)

Summary of Impact

1. 100% of pupils will achieve or exceed their predicted end of year outcome in Communication & Interaction.

All teachers have been offered support and attended meetings to develop SMART SLCN targets for pupil EHCP outcomes.

School SALT reviewed plans to ensure each pupil had an identified SLCN target(s).

School SALT assessed all pupils and developed personalised communication profiles which were shared with school staff and parent/carers.

All parent/carers offered a home visit or school meeting, with the school SALT, to discuss SLCN needs and development.

What was the impact?

Staff are more confident in setting SMART SLCN targets developed from pupil EHC outcomes and school-based speech and language assessments. All pupils have an identified SLCN target on their Pupil Outcome Plan ensuring they are working towards relevant and appropriate personalised SALT outcomes to improve their receptive, expressive and social communication skills. The SLCN targets were moderated by the school SALT and this evidenced that all pupils made a minimum of 80% progress towards their personalised communication outcomes.

Parent/carers have access to a comprehensive overview of their child's speech and language needs, through the communication profile and have an improved awareness of the focused outcomes enabling them to fully support the development of their child's speech and language skills at home. They have benefitted from discussing and highlighting any strengths and concerns about their child's speech and language development with the school SALT or class teacher, at the annual review, to ensure the focus remains appropriate to their child's most pertinent needs. A quarter of the identified pupils' parent/carers took up the offer of a home visit or meeting with the school SALT. The remaining parent/carers were provided with a copy of the pupil's communication profile to further support their understanding of their child's SLCN needs.

Following the speech and language training staff reported feeling more confident in their appropriate use of language with pupils at different stages of the ELKLAN Blank Levels. Pupils have benefitted from clearer questioning and instruction which has led to more positive and spontaneous interactions between staff and pupils and between pupils and their peers.

2. 100% of pupils accessing a SEND Intervention will achieve or exceed their predicted SEND Intervention Plan targets.

23 pupils (7 Primary & 16 Secondary) were identified via the school internal referral process to access SEND interventions.

The following interventions were accessed by the 23 pupils:

Sensory Circuits 1 X Primary & 1 X Secondary Pupil
SEMH therapeutic sessions (Younger Pupils) 2 X Primary & 1 X Secondary
SEMH therapeutic sessions (Older Pupils) X 1 Secondary pupil
QUEST programme 1 X Secondary pupil
Superflex' programme 2 X Secondary pupils
Counselling Service 1 X Secondary pupil
Forest Schools 2 X Secondary pupils
Communication (Younger Pupils) 3 X Primary Pupils
Communication (Older Pupils) 3 X Secondary Pupils
Preparing for Adulthood 2 X Secondary Pupils
Play Therapy 1 X Primary Pupil
1:1 SEMH sessions 2 X Secondary pupils

Staff were supported to identify pupils within their classes where it was felt that pupils were assessed as not engaging in the curriculum fully or had identified 'unmet' needs.

The school SEND intervention team then identified the appropriate interventions required and pupils accessed these programmes on a weekly basis.

All teachers attended a termly intervention planning/evaluation meeting with the SEND Support team to discuss progress and review outcomes.

SEND Support team supported class groups to plan for the transferral of skills from intervention groups into the classroom.

TAs supporting SEND interventions received peer to peer training, support and advice on how best to support the identified pupils.

What was the impact?

Class teachers report they are now more confident in setting individual SMART targets and planning relevant and focused intervention leading to pupils achieving greater success. The targets were moderated by the SEND team, and this evidenced that all pupils made a minimum of 80% progress towards their personalised outcomes. This in turn has led to pupils displaying greater self confidence and self-esteem across the day.

All pupils accessed planned intervention to support their personalised outcomes. The increase in teaching assistants has led to an increase in the number of targeted interventions on offer to our pupils. This has led to pupils having greater opportunities to work towards achieving the specific personalised outcomes on their EHC plans.

The teaching assistants involved in the SEND intervention sessions have developed their personal confidence in supporting and on occasion leading

small group intervention. Furthermore, they were able to use their additional knowledge of the pupils to help transfer skills and language back into the classrooms. Many of the strategies and resources that have benefitted the pupils in the intervention groups have been introduced into the classroom with success.

The development of targeted intervention based on personalised targets has formed part of a whole school evaluation of the way we deliver the curriculum and the importance of this pupil centred approach to learning.

Pupils were baselined using Evidence for learning, Personalised Learning Goals were identified, and teacher assessments identified that 82% of pupils were on track to meet the identified end of year outcomes.

3. 100% of pupils have an opportunity to participate in all curricular and extra-curricular activities & events.

The cost of all curricular and extra-curricular visits was fully subsidised to enable all pupils to participate and for parents to consent to participation without the worry of any financial constraints.

What was the impact?

100% parent/carer consent received.

100% pupils accessed and enjoyed class educational visits ensuring they participated fully in learning inside and outside of the classroom. This enabled pupils to extend, transfer and consolidate their learning in a variety of community settings. Whilst on educational visits all pupils were able to purchase refreshments alongside their peers ensuring social inclusion, development of life skills and promotion of positive experiences, memories, and enjoyment.

4. 100% of pupils will receive breakfast and snacks daily.

All pupils were provided with milk & toast each morning on arrival into school. All pupils were provided with access to snacks throughout the day. All pupils were satiated and able to attend & focus on their learning tasks.

What was the impact?

Teachers reported that once pupils were satiated there was a significant improvement in their ability to attend and focus on learning tasks.

Teachers also reported that pupils were able to attend and focus for longer periods of time.

Teachers reported an increase in their willingness to undertake tasks that were perceived to be a challenge.

Teachers reported an increase in willingness to persevere and complete tasks.

5. 100% Year 7 & Y10 pupils will have the opportunity to participate in Outdoor Adventurous Activity (OAA) residential holiday.

All 4 Y7 pupils and all 7 Y10 pupils participated in a 5-day (4 night) OAA residential holiday, at Calvert Trust, Keswick

What was the impact?

Teachers and parents reported significant increase in levels of confidence and much improved self-help skills.

Pupil's reported that they had the "time of their lives" and despite some of them feeling apprehensive, were proud of themselves for taking part. All pupils reported setting themselves a personal challenge and achieving this during their time away.

6. 100%Year 11 pupils will attend prom celebration & participate in all prom celebrations.

All Year 11 pupils attended and participated in all the end of year prom celebrations.

What was the impact?

All 7 Y11 pupils were able to be fully involved with all elements of the end of year prom celebrations without the worry of the financial constraints.

7. 100% pupils have an opportunity to access Pupil Support Fund

Pupils in need of additional support were identified by the school. Ensuring that all pupils had access to items to address their needs including providing clothing and personal care items.

4 pupils provided with school shoes.

6 pupils provided with school uniform.

6 pupils provided with a range of clothes/costumes to wear during non-uniform days

15 pupils provided with personal care items.

What was the impact?

Pupils and parents did not experience disadvantage.

Pupils were able to follow school uniform expectations.

Pupils were able to participate in non-uniform day events

Pupils were able to complete their personal care routines.

