



Pupil Premium Grant: Annual Impact Statement 2019 - 2020

Pupil Premium Grant 2019 - 2020	
School Strategic Lead(s):	Karen Wells (DHT) Janice Wilson (SENCO)
Nominated Governor:	Helen Meldrum
Date:	Autumn 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 2019- 2020 Objectives	
1	100% of pupils accessing SEND interventions will achieve or exceed their personalised end of year outcomes.
2	100% of 'voyager' pupils in KS3 will achieve or exceed end of year outcomes in cognition and learning (Number) using digital technology to enhance progression.
3	100% of pupils will have their basic needs met and have an opportunity to participate in all school curricular and extra-curricular activities and celebrations.

<u>Summary of Impact</u>
<p>1) 100% of pupils accessing SEND interventions will achieve or exceed their personalised end of year outcomes.</p> <p>23 pupils (7 Primary & 16 Secondary) were identified via the school internal referral process to access SEND interventions.</p> <p>The following interventions were accessed by the 23 pupils:</p> <ul style="list-style-type: none"> • 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

What was the impact?

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.

For the period from September to March (Prior to National Lockdown) the interventions were running successfully. Pupils were baselined using Evidence for learning in September, Personalised Learning Goals were identified, and teacher assessments identified that 82% of pupils were on track to meet the identified end of year outcomes.

Unfortunately, due to the impact of COVID lockdown the vast majority of pupils were not attending face to face sessions from March and therefore interventions could no longer run as initially planned. All learning moved onto the new 'online platform' that was devised to support learning and advice was continued to be provided to families and to support overall wellbeing.

Despite the impact of lockdown, teachers and parents jointly measured the progress of Pupils, with 36% of pupils achieving their identified end of year outcomes.

2. 100% of 'voyager' pupils in KS3 will achieve or exceed end of year outcomes in cognition and learning (Number) using digital technology to enhance progression.

An internal 1:1 iPad project team was developed to identify pupils and agree end of year outcomes.

Individual iPads were ordered to allocate to the 14 pupils.

Appropriate Apps were identified, researched and training was delivered to staff.

Use of 1:1 Pads was to be implemented into daily class practice.

What was the impact?

An initial group was identified and baselined in Autumn Term and I Pads were ordered and a focus group was created to identify key learning outcomes and I Pads were ordered. Unfortunately, National Lockdown heavily impacted the supply and delivery of the I Pads and the pupils were accessing learning from home.

As a result, the team worked with the digital transformation lead to develop a digital online platform to provide targeted support to enhance learning from home. Including parent training and the provision of hardware to allow access. The result being that teacher assessment showed that 70% of those identified pupils continued to make progress against identified targets.

3. 100% pupils will have their basic needs met and have an opportunity to participate in all curricular and extra-curricular activities.

The original intended outcome was to support pupils to access extra-curricular visits including residential and the school prom.

Basic supplies and uniform were also provided and complimentary breakfast and snacks however due to the impact of COVID 19 this was no longer viable. Instead, the parent/carer support manager provided daily support including:

- Parental support continued throughout school closure – phone calls, home visits, pastoral support, and signposting to charities and support lines was completed.
- Applications for financial support during COVID crisis – completed on behalf of families, impacted positively on children and their wellbeing.
- Food parcels collected and distributed throughout school closure.
- All 49 vulnerable families received food hampers over the Christmas period.
- 41 vulnerable families received Christmas presents for their children.

All PPG pupils were given the opportunity to access our onsite Easter holiday provision and four-week summer scheme within school.

What was the impact?

100% pupils have had their basic needs met.

100% of pupils that accessed the additional support throughout Easter & Summer achieved their predicted End of Year outcomes.

Positive feedback from parents and local community re: school staff going 'above and beyond' to support families.

The needs of our families are better understood, and they have been able to build links with wider support services.