



## Mountjoy School Pupil Premium Report

### Coronavirus: flexibility in reporting requirements

N.B. The DfE understands that due to coronavirus and school closures, it is not possible to evaluate the impact of pupil premium for all of the 2019/20 academic year.

Instead, they say schools should monitor and report on the grant's impact at the end of the 2020/21 financial year. This report covers the whole period between September 2019 and March 2021, but most detail about the grant's use and impact is for the period between September 2020 and March 2021.

### Pupil premium spending

SUMMARY INFORMATION			
Type of special educational needs and disability	MLD / SLD / PMLD / Complex Needs	Date of most recent pupil premium review:	November 2020
		Date of next review:	July 2021
Total number of pupils:	92	Total pupil premium budget:	£34,936
Number of pupils eligible for pupil premium:	30	Amount of pupil premium received per child:	Primary £1,345 Secondary £995

### Making a difference today for tomorrow

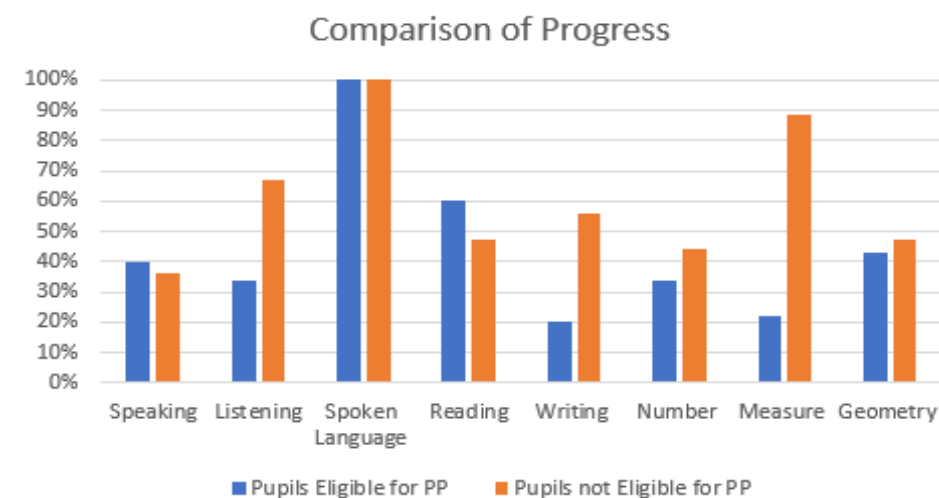
Mountjoy School aims to ensure every pupil makes the best possible progress across the curriculum in subjects and with communication and interaction, social, emotional and mental health, sensory and physical development and preparation for adulthood. Our personalized offer is designed to promote progress of all disadvantaged pupils and every pupil who is underachieving. We have adopted a tiered approach to maximize the impact of Pupil Premium. Our universal offer is based on Quality First Teaching which is supported by evidence-informed CPD for teachers and TAs. We have designed a curriculum which is responsive to individual needs. This year our focus is on reading, writing and maths across all phases. We have same-day in-class intervention and specific intervention programmes led by TAs / HLTAs with additional training, which is partly funded through Pupil Premium.

In addition, Pupil Premium is used for wider strategies which relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support are deployed on a daily basis using outdoor learning provision, emotional support and a focus on well-being. We have family liaison officers who support with attendance and use a therapeutic approach to behaviour. Further information on best use of Pupil Premium can be found at: [https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf).

## Assessment information

CURRENT PROGRESS – THIS DATA SHOWS PROGRESS AFTER THE PERIOD OF LOCKDOWN DUE TO COVID-19		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in communication – speaking	40	36
% making expected or better than expected progress in communication - listening	34	67
% making expected or better than expected progress in communication - spoken language (national curriculum L1+)	100	100
% making expected or better than expected progress in - reading	60	48
% making expected or better than expected progress in - writing	20	56
% making expected or better than expected progress in maths - number	34	44
% making expected or better than expected progress in maths - measure	22	89
% making expected or better than expected progress in maths - geometry	43	48

## CURRENT PROGRESS – THIS DATA SHOWS PROGRESS AFTER THE PERIOD OF LOCKDOWN DUE TO COVID-19



The data shows that the attainment of all students at Mountjoy is lower than usual, due to a period in which pupils were not able to access their usual teaching and resources. In general, pupils who are eligible for pupil premium made less progress than their peers who are not eligible for it. This is particularly the case for communication-listening, writing and maths – measure.

## Barriers to learning

Progress of pupils declined rapidly during the period of school closure, despite home-learning activities being available.

Every pupil at Mountjoy has an Education, Health and Care Plan which identifies a difficulty with learning. Most of our pupils have speech and language (S+L) needs which adversely affect learning and we adopt in-class strategies to support this, as well as targeted programmes developed by our S+L Therapist. We also use a whole school communication approach in which staff use pared back language, signalong and symbols as well as focusing on developing vocabulary. Many pupils in the early stages of language development use Picture Exchange Communication System (PECS) and Promoting early Interactive Conversation – Dorset (Peic-D) as well as Augmentative and Alternative Communication aids (AAC).

Our last Ofsted report (2017) recommended that we ensure lessons are planned to meet the individual needs of all pupils further developing the multi-sensory impairment learning approach so that more pupils can benefit from it. This has been a focus in subsequent school improvement plans and our Pupil Premium spend takes into account all learners, including those with a need for a sensory-based approach.

Additional barriers
Social, emotional and mental health needs – preparedness for learning
Sensory processing – being in a 'just right state' for learning
Parenting of children with complex needs – ensuring attendance is above 90%

INTENDED OUTCOMES	
Specific outcomes	Success criteria
To provide 1:1 targeted support for literacy (reading and writing) to raise attainment To provide 1:1 targeted support for literacy (reading and writing) to raise attainment	70% PP pupils making good or outstanding progress in reading / 50% PP pupils making good or outstanding progress in writing / 50% PP pupils making good or outstanding progress in maths strands by end of 2021.
To improve emotional wellbeing through targeted intervention	Pupils will feel prepared for learning leading to better engagement thus raising attainment.
To improve learning environment for EYFS (high proportion of PP pupils) and outside provision for all other pupils	Pupils will have a richer learning experience leading to better engagement.
To improve access to alternative means of recording (ICT)	Pupils with writing barrier able to demonstrate understanding improving assessment of need.
To support parenting for pupils with challenging behaviours leading to low attendance rates	PP pupils will have attendance of at least 90%

## Planned expenditure for current academic year

ACADEMIC YEAR 2020-21					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<ul style="list-style-type: none"> <li>• Early years – learning environment</li> <li>• Develop outside learning – forest/beach school</li> </ul>	<p>Our pupils make the best possible progress through access to a range of sensory learning experiences through development of inside and outside learning spaces to support physical and sensory development.</p>	<p>Combine professional knowledge with robust evidence about approaches that are known to be effective.</p> <ul style="list-style-type: none"> <li>• <a href="#">EEF Pupil Premium guide</a></li> <li>• <a href="#">EEF Big Picture</a></li> <li>• <a href="#">NFER report on supporting the attainment of disadvantaged pupils</a></li> <li>• DfE's guidance on <a href="#">whole-school strategies</a></li> </ul>	<ul style="list-style-type: none"> <li>- Research available resources</li> </ul> <p>Liaise with specialists (OT, S+LT, HVSS if needed) /Plan to best utilize the available spaces, inside and outside for EYFS.</p> <p>Review impact and plan to improve.</p> <ul style="list-style-type: none"> <li>- Set up Focus Group to research and make a plan to best utilize the available spaces for forest/beach school. If possible, visit existing provision at a special school. Review impact.</li> <li>- Check that each class has access to EST TA. Where there are gaps, identify suitable staff and put training in place.</li> <li>- Create supervision group</li> <li>- Identify opportunities for pupils to access other therapies if a greater level of targeted support is required (e.g. Drawing and Talking). Review impact.</li> <li>- Timetable specialist music TA into complex needs classes to shadow music therapist in order to use techniques universally with PP pupils needing universal support.</li> </ul>	<p>Primary Lead TP with EYFS BG</p> <p>SBM SC with Beach School lead (EB)</p> <p>SENCO KM</p> <p>Music Lead KT</p>	<p>By Feb half term 2021</p> <p>By Feb half term 2021</p> <p>By end of Autumn Term 2020</p> <p>By end of Spring Term 2021</p>
<ul style="list-style-type: none"> <li>• Therapies – emotional support, lego therapy and draw to talk</li> </ul>	<p>Pupils are excited to learn, are resilient to setbacks and take pride in their achievements through staff awareness of our therapeutic approach by developing accessibility to the emotional support teams in school (all classes have an EST).</p>				
<ul style="list-style-type: none"> <li>• Therapeutic music – (in Cedar and Juniper class)</li> </ul>	<p>Pupils with complex needs can access alternative means to express emotions through specialist TA (supported by Music Therapy student).</p>				

Total budgeted cost:					£ 24,608
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
HLTA interventions 1:1 support in English and maths	To ensure no pupil is left behind in their development of reading, writing and maths Pupils reading and writing and maths skills are maximised through teaching them how to read accurately and fluently with good comprehension, to form each letter, spell correctly, and compose their ideas step-by-step AND have a secure knowledge of number, measure and geometry.	As above	<ul style="list-style-type: none"> <li>- Data analyzed to prioritize pupils who are making less than good or outstanding progress so that next steps can be carefully planned.</li> <li>- Identified pupils will be able to access 1:1 intensive support in order to fill in gaps in their learning which may be holding them back.</li> <li>- Provision map will record these outcomes.</li> <li>- Review impact before applying next steps.</li> </ul>	SENCO KM with Literacy and maths leads KN / SG-L	By end of Spring term 2021
ICT resources to support writing and communication – purchase new iPads, interactive boards	All pupils will be able to access alternative means of recording their thoughts. Communication aids will be widely accessible as a class tool, not just for those with a personal communication device.	As above	<ul style="list-style-type: none"> <li>- Data analyzed to prioritize pupils who are making less than good or outstanding progress so that the correct equipment and software can be purchased.</li> <li>- Teachers will be asked to monitor use to ensure it is being utilized effectively.</li> </ul>	ICT Systems manager CB, with Literacy Lead KT and S+LT	By end of Autumn term 2020
Total budgeted cost:					£ 7,300

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Support from Family Liaison Officer (FLO) with attendance; family support to discover reasons for low attendance and to suggest solutions	Improved attendance of any pupil who falls below 90%, with a focus on pupils who are eligible for PP.	(See above – attainment is greatly impacted by poor attendance)	<ul style="list-style-type: none"> <li>- Weekly analysis of attendance figures</li> <li>- FLOs will be informed of which families to prioritise.</li> <li>- Attendance of PP pupils requiring this support will be monitored by SENCO.</li> <li>- Useful resources purchased to support attendance e.g. visuals, social story books.</li> </ul>	Head of Primary / Secondary TP and RB With SENCO KM	End of each half term
Total budgeted cost:					£ 3,028

## Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR – WILL BE COMPLETED IN MARCH 2021 FOLLOWING DFE GUIDANCE				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Evaluation	Cost
			•	

Targeted support				
Action	Intended outcome	Impact	Evaluation	Cost
Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost