

## Pupil premium strategy / self-evaluation (SEN schools)

| 1. Summary information   |                      |                                    |         |  |          |
|--------------------------|----------------------|------------------------------------|---------|--|----------|
| School                   | Ramsden Hall Academy |                                    |         | Type of SEN (eg.PMLD/SLD/MLD etc.)             | SEMH     |
| Academic Year            | 20-21                | Total PP budget                    | £58,510 | Date of most recent PP Review                  | Sep 20   |
| Total number of students | 95                   | Number of students eligible for PP | 62      | Date for next internal review of this strategy | April 21 |

| 2. Current attainment   |   |  |                                       |
|---|---|--|---------------------------------------|
|   |   | Students eligible for PP (your school) | Students not eligible for PP (school) |
| % achieving in English  |   | 29%                                    | 42%                                   |
| % achieving in maths  |   | 32%                                    | 26%                                   |
| Barriers to future attainment (for students eligible for PP ) |   |  |                                       |
| <b>In-school barriers</b>                                     |   |  |                                       |
| A.  | PP eligible students are below expectations in achievement in English and Maths                                       |  |                                       |
| B.  | Students' experiencing SEND and disadvantage are at risk of not accessing qualifications                              |  |                                       |
| C.  | Lack of the emotional resilience necessary to stay in lessons and attempt activities, especially in English and Maths |  |                                       |
| <b>External barriers</b>                                      |   |  |                                       |
| D.  | Poor attendance to both school and lessons  |  |                                       |
| E.  | Social Independence skills are not developed at age-related expectations  |  |                                       |

| 3. Intended outcomes (specific outcomes and how they will be measured) |   | Success criteria   |
|--|---|--|
| A.   | Students will attempt activities and make at least expected progress in English and Maths | PP students' progress in English and Maths will match non PPG rates of progress. |

|           |  |  |
|-----------|--|--|
| <b>B.</b> | Students eligible for PP will access and achieve relevant qualifications   | PP students will achieve equivalent qualifications to their non-PPG peers  |
| <b>C.</b> | Students will stay in their lessons, or go to alternative areas to complete their work and attempt relevant activities | PP students will stay in 90% of their lessons, or use the Access Unit or Gym as interventions                            |
| <b>D.</b> | Students eligible for PP will attend school and attend their lessons   | PP students' attendance will match those who are not PPG. They will attend 90% of their lessons when they are in school. |
| <b>E.</b> | Students will develop the appropriate social skills to enable them to make a positive contribution to society          | Boxall and Social Independence Scales rates of progress will match non PPG student rates                                 |

#### 4. Planned expenditure

**Academic year**

**20-21**

The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

| Action  | Intended outcome | What is the evidence & rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead | When will you review implementation? |
|---|------------------|--|--|------------|--------------------------------------|
| Staffing and resourcing Access Unit small group support to provide focused 1:1 and small group teaching, three days per week. | A, B, C, D and E | The Access Unit is staffed by an experienced teacher and LSA. Small groups and 1:1 teaching in a quieter area, allowing for more focussed teaching and work on specific skills and social independence, as well as building self-esteem and resilience. 1:1 focus on Y9 English core skills in response to lower levels of achievement in English. | Termly monitoring of attendance in school and lessons, English and Maths progress, Boxall levels and Social Independence levels. | AS         | Dec 20                               |

| <b>Total budgeted cost</b>   |                         |   |  |                   | £35000                                      |
|--|-------------------------|---|--|-------------------|---|
| <b>ii. Targeted support</b>  |                         |   |  |                   |   |
| <b>Action</b>  | <b>Intended outcome</b> | <b>What is the evidence &amp; rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review implementation?</b> |
| Staffing and resourcing 1:1 and small group interventions in the Gym   | C and E                 | Research shows that physical activity supports positive mental health. Small group and 1:1 provision enables disadvantaged students to develop resilience and learn to overcome challenges. | Monitoring of Boxall and SIS levels                | AW                | April 21                                    |
| 1:1 LSA English and Maths tuition 2x per week allocated according to PPG and identified needs                              | A, B and C              | Experienced LSAs in Maths and English to focus on key skills to enable students to fill the gaps in their earlier education.  | Monitoring of English and Maths levels             | JCh               | April 21                                    |
| <b>Total budgeted cost</b>   |                         |   |  |                   | £20000                                      |
| <b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>                                 |                         |   |  |                   |   |
| <b>Action</b>  | <b>Intended outcome</b> | <b>What is the evidence &amp; rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review implementation?</b> |
| Targetted reward programmes and behaviour interventions to develop a whole school positive ethos, including for attendance | A,B,D                   | Improved behaviour and increase in positive incidents links to self-esteem and has a positive impact on outcomes overall.   | Monitoring of Boxall and SIS levels                | AW                | April 21                                    |
| <b>Total budgeted cost</b>   |                         |   |  |                   | £3500                                       |

## 5. Review of expenditure

| Previous Academic Year  |                  | 19-20  |  |         |
|---|------------------|--|--|---------|
| i. Quality of teaching for all  |                  |  |  |         |
| Action  | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).   | Lessons learned (and whether you will continue with this approach)   | Cost    |
| Staffing and resourcing Access Unit small group support to provide focused 1:1 and small group teaching, three days per week. | A, B, C, D and E | Pupils have continued to work well in Access and this has enabled them to maintain attendance, levels of points and begin to attend more lessons. Pupil Premium students on average missed less learning time (15 hours) compared to Non Pupil Premium students (18 hours) | Support will be more timetabled for Y9s with low academic engagement who need specific support, especially in English.         | £35 000 |
| Staff training on improved feedback to develop student self-assessment and confidence   | A, B             | Pupils engagement in lessons had increased prior to C-19.  | Continued focus on feedback as part of learning walks and line management. Further training for identified staff as necessary. | 0       |
| ii. Targeted support  |                  |  |  |         |
|   |                  |  |  |         |

|   |                         |  |   |             |
|---|-------------------------|--|---|-------------|
| Staffing and resourcing 1:1 and small group interventions in the Gym                                | C and E                 | Pupils attended the gym both as an intervention and to gain a health and fitness qualification through the Princes Trust. Attendance, engagement and SIS scores all improved for these pupils up until C-19. The gym was then used as to engage vulnerable pupils into attending school, and supported the pupils with ADHD. | Continued development of the area and qualifications available to ensure pupils can achieve to their full potential.  | £10 000     |
| 1:1 LSA English and Maths tuition 2x per week allocated according to PPG and identified needs       | A, B and C              | Identified pupils made progress and increased attendance and engagement.   | Continued focussed support for identified children – especially identified Y9 students with low academic achievement. | £10 000     |
| Targeted Alternative Provision placements to keep KS4 students engaged and develop vocational offer | B and E                 | Pupils attending AP maintained attendance and engagement, plus reduced negative incidents.   | Budget limitations mean that this will not be funded by Pupil Premium for the coming year.                            | £12 000     |
| <b>Other approaches (including links to personal, social and emotional wellbeing)</b>               |                         |  |   |             |
| <b>Action</b>   | <b>Intended outcome</b> | <b>Estimated impact:</b> Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).  | <b>Lessons learned</b> (and whether you will continue with this approach)   | <b>Cost</b> |

|  |       |  |   |       |
|--|-------|--|---|-------|
| Targetted reward programmes and behaviour interventions to develop a whole school positive ethos, including for attendance | A,B,D | Attendance of Pupil Premium students has improved by 10.3% since joining RHA from 57.7% to 68%. Recorded negative events of Pupil Premium students reduced by 50% between September and March last year from 602 to 307.                         | Whole school and individual reward programmes work well and need to be continued to maintain the focus on positive behaviour. | £3000 |
| Essex Youth Service Targeted mentoring for individual students not attending school  | D     | One identified pupil engaged well with this, but increased engagement in school did not follow.  | Budget limitations mean that this will not be funded by Pupil Premium for the coming year.                                    | 0     |
| One to One counselling support for mental health support   | E     | School counselling provision was increased by one day per week and a new counsellor was appointed by the External contractor. Pupils found it hard to engage with the identified counsellor and hence it did not have a positive effect on them. | Budget limitations and low impact mean that this will not be funded by Pupil Premium for the coming year.                     | 0     |

#### **Additional detail**

Pupil Premium students consist of 67.5% of the cohort, but all our students have experienced some disadvantage throughout their lives, even if they are not identified as such. We recognise the levels of trauma and rejection they have experienced and so do our utmost to counteract that through providing all of them with positive experiences. All students can access free breakfast, break time snack, and lunch, with the boarders receiving tea also. All students will be provided with uniform if their parents and carers are unable to buy it for them. All students have access to educational and reward trips that are funded entirely by the school.

