

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	21-22	Total PP budget	£77995	Date of most recent PP Review	Sep 21
Total number of students	94	Number of students eligible for PP	65	Date for next internal review of this strategy	April 22

2. Current attainment		
	Students eligible for PP (your school) Y11 21	Students not eligible for PP (school) Y11 21
% achieving in English	14.3%	23.1%
% achieving in maths	57.1%	69.2%

Barriers to future attainment (for students eligible for PP)

In-school barriers

- | | |
|----|---|
| 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 |

External barriers

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| D. | Poor attendance to both school and lessons |
| E. | Social Independence skills are not developed at age-related expectations, students are not able to self-regulate |

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.	Students eligible for PP will access and achieve relevant qualifications	PP students will achieve equivalent qualifications to their non-PPG peers
C.	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
D.	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.
E.	Students will develop the appropriate social skills to enable them to make a positive contribution to society	Social Independence Scales rates of progress will match non PPG student rates

4. Planned expenditure

Academic year

21-22

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?
Dedicated teacher support for vocational subject qualifications, working with individuals and small groups to enable coursework completion.	Students receiving PPG will achieve at least five qualifications in KS4.	Attendance in vocational subjects at KS4 is good, but students have not been accessing qualifications due to difficulties in completing coursework.	Learning walks and work scrutiny weekly. Review by T and L lead termly of coursework targets and achievements.	AS	April 22

Total budgeted cost					£35000
ii. Targeted support					
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 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 progress and SIS levels	AW	April 22
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 22
Total budgeted cost					£55 000
iii. Other approaches (including links to personal, social and emotional wellbeing)					
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?
Targeted 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 progress and SIS levels	AW	April 22
1:1 Counselling for R2L children who are identified as needing support to self-regulate and relate to peers and adults	E	Consistent engagement in 1:1 counselling sessions. Increased positive events and decreased negatives of identified children.	Monitoring of engagement in counselling, plus levels of positives and negatives.	EB	Dec 21 April 22

Total budgeted cost £23000

5. Review of expenditure

Previous Academic Year

20-21

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	There was an impact at the start of the year, but the move to the new building and the retirement of the two members of staff has necessitated a review of the provision.	This approach has been replaced with a dedicated KS4 teacher focussed on supporting pupils to achieve vocational qualifications. She is timetabled with each vocational subject and is developing the coursework to enable students, mainly in Y10 and 11 to complete coursework for a range of qualifications.	£35000
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 and there have been positive effects on both physical and mental wellbeing.	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 Y10 students with low academic achievement, who have taken longer to regulate themselves and so have missed a lot of academic learning.	£10 000
Other approaches (including links to personal, social and emotional wellbeing)				
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
Targetted reward programmes and behaviour interventions to develop a whole school positive ethos, including for attendance	A,B,D	In the previous year 55.6% of students receiving PPG achieved five qualifications in Y11, compared to 64.3% of non PPG. This year 57.1% of PPG students achieved compared to 53.1% of others.	Whole school and individual reward programmes work well in both regulating our pupils and in enabling us to relate to them. These will be continued to maintain the focus on learning behaviours and engagement in lessons.	£3000
Additional detail				

Pupil Premium students consist of 69% 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.