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

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| 1. **Summary information** | | | | | | | | | |
| **School** | | Ramsden Hall Academy | | | | **Type of SEN (eg.PMLD/SLD/MLD etc.)** | | SEMH |
| **Academic Year** | | 18-19 | **Total PP budget** | £73050 | | **Date of most recent PP Review** | | Sep 18 |
| **Total number of students** | | 96 | **Number of students eligible for PP** | 74 | | **Date for next internal review of this strategy** | | April 19 |
| 1. **Current attainment** | | | | | | | | | |
|  | | | | | Students eligible for PP (your school) | | Students not eligible for PP  (school) | | |
| **% achieving in English** | | | | | 54.7 | |  | | |
| **% achieving in maths** | | | | | 54.7 | |  | | |
| **% achieving in social independence** | | | | |  | |  | | |
| 1. **Barriers to future attainment (for students eligible for PP )** | | | | | | | | | |
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| **In-school barriers** | | | | | | | | | |
|  | PP eligible students are below expectations in achievement in English and Maths | | | | | | | | |
|  | 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** | | | | | | | | | |
| **D.** | Poor attendance to both school and lessons | | | | | | | | |
| **E.** | Social Independence skills are not developed at age-related expectations | | | | | | | | |

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| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* Success criteria | | | | | | | |
|  | 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. | | |
|  | 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 | | | | Boxall and Social Independence Scales rates of progress will match non PPG student rates | | |
| 1. **Planned expenditure** | | | | | | | | |
| **Academic year** | | **18-19** | | | | | | |
| The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | |
| 1. **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 to be taught 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. | Termly monitoring of attendance in school and lessons, English and Maths progress, Boxall levels and Social Independence levels. | | AS | April 19 | |
| Staff training on metacognition and self-regulation to develop the skills to support children to develop resilience resiliencconfidence | | A, B | Improved lesson pedagogy impacts on engagement and attendance, resulting in improved outcomes. | Monitoring of attendance in school and lessons, English and Maths progress. | | EB | April 19 | |
| **Total budgeted cost** | | | | | | | £35000 | |
| 1. **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 Boxall and SIS levels | | AW | April 19 | |
| 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 19 | |
| **Total budgeted cost** | | | | | | | £32000 | |
| 1. **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?** | |
| 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 19 | |
| Essex Youth Service Targeted mentoring for individual students not attending school | | D | 1:1 mentoring to address anti-social behaviour in the community and increase access to education | Attendance at Alternative Provision | | EB | June 19 | |
| **Total budgeted cost** | | | | | | | £6000 | |

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| 1. **Review of expenditure** | | | | | |
| **Previous Academic Year** | | **17-18** | | | |
| 1. **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** | |
| Whole staff training by Senior EPs to extend analysis and understanding of mental health and wellbeing and strategies to promote it. | Increased understanding of mental health and wellbeing in lessons to increase attendance and reduce negative incidents. | Whole school attendance is currently 78.26%, still significantly higher than last year’s figure of 73.94% and 3% higher than this year’s target for this measure. This figure remains over 10% higher  than the average pupil referral unit where the vast majority of our students arrive from.  The rate of negative incidents decreased significantly. | Whole staff consistency and use of strategies to promote mental health and wellbeing are now embedded with further top-up training planned for next year. | EP and staff time – one INSET day | |
| Whole Staff training on self-harm and the Essex Self Harm toolkit. | Reduction of incidents of self-harming behaviours in identified children | One identified students self-harming behaviours have reduced significantly and were not reported at all in term 6. Other’s imitation behaviours have also not been reported.  One student remains a concern – external professional support is being engaged. | The Self-harm toolkit is embedded but will need further refresher staff training next year. | EP and staff time – ½ inset day. | |
| 1. **Targeted support** | | | | | |
| **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 the  Access Unit 3 days per week. | PP students make at least equivalent progress in English and Maths | English and Maths progress by students in receipt of pupil premium is outstanding in Years 6, 7, 8 and 9 and requires improvement in Years 10 and 11, compared to non PP students. | Access Unit support is effective in improving Maths and English progress. | £39000 | |
| 1:1 LSA maths and English support for identified students | Identified students make at least equivalent progress to non PP students | 100% of students with 1:1 support made equivalent progress, with 75% making greater progress than non PP students. | 1:1 interventions are effective and access to them needs to be increased. | £3200 | |
| 1. **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** | |
| Development of the Gym as an intervention | Identified students show increased social and emotional development | Identified students made good progress against their Boxall and Social Independence targets. | The gym has proved to be an effective intervention and needs to be expanded and staffed to allow access for more students to benefit from it. | £14000 | |
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| 1. **Additional detail** | | | | |
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