

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	19-20	Total PP budget	£80340	Date of most recent PP Review	Sep 19
Total number of students	93	Number of students eligible for PP	74	Date for next internal review of this strategy	April 20

2. 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		

3. 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	
D.	Poor attendance to both school and lessons
E.	Social Independence skills are not developed at age-related expectations

4. 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	Boxall and Social Independence Scales rates of progress will match non PPG student rates

5. Planned expenditure

Academic year

19-20

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 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 20

Staff training on improved feedback to develop student self-assessment and confidence	A, B	Improved feedback impacts on engagement and attendance, resulting in improved outcomes.	Monitoring of attendance in school and lessons, English and Maths progress.	EB	Dec 19
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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 Boxall and SIS levels	AW	April 20
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 20
Targeted Alternative Provision placements to keep KS4 students engaged and develop vocational offer	B and E	Increased AP support last year enabled KS4 students to achieve vocational qualifications and maintained contact with education	Monitoring visits, outcomes through attendance and qualifications	AMcl	Dec 19

Total budgeted cost £32000

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?
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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 20
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	Dec 19
One to One counselling support for mental health support	E	1:1 counselling has proven beneficial to individuals over the last two years and had positive impacts on their Social Independence Scores and attendance. The time slots are currently full and so we need to extend the service to include more students with identified mental health needs.	Monitoring of Boxall and SIS levels and attendance.	EB/AW	April 20
Total budgeted cost					£14000

6. Review of expenditure				
Previous Academic Year		18-19		
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	90% of students who are timetabled for support in the access unit have progressed in either academic or social targets. Social support has also been given to allow younger, more vulnerable students to adjust and begin to access the main school.	Continued Access Unit provision is required, but staffing will need to be reviewed due to likely retirement of current staff.	£3500
Staff training on metacognition and self-regulation to develop the skills to support children to develop resilience and confidence	A, B	Above average achievement compared to other PLT academies in English and Maths gcse suggests this has impacted on progress	This now needs to be extended across all vocational subjects to ensure students achieve at least five qualifications at gcse level, including English and Maths	-
ii. Targeted support				
Staffing and resourcing 1:1 and small group interventions in the Gym	C and E	90% of students who have actively engaged in the Gym have made progress either socially, academically or in both areas	This needs to be extended so that Y11 students gain their Health and Fitness Qualifications by Summer 2020	£20,000
1:1 LSA English and Maths tuition 2x per week allocated according to PPG	A, B and C	All students receiving 1:1 have made good or excellent progress in English, Maths or both.	Increased 1:1 support is needed at KS3 to develop reading and core number skills	£5000

and identified needs				
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i. 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
Targeted reward programmes and behaviour interventions to develop a whole school positive ethos, including for attendance	A,B, D	Whole school positives have increased overall, but attendance is still a cause for concern	Increased focus on attendance and AP to support engagement with education	£5000
Essex Youth Service Targeted mentoring for individual students not attending school	D	This has been implemented with one student with limited effect due to his lack of engagement.	Extend to three students this year who have asked for support and hence are more likely to engage	£1000

1. Additional detail

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.

