

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

1. Summary information					
School	Penkford School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2019-20	Total PP budget	£52,530	Date of most recent PP Review	July 2019
Total number of pupils	55	Number of pupils eligible for PP	38	Date for next internal review of this strategy	July 2020
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving targets set by school in English			25.49%	7.44%	
% achieving targets set by school in maths			29.41%	11.76%	
% achieving school targets in reading age			33.33%	12.96%	
% achieving school targets in spelling age			38.89%	11.76%	
3. Barriers to future attainment (for pupils eligible for PP )					
Neurodevelopmental conditions e.g. ADHD, ODD, ASC, FAS					
In-school barriers					
A.	Perception of self-esteem in relation to learning.				
B.	Low reading, spelling and numeracy ages				
C.	Avoidance behaviour impacting on school routines.				
External barriers					
D.	Attendance rates Involvement of multi-agency, health services, youth justice services				
4. Intended outcomes (specific outcomes and how they will be measured)					
		Success criteria			
A.	Increased self-esteem in relation to learning.		Engagement with learning especially in English and Maths. Reduction in number of inadequate work recorded incidents on SIMS		

<b>B.</b>	Increased reading, spelling and numeracy ages.	Increase in reading age of pupils with <7 reading or spelling age. Pupils achieve a functional level of literacy and numeracy skills to improve life skills and employability.
<b>C.</b>	Decrease in avoidance behaviour.	Through mentoring and personalised interventions a decrease in internal truancy and class disruption reported for pupils.
<b>D.</b>	Improved social and emotional literacy	Pupils aware of own emotions and those of others in a social situations. Improved scores in pupil voice questionnaires. Reduction in the number of incidents requiring physical interventions.

## 5. Planned expenditure

<b>Academic year</b>	2019/20
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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?
1 TLR – Doodle - £1134	Assist teachers in assessment and planning.	Doodle provides an appropriate way to assess pupil progress allowing teachers to better plan next steps for individuals and ensure work set is appropriate and challenging.	Monitored by SENCO and staff responsible for Quality Education.	Head	Reviewed at the end of each term.
TA2 1 term Sept – Dec 2019 - £3,000	Support pupils on a 1:1 basis where appropriate.	TA needed to support identified pupils with more complex needs in KS2. Also to ensure that their additional needs do not impact on the provision for other pupils.	Monitored by SENCO, KS2 lead and Deputy Head.	SLT	December 2019

ICT provision – Laptops and storage trolley £6,000	Enable better use of IT to improve learning across the school.	Ageing equipment in computer room and around school is impacting on ability to teach a whole class using IT. Laptops which can be booked for a whole class to use will resolve this issue.	Monitored by SLT responsible for Quality of Teaching.  Examples of good practice shared at T&L Hub.	SLT for QT	Reviewed at the end of each term.
<b>Total budgeted cost</b>					<b>£10,134</b>
<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>
Home tutors - £9,022	To facilitate learning for those who are finding it difficult to engage in the school environment.	There are a growing number of pupils who are finding it difficult to manage their own learning in the school environment. Their behaviour has a significant impact on the learning of others.	Home tutors liaise with teaching staff at the school and provide daily communication when necessary and always provide a weekly report. Attendance officer, Deputy Head and SLT for QT monitor progress.	Deputy Head	Reviewed on a weekly basis by Deputy Head.

Duke of Edinburgh Award Expedition - £2,000	To facilitate an opportunity that provides motivation for pupils in KS4 to attend and to enable necessary assessment needed for this valued qualification.	Outdoor Education is a significant part of the education of the young people at Penkford providing opportunities to learn life skills and develop social skills, team work and resilience. It is a significant motivating influence for attendance.	KBer delivers and monitors success of Duke of Edinburgh's Award	KBer	End of Summer Term
Sports Coaching sessions - £5,700	To provide opportunities for pupils to focus on an area of strength, to provide additional mentoring and to provide additional motivation for attendance.	Sport is a significant part of the education of the young people at Penkford providing opportunities to learn life skills and develop social skills, team work and resilience. It is a significant motivating influence for attendance. 1:1 coaching provides opportunities for individualised mentoring.	Deputy Head to co-ordinate programme and line manage sports mentors, monitoring their impact.	Deputy Head	Reviewed on a half termly basis.
Photography project - £500	To provide opportunities for pupils to focus on an area of strength, to provide additional mentoring and to provide additional motivation for attendance.	Enrichment activities are a significant part of the education of the young people at Penkford providing opportunities to learn life skills and develop social skills, team work and resilience. It is a significant motivating influence for attendance.	AJ to co-ordinate programme and monitor the impact.	AJ	End of 4 week project.
<b>Total budgeted cost</b>					<b>£17,222</b>
<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>

Sleep Clinic - £4,500	To provide sleep strategies for pupils who find this is a barrier for their learning.	It is recognised that sleep difficulty is a common issued for pupils with ADHD. More than half of our pupils are diagnosed with ADHD and many of them complain of being tired or will present as sleep deprived. This becomes a barrier to them learning and means they cannot cope with a whole school day without incident.	Head teachers and SENCO to co-ordinate and monitor.	Head & Senco	On a termly basis.
Counsellor - £11,400	To safeguard pupils mental health and to help remove barriers for learning.	As a provision for pupils with social, emotional and mental health difficulties it is important that there is the opportunity when needed to access a counsellor. This input can reduce the impact of the learning barrier created by their SEMH difficulties.	Counsellor's time is allocated by SENCO and SLT as appropriate. SENCO works with the Counsellor to monitor impact. Counsellor provides a weekly report.	Head & Senco	Impact is reviewed on a weekly basis.
Educational Psychologist - £2,140	To provide strategies, interventions and pathways for those who are finding the learning environment particularly challenging	Pupils attending Penkford can have very complex SEMH needs. This additional support provided by the EP service provides time for Team Around the Child meetings to ensure provision for our most complex young people is effective and appropriate.	EP's time is allocated by SENCO and SLT as appropriate. SENCO works with the EP to monitor impact.	Head & Deputy Head	Impact is measured on a case by case basis. Overall impact will be considered at the end of the year.
1 TLR – SNAP B - £1134	To provide a method for measuring outcomes other than academic and providing targets to help remove barriers to learning.	SNAP B provides an appropriate way to assess pupil progress with behaviour allowing teachers to better plan next steps for individuals and ensure appropriate strategies are in place to reduce behaviour as a barrier for learning.	Monitored by SENCO and staff responsible for Behaviour and Attitudes.	KBer	Reviewed at the end of each term.

Family Support - £6000	To remove barriers to families supporting the learning of pupils.	Research suggests that pupils are disproportionately more likely to fail to progress when family do not engage with the school.	Time allocated to Family Support by SLT. Monitored by Deputy Head and Safeguarding Lead	Deputy Head & Safeguarding Lead	Impact reviewed by Learning Mentor (Family Support) and Safeguarding lead.
<b>Total budgeted cost</b>					<b>£25,174</b>
<b>Total Anticipated Spend</b>					<b>£52,530</b>

## Impact of Pupil Premium expenditure 2018-19:

Pupil Premium 2018/19 expenditure	£50,110	On-going evaluation of expenditure
Ozone therapy	£9500	Holistic therapeutic base offering pupils respite and play therapy. Pupil voice indicates that the service is well-received has a positive impact on pupil well-being. Ozone works in synergy with our counselling therapies by allowing pupils to rest, recover and return before accessing lessons.
On-site Pupil Counsellor	£15,168	One term of counselling provision provided by Barnardo's followed by the appointment of an on-site Pupil Counsellor to work directly for Penkford School to deliver individual therapeutic counselling for those pupils identified as needing support. Having a familiar and consistent face around school has enabled the counsellor to save time in the initial trust growing phase of counselling, meaning fewer sessions are needed, saving money. This has also extended to the ability to provide off-site counselling for pupils and families who present complex emotional needs and require additional support outside of school.
Military Mentoring (School of Military Re-engagement Project)	£5770	Key cohorts of pupils (high priority pupils Term 3 2017-18) responded well to our military mentoring programme which offered 1:1 off-site sessions with a coaching approach. Pupils modified their behaviour and attitude following close mentoring and monitoring. <i>Refer to the 2017-18 military mentor file for further insight and impact evaluation.</i>
Doddle Education Suite	£5175	Educational resource and progress tracking software purchased January 2019. We are currently in the process of baselining all pupils on roll on the new system to provide the following improvements in learning and assessment for our learners: <ul style="list-style-type: none"> <li>- Detailed, personalised RAG-rated reports automatically produced for pupils and parents which link to differentiated, subject-specific intervention that can be completed individually by pupils, or during 1:1s/lost learning sessions.</li> <li>- Refinement of individualised intervention and pathway resource packages to be taught to pupils on temporary personalised pathways or the High Priority Pupil Project.</li> <li>- Enhanced learning experiences: increased use of interactive ICT-based teaching and learning resources by teaching and support staff. Pupil access to ICT based learning resources to facilitate computer based access arrangements and pupil preferences if outlined in EHCP documentation.</li> <li>- Refinement of home learning provision for pupils set by subject specialists which enhances curriculum coverage in school.</li> <li>-</li> </ul>

1:1 Tutoring	£8000	<p>1:1 tutoring provision off-site offered as part of short term personalised pathways to cater for pupils who are deemed at risk of long term or permanent exclusion. Bespoke packages are also offered to pupils presenting high levels of anxiety and complex mental health needs who are at risk of disengagement from learning or school refusal if a tailored intervention is not put in place. Behaviour incidents have decreased and attitude to learning has improved for those pupils deemed risk of long term or permanent exclusion if on-site.</p> <p>Pupils with high levels of anxiety have engaged with bespoke packages including off-site tuition which has reduced the risk of on-going disengagement from education. We continue to work with tutors to plan appropriate re-engagement to school pathways when appropriate.</p>
Pupil and Parent Support: Transport, Family Liaison Support	£6497	<p>Removing external barriers to learning and engagement through intensive family support and facilitation of personalised provision for pupils when required. Support includes the facilitation of:</p> <ul style="list-style-type: none"> <li>- half termly family focus support groups led by our Parent and Pupil support HLTA which has increased parent and carer participation and provided informal family wellbeing support</li> <li>- transport for pupils requiring short term personalised education pathways</li> <li>- transport for pupils at risk involvement in antisocial behaviour in the local community when issued with a public bus pass by LEA transport services</li> <li>- transport for pupils presenting high levels of anxiety related to the use of public transport where parents unable to provide transport and the school bus service is not deemed appropriate by LEA transport services</li> </ul>
<b>Total committed expenditure:</b>	<b>£50,110</b>	

In addition to the qualitative benefits of our pupil premium funded staffing additionality reported by pupils, our intervention and support offer funded by pupil premium is also reflected in the school-wide attitude to learning of pupils:

- A reduction in overall behaviour incidents reported across the school as reflected in the year on year analysis
- A reduction in positive handling physical interventions implemented throughout 2018-19 in comparison to previous year analysis

