



Nancealverne School pupil premium spending report 2018-19/ Action Plan 2019-20

1. Summary information- spending report					
School	Nancealverne School				
Academic Year	2018-19	Total PP budget	£44,645	Date of most recent PP Review: October 2019	LGB meetings review PP impact / progress as part of agenda item
Total number of pupils	80	Number of pupils eligible for PP	39	Date for next internal review of this strategy	February 2019

2. Current attainment

SPT Progress Policy (March 2018): 'It is vital that the statutory assessment system is fair and inclusive, and that it enables all pupils to show progress regardless of any additional needs they may have' (Rochford Review Recommendations September 2017).

Reporting Progress: The SPT has established common language to be used across the Special Partnership Trust when reporting on the progress of our pupils within core areas of learning (English/Maths). We will use the following three terms to identify progress being made by all pupils of the school including our PP cohort:

Colour coding	Attainment/ Progression
Emerging This will refer to pupils who are currently working towards the expected rates of progress	Emerging This will refer to pupils who are currently working towards the expected rates of progress
Expected This will refer to pupils who are currently working within the expected rates of progress	Expected This will refer to pupils who are currently working within the expected rates of progress
Exceeded This will refer to pupils who are currently working beyond the expected rates of progress	Exceeded This will refer to pupils who are currently working beyond the expected rates of progress

Data benchmark, assessment and progress: The Special Partnership Trust have agreed upon a progress data benchmark which will ensure appropriate challenge and high expectations in terms of the progress made by all pupil

Emerging 15%	Expected 60%		Exceeding 25%
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	95%		94%
% making progress in reading	95%		94%
% making progress in writing	95%		94%
% making progress in maths	95%		94%

Formative Assessment: Formative assessment is an on-going process throughout the year, whereby teachers and support staff assess and collect evidence with and alongside pupils towards achieving individual targets (evidenced via learning records/work books and individual pupil progress files). This type of assessment ensures regular on-going monitoring of progress allowing teachers to plan for and target specific skills required for pupils to make progress in all areas of development. The main purpose of all formative assessments is to monitor progress.

Summative Assessment: Summative assessments take place formally 3 times a year (data drops - Autumn, Spring and Summer) and used to track individual pupils' progress towards their end of year goals (and beyond). This data is monitored by class teachers, the extended leadership team, the LGB and Trustees to analyse cohorts of pupils as well as patterns in progress identifying any gaps in learning; such gaps if identified are addressed through planned intervention (this may be focussed work for pupil, use of additional resources or identification of CPD need for staff). The main purpose of all summative assessments is to evaluate progress.

Key Stage 1-4 Progress (MSI Assessment): For those pupils who are not engaged in subject specific learning (L2L cohort) we follow the MSI assessment system. This system addresses pre-learning (pre-requisite) skills and engagement within very small steps which is appropriate and most relevant for this cohort of pupils. We have developed our own progress measure for this assessment system which is based on a point scoring system. For each area (domain) of learning pupils has a score linked to their levels of engagement and understanding of skills; this data is formally reviewed and updated each term where teachers are able to track the increase in scores in terms of expected progress. Our fundamental aim is to establish the rates of progress each pupil has made using the following measure:

Emerging	Expected	Exceeding
Below expected levels of progress	Expected levels of progress	Above expected level of progress
0.00-0.12 (score increase over the year)	0.13-0.20 (score increase over the year)	0.21+ (score increase over the year)

Key Stage 1-4 Progress (BARS and B Squared Progression Steps assessment): For those pupils who are engaged in subject specific learning we follow a combination of the BARS and B Squared Progression Steps assessment systems. The BARS (Brent Assessment Route System) assessment was developed by a group of outstanding schools in Brent offering detailed assessment over a range of levels. It allows us to track progress in core areas of learning for our KS1 - KS4 learners: BARS assessment, has an inbuilt progress tracker which measures progress over time from a starting point and again allows us to evidence the rates of progress (Emerging, Expected, Exceeded) being made. We have found that the BARS system does not adequately assess pupils working at the higher levels of attainment. For this cohort we use the B Squared Progression Steps to provide us with these extended levels to ensure

that we are able to challenge all learners appropriately. We also use the B Squared Early Years assessment for EYFS and B Squared Adult Curriculum for Upper and Lower 6th Form pupils. Each B Squared assessment system has its own progress tracker which measures progress over time from a starting point and again allows us to evidence the rates of progress (Emerging, Expected, Exceeded) being made.

Data drops:

Following formal assessment pupil progress is reported to the LGB and Trustees via the Head Teacher report (termly data drops); as such all data presented is open to scrutiny and challenge. We also capture data evidence on a half termly basis. Each Autumn Term the LGB hold a data day where pupil progress over time for all cohorts including those in receipt of Pupil Premium is scrutinised using the established flight paths which determine progress within each strand (emerging, expected, exceeded). This process secures rigor in ensuring all pupils are in receipt of an education/school offer which remains outstanding.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

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| A. | Pupils at Nancealverne School have severe or profound learning difficulties; some have social and communication difficulties which can overtime, impact significantly upon social and emotional development, learning, achievement and progress. These pupils require enhanced and targeted opportunities for planned social inclusion to further develop important social skills/relationships with others; our Pupil Premium offer secures such opportunities through a range of therapeutic approaches, Music therapy, horse-riding and a bespoke TIS support programme. |
| B. | Improving pupil's progress, ensuring pupils make at least expected progress against National Curriculum attainment. Our Pupil Premium students exceed the SPT progress benchmarks and outperform non pupil premium in the school. We look to identify further challenge in all areas of the curriculum. Pupils are quickly identify if interventions are required in order for them to reach the expected or above. Bespoke interventions support the holistic approach embedded throughout the curriculum offer. Systematic phonics teaching to enable pupils to access learning. |
| C. | Promoting health and wellbeing through a range of activities, therapies and focused outcomes, linked to EHCP/ IEP targets. A high proportion of pupils have complex health care needs; it is fundamental we address their physical/health and well-being needs to enable all pupils to engage in the teaching and learning process; much of this work is addressed via targeted staffing support and IEP/ target setting and as such forms part of our Pupil Premium offer. This also includes physiotherapy, SALT, OT and AAC. |

External barriers (issues which also require action outside school, such as low attendance rates)

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| D. | Complex medical needs which can significantly impact upon their school attendance, thus impacting on their attainment. Such needs are addressed throughout the school day; managing medical conditions/ liaising with medical professionals, to ensure that on their return to school pupils physical well-being is supported which enables them to actively engage in the teaching/learning process. The school monitors all attendance evidence and addresses lower attendance through our dedicated Home/ School liaison officer, who meets regularly with the EWO |
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	to offer parents a range of support when required. Low attendance of high medical needs students are supported through outreach school provision.	
E	The school is required to develop effective outcomes designed by health professionals (some of which are identified within EHCPs) which need to be addressed throughout the teaching day; such outcomes require staff and pupils to engage in activities found outside less conventional teaching/learning sessions – the school needs to ensure it is responsive to such demands and as a result is using the IEP benchmark (data) to secure the acquisition of therapy targets set are achieved	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Pupils to feel safe, secure and emotionally supported within school.</p> <ul style="list-style-type: none"> • Pupils to be placed onto whole school monitoring system, with areas for impact and intervention identified. Pupils receive time tabled support programme to work on key focuses from monitoring. • Pupils able to communicate how they are feeling and limit negative behavioural responses for a more positive outcome. • To purchase additional resources to develop nurture approach. Establish a new Therapy room and update current room to ensure pupils have access to up to date resources and bespoke intervention as required. 	<ul style="list-style-type: none"> • Key support identified and support packages in place. Whole school added to TIS system, with key focuses identified through each class: 1: 1 and small group target work in place. • Bespoke curriculum offers for 2 students in need of additional emotional wellbeing/ welfare packages: <p>Pupils attending weekly sessions, enabling focus areas to be supported. On reflection pupils have gained more confidence across the school and are more resilient in dealing with emotional incidents and setbacks. Reduction in behavioural incidents evident in school behavioural logs.</p> <ul style="list-style-type: none"> • Staff and pupils utilise new therapy/ TIS rooms and resources to support wellbeing, 1:1 or small group interventions. • Music therapy feedback/ target setting achieved termly for each focus pupil • Pupils selected for horse riding/ equine therapy through professional dialogue with staff to identify key pupils requiring additional social and emotional support.
	<p><u>Rationale for spending: review and researched impact taken from Education Endowment Foundation.</u></p> <ul style="list-style-type: none"> • <i>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions - EEF 2018.</i> 	<p><u>Evidence of interventions:</u></p> <p>Through such interventions, pupils have shown development and successes in the following areas of social and emotional development:</p> <ul style="list-style-type: none"> • Increased confidence in all targeted interventions on offer. • All pupils in focus sessions, demonstrate improved engagement and social interaction, this can be evidenced in Music therapy reports and

- *Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.*
- *The EEF has evaluated a number of programmes that seek to improve 'learning to learn' skills. The majority have found positive impacts, although smaller in size (around 2 months' progress on average) than the average seen in the wider evidence base. For three of these programmes there were indications that they were particularly beneficial for pupils from low income families.*
- *On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.*

As a school, we aim to support individuals with their SEL not only through their school life but for future life-long learning.

Horse riding/ equine therapy pre and post staff observation recording. (see impact / evidence file)

Music therapy: current data demonstrates that 55% of pupils attending Music therapy can display levels of behaviour that could potentially cause harm to themselves or others.

Within this % 1 student is currently receiving a bespoke educational package with Music Therapy included in the home to support emotional wellbeing funded by PP to support and develop SEL.

Horse riding/ equine therapies:

Data collection, through staff observation and pre and post skills tracking, have demonstrated that pupils have improved in the following areas that link to their SEL, communication and PSHE: Within the groupings that have taken part in the sessions;

- 54% of pupils have improved in confidence within sessions
- 69% of pupils have improved in calmness whilst in sessions
- 92% of pupils have developed skills in listening and turn taking
- 69% have demonstrated a reduction in anxiety within the sessions.

Pupils have also made progress in other areas within the session and these are listed on their own personal data sheet.

TIS/ THRIVE Sessions:

- Pupils attending focus SEL sessions have engaged fully in session with 100% of pupils providing positive feedback from the sessions.
- Pupil's attending sessions have demonstrated a reduction in level 3 behavioural incidents, with pupils improving in social and emotional development. (This can be evidenced through behavioural tracking system, linked to pupil's wellbeing profiles.
- bespoke intervention packages (targeted support) and highly skilled practitioners has reduced the use of physical intervention across the school; de-escalation accounts for at least 98% of behaviour management.

		<ul style="list-style-type: none"> • Future focus in TIS / Thrive sessions will develop small group focus in SEL within mixed age groups, linking primary and secondary pupils working on the same targets,
<p>B.</p>	<p>Improving pupil’s progress, ensuring pupils make at least expected progress against National Curriculum attainment. Pupils making sustained and increased progress across the National Curriculum subjects.</p>	<p>Staff ensure pupils are fully engaged in all sessions. Staff are supportive in enabling achievement through effective strategies and challenge in session. Support strategies are fully in place and enable pupils to progress in all areas, including SEL, communication and PSHE. Staff are fully aware of targets set for individuals and ensure feedback is provided for both pupils and other professionals in relation to the pupils’ development needs, target setting and next steps.</p>
	<p><u>Rationale for spending, review and researched impact taken from Education Endowment Foundation.</u> <i>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. In addition to this, individualised instruction 1:1 support/ challenge strategies also have a positive effect on learner’s outcomes.</i></p> <p><u>As a school we believe that additional staff in classes as an additional resource promotes pupil’s attainment. Providing TA support allows for additional assessment procedures, modelling of strategies linked to cognitive and metacognitive strategies and provides challenge linked to session outcomes whether 1:1 or small group focused.</u></p>	<p><u>Evidence:</u> <i>Through staff supporting in classes, individuals continue to make good progress against non- PP pupils.</i></p> <ul style="list-style-type: none"> • Pupils are supported yet challenged through questioning and other assessment methods linked to pupil’s attainment. • Through small group work or individual 1:1 support sessions pupils are fully engaged in their learning and will often perform more effectively in sessions than those who work alone. This also supports and promotes pupil’s metacognition (learning to learn) and self -regulation methods, with staff modelling approaches to pupils, thus enabling strategies to pupils learning. • Pupils remain on task for longer periods of time in learning sessions and those requiring sensory breaks transition to these seamlessly, due to staff expectation and skill development linked to pupils needs. • Pupils progress meetings are held termly to ensure progress can be demonstrated and pupils not making expected progress can be pinpointed and effective approaches identified to enable Catch up sessions or different learning techniques, these also link to pupils learning styles. • Weekly class team meetings enable additional feedback from staff linked to pupil’s wellbeing, successes, needs, developments and targets.

<p>C.</p>	<p>Identification of therapies provided, within classes, with linked impact to EHCP/ IEP targets.</p>	<p>Pupils fully engaged in daily sessions in class. Therapy targets set and interweaved within curriculum sessions where necessary. Staff aware of pupil’s targets and work towards developing sustained progression in all areas targeted. Healthy activities; further engagement in healthy activities and healthy week. Regular physical activity within school. Promotion of after school clubs and out of school activities apparent on school healthy board and in school newsletters.</p>
	<p><u>Rationale for spending:</u> <i>Joint commissioning arrangements must cover the services for 0-25 year old children and young people with SEN or disabilities, both with and without EHC plans. Services will include specialist support and therapies, such as clinical treatments and delivery of medications, speech and language therapy, assistive technology, personal care (or access to it), Child and Adolescent Mental Health Services (CAMHS) support, occupational therapy, training, physiotherapy, a range of nursing support, specialist equipment, wheelchairs and continence supplies and also emergency provision.</i> SEND code of Practice 2015</p> <p><u>At Nancealverne school, we understand the importance of the whole child and the significance of the role of specialist support and therapies within our setting. We are aware that working collaboratively enables a child to progress and lead happy and fulfilled lives. Our school ethos is dedicated to support all pupils with a range of needs to meet their full potential.</u></p>	<p><u>Evidence:</u> Through inclusive practice and professional dialogue with specialists support teams, pupils spend dedicated periods of time working on such therapies.</p> <ul style="list-style-type: none"> ● Staff enable pupils to have full access to and utilise all specialist equipment available to that child. ● Staffing levels enable bespoke time tabled approaches for such therapies, including sensory diet and CAMHS support. (see time tables) ● CPD is provided to staff in order to gain additional specialist knowledge and update any service training provision. (see training matrix) ● Regular Therapy meetings allow for professional dialogue regarding O.T, Physio and SALT programmes. (see time tables) ● Therapies are linked to pupil’s EHCP/ IEP targets and are evaluated each term, with parents and pupils voice being sought for EHCP reviews. ● Staff utilise specialist resources to support pupils with their daily living, promoting independence where possible.
<p>D.</p>	<p>Pupils with High medical needs are supported through home school liaison link and EWO clinics to ensure pupils are attending school on a regular basis</p>	<p>Home school liaison utilised to ensure parents are aware of need for children to be in school. Home visits with EWO to ensure pupils and parents are supported with any medical recommendations when in school and are aware of implications of missing education.</p>

<p><i>Rationale for spending</i> “Schools understand that, without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with their peers. These schools are on the lookout for poor patterns of attendance in their nurseries and address them as soon as they become concerned.”</p> <p><i>Taken from www.gov.uk/government/publications/improving-attendance-at-school</i></p> <p><i>The school’s robust attendance procedures are in line with government expectations. We have a high percentage of vulnerable pupils with complex health care needs and there is consistent monitoring and effective communication in place to provide the best possible support.</i></p>	<p><i>Evidence:</i></p> <ul style="list-style-type: none"> • Through effective use of the school’s home-school liaison (HSL) officer enables parents to feel supported in understanding the importance of education and attendance for their child. • Regular contact with parents promotes understanding of expectations of attendance. • Support is provided through HSL with transport provision for pupils • Parents challenged over poor attendance • Regular EWO meetings with parents have shown a reduction in poor attendance. • Improved attendance of 6% demonstrates provision is effective (87%-93.12%) • Bespoke interventions enabled attendance data to raise by 69% and 51% for pupils experiencing persistent absenteeism.
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5. Action Plan- 2018/19					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Staff at Nancealverne feel Pupil Premium Funding offers an opportunity to develop pupil’s full achievements in a holistic approach throughout school life. We have identified that the Pupil Premium spending will be focused and developed within two areas: Curriculum Enrichment and Specific Support in Classes/ Curriculum/Resources.					
i. Provide targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils to feel safe and secure in school	Horse riding: equine therapy	Pupils ECHP’s/ class observations demonstrate need for	Pupils selected by meeting with class teachers and reviewing pupil’s needs and ECHP objectives.	CW pp Lead with SW	Whole programme reviewed in July 18. Groups/ Pupils

<p>and within the community.</p> <p>Demonstrating confidence and positive behavioural approaches.</p>		<p>behavioural development and confidence support.</p> <p>Pupils to utilise Horse riding sessions to support emotional wellbeing and promote social understanding and communication.</p>	<p>Pupils assessed through pre and post evaluation skills and development questionnaire.</p>	<p>leading sessions</p>	<p>development reviewed each half term after sessions completed.</p>
	TIS support	<p>To ensure that pupils social/emotional needs are met. Offer targeted support and promote core values.</p>	<p>All pupils have been entered on the ICT Motional tool to identify and track impact. ACE questionnaires completed with support from staff. Impact of interventions evaluated.</p>	<p>MM/SW</p>	<p>Reviewed termly. New pupils to be identified for targeted support throughout the school year.</p>
	Music therapy	<p>To support pupils with social and emotional needs/development. To create opportunities for pupils to express themselves in a supported therapeutic approach. Pupils attend focused half termly music therapy sessions. Targets are set through</p>	<p>Feedback is provided, and regular meetings are set with teachers to evaluate targets and reflect on impact made. Pupil's behaviour incidents have dropped significantly, and expressive language development has improved. (see feedback from therapist and</p>	<p>CW PP lead, Music therapist</p> <p>Teaching staff to set targets and</p>	<p>Pupils review termly with Music therapist and teaching staff.</p> <p>Reports written for pupils ECHP meetings.</p>
	Hydro Therapy swimming sessions	<p>Pupils attend time tabled sessions with 2:1 staffing support. Pupils completed a range of exercises to support personal physio development targets.</p>	<p>Pupils attending sessions are well supported and feel the benefit of the hydro sessions.</p> <p>Feedback to therapists provided and new targets provided through EHCP</p>	<p>CW/ RC Therapists</p>	<p>Reviewed through EHCP/ IEP targets Termly IEP reviews.</p>
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

PP pupils to make expected or exceeding progress in all areas of the National Curriculum	Staffing support to be utilised to enable focused approaches in teaching and learning.	PP pupils make significant progress across the National Curriculum subjects. Staffing support enables a more bespoke approach to pupils learning, with targeted approaches. Key targets for pupils evident in	Regular progress meetings with staff to ensure pupil progress is monitored and reviewed with next steps.	SLT/RC	Termly progress reviews evident in school calendar. Data collection using assessment programmes demonstrate progress.
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ii. Whole school support strategies

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils to feel confident in their appearance at school	School to support	PP pupils receive free school uniform in order for them to feel proud and confident of their appearance when in school.	Letters are sent to all parents in receipt of PP. Offer of school uniform for each academic year. Pupils and parents are happy to have current uniform provided. Feedback from pupil's state they feel the same as their friends and wear the same clothes.	RC/JP	Reviewed each July
Pupils to become more active and become more aware of their health and wellbeing needs an development	PP funding to pay for 1 free after school club per week.	Pupils to engage in healthy activities in order to promote emotional wellbeing. To develop a range of sporting/ active lifestyle opportunities for all students.	Weekly registers for clubs demonstrate more pupils attended clubs this year than last year. A rise of: 10% in club attendance. Pupils continue to attend clubs due to PP funding, with one free club a week offered, this has enabled pupils to attend more than 1 club a week, with parents only having to pay a minimal amount. PP funding also supports the attendance of pupils to the healthy cookery and Drama clubs, thus	RC/JP	Reviewed each July, with impact monitoring and staffing CPD reviewed for following year

			promoting communication and social skills.		
Pupils to attend a range of trips to develop enrichment opportunities.	PP funding to support in subsidised school trips	To enable Pupils to engage in extra-curricular activities, supporting engagement and emotional wellbeing,	Pupils to attend additional visits through subsidised support. Pupils engaging fully in community events and activities.	RC/JP	Reviewed in July 18
Pupils to engage in focused sensory and physical integration sessions.	Sensory focus breaks Regular fine and gross motor activities.	Development of individualised and group sensory integration sessions including; <ul style="list-style-type: none"> • Sensory studio • Brain gym/Sensory focus breaks • Wake and shake /coordination groups • Fine motor and gross motor skills activities .	Wake and shake implemented in school hall to support gross motor skills. Pupils enjoy wake and shake with: 60% of the children attending weekly. Pupil's voice provided to engage pupils with the selection of songs and activities provided. Songs updated half termly, with a free choice Friday, enabling pupil voice.	RC/JP	Reviewed July 18

6. Review of expenditure 2018-19 - £44,645

Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve pupil outcomes in learning and enable pupils to reflect on their learning.	Staffing placement to support pupils learning. Staff placed where best skill areas can be utilised throughout school- additional member of staff appointed for targeted support.	60% of pupil premium pupils made expected or above progress in Maths. In English 45% of pupil premium pupils made above or expected progress. PSHE demonstrated that 92% of pupil premium pupils made expected or above.	Support within classes through focused support to enable high quality teaching and learning outcomes have been successful. Previous Learning zone teaching can be catered for in whole class approaches with additional staff rather than taking pupils out for learning sessions linked to teachers planning intentions	£5,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To support pupils with social and emotional needs/development. To create opportunities for pupils to express themselves in a	Music Therapy/ Horse riding sessions/hydrotherapy sessions	Pupils attend half termly music therapy sessions. Feedback is provided and regular meetings with teachers to set new targets. Pupil's behaviour incidents have dropped significantly and expressive language development has improved. Communication of pupils attending horse riding has played a significant part in communication development in the class.	To continue with this provision as successful outcomes for pupils behaviour and wellbeing. Recent evaluation of Therapy feedback has resulted in a more concise and effect feedback system, with target setting and impact evaluation after the	£14,500 £5,000

<p>Pupils to be supported in all aspects of physical and sensory awareness. Promotion of intensive therapy</p>	<p>Wake and shake Intensive interaction Therapy sessions; including Physio. SALT and O.T focus sessions</p>	<p>Pupils received additional focus periods of time on sensory and therapy intentions aside from outside professional support. Programmes delivered as small 1:1 intervention sessions with impact from each session recorded for relevant professional: OT. Physio, SALT</p>	<p>Successful professional dialogue form all parties, with targets set and reviewed by therapists. Staff aware for targets and intended support programmes. To continue next academic year.</p>	<p>£2,000</p>
<p>Pupil's emotional wellbeing is being fully supported through holistic approaches in school.</p>	<p>TIS intervention support programme including training for staff</p>	<p>Focus staff to be trained in Thrive. Training to be cascaded through to other support staff for a more inclusive approach to Thrive across the school. Reduction in behavioural incidents and emotional wellbeing promoted through sessions</p>	<p>We will continue with this approach through new initiative TIS due to the following: 2 members of staff trained in Thrive and have current case load of 20 pupil premium pupils. 48% of PP pupils receiving Thrive intervention. Behavioural incidents have decreased due to staff awareness of Thrive approaches and programme outcomes. The school have seen a dramatic reduction in serious behavioural incidents over this period of time. Additional training to be provided for an additional 2 members of staff to be Thrive trained 2017-18.</p>	<p>£9,145 Including Thrive room set up costs.</p>
<p>iii. Other approaches</p>				
<p>Develop a clear protocol to raise home/school /parental engagement. Increase attendance of all pupils.</p>	<p>Regular EWO clinics and home school liaison links for parent's</p>	<p>Regular monitoring of absence undertaken by the home school Liaison and followed up through consultation and attendance clinics. EWO clinics/ meetings with parents of children who have low attendance have been implemented and professional discussion has been facilitated with the staff.</p>	<p>Regular attendance clinics and continued support from the EWO has had a significant impact; whole school attendance has improved by 6% across the school year- 2016/17-2017/18 Whole School attendance has increased from 87% to 92% and exceeds the SPT benchmark (91.1%)</p>	<p>£2,000</p>

Pupils to be aware of a range of healthy activities to promote wellbeing	To engage pupils in healthy activities. To develop a range of sporting/ active lifestyle opportunities for all students.	Offering clubs with 1 free payment enabled pupils to attend afterschool clubs to develop physical and emotional wellbeing, where previously they may have had limited social interaction after school. Staffing ratio enabled promotion of physical activity and independence.	Offering 1 free club and transport enabled pupils without adequate funding or family transport to attend, thus seeing a 30% rise in attendance to healthy clubs. Clubs to continue next year without transport offer, due to funding implications.	£5,360
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7. Additional areas of spending for PP pupils taken from PPG

Additional purchases / areas of spending for PP pupils taken from PPG.

Area of spend	Aim	Impact	Cost
PECS books	To purchase PECS to support pupils' communication	2 PECS books purchased to develop skills in picture exchange, pupils utilising the PECS book well.	£120.00
EAL	To support pupil with EAL: purchase of an APP for I pad.	App purchased and being utilised by EAL pupil, with support from staff.	£20.00
Key board sessions:	To support 3 pupils with anxiety issues	Pupils engage more with peers and enjoys the musical aspect of the sessions.	£300.00
School uniform purchases	To provide all pupils on PP free school uniform.	Pupil feel proud to wear new uniform and are happier with their appearance improving confidence.	£700.00
Residential activities for KS 3,4 5	To enable all PP pupils to attend a 3 day residential activity.	All pp pupils able to attend the residential due to a £60.00 per child contribution. Pupil and parental feedback will be sought prior to the residential and after to offer a comparison of data/ feedback.	£1.500

Total costing: £1,640

Proposed spending 2019-20

Desired outcomes for 2019-20

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	<p>Quality of teaching for all: Improving pupil's progress, ensuring pupils make sustained and increased progress across the National Curriculum subjects.</p>	<p>Staff ensure pupils are fully engaged in all sessions and achieving their full potential. Support strategies are fully in place for all pupils that enable pupils to progress in all areas, including communication and PSHE. Staff aware of pupils needs and can differentiate sessions to support security of application and challenge where required.</p>
	<p>Targeted support: Pupils continue to feel safe, secure and emotionally supported within school.</p> <ul style="list-style-type: none"> • Pupils continue to be monitored through TIS motional system criteria. 1-1 TIS sessions support the most vulnerable pupils. • Regular PSHE/ SMSC lessons to ensure pupils are aware of how they can feel safe and secure in school, at home and in the local community. • Pupils receive therapy support through class therapy focus sessions. Impact of therapies regularly monitored and evaluated. • Continuation of targeted intervention in relation to Music therapy/ Horse riding to support and develop emotional wellbeing, thus continuing to reduce negative behavioural incidents and to support emotional wellbeing/regulation and social interaction. Impact and progress reports are linked to Bsquared targets and regularly assessed. • Pupil Premium pupils will access extra-curricular activities to further promote health, well-being and social skills. 	<ul style="list-style-type: none"> • Key support identified and support packages in place, with parental awareness to the programme focus. • Whole school evaluated on TIS system, with key focuses for next steps identified through each class, as pupils' transition across the school: 1: 1 and small group target work in place. • Bespoke curriculum offer to continue for 3 students in need of additional emotional wellbeing/ welfare packages. To be closely monitored by school SENCO to ensure impact and support is relevant to pupils' needs and outcomes. • Inclusion access arranged for one pupil who is now accessing a GCSE course at a local secondary school. Uniform purchased for the pupil to support pupil wellbeing and confidence. <p>Pupils attending weekly sessions with continued reduction of behavioural incidents evident in school behavioural logs. (SIMS)</p> <ul style="list-style-type: none"> • Staff and pupils develop resources currently on offer and purchase more up to date resources when required to further support wellbeing, 1:1 or small group interventions. • Horse riding and music therapy will continue to be monitored and impact reports assessed.

	<p>Pupils with High medical needs or persistent absence records are supported through home school liaison link and EWO clinics to ensure pupils are attending school on a regular basis.</p>	<p>Home school liaison to continue ensure pupils are attending school. Home visits with EWO to be apparent to ensure pupils and parents are supported with any medical recommendations when in school and are aware of implications of missing education.</p>
	<p><u>Other approaches</u></p> <p>School to offer both school uniform and school PE kit to promote equality and inclusion.</p>	<p>Pupils confident in engaging with others in school, awareness that all pupils have same uniform, so no economic barriers are identified.</p>