

Strategy for the Use of Pupil Premium

1. Summary information					
School	Newman School			Type of SEND	Complex Needs, SLD, MLD, PD, ASC, SLCN, SEMH, VI, HI,
Academic Year	2018-19	Total PP budget	£43,900	Date of most recent PP Review	July 2018
Total number of pupils	121.4	Number of pupils eligible for PP	38	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% expected (amber) / above expected (green) progress Reading (20 PP with data)	45% / 50%	33% 45%
% expected (amber) / above expected (green) progress Writing (23 PP with data)	43% / 39%	44% / 35%
% expected (amber) / above expected (green) progress Maths (26 PP with data)	58% / 38%	64% / 31%
Number of pupils achieving Entry 2 or 3, or Level 1 English Y10 –Y12	0	3
Number of pupils achieving Entry 2 or 3 /Level 1 / GCSE Maths Y10 –Y12	2	1

Note: Numerical scores track progress on our bespoke Trackers, where 1-2 points are designated 'expected' and 3 and above is 'above expected' from individual starting points. Decisions are then modified for achievements at 'Bridge' and below to account for artefacts of the system, and for individual considerations, such as health needs. This is evolving as more data is collected.

3. Barriers to future attainment (for pupils eligible for PP)	
Attendance, medical and health needs leading to short term and extended absence for surgery, degenerative conditions meaning reductions in skills, combinations of barriers to learning such as PD with SLCN, social and mental health issues including high levels of anxiety, home learning opportunities and reduced aspirations.	
In-school barriers	
A.	Communication, Literacy and Numeracy skills of some pupils eligible for PP across school
B.	Social, emotional and mental health issues, including confidence and self -esteem, slow the progress of some pupils eligible for PP
C.	Barriers to learning associated with ASC slow the progress of some pupils eligible for PP
External barriers	

D.	<ul style="list-style-type: none"> Attendance: 9 full-time pupils in NMS eligible for PP had attendance rates below 90%, compared to 24 pupils not eligible for PP (larger cohort). Average was 86.12% for those eligible for PP. Overall attendance was 88.05% for NMS, with an average of 89.79% for comparable full time group. For Newman Additional Resource (NAR) pupils eligible for PP, average attendance was 86.47%. Overall attendance was 84.78%. This reduces school hours; limiting learning opportunities and progress. For some families-some levels of academic achievement, including literacy and numeracy For some families-level of aspiration in home environment <p>These factors limit learning opportunities and progress.</p>
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes in Communication (including Augmentative and Alternative Communication), literacy, numeracy for pupils eligible for PP	Pupils eligible for PP make rapid progress in communication, reading and numeracy by the end of the year. Measured by external certification, and benchmarked outcomes following targeted approaches.
B.	Reduced impact of social, emotional and mental health issues on the engagement, lesson attendance of pupils eligible for PP	Pupils eligible for PP with SEMH assessed as having higher levels of confidence and self- esteem, with reduced need for access to withdrawal space, reduced recorded incidents of challenging behaviours.
C.	Reduced impact of barriers to learning associated with ASC for pupils eligible for PP	Pupils eligible for PP with ASC, including those with higher ability, are assessed as having higher levels of positive social interaction, reduced negative interaction, and increased rate of progress from previous individual assessment points
D.	Increased parent/carer engagement in families of children eligible for PP; increased attendance rates for pupils eligible for Pupil Premium where these factors are an issue for individuals.	All families of children eligible for PP attending Annual Review/ other meetings e.g., CIN meetings. Reduce the number of persistent absentees among pupils eligible for PP, where complex health needs are not a factor. Raise attendance for all children eligible/ not eligible for PP).

5. Planned expenditure					
Academic year					
The use of Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Raised attainment for all pupils.</p> <p><i>The combinations and complexities of need within our population mean the actual budget for Pupil Premium is allocated as below.</i></p> <p><i>This section provides information on how raising attainment for all, including those pupils for whom we receive PP, is central to the life of the school.</i></p>	<ul style="list-style-type: none"> •Whole school strategic vision with ethos of promoting attainment for all •Focus on teaching and learning for PP in Performance Appraisal cycle and lesson observations •Agreed 'Essentials for Teaching and Learning' •Pupil Progress meetings targeting individual pupils throughout year identifying strategies, evaluating outcomes •'Learning Conversations' with Department leads •Staff training on utilising feedback. •On-going TA project on Maximizing the Impact of TAs- Performance Review Targets 	<p>References below identify strategies implemented in depth and with attention to detail as effective in raising whole school attainment:</p> <p><i>Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice.</i> London: DfE, (2015).</p> <p>EEF toolkit</p>	<p>Lesson observations/ learning walks/ drop ins with focus on Teaching and Learning, and other aspects that impact on attainment: "Tasks are clearly explained/or modelled. The pace is effective"; in Learning Walks "observe whether pupils have specific behaviour issues and how these are addressed".</p> <p>Meetings with MLT/ SLT focussing on "monitoring and improving the progress of specified more able and less able Pupil Premium pupils in subject(s) /curriculum areas."</p> <p>All staff informed of individual pupils' needs and barriers to learning. All staff, including support staff, aware of pupils eligible for PP.</p> <p>Lesson observations include TA Performance Appraisal targets on pupil outcomes</p>	<p>Head teacher</p> <p>Deputy Head</p> <p>SLT team</p>	<p>Throughout year in reports from drop- in sessions.</p> <p>Pupil Progress Meetings</p> <p>Follow up 'Learning Conversations' with Department Leads to evaluate outcomes, track progress</p> <p>Summative data points January and June 2019</p>
Total budgeted cost					From main Budget

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improved levels of literacy</p> <p>Improved levels of numeracy</p> <p>Improved communication skills raising academic progress for pupils who use AAC</p>	<p>Literacy: Wave 3, <i>Reading Rescue</i></p> <p><i>1st Class@Number, Becoming1stClass@Number, NumberSense</i></p> <p>Direct funded speech and language therapist full-time in addition to statutory days</p>	<p>Pupils identified as needing targeted approaches to diminish difference in achievement. These programmes have been independently evaluated and shown to be effective in other schools. They have also been used previously in our setting, enhancing progress for pupils with similar needs</p> <p>New training for Literacy (<i>Reading Rescue</i>) and Numeracy (<i>Number Sense</i>) completed to enable targeted Actions for a wider cohort of pupils. Pupils who use AAC, particularly those with complex physical needs, are over-represented in our pupils of concern group. The provision of full-time SALT enables targeted sessions to enhance use of communication aids, as well as in-class support, including from HLTA, to ensure crossover to curriculum/ academic targets.</p>	<p>Experienced staff trained to deliver programmes. Dedicated time on the timetable with staff covered to enable preparation and delivery. Time allocated for liaison with lead teachers who oversee impact: Literacy/Numeracy</p> <p>Newly qualified therapist has regular supervision from experienced external SALT, supported by experienced HLTA. Regular meetings with SALT by Communication Lead teacher to review progress and monitor targets. External verifying through City and Guilds certification.</p>	<p>Dept leads</p> <p>MLT Lead</p>	<p>During each programme, after each programme, with written evaluation provided, plus summative evaluation in June 2019</p> <p>£2445.00 Literacy £785.68 Numeracy</p> <p>Termly monitoring. SALT £3,377.64 HLTA £1,522.65</p>

	Direct funding of Educational Psychologist	Investing in individualised problem-solving and emotional support was identified as a strategy employed by successful schools in <i>Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice</i> . London: DfE, (2015).	Experienced Educational Psychologist known to school. Excellent INSET delivered by on individual learning and effective teaching approaches.	SEMH Lead	£3550.00 (1/3 of total year cost)
	Music Therapy	Excellent documented outcomes from previous years with impact on engagement, confidence, self- esteem. Targets linked to EHC Plans.	Nordoff Robbins –trained experienced therapists. Programme circulated and protected on timetable. On – going monitoring and evaluation, including digital evidence and feedback to class teachers.	SEMH Lead	£5165.00(1/3 of total year cost)
	Anger Management/ Friendship+ Anxiety/ Programmes	Anger Management programme devised from external provider materials. Excellent documented outcomes from previous years, with impact on engagement, reduction in incidents. Friendship + Anxiety programme devised in-house with SEMH lead.	Both programmes delivered by staff experienced in implementing, and in working with pupils with SEMH needs	SEMH Lead	£411.28
	Horse riding (including PP)	Series of 6 sessions for pupils, including PP and Post-CLA, identified by staff. Informal feedback from pupils/ families; digital evidence and anecdotal evidence of impact on self-esteem and confidence.	Lead teacher familiar with horses and quality of stables. Certified provider of Riding for the Disabled. Baseline recording of self-esteem and confidence levels	Lead teacher SLT	SLT monitoring, and summative evaluation of impact. £320.00
	Rebound Therapy	Longitudinal body of research evidence re impact of rebound therapy on ability to self - regulate and engage with learning, including engagement.	Staff team trained to lead, implement rebound therapy programme	Lead teacher SLT	£1645.12
D. Increased parent/carer engagement in families of children eligible for PP; increased attendance rates for pupils eligible for Pupil Premium, where	Family support officer employed to raise family engagement; conduct pre-admission visits;	Investing in individualised problem-solving and emotional support identified as a strategy employed by successful schools as above. In addition to the family support officer, a designated staff member follows up absence on the day; other staff meet individual pupils	Close liaison between family support officer, Admin staff monitoring attendance, Inclusion Officer, and lead teacher for SEMH who links with allied mental health		Weekly Meetings £22,380.60 (total actual cost) £18,598.27 (contribution from PP))

these factors are an issue	organise family learning programmes; support delivery of behaviour and sleep programmes; follow up attendance issues; advise on social, emotional, academic, financial issues, issues that impact on pupil achievement, including signposting to e.g., family literacy support plus EAL, sleep clinics, therapeutic interventions.	on arrival who may be in a crisis and address issues. Family support officer may then follow up specific factors. Positive relationships with families enable challenging issues to be addressed that have impact on pupils' attendance, such as family members' mental health. Support officer may liaise with the Children's Disability Team, and may bring/ accompany family members to meetings in/ out of school. Support out of school hours and in school holidays strengthens partnership with families and provides continuity for pupils where attendance is an issue.	professionals (school employed counsellor, CAHMS).		
Sub-total budgeted cost					£32,620.95
Total budgeted cost					£43,900.00

6. Review of expenditure				
Previous Academic Year		2017-2018	Total PP Budget: £37,950	
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
<p>Raised attainment for all pupils.</p> <p><i>The combinations and complexities of need within our population mean the actual budget for Pupil Premium is allocated as below. This section provides information on how raising attainment for all, including those pupils for whom we receive PP, is central to the life of the school.</i></p>	<ul style="list-style-type: none"> • Whole school strategic vision with ethos of promoting attainment for all • Focus on teaching and learning for PP in Performance Appraisal cycle and lesson observations • Agreed 'Essentials for Teaching and Learning' • Pupil Progress meetings targeting individual pupils throughout year identifying strategies, evaluating outcomes • 'Learning Conversations' with Department leads • Staff training on utilising feedback. • On-going TA project on Maximizing the Impact of TAs- Performance Review Targets 	<p>Approaches continue to become embedded- range of effective means of assessment for learning observed; stimulating resources for engagement for all, including effective use of digital material; differentiated styles of delivery including 'chunking' to respond to learning needs.</p> <p>Pupil Progress meetings continue to raise awareness of individual needs throughout school, not just of those eligible for PP. Increased TA participation/ attendance. All staff informed of individual pupils' needs and barriers to learning via class and PP meetings. All staff, including support staff, aware of pupils eligible for PP.</p> <p>Effective, differentiated feedback observed in lessons. Lesson observations/ drop ins showed knowledge and understanding of how SPECIFIC Pupil Premium pupils learn and how this impacts on teaching.</p> <p>MLT/ SLT focussed on monitoring and improving the progress of specified Pupil Premium pupils across ability range in different subject(s) /curriculum areas.</p> <p>Development: lesson observations need to include TA Performance Appraisal targets on pupil outcomes, when formulated.</p>	<p><i>The combinations and complexities of need within our population mean the actual budget for Pupil Premium was allocated as below.</i></p> <p><i>The whole school budget met all other aspects of development and this will be continued next year.</i></p>	From whole school budget

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
C. Improved levels of literacy	Literacy: <i>Wave 3, Reading Rescue(training)</i>	High: 2 pupils did Wave 3. Pupil 1: from pre Level 1 to PM Benchmarking Level 2 and has 37/45 HFWs. Pupil 2: From pre level 1 to PM Benchmarking Level 3. Success Criteria: met	These are effective programmes run by experienced members of staff. They are established within school, and will be continued next year.	£1,384.64 Literacy
Improved levels of numeracy	<i>1st Class@Number/ Becoming1stClass @Number/ Success@Arithmetic (training)</i>	High: 6 pupils (5 PP) were selected by need, following assessment using Sandwell Test. All made increased and significant rates of progress as measured by the Sandwell test: 1yr7mths/ 10mths/1yr 3 mths/ 5 mths/9 mths progress Success criteria: met	5/6 pupils made progress, the 6 th being new to school who may have needed longer to settle in class prior to sessions. Some outstanding progress (1yr 7 mths/ 10 months). Withdrawal avoided English/Literacy and Maths/ Numeracy sessions, in line with best practice, and varied the sessions missed across the week. This will also be continued. Noted importance of time allocated for liaison with lead teachers who oversaw impact.	£960.48 Numeracy
Improved communication skills raising academic progress for pupils who use AAC	Direct funded speech and language therapist for 2 days in addition to statutory days	Therapist skilled in use of AAC, was supported by experienced HLTA. Meetings with SALT and HLTA reviewed progress and monitored targets. Sickness absence did affect AAC input over year. External verification through City and Guilds certification, and SCOPE certification, including for pupils not eligible for PP Success criteria: met.	New training for Literacy (<i>Reading Rescue</i>) and Numeracy (<i>Number Sense</i> and <i>Becoming 1stClass@Number</i>) is complete to enable targeted Actions for a wider cohort of pupils next year Funding continues and is increased to a full-time post for additional SALT time, with cohort widened to include children at earlier levels of communication, including using AAC	SALT/ HLTA £4748.76

C. Reduced impact of barriers to learning associated with ASC for pupils eligible for PP	Programme of Designated ASC Social Groups for KS3/KS4/KS5	High: Established programme of social groups effective in enhancing social interaction, enabling pupils to focus on learning when in the classroom. Children in the 2 groups not eligible for PP were also able to benefit. Pupils KS4- KS5 believed they had developed their social skills through the programme, and do not need to continue as a group. Success criteria: met	Impact of experienced staff delivering programme. Importance of dedicated time on timetable to ensure staff can prepare. Staffing continues to need to be additional to curriculum requirements or covered. Staffing enables pupils needing 1:1 to be appropriately supported. Need to monitor combinations of pupils to keep effective dynamics, with pupils at a similar level. Continue with small KS3/4 group with matched children. Look at evaluation using EEF Toolkit.	£1,435.04
	Sensory Integration	High: Observed by therapist and teachers- impact of sensory integration (where child has difficulties in sensory processing) on ability to self -regulate and engage with learning. Programme also enabled pupils not eligible for PP to benefit. All 13 pupils made progress from being unable to operate independently to at least being able to complete with a lot of help. 5 pupils were able to complete all with 'some' or 'a little' help.	Detailed feedback and reporting by therapist, enabling programme to continue across the week. Importance of detailed initial assessment by ASC lead/ OT, with impact overseen by ASC lead to measure baseline and track outcomes. Funding to continue, with therapist across both sites.	£2,363.66 (1/3 of total year cost)

iii. Other approaches (including links to personal, social and emotional wellbeing)				
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
D. Reduced impact of social, emotional and mental health issues on the engagement, lesson attendance of pupils eligible for PP	<i>RENEW</i> programme	On-going: 6 students had 4 sessions, 5 non-PP eligible, but all eligible for Bursary, had Renew programme, all perceiving they had made progress in recognising thoughts and feelings of others. 6 sessions to be completed	<i>RENEW</i> was previously evaluated by York University, and the same model was used to evaluate the <i>Myself</i> programme.	£75.28
	<i>Myself</i> programme	High: Programme set up for 1 pupil eligible for PP and one other. Exit data showed clear impact on self- esteem and self -evaluation/ personal insight. Success criteria: met	Programmes and outcomes shared with staff. Detailed feedback. Programmes will continue next year, with pupils identified by any staff member and referred to the lead for SEHM.	£209.68
	Funded trained counsellor across both sites	High: 10 pupils seen, including those not eligible for PP. Significant feedback on pupils sharing information with counsellor and wanting it shared to change their situation. Success criteria: met	Post to continue (new counsellor again appointed following previous one gaining new post). The fact of changing post holder has been a challenge for continuity	£2174.48
	Direct funding of Educational Psychologist	7 pupils, including pupils not eligible for PP, for direct work. Additional seen/ reports written, with observations/ 1:1 consultations	Experienced Educational Psychologist familiar with school and population. Funding to continue.	£2,333 (1/3 of total year cost)
	Music Therapy	Nordoff Robbins –trained experienced therapist working with those with most complex needs- with/ without PP (6 pupils with PP). Pupils’ individual targets (academic as well as social/ emotional/ for engagement) were shared with music therapist. Documented progress including powerful video evidence noted high levels of engagement and positive reports of enhanced engagement in the classroom, including younger ‘harder to reach children’. Success criteria: met	Approaches seen and modelled in music therapy were able to be carried over into the classroom. Staff were impressed by the outcomes and visible impact on pupils’ engagement and confidence. Regular group now established in Newman Additional Resource	£4018.24

<p>D. Increased parent/carer engagement in families of children eligible for PP; increased attendance rates for pupils eligible for Pupil Premium, where these factors are an issue</p>	<p>Family Support Officer employed to raise family engagement; conduct pre-admission visits; organise family learning programmes; support delivery of behaviour and sleep programmes; follow up attendance issues; advise on social, emotional, academic, financial issues, issues that impact on pupil achievement, including signposting to e.g., family literacy support plus EAL, sleep clinics, therapeutic interventions.</p>	<p>High: All families across school aware of availability of support, with high number of families of children eligible for PP having targeted and on-going support to meet a range of needs. These included challenging behaviour at home, vulnerable housing status, financial questions, family literacy support and development, signposting to other services. Families on an individual basis were supported to prepare for and attend meetings, with home visits in place to support raising attendance. All families attended Annual Reviews. Families where there is not eligibility for PP also benefit from the provision, supporting the SEMH of a wider range of pupils. Close liaison between family support officer, Admin staff monitoring attendance, Inclusion Officer, and lead teacher for SEMH who links with allied mental health professionals (school employed counsellor, CAHMS). Of the 10 children eligible for PP with attendance below 90%, 8 had complex health/ SEMH needs, leading to raised absence. Success criteria: met</p>	<p>All staff positive about role of Family Support Officer, and will alert where there is a need for targeted support. Officer attends Annual Reviews of targeted pupils, ensuring a link between academic and wider needs. Families contact directly for range of confidential issues that may impact on pupils' wellbeing/ attendance. Officer also supports families where the pupil has complex health needs and who may be too unwell to attend school. This maintains a positive link, and can aid a speedy return to school. The role will be maintained, with the Family Support Officer covering Newman Main School and Newman Additional Resource, with Admin support.</p>	<p>NMS/ NAR: £22,380.60 (total actual cost) £18,104.74 (contribution from PP)</p> <p>Family Learning Programme: £142.00</p>
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<p>7. Additional Information</p>
<p>2017-2018- Newman Main School PP Budget: £30,905 Newman Additional Resource PP Budget: £6,545</p> <p>Sensory Integration References: https://www.autism.com/symptoms_sensory_overview</p>