Pupil Premium 2019 – 2020

School’s Allocated Pupil Premium amount

Pupil Premium: 28,160

Post LAC: 25,300

Total = 53,460

Main Barriers to Educational Achievement

Emotionally ready to learn.

Resilience and misunderstandings during social times.

Life skills and being ready for the world outside of school.

Attaining English writing and communication targets

Accessing the curriculum through sensory.

Emotional coaching related to sex and relationship/social media.

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| **Allocation of funding** | **Reason for spending** | **How Impact is reviewed** | **Reviewed Date.** |
| Specialist TA: Emotional Support.  End of the day. | Many of these students require additional support at the beginning and end of the day to understand the situations that have happened or to discuss events that have worried them. Some will have timetables sessions during the day also. | Increase or sustained attendance to school.  A reduction of challenging or non-engagement behaviour.  Reports of behaviour and/or moods at home improved.  Reports from TAs leading these sessions. | This continues to be a very valued intervention. It not only continues to support our attendance and reduce the challenging behaviour in school but helps the students be more prepared for adulthood. There has been lots of EHC reviews that parents have stated how invaluable this time has been for supporting their students in and out of school. |
| Specialist TA: Emotional Support.  At playtimes and lunch times. | Some students find the unstructured times difficult to manage and these can lead to upset and disruption stopping them to be ready to learn. The TAs can empower these students to resolve the issues, witness what happen to give an opinion on the situation. They will also start activities to create a structure for this time. | A reduction of challenging or non-engagement behaviour.  Reports of behaviour and/or moods at home improved.  Reports from TAs leading these sessions. | Before Lockdown there was a significant reduction of incidents and none that required physical interventions. The students have demonstrated an increase in resilience and conflict resolution skills. |
| Specialist TA: Puberty and sexual awareness groups/social media related issues. | As the students become older they have found the body changes and emotional changes around relationships extremely difficult. In addition this spills into the social media area of life. The students are given weekly nurture lunchtime sessions to raise issues and direct nurture groups to discuss these issues. They will also have access to 1:1 sessions when required. | Students less anxious about the changes.  Students form appropriate safe sexual relationships.  Reduction of serious incidents occurring regarding inappropriate relationships. | Even during lockdown this have become a very important support for our students. They continued to receive direct work to discuss this. There has been some significant incidents related to this and this support has prevented it from escalating and allowed the students feel safe communicating around these issues. |
| Targeted additional support across the curriculum. | Increase confidence and self-esteem  Increase skills for life.  Apply to generalise learning. | Data analysis  Participation in class.  EHC reports and reviews. | Before lockdown the student were reaching and exceeding targets in all areas of the curriculum. |
| Travel Training. | To increase independent travel.  To build on life skills.  To access the community appropriately. | Increase in specific pupils progressing to Amber and Green certificates.  Head teacher’s report on travel training. | This is a motivating highlight for students and they often request this. It has increased their attendance on these days. It has meant that these students can have more independence travelling to and from work experience.  More students are safe in the community and have skills for when things do not go to plan. |
| Anxious Learners Provision. | To increase attendance.  To reduce anxieties through a consistent and individualised approach.  To provide an engaging and motivating curriculum personalised to each student.  To support students to access school. | Attendance data  Attainment data  Engagement in lessons.  Reduction in incidents | The students in this provision made excellent progress in all their curriculum areas. They remained engaged with their staff teams during lockdown due to these strong relationships.  There was a significant reduction in serous incidents with students developing strategies to self-regulate |
| English and Maths Interventions. | To develop confidence and knowledge in areas they find difficult.  To learn in a 1:1 situation tailored to their needs.  Switch on reading  Write dance  Funfit  Toe by Toe  Power of 1  Revamp of upper school library | Attendance data  Attainment data | Before lockdown all our students were meeting or exceeding targets. |
| Sensory Interventions. | To meet their sensory needs  To develop their engagement through sensory play. | Engagement profile progress. | There was a reduction in significant incidents and students were readier to learn. |
| Contact and support during lockdown | These students require more support during lockdown and continue to meet individual needs. | Students and families are happy and settled.  Clear communication between parents and students. Information shared at EHC reviews. | This helped students return happy and settled. It meant that the strong relationships with staff continued and allowed them to transition back into school smoothly. |