

# Strategy for the Use of Pupil Premium

1. Summary information					
School	Newman School			Type of SEND	PMLD, SLD, MLD, PD, ASC, SLCN, SEMH, VI, HI,
Academic Year	2016-17	Total PP budget	£40,118.00	Date of most recent PP Review	n/a
Total number of pupils	112	Number of pupils eligible for PP	36	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school)</i>
% achieving UQ targets in reading ( 2 with data KS1-KS2)	50%	0%
% achieving UQ targets in writing ( 2 with data KS1-KS2)	50%	50%
% achieving UQ targets in maths ( 2 with data KS1-KS2)	50%	50%
% expected / above expected progress Reading (2015-2016 only. 29 PP with data)	89.7%/ 3.4%	87.1%/6.4% ( 31 pupils with data)
% expected / above expected progress Writing (2015-2016 only. 29 PP with data)	89.7%/ 7%	77.4%/ 12.9% ( 31 pupils with data)
% expected / above expected progress Maths (2015-2016 only. 28 PP with data)	92.86%/ 7.14%	80.6%/ 3.2% ( 31 pupils with data)
% expected / above expected progress Core Subjects (2015-2016 only. 28 PP data)	96.6%/ 3.4%	87.1%/3.2% ( 31 pupils with data)
Number of pupils achieving Entry 2 or 3 English Y10 –Y12	6	5
Number of pupils achieving Entry 2 or 3 Maths Y10 –Y12	3	5

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	
<b>D.</b>	<ul style="list-style-type: none"> <li>Attendance: 11 full-time pupils in NMS eligible for PP had attendance rates below 90%. Average was 77.6%. Overall attendance was 87% for whole school, with an average of 90% for comparable full time group. For Newman Additional Resource (NAR) pupils eligible for PP, average attendance was 66.1%. Overall attendance was 81.4%. This reduces school hours; limiting learning opportunities and progress.</li> <li>For some families-some levels of academic achievement, including literacy and numeracy</li> <li>For some families-level of aspiration in home environment</li> </ul> <p>These factors limit learning opportunities and progress.</p>

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved outcomes in communication (Augmentive 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>B.</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.
<b>C.</b>	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
<b>D.</b>	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 children eligible for PP to match other pupils ( 90%).

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"> <li>•Whole school strategic vision with ethos of promoting attainment for all</li> <li>•Focus on teaching and learning for PP in Performance Appraisal cycle and lesson observations</li> <li>•Agreed 'Essentials for Teaching and Learning'</li> <li>•Pupil Progress meetings targeting individual pupils throughout year identifying strategies, evaluating outcomes</li> <li>•'Learning Conversations' with Department leads</li> <li>•Staff training on utilising feedback.</li> <li>•TA project on Maximizing the Impact of TAs- Performance Review Targets</li> </ul>	<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>INSET day for all staff on strategic vision and promoting attainment for all</p> <p>Lesson observations/ drop ins with focus on Teaching and Learning: "[show] knowledge and understanding of how SPECIFIC Pupil Premium pupils learn and how this impacts on YOUR teaching."</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 drop- in sessions for 'Essentials for Teaching and Learning'</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 2017</p>
<b>Total budgeted cost</b>					<b>From main Budget</b>
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: Better Reading Support Partners ( BRSP) Wave 3</p> <p>1<sup>st</sup> Class@Number</p> <p>Direct funded speech and language therapist for 2 days 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>Pupils who use AAC, particularly those with complex physical needs, are over- represented in our pupils of concern group. The provision of 2 additional days per week enables targeted sessions to enhance use of communication aids, as well as in-class support 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.</p> <p>Therapist skilled in use of AAC, supported by experienced HLTA. Regular meetings with SALT to review progress and monitor targets. External verifying through City and Guilds certification.</p>	<p>Dept leads</p> <p>Deputy Head</p>	<p>During each programme, after each programme, with written evaluation provided, plus summative evaluation in June 2017</p> <p>£627.52 Literacy £188.96 Numeracy</p> <p>Termly monitoring. SALT £3,377.64 HLTA £1,522.65</p>
<p>C. Reduced impact of barriers to learning associated with ASC for pupils eligible for PP</p>	<p>Programme of Designated ASC Social Groups for KS2/ KS3/ KS4</p> <p>Sensory Integration</p>	<p>Ofsted reports on PP identify most successful schools as also focussing on confidence and resilience of their pupils. Established programme of social groups has been observed to be effective in enhancing social interaction, enabling pupils to focus on learning when in the classroom. To be evaluated using EEF Toolkit in 2017</p> <p>Growing body of research into impact of sensory integration (where child has difficulties in sensory processing) on ability to self - regulate and engage with learning.</p>	<p>Experienced staff delivering programme. Dedicated time on timetable to ensure staff can prepare. Staffing is additional to curriculum requirements. Staffing enables pupils needing 1:1 to be appropriately supported.</p> <p>Occupational therapist trained in Sensory Integration. Detailed initial assessment by ASC lead/ OT. Impact overseen by ASC lead</p>	<p>ASC and SEHM lead</p>	<p>During each programme through liaison with lead teacher. Written feedback and meeting after programme. Summative evaluation in June 2017 Assessment points January and June 2017 £337.92</p> <p>£2,363.66 ( 1/3 of total year cost)</p>
<b>Total budgeted cost</b>					<b>£8,418.35</b>
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>

<p>B. Reduced impact of social, emotional and mental health issues on the engagement, lesson attendance of pupils eligible for PP</p>	<p><i>RENEW</i> programme <i>Myself</i> programme</p> <p>Funded trained counsellor across both sites</p> <p>Direct funding of Educational Psychologist</p> <p>Music Therapy</p>	<p><i>RENEW</i> was devised in conjunction with York University to assess and then promote the SEMH of pupils with a range of needs. It was evaluated by the University of York, and shown to be effective. <i>MYSELF</i> was devised in- house as a parallel programme to <i>RENEW</i> and was similarly evaluated/ shown to be effective.</p> <p>Individual assessment of pupils' SEMH needs can identify pupils with significant needs that do not meet criteria for CAHMS referral or who are awaiting therapeutic intervention. Individualised in-house counselling provision reduces absence due to mental health issues.</p> <p>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).</p> <p>Excellent documented outcomes from previous year ( see below) with impact on engagement, confidence, self- esteem. Targets linked to EHC Plans.</p>	<p>Both programmes delivered by staff experienced in implementing them, and in working with pupils with SEMH needs</p> <p>Trained counsellor recommended by local partnership</p> <p>Experienced Educational Psychologist known to school. Excellent INSET delivered by on individual learning and effective teaching approaches.</p> <p>Nordoff Robbins –trained experienced therapist. Programme circulated and protected on timetable. On – going monitoring and evaluation, including digital evidence and feedback to class teachers.</p>	<p>SEHM lead teacher</p> <p>SEMH Lead</p> <p>SEHM Lead</p> <p>SEMH Lead</p>	<p>After each programme, with written evaluation provided, plus summative evaluation in June 2017 £96.00 £140.80</p> <p>£3,040 (1/3 of total year cost)</p> <p>£2,333 ( 1/3 of total year cost)</p> <p>£572</p>
<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>2 family support officers employed to raise family engagement; conduct pre-admission visits; organise family learning programmes; support delivery of behaviour and sleep programmes; follow up attendance</p>	<p>Investing in individualised problem-solving and emotional support identified as a strategy employed by successful schools as above. In addition to the family support officers, a designated staff member follows up absence on the day; other staff meet individual pupils on arrival who may be in a crisis and address issues. Family support officers 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 officers may liaise with the</p>	<p>Close liaison between family support officers, Admin staff monitoring attendance, Inclusion Officer, and lead teacher for SEMH who links with allied mental health professionals (school employed counsellor, CAHMS).</p>		<p>March 2017 July 2017</p> <p>NMS: £22,380.60 NAR: £6,545.00 (contribution)</p>

	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.	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.			
<b>Total budgeted cost</b>					<b>£35,107.40</b>

6. Review of expenditure				
Previous Academic Year		2015-2016 Total PP Budget: £29,290		
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>Quality of teaching for all addressed through whole school budget</i></p>	<p>Year 2 of Strategic Vision: developing ethos of raising attainment for all. INSET- Teaching and Learning: Outstanding for All.</p> <p>Training for teachers on meta-cognition, effective feedback. Teacher and TA focus on developing independent learning. Pupil Progress Meetings to address individual need.</p>	<p>Approaches becoming 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 have raised awareness of individual needs throughout school, not just of those eligible for PP.</p> <p>Effective, differentiated feedback observed in lessons.</p>	<p><i>The combinations and complexities of need within our population meant 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	Estimated impact: Did you meet the	Lessons learned	Cost

	<b>action/approach</b>	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
Raised attainment in reading	<i>Wave 3 reading programme</i>	High: all 4 pupils made increased progress as measured by scheme bench-marking. Programme benefitted 2 further non-PP pupils. Success criteria: met	This is an effective programme run by an experienced member of staff. It is established within school, and will be continued next year.	£192 for 2 pupils £288 for 2 pupils Total £960
Raised attainment in Maths	<i>1stClass@Number</i>	High: this was the first cohort of pupils, following training of lead teacher and 2 TAs. 6 pupils (Post 16) were selected by need/ tutor group following assessment using Sandwell Test, and included 1 eligible for PP (Y12). All made increased and significant rates of progress as measured by the Sandwell test. Success criteria: met	The cost of training staff and cover needs were absorbed by the school budget. All pupils made progress, though, as expected, the highest rates of progress were made by those pupils whose higher attendance meant they completed all sessions. The trained staff are now available to implement the programme to a wider range of pupils. 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.	£153.60 for pupil eligible for PP.( others funded from school budget)

### iii. Other approaches (including links to personal, social and emotional wellbeing)

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Raise self- esteem of pupils with SEMH issues	<i>RENEW (5 pupils) Post –RENEW (4) Myself (2 pupils) Post-Myself (2) Programmes</i>	High: 2 others benefitted from group work 2 others benefitted from follow-up work 2 others benefitted from group work 2 others benefitted from follow-up work  Both programmes enhanced the self- esteem and confidence of the pupils, as tracked within the programmes, and as reported as crossing over into, e.g., pupils taking a lead during lessons, volunteering to answer questions. Success criteria: met	<i>RENEW</i> was independently evaluated by York University, and the same model was used to evaluate the <i>Myself</i> programme. Programmes and outcomes shared with staff. The post- programmes will be incorporated into the whole programmes and will continue next year, with pupils identified by any staff member and referred to the lead for SEHM.	£385 per pupil £12 per pupil £192 per pupil £24 per pupil  Total: £2,405

<p>Raise confidence, self- esteem and engagement of pupils.</p>	<p>Music Therapy (8) Music Engagement (21)</p>	<p>High: +11 other pupils benefitted(funded by school budget) + one other pupil benefitted from group work</p> <p>Pupils' individual targets (academic as well as social/ emotional/ for engagement) were shared with musician and music therapist. Those with the most complex needs were allocated to the music therapist. Documented progress including powerful video evidence noted high levels of engagement with musician and therapist and positive reports of enhanced engagement in the classroom, including younger 'harder to reach children'.</p> <p>Success criteria: met</p>	<p>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.</p> <p>Due to budget restrictions the music therapy programme only continues this year.</p>	<p>Range of input: £2,471.40</p> <p>Music Engagement: £88.74 per pupil Total £4,334.94</p>
<p>Improve family engagement where this is a barrier to learning; support families to meet children's wider social, emotional, mental health needs; raise attendance levels where possible</p>	<p>Provision of Family Support Officer</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. Families where there is not eligibility for PP also benefit from the provision, supporting the SEMH of a wider range of pupils.</p> <p>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, and has been expanded to include a Family Support Officer for Newman Additional Resource.</p>	<p>£22,380.60 NMS</p>

## 7. Additional Information

2016-2017- Newman Main School PP Budget: £33,573.00

Newman Additional Resource PP Budget: £6,545.00. The remainder of the salary for NAR Family Support Officer is met from the school budget

Additional Literacy funding for two pupils from Y7 Catch- Up Premium. Additional Numeracy funding for one pupil from Y7 Catch-Up Premium.

Additional projected costs from whole school budget for children eligible for PP:

CLA Transition ( £19.20), 'Rainbows' £278.88, Friendship/Anxiety ( 57.60), Anger Management ( £86.40)

Sensory Integration References: [https://www.autism.com/symptoms\\_sensory\\_overview](https://www.autism.com/symptoms_sensory_overview)