

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

1. Summary information					
<b>School</b>	Park View School			Type of SEN (SEMH)	
<b>Academic Year</b>	2018/2019	Total PP budget	£32785	Date of most recent PP Review	Sept 19
<b>Total number of pupils</b>	47	Number of pupils eligible for PP	38	Date for next internal review of this strategy	April 19
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% progress specific to school setting			No significant differences in attainment for PP and non PP		
3. Barriers to future attainment (for pupils eligible for PP )					
Attendance Anti-social behaviour Family support for some pupils Lack of mental health support from external services					
In-school barriers					
<b>A.</b>	Changing complexity of cohorts – lower starting points at KS2				
<b>B.</b>	Lack of mastery in literacy and numeracy due to gaps in knowledge				
<b>C.</b>	Changing complexity of cohorts – unidentified physical and mental health needs (sensory/proprioceptive/vestibular/neuro-developmental)				
<b>D.</b>	Behaviour for learning during structured and unstructured time				
<b>E.</b>	Under-developed social skills and integration				
<b>F.</b>	Staff expertise in sensory regulation and identification				
External barriers					
D.	Parents who find it a challenge to engage with school and other agencies Anti-social behaviour/Youth offending				

Historical low aspirations
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4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
<b>A.</b>	<p>To identify clear gaps in literacy using Fresh Start/RWI</p> <p><b><i>All pupils will be assessed by English lead and clear starting points identified.</i></b>  <b><i>Pupils will be given specific action plans to ensure that gaps in knowledge are clearly identified and closed</i></b></p>	<ul style="list-style-type: none"> <li>i. English lead and 2 other staff to complete RWI training during Autumn term.</li> <li>ii. All pupils assessed using the RWI system by end of Autumn term.</li> <li>iii. Timetabled sessions of withdrawal and interventions established by end of Spring 1.</li> </ul>
<b>B.</b>	<p>Pupils with complex needs are clearly identified and given strategies/programmes to emotionally regulate and access their learning</p> <p><b><i>This will be achieved through OT assessment and progress towards individualised OT programmes</i></b>  <b><i>Pupils will access breakfast and breaktime food to ensure that pupils are not hungry within school.</i></b></p>	<ul style="list-style-type: none"> <li>i. All identified pupils will have complete assessment with OT by the end of the Autumn term.</li> <li>ii. Programmes of intervention rolled out for all pupils based upon assessment outcomes during Spring 1.</li> <li>iii. Programmes and outcomes shared with parents and carers to develop their understanding of their children's needs and what activities they could incorporate into their child's home routine.</li> <li>iv. Staff training completed through twilight and training day by OT to ensure staff understand relevance and impact of OT programmes and how to incorporate in their practice.</li> <li>v. Free breakfast club provided for all pupils every morning throughout the year.</li> </ul>
<b>C.</b>	<p>Clear action plans via a range of strategies eg Boxall profiling to address the gaps in social development and understanding impact of own behaviours on others</p>	<ul style="list-style-type: none"> <li>i. All pupils will be assessed using the Boxall profile by the end of the Spring term.</li> </ul>

	<p><b><i>Boxall profile (where appropriate), out of class data, parental and staff feedback</i></b></p>	<ul style="list-style-type: none"> <li>ii. Outcomes of profiles will be made available to staff, via training sessions, and resultant actions incorporated into classroom practice and planning.</li> <li>iii. Revised out of class data collection system devised and implemented by the end of the Autumn term.</li> <li>iv. Revised system will provide comprehensive, timely data, highlighting patterns, so that SLT and Pastoral staff can implement strategies and interventions to address arising issues.</li> <li>v. Each pupil to have an individual education plan in place by the summer term based upon their specific needs identified in school and the outcomes highlighted in their EHCPs.</li> </ul>
<p><b>D.</b></p>	<p>Improved access to mental health support through a designated, in-house SEMH lead employed full time in school. This way the existing barriers that prevent pupils accessing the current CYPS and CAMHS offer can be bypassed, resulting in improved engagement with mental health services.</p> <p><b><i>Records of pupils accessing service</i></b>  <b><i>Records of intended outcomes and progress towards them</i></b>  <b><i>Parent/Carer feedback</i></b>  <b><i>Student voice</i></b></p>	<ul style="list-style-type: none"> <li>i. Recruit a designated mental health professional (SEMH Lead) by the end of Autumn 2.</li> <li>ii. SEMH Lead to develop an effective working relationship with pupils in school prior to attempting intervention work with them.</li> <li>iii. SEMH Lead to begin to offer generic parent course around specific conditions, such as ADHD, and individualised support to parents experiencing difficulties with their child.</li> <li>iv. SEMH Lead to work with pupils delivering a range of individual and group interventions such as,</li> </ul>

		<p>emotional resilience programmes and smoking cessation.</p> <p>v. SEMH Lead will document and record interventions delivered to pupils over the course of the academic year.</p>
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## 5. Planned expenditure

**Academic year**                      **2018/2019**

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

Intended outcome	Action	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To identify clear gaps in literacy using Fresh Start/RWI to ensure all pupils make expected progress from their starting points	<p>3 x Staff to attend Fresh Start Training (£200)</p> <p>Fresh Start Resources to be purchased (£200)</p> <p>Parental drop in session (£TBC)</p> <p>Homework Resources (£TBC)</p>	<p>Pupils arrive at many stages throughout the year and have often experienced a number of school moves or time away from education.</p> <p>Pupils have 'spiky' profiles within reading and writing and to ensure they make progress in future years this ground work is vital</p>	Pupils will have specified learning outcomes and intervention sessions targeted at their specific gaps. This will be reviewed at regular intervals throughout the academic year	English Lead/DHT	April 19

<p>Pupils with complex needs are clearly identified and given strategies/programs to emotionally regulate and access their learning</p>	<p>Commission Future Steps OT to carry out assessments on all pupils that consent is gained for (£16000)</p> <p>Staff Training from OT (£300)</p> <p>Resources (£1000)</p>	<p>Pupils are dysregulated within structured and unstructured times. Through thorough assessment wider needs can be identified and managed</p>	<p>All pupils are referred and assessed in timely manner. All pupils in receipt of bespoke OT program that is embedded throughout the school day for each pupil. Behaviour monitoring will show an improvement in out of class incidents and a</p>	<p>DHT/OT</p>	<p>Feb 19</p>
<b>Total budgeted cost</b>					£18500
<b>ii. Targeted support</b>					
<b>Intended Outcome</b>	<b>Action</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>

Clear action plans via a range of strategies eg Boxall profiling to address the gaps in social development and understanding impact of own behaviours on others	Attend Boxall Profile Training (£300) Identified cohort of learners to be profiled  Nurture group activities to be embedded during lesson one each day to build social skills and understanding (£2000)	'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.' +4 months (EEF)	Pupils will each have their own action plan based on their Boxall profiles	DHT/Pastoral	March 19
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<b>Total budgeted cost</b>					£2300
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**iii. Other approaches (including links to personal, social and emotional wellbeing)**

<b>Intended Outcome</b>	<b>Action</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>
Improved access to mental health support through employment of mental health/wellbeing lead	Employment of SEMH lead  CYPs referrals to be explored by SEMH lead  Sessions for pupils held in school  Parental coaching and outreach sessions	Mental health green paper in schools recommends that in next two years all schools will have mental health champions in school. Mental health and wellbeing	Uptake of sessions will be monitored	DB/IR	Termly

<b>Total budgeted cost</b>	<b>£15000</b>
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<b>6. Review of expenditure</b>
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<b>Previous Academic Year</b>	
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<b>i. Quality of teaching for all</b>
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Action	Intended outcome	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

<b>ii. Targeted support</b>
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Action	Intended outcome	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

<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>
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Action	Intended outcome	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

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**7. Additional detail**