

Pupil Premium Strategy 2018-19

Pupil Premium Strategy 2018-19			
School	Mary Elliot School	Type of SEN	ASC / PMLD+CN / SLD
Academic year: 2018 - 2019		Total PP Budget: £40,205.00	
Total Number of students: 109	Number of students eligible for PP grant: 43	Date for next internal review of strategy: July 2019	

Current attainment and progress

KS3 Asdan New Horizons

8 students were entitled to free school meals (FSM). 63% were Outstanding and completed all modules. 25% were Good and achieved a certificate. 1 CN student did not achieve a certificate (see above). 88% therefore achieved or exceeded the target of Good. This is only marginally lower than the whole-school figure. Due to the small number of students involved, this is not deemed to be significant. Overall Achievement: 91% achieved or exceeded the target of Good. New Horizons achievement therefore considered Outstanding.

Asdan Personal Progress

All students have achieved their targets, irrespective of whether they are Looked After Children (LAC) or entitled to Free School Meals (FSM). We consider this Good achievement. Overall Achievement: 100% achieved the target of at least Good. Year 14 Asdan achievement therefore considered Outstanding.

OCR Life and Living Skills

18 students were FSM, with 2 of these being LAC. 94% of students achieved or exceeded their target. Only 1 Year 13 SLD student did not achieve a Certificate (1 credit away). Overall Achievement: 70% achieved the target of at least Good. Remaining students still on target to achieve an Extended Certificate by Year 14, therefore KS5 OCR achievement considered Good.

IEP Progress

Both LAC and FSM met the progress target and made similar or better progress than the school as a whole (80% and 83% Good progress)

respectively).

P-Level Progress

LAC students have made Good progress in English. Those eligible for Free School Meals have made consistent progress across English and Maths.

Looked After Children

English: Reading 50%, Writing 87%, Expressive 67% Receptive 100%.

Average 76% Good progress or above. This meets the whole school target and is considered Good progress.

Maths: Number 33%, SSM 33%, Using & Applying 50%.

Average 39% Good progress or above.

Free School Meals

English: Reading 70%, Writing 63%, Expressive 43% Receptive 70%.

Average 62% Good progress or above.

Maths: Number 57%, SSM 50%, Using & Applying 47%.

Average 51% Good progress or above.

Accredited Outcomes – Pupils from Mary Elliot School undertake accredited courses including ASDAN Personal Progress and OCR Life and Living Skills. All Looked After Children (LAC) and Free School Meals (FSM) students have achieved their targets. 1 FSM student exceeded their target, and also achieved 2 units at Entry 3, the highest level for this accreditation.

1. Barriers to future achievement

- A. **Student attendance:** whole school attendance is 92.4% (June 2018). There are a significant number of students who have poor attendance which impacts on their learning and whole school attendance figures. The majority of recorded absences are due to complex and long standing medical issues. School will use Pupil Premium funding to engage with families of student; who receive PP to ensure that their attendance is supported for the long term. EWO service will work with families to ensure education and learning continues whilst they are absent from school and that regular and positive home school links are maintained.
- B. **Communication:** Students who have severe and complex or profound needs including difficulty with speech and communication find access to meaningful curriculum more challenging.
- C. **Access to community resources:** Ensure that students who receive PP have access to the community for learning; ensure that school has adequate transport provision and access to suitable off site provision which enables access to the community and enhances learning activities for PP students.

2. Outcomes for Students (and how they will be measured)

- A. Absence rates for all students improve, particularly those in receipt of Pupil Premium. Students who are off long term due to complex medical issues will have continuity of contact with school; staff will be more effective in supporting students to access learning whilst absent. Progress for students on long term absence will be improved through analysis of IEP / SOLAR curriculum data

B. To prioritise communication within a skills based curriculum ensuring all pupils in receipt of Pupil Premium have an individual communication plan. Plans to be monitored and updated, progress recorded on SOLAR and within "Learner Journey" folders.
C. To prioritise communication within a skills based curriculum ensuring SCERTS is embedded for ASC pupils in receipt of Pupil Premium. Progress within SCERTS evidenced within "Learner Journey" folders.
D. Students who access riding for the disabled (RDA) activities can potentially engage and interact more successfully in this activity, and increase levels of self-confidence. Progress can be assessed through the Engagement scale and Entry Level 1 continuum. "Learner Journey" folders will also evidence engagement in this activity.
E. Continued operation of the school's off site Life Skills Flat (situated within the local community) enabling Pupil Premium learners to make progress in the "My Independence" section of the new semi-formal curriculum. Progress assessed through SOLAR progress data and external (OCR) accreditation.
F. Student progress outcomes are enhanced through delivery of a meaningful life skills based curriculum where maths and English targets are supported through Independent living skills activities in the community measurable through IEP and SOLAR progress targets
G. Students who access dog therapy activities can potentially engage and interact more successfully in this therapy activity. Progress can be assessed through the ten stage Engagement scale.
H. Students to improve confidence and communication skills through engagement of specialist music tutor and development of singing and signing choir. Monitoring of progress through communication plans and IEP targets.

3. Planned Expenditure				
Academic Year 2018 – 2019				
43 Pupils in receipt of Pupil Premium – Income £40,205.				
Desired Outcome	Chosen action / approach	Estimated impact	Lessons Learned/further action required	Anticipated Cost
A - Absence rates for all students improve, particularly those in receipt of Pupil Premium.	EWO service engaged to support the work of the Parent Support and Attendance Adviser.	To be reviewed April 2019	To be reviewed April 2019	£2500,00
B - To prioritise communication within a skills based	Speech and language therapist to support development of individual plans and to provide	To be reviewed April 2019	To be reviewed April 2019	£5,000.00

curriculum ensuring all pupils in receipt of Pupil Premium have an individual communication plan.	support and training for staff working with pupils in receipt of Pupil Premium.			
C - To prioritise communication within a skills based curriculum ensuring SCERTS is embedded for ASC pupils in receipt of Pupil Premium.	Development of SCERTS within the ASC department, provision of resources to support this, including resources to support intensive interaction. These resources to be available to pupils in receipt of Pupil Premium across the school.	To be reviewed April 2019	To be reviewed April 2019	£3000.00
D - Continue to increase communication and engagement and confidence for complex young people	Continued support for the successful programme developed with Riding For The Disabled.	To be reviewed April 2019	To be reviewed April 2019	£3500.00
E -Ensure that students who receive PP have access to the community for learning; ensure that a suitable learning environment is maintained to allow the development and application of practical life skills.	Continued operation and resourcing of the school's off site Life Skills flat enabling Pupil Premium learners to make progress in the "My Independence" section of the new semi-formal curriculum.	To be reviewed April 2019	To be reviewed April 2019	£1500.00
F - Ensure that students who receive PP have access to the community for	Ensure that school has adequate transport provision to allow access to community to enhance learning activities for	To be reviewed April 2019	To be reviewed April 2019	£6,205

learning; ensure that school has adequate transport provision to allow access to community to enhance learning activities for Pupil Premium students.	PP students. To support the costs of a minibus and accessing public transport. Introduction of Travel Training programme.			
G -Continue to increase communication and engagement for complex young people with dog therapy team.	Dog therapist to continue to work with pupils.	To be reviewed April 2019	To be reviewed April 2019	£3500.00
H - To improve confidence and communication skills through engagement of specialist music tutor and development of singing and signing choir.	Specialist music tutor introduced to school 1 day per week. Resources to support development of choir.	To be reviewed April 2019	To be reviewed April 2019	£10,000.00
I -Specific interventions and resources to support immediate need.	Reserve funds for miscellaneous small items to meet individual needs of identified and immediate needs of specific pupils in receipt of Pupil Premium	To be reviewed April 2019	To be reviewed April 2019	£5000.00
Anticipated Total Expenditure from Pupil Premium Funds				£40,205.00

2017-18 Pupil Premium Expenditure

Summary information 2017-18			
School	Mary Elliot School	Type of SEN	ASC/PMLD+CN / SLD
Academic year: 2017 - 2018		Total PP Budget: £43,561.25	
Total Number of students: 113	Number of students eligible for PP grant: 46	Date for next internal review of strategy: July 2018	

Review of Expenditure 2017-18				
Desired Outcome	Chosen action / approach	Estimated impact	Lessons Learned/further action required	Cost
Increased access to community resources and off site learning opportunities.	Minibus - continued lease of additional bus.	Improved confidence, Improved social & communication skills.	High impact, successful in enabling access to a wide range of off-site learning.	£2069.71
More efficient transition to and use of transport.	Minibus Driver.	Reduced stress to pupils as minibus is made ready for each trip. Minibus can be made available to multiple and consecutive groups increasing making more opportunities available to more learners.	High impact, successful in enabling access to a wide range of off-site learning.	£14,137.56

Specialist support and strategies to improve communication.	Speech & language Therapist	Communication skills prioritised, assessment of pupils, support for staff to develop communication plans.	Increasing impact as SALT has provided training for staff and support development of communication strategies across the school. Continued investment in this area is justified.	£3000.00
To improve pupils self-confidence and enhance emotional wellbeing.	Riding For The Disabled	Improved confidence, social and interaction skills. Increased independence and engagement.	Very successful and ongoing programme which is to be continued.	£2264.00
Increase access to local swimming pool and in school hydrotherapy.	Employment of Swimming Tutor	Improved water safety, social and engagement skills, social & emotional wellbeing.	Regular use of in school hydrotherapy pool has greater individual impact than rotated access to community pool.	£7689.49
Improved confidence and skills in the water. Access to community faculties.	Use of community swimming pool.	Improved knowledge of water safety and development of swimming skills. Increased confidence when using community facilities.	Limited number of pupils are able to access this, but of value to those pupils who can.	£1624.00
Individual hydrotherapy sessions for LAC pupils with identified needs	Additional Staff to support bespoke hydrotherapy sessions.	Improve social and emotional wellbeing, positive impact on mobility.	Effective use of funding enabling increase frequency of access to hydrotherapy for identified pupils.	£350.38
Reduction in fear of dogs and increased safety when off site. Increase sensory engagement.	Dog therapy sessions.	Increased sensory engagement. Successful reduction of fear of dogs and resultant improved safety during community access activities.	Successful and popular with pupils across the school. To be continued for a further year.	£2730.00

Opportunity to develop communication and engagement skills	Visiting Theatre Company, performance and workshop.	Increased sensory engagement and communication. Social and emotional wellbeing	High sensory engagement but little sustained impact. May not be funded from Pupil Premium in future years.	£899.00
Interaction with more able peers to develop communication skills and confidence / self-reliance.	Sessions at Jane Lane School.	Increased levels of independence and transferability of skills.	Has had limited impact and will not be continued.	£3300.00
Development of social skills, interaction with peers across the school, increased engagement.	Materials to enable introduction and running of weekly Enrichment Clubs.	Increased peer interaction and communication, improved social and emotional wellbeing, increased engagement.	Hi impact weekly activities which have proved successful and popular with pupils. Programme of enrichment activities to be further developed over the coming year.	£1000.00
Opportunity to develop and apply independent living skills.	Access to Community Life Skills Flat. Contribution to costs of materials and resources.	Development and application of life skills, decreased levels of dependency.	Increased usage of this facility to be facilitated through timetable changes for academic year 2018-19.	£580.29
Increased awareness of environmental issues and responsibilities. Exploration of wider school environment.	John Muir Award Sessions – “Otherwise Education”.	Opportunity to work with external professional, successful engagement with and increased awareness wider school environment, particularly woodland area.	Successful as part of the enrichment programme for a limited number of more able pupils. Will not continue in the next academic year.	£2,600.00

Specific interventions and resources to support immediate need.	Miscellaneous small items to meet individual needs of identified and immediate needs of specific pupils in receipt of Pupil Premium	Items include, swimwear, sensory light, bubble tube, contribution to cost of residential trip and download of apps to support individual learning activities.	Specific interventions to support immediate need, successful short term impact.	£1,316.82
Total Expenditure from Pupil Premium Funds				£43,561.25