

SSSFN Pupil premium strategy statement – 2017/18

1. Summary information					
School	Short Stay School for Norfolk				
Academic Year	2017-2018	Total PP budget	£216,000	Date of most recent PP Review	SuA17
Total number of pupils 22/5/17	347	Number of pupils eligible for PP	187 (54%)	Date for next internal review of this strategy	AuB17

2. Current attainment		
Spring /Summer 16	<i>Pupils eligible for PP in our school</i>	<i>All Pupils in our school</i>
% of pupils leaving SSSfN with a GCSE (15/16 data to be updated Autumn 17)	56%	59%
% of pupils leaving SSSFN with some A* - C (15/16 data to be updated Autumn 17)	10%	10%
% of pupils leaving SSSFN with 4 or more GCSE (15/16 data to be updated Autumn 17)	15%	17%
% of KS1/2 pupils making 33 or more points progress in Reading across one term	47%	42%
% of KS1/2 pupils making 33 more points progress in Maths across 1 term	43%	40%
% of KS3/4 pupils making progress in English across 1 term (teacher assessment)	53%	57%
% of KS3/4 pupils making progress in Maths across 1 term (teacher assessment)	55%	63%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor oral language and understanding of the spoken and written word.
B.	Low levels of numeracy
C.	SEMH needs has an impact on the pupils' ability to engage and to learn
D.	Individual pupil specific barriers

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Low attendance of pupil premium pupils across all key stages.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved progress in speaking and listening and reading.	Pupil premium pupils will meet their learning ladders targets for speaking and listening and reading.
B.	Improved progress in maths; staff embedding the CPA approach into their maths teaching.	Pupil premium pupils will meet their learning ladders targets for maths. Increased use of concrete resources as seen via work scrutiny.
C.	A more formalised and planned whole school approach to addressing the SEMH needs of pupils on a day to day basis.	Improvements in attendance, improvements in progress, reduction in behaviour issues, improvement to staff wellbeing, happier pupils.
D.	Developing a tool box of interventions to meet pupil's specific individual needs.	The pupil's voice helps to develop a bespoke response/intervention to barriers. The pupil tracker shows an improvement in the targeted area.
E.	Improved attendance	Improved attendance

5. Planned expenditure					
Academic year	2017-2018				
The three headings below enable schools to demonstrate how they are using the 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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved knowledge and understanding across the school staff in the 'learning to learn approaches'	To deliver staff training in metacognition and self-regulation	The Sutton Trust researched and measured the impact of interventions/resources to improve the attainment of disadvantaged pupils. Metacognition and self-regulation approaches have consistently high levels of impact with pupils making an average of 8 months' additional progress	XLT will be asked to report back and provide evidence of impact in pupils' learning	SQ/JMc	Autumn B 17
Total budgeted cost					Part of £31,093
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Improved progress in speaking and listening and reading.	Speaking and listening: Speechlink and Talking Partners interventions	We looked at the standardised scores for pupils joining SSSFN and identified those pupils who had a standardised score less than 85. We identified deficits between the	Intervention time to be timetabled. Staff trained where necessary (consideration of a no leave clause for staff to take part in training). Resources	JMc/ACR (SENDCo)	Autumn 2017

	Reading: Arrow (also spelling) and Lexia interventions	% of PP pupils and non PP pupils for reading, BPVS and speechlink.	purchased. Action plan as to how to implement. Monitoring system to track and report back. Performance management targets set to support this implementation.		
B Improved progress in maths; staff embedding the CPA approach into their maths teaching.	<p>Mathematics purchased and used.</p> <p>Numicon resources purchased and staff training across all key stages.</p>	We looked at the standardised scores for pupils joining SSSFN and identified those pupils who had a standardised score less than 85. We identified deficits between the % of PP pupils and non PP pupils for maths.	Intervention time to be timetabled. Staff trained where necessary (consideration of a no leave clause for staff to take part in training). Resources purchased. Action plan as to how to implement. Monitoring system to track and report back. Performance management targets set to support this implementation.	JMc/IR (KS1/2) and ID (KS3/4)	Autumn 2017
C A more formalised and planned whole school approach to addressing the SEMH needs of pupils on a day to day basis.	Thrive trialled and implemented across KS3 across the short stay bases.	KS3 PP pupils struggle to engage with learning and a nurture group has been formed. FEX data indicates that PP FEX are higher than non-PP FEX for KS3 pupils. Significant incident data shows that there is a negative gap between the % of PP pupils with incidents and the % of non-PP pupils with incidents.	XLT member (JM) to be given responsibility for implementing, tracking, monitoring and review.	<p>JMc (Thrive and clinical psych.)</p> <p>AW (AP)</p>	Autumn 2017

	<p>Utilising the knowledge and skill set of a mental health practitioner supported by a clinical psychologist</p> <p>Access to alternative provision to reengage or engage pupils more readily in their learning.</p>	<p>Thrive supports children with emotional health, wellbeing and social skills all which are needed for effective learning to take place. Thrive is based on upto date brain science and research into child development and helps staff in school to adapt their approach to individual children to build up self-esteem, wellbeing and behaviour.</p> <p>The clinical psychologist's report demonstrated successful outcomes in relation to a consultation model in terms supporting individual pupil needs and in supporting XLT in engaging some of the most challenging pupils and parents/carers.</p> <p>OFSTED survey of offsite alternative provision (February 2016): "an overwhelming majority of pupils had positive comments to make about their [alternative] provision, what they were learning, how they were supported and the impact</p>	<p>A monitoring system has been devised which includes a referral form and outcomes. The mental health practitioner will track referrals, actions and outcomes.</p> <p>XLT member (AW) to be given responsibility for implementing, tracking, monitoring and review. Pupil voice used to identify appropriate AP.</p>		
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		the provision was having on their behaviour attitude, attendance and outcomes at school”			
D Developing a tool box of interventions to meet pupil’s specific individual needs.	Bespoke interventions	To respond to the pupil’s voice so that they are invested in and encouraged to be responsible for their learning and behaviour choices	Interventions are identified through discussion for improvement. Pupil voice, interventions and outcomes are tracked on the pupil progress tracker.	AK (Head of Short Stay) and KW (Head of Specialist)	
Total budgeted cost				£25,000 (intervention)	
				£31,093 (clinical psychologist)	
				£50,539 (alternative provision)	
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E Improved attendance	Part funding of SSSA posts to work with pupils, families and other agencies to enable pupils to re-engage successfully in education	There is a gap between pupil premium attendance and the that of non-pupil premium attendance across most year groups	We have rewritten our attendance guidance. SSSAs and the admin team will be trained re this new guidance. Key attendance interventions and outcomes will be tracked on the pupil trackers. A monitoring process will be implemented.	LM	Autumn 17
Total budgeted cost					£109,368 (SSSA posts)

6. Review of expenditure				
Previous Academic Year		2016-17		
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
Improved knowledge and understanding across the school staff in the 'learning to learn approaches'	To deliver staff training in metacognition and self-regulation	The training is scheduled for 04/09/17. It will be delivered by the Clinical Psychologist. All staff – teachers, instructors and support staff – will take part in this training.	The original plan had been for the clinical psychologist to deliver this training in bases. This plan was revised following staffing issues. The training has been scheduled for	Part of the £43,935
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
A. Improved academic progress for KS3O PP pupils (£51,245)	KS3 outreach teacher to work with AP providers and offer home tuition in literacy and numeracy; develop a new KS3 onsite curriculum.	For the first time some KS3O pupils attained entry level qualifications in English and Maths: 7 pupils attained an Entry 3 qualification in Maths and 6 attained an Entry 3 qualification in Maths. The majority of KS3O pupils moved onto next steps provision in Spring 2017 (a new school opened for pupils with emotional and behavioural issues).	We will not continue with this approach as we are phasing out the KS3O group. We are rewriting the KS3 curriculum which will be nurturing and based on a topic delivery. PP pupils who would have previously been in the KS3O cohort will be part of this new initiative in Autumn17.	£51,245

		<p>The progress of pupils was tracked on learning ladders. Learning ladders demonstrated that 89% of pupils made progress.</p> <p>A lesson observation at an alternative provider in the Autumn term identified that routines were not conducive to pupil premium pupils engaging effectively with their learning therefore having a detrimental impact on their progress. These pupils were subsequently withdrawn and educated elsewhere.</p>	<p>The KS3 nurture curriculum will include some offsite learning with alternative providers, but the majority of subjects and all core subjects will be delivered on site.</p>	
Progress of all PP pupils with SEMH needs	Employment of 0.6 Clinical Psychologist (shared cost)	<p>The practice was reviewed and the decision was made to move to a consultation model, with no further individual referrals made. This is a stronger process for selecting students for individual assessment. It also allows advice to be given for individual pupils SEMH as part of the consultation process.</p> <p>The clinical psychologist has completed: 12 consultations; 9 individual assessments; 2 observations; 1 risk assessment plan; and 1 referral to an outside agency</p>	<p>In May 2017 a mental health practitioner was employed for SSSFN.</p> <p>The newly devised PP tracker was given to XLT to complete. In receiving the clinical psychologist's report, it is considered more valuable for the clinical psychologist or the mental health practitioner to be accountable and thus hold the PP tracker.</p> <p>A new pupil tracker has been introduced. This was trialled in 2 teams in Summer 1 and is being rolled out to all teams in Summer 2. The tracker will be embedded for use in 17/18. This will track all interventions for a pupil including those relating to SEMH needs. This will replace the need to track interventions in SIMS.</p>	£26,290

<p>B Behaviour and attendance issues of KS4 PP pupils are addressed</p>	<p>Employ 3 X PP outreach workers to work with pupils, families and other agencies to enable pupils to re-engage successfully in education</p>	<p>The workers at DBS and Rosebery have each worked closely with 9 PP pupils (18 in total). The methodology for looking at attendance was to compare the attendance of the pupil prior to input from the PP worker, with the attendance of the pupil in the period after this input started. At Rosebery 56% of pupils had an increased attendance with the average increase being 21%. At DBS, for the pupils who had input which began in 2016/17, 50% had increased attendance, with the average increase being 36%. At Locksley the attendance of KS4 PP Engagement pupils is now higher than non-PP pupils.</p> <p>The methodology for looking at behaviour was to compare the number of significant incidents for the pupil prior to input from the PP worker, with the number of significant incidents for the pupil in the period after this input started. At Rosebery 44% of pupils has a reduction in significant incidents with the average reduction being 2 incidents. At DBS for the pupils who had input which began in 2016/17, 75% of these had no incidents before or after intervention indicating that interventions were aimed at improving</p>	<p>We restructured the staff at Easter, mainly to allow for changes to the KS3 and KS4 curriculum. As part of the restructure The SSA posts were lost and SSSA posts created. This was to provide additional middle leadership capacity within the team of support staff. The role of these staff will be to lead on attendance and behaviour for PP pupils. These staff will also be trained as designated safeguarding leads. All three PP workers were successful at interview. These SSSA posts started in April 2017. One post at Locksley remains unfilled. The number of posts has been increased to include 2 x SSSAs at Rosebery and DBS and 3 x SSSAs at Locksley. Only a proportion of these posts is funded by PP money.</p> <p>The current methodology for looking at the impact of interventions on attendance and behaviour does not allow impact to be calculated for pupils when input from the PP worker started in the previous academic year. The pupil tracker being trialled in the summer term for full roll out in September tracks attendance weekly in terms of both the attendance for the week and the running total attendance (from the start of year or date on roll). It also tracks significant incidents on a weekly basis. Interventions and outcomes will be logged on this tracker.</p>	<p>£61 566</p>
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		attendance and not at behaviour. Data for Locksley was harder to pull out.	<p>There should be a more frequent review of the 17/18 PP strategy.</p> <p>The attendance and behaviour of all PP pupils for the period 01/09/17 to 31/03/17 was reviewed as part of this Summer 17 review of this 16/17 strategy. This will input into the 17/18 PP strategy.</p>	
C Diminish the difference between the chronological age and reading age of KS2 PP pupils	Implement the ARROW intervention across the bases through the training of 5 tutors	<p>Earthsea School (most pupils on roll were eligible for PP funding) took part in an ARROW trial with very positive results. Evidence demonstrated progress in Speaking & Listening, Reading and Spelling after a very short intervention. Pupils' level of engagement was also significant. Following the trial Arrow was rolled out across SSSFN.</p>	<p>TA's across Primary teams received ARROW training. Of the pupils who have received between 6-8 sessions of ARROW intervention, 81% of pupils made 3 months or more progress in Reading. Of that 81% - 21% made progress by 6 months or more.</p> <p>68% of pupils made 3 months or more progress in Spelling. Of that 68%- 26% made progress by 6 months or more.</p> <p>Due to the contractual inability to disseminate training – the training leaves with the member of staff. We are about to lose one of our ARROWERS to another school. This will be taken into account when considering the commissioning of other training.</p>	£9,975

i. Other approaches				
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
Improved attendance of KS3 /4 PP Pupils	Part funding for pupil places at Alternative Providers	<p>The attendance of KS3O PP pupils was marginally better than that of non-PP pupils (+0.39%). The positive difference was most marked for boys where the difference was 6.14%. There was a negative difference with respect to girls. Discussions with the KS3O lead indicated that there is a shortage of suitable off site provision for KS3 girls.</p> <p>There was no measurable impact of part-funding pupil premium places at alternative providers.</p>	<p>The KS3O registration group is to be placed with a KS3 Nurture group as indicated above.</p> <p>We are opening a new vocational centre in September 17. We will be able to provide a wider range of subjects for all KS4 pupils in house. Far fewer KS4 pupils will attend offsite provision. We are moving from a two pathway system at KS4 (core and engagement) to a 4 pathway system. This will enable us to better match students with an appropriate timetable.</p>	£63,165
7. Additional detail				
In this section you can annex or refer to additional information which you have used to support the sections above.				