SSSFN Pupil premium strategy statement – 2018/19

1. Summary information					
School	Short Stay School for Norfolk				
Academic Year	2018-19	**Total PP budget**	£223,000	**Date of most recent PP Review**	
Total number of pupils June 2018	356	**Number of pupils eligible for PP**	217 (61%)	**Date for next internal review of this strategy**	Spring 1

2. Current attainment		
Spring /Summer 18	*Pupils eligible for PP in our school*	*All Pupils in our school*
% of pupils leaving SSSFN with a GCSE (17/18 data)	**76%**	80%
% of pupils leaving SSSFN with some GCSEs Grade 9-4 (17/18 data)	**22%**	26%
% of pupils leaving SSSFN with 4 or more GCSEs (17/18 data)	**46%**	49%
% of pupils leaving SSSFN with A GCSE in English (17/18 data)	**70%**	73%
% of pupils leaving SSSFN with A GCSE in Maths (17/18 data)	**76%**	79%
% of pupils leaving SSSFN with A GCSE in Science (17/18 data)	**85%**	86%
% of pupils meeting expected standard in KS1 SATS (Reading, Maths)	**10%, 0%**	8%, 8%
% of pupils meeting expected standard in KS2 SATS (Reading, Maths, GPVS)	**19%, 0%, 10%**	22%, 0%, 8%
% of KS1/2 pupils making progress that is good or better in Reading across 1 term	**69%**	73%
% of KS1/2 pupils making that is good or better in Maths across 1 term	**69%**	73%
% of KS3/4 pupils making progress that is good or better in English across 1 term	**54%**	58%
% of KS3/4 pupils making progress that is good or better in Maths across 1 term	**56%**	62%
Notes: GCSE pupil numbers: 108 of whom 43 (46%) were PP. Pupil numbers for SATS are small: KS1 – 13 pupils of whom 10 (77%) are PP; KS2: 27 pupils of whom 20 (74%) are PP		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	SEMH needs have an impact on the pupils' ability to engage and to learn
B.	Pupil's inability to manage their own behaviour impacts the ability of pupils to reintegrate and progress in learning
C.	PP pupils arrive at the SSSFN with standardised scores that are lower than their non-PP counterparts
D.	Individual pupil specific barriers
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	The ability to correctly identify PP pupils in an ever-changing cohort and thus our confidence in being able to target PP money correctly
F.	Low attendance of pupil premium pupils across all key stages.

4. Desired outcomes *(Desired outcomes and how they will be measured)*		Success criteria
A.	The SEMH needs of the pupils are addressed from a mental health perspective.	The individual SEMH needs of the pupils are swiftly identified and appropriate internal support is implemented and or external referrals are made using the expertise of the mental health team.
B.	Staff are confident and equipped with the knowledge and skills to manage behaviours that challenge	All staff complete the behaviours for learning training. Reduction in significant incidences of harm to children and other adults and related RPIs and FEX. Increase in the % of pupils reintegrating to mainstream.
C.	The gap between the progress and attainment of PP pupils compared to the cohort as a whole reduces.	A reduction in the gap between PP and non PP pupils in terms of Progress, SATS and GCSEs (with a focus on English and Maths)
D.	Individual PP attendance, emotional, social or academic needs are met through a pupil specific intervention.	The intervention results in a positive change to the identified area (e.g. increased attendance, improved progress)
E.	All PP pupils will be swiftly identified upon arrival at SSSFN	We will have access to a system that enables us to check whether pupils are entitled to FSM and which allows parents to apply for FSM.
F.	The gap between the attendance of PP pupils compared to the cohort as a whole reduces.	Increase in the attendance of PP pupils. Reduction in the % of PP pupils who are persistently absent.

5. Planned expenditure

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 The SEMH needs of the pupils are addressed from a mental health perspective.	Utilising the knowledge and skill set of a mental health practitioner supported by a clinical psychologist	73% of all SSSFN PP pupils have SEMH as their primary SEN Need. The 2017-18 PP strategy identified that staff report the value of an in house MHP and CP and the impact it has had on pupils and families.	We will build on the monitoring system developed last academic year. The MHP will track referrals, actions and outcomes. The MHP will produce a termly report. This report will measure progress against the baseline for attendance, behaviour and academic progress, as well as other outcomes such as external referrals.	SQ	We will undertake termly reviews. The aim of the review will be to ensure that staff are implementing the strategy and it looks to be effective. Staff will be asked to produce an impact statement.
B Staff are confident and equipped with the knowledge and skills to manage behaviours that challenge	A continuation of the STEPs lead assistant. They will QA Steps across all the bases, provide advice and guidance for allegations of	FEX data shows that 19% of PP FEX were for physical assault against an adult compared to 7% for non PP pupils. Significant incident data shows that 26.4% of PP SIs were for physical assault against an adult compared to 10.7% for	Audit trail for Steps training, QA, advice, guidance, supervision and behaviour management training. We will track outcomes at the level of the intervention i.e. whole school for behaviour management training, base for Steps	SJ	We will undertake termly reviews. The aim of the review will be to ensure that staff are implementing the strategy and it looks to be effective.

5. Planned expenditure

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?
	harm and supervision. All bases to have a STEPs tutor (i.e. train a tutor at Belton, Locksley, DBS, Earthsea and Lodestar) Three phase behaviour management training for all staff.	non PP pupils. SI data also shows that 79% of PP pupils with SI has multiple SI compared with 75% of non PP pupils. RPI data shows that 79% of all RPI were associated with PP pupils.	Tutors and individual pupil level for advice and guidance given. AHT Pupil Outcomes (LM) will work AHT Compass Lingwood (SJ) to device a system for this. Data considered will be FEX, SI and RPI data and % of pupils reintegrating to mainstream.		Staff will be asked to produce an impact statement. Behaviour data (FEX, SI and RPI) will be tracked half termly.
C. The gap between the progress and attainment of PP pupils compared to the cohort as a whole reduces.	We will employ a PP coach who will visit bases to deliver our package of interventions. We will continue to subscribe to: • Arrow • Lexia	Issues with the effective implementation of the interventions aspect of the PP strategy in 2017/18 indicated that having one person responsible for our PP intervention packages is likely to result in better outcomes. Arrow has been shown to be an effective reading intervention for KS1/2. The	Having one person responsible for interventions will makes these easier to implement, track and monitor. There needs to be a well-defined process for identifying PP pupils for intervention, a defined intervention plan and robust tracking of outcomes. AHT	PP Coach to be appointed	We will undertake termly reviews. The aim of the review will be to ensure that staff are implementing the strategy and it looks to be effective. Staff will be asked to produce an impact statement.

5. Planned expenditure					
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?**
	The pupil premium coach will identify appropriate Maths interventions for KS1/2 and KS3/4. Class mathematical teaching will be supported by purchasing Maths Watch	Lexia licence runs until July 2020 and when implemented in a structured way will improve outcomes. Progress data shows a 7% gap between the % of pupils making or exceeding their maths target. Teachers report the success of MathsWatch as teaching aid.	Pupil Outcomes will work with the PP coach to set up this system. Maths teachers will list MathsWatch as an intervention on the pupil tracker.	PP Coach to be appointed Maths teachers	
D. Individual PP attendance, emotional, social or academic needs are met through a pupil specific intervention	Base leads will be able to apply for PP money for individual bespoke interventions.	The review of the 2017/18 PP strategy showed that bespoke interventions identified by team leaders have a demonstrable impact on pupil progress.	Each team will be given a PP budget. One person (SH) will track and monitor the money requested. SH will devise a form for this based on the form we use for PP Plus. The form will make it clear what the expected outcome of the intervention is. We will ensure that each outcome is measurable.	KW	SH will report half termly on how the PP money has been spent and allocated.

5. Planned expenditure

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 Confidence that we have correctly identified PP pupils	We will purchase Online Free School Meals for 2017-18	Looking at the PP data the area about which we have least confidence is the identification of PP pupils. With an ever changing roll, only 47% of the pupils in Years 1-10 of the DFE pupil premium list for 2018-19 (based on the January 18 census) were still on SSSFN's roll at the start of 2018-19.	We will ensure that the software is used to check the PP status of all pupils on the roll of, and joining the roll, of SSSFN. With parent's permission we will apply for FSM using the software.	LM/NB	After the January 2019 census and in Summer 2 during the final review. We will identify the number of pupils identified as a result of the Online Free School Meals software.
F. The gap between the attendance of PP pupils compared to the cohort as a whole reduces.	We will employ an attendance improvement officer who will closely monitor the attendance of PP pupils and work with the attendance leads in the bases to improve PP attendance.	Each team has an attendance lead but this lead is also one of the team's Designated Safeguarding Leads. The DSL role takes priority and the extremely vulnerable nature of SSSFN pupils means that the safeguarding aspect of their role takes up most of their time. A review of time spent by Secondary attendance leads in 2017/18 revealed that they are able to spend less than one day a week on attendance.	The role of the attendance improvement officer will improve monitoring, challenge and support around attendance. The officer will audit attendance actions taken by teams. AHT Pupil Outcomes will work with the attendance improvement officer to make the best use of attendance data.	LM/NB	We will undertake half termly reviews. The attendance improvement officer will be asked to produce an impact statement.

5. Planned expenditure

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?
		The attendance of PP pupils in these larger Secondary teams is 7% less than that of non PP pupils. Across the school as a whole the % of PP pupils who are persistently absent is 14.5% higher than non PP pupils.			

	Total budgeted cost	A £34,000 B £22,000 C £36,000 D £101,000 E £1,000 F £29,000

D. Review of expenditure

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 The SEMH needs of the pupils are addressed from a mental health perspective.				

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B Staff are confident and equipped with the knowledge and skills to manage behaviours that challenge			
C. The gap between the progress and attainment of PP pupils compared to the cohort as a whole reduces.			
D. Individual PP attendance, emotional, social or academic needs are met through a pupil specific intervention			
E Confidence that we have correctly identified PP pupils			

F. The gap between the attendance of PP pupils compared to the cohort as a whole reduces.				

E.	Additional detail
Each review will use a different coloured ink to make additions clear.	