SSSFN Pupil premium strategy statement – 2017/18 Summer 18 Review

1. Summary information					
School	Short Stay School for Norfolk				
Academic Year	2017-2018	**Total PP budget**	£216,000	**Date of most recent PP Review**	Su1 18
Total number of pupils 22/5/17	347	**Number of pupils eligible for PP**	187 (54%)	**Date for next internal review of this strategy – none this the final review**	N/A

2. Current attainment		
Spring /Summer 17 Spring 18	*Pupils eligible for PP in our school*	*All Pupils in our school*
% of pupils leaving SSSfN with a GCSE (16/17 data)	**56%**	59%
% of pupils leaving SSSFN with some A*- C (16/17 data)	**10%**	10%
% of pupils leaving SSSFN with 4 or more GCSE (16/17 data)	**15%**	17%
% of KS1/2 pupils making progress that is good or better in Reading across 1 term	**47% 69%**	42% 73%
% of KS1/2 pupils making that is good or better in Maths across 1 term	**43% 69%**	40% 73%
% of KS3/4 pupils making progress that is good or better in English across 1 term	**53% 54%**	57% 58%
% of KS3/4 pupils making progress that is good or better in Maths across 1 term	**55% 56%**	63% 62%

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.	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 *(issues which also require action outside school, such as low attendance rates)*	
E.	Low attendance of pupil premium pupils across all key stages.

4. **Desired outcomes** *(Desired outcomes and how they will be measured)*		**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. Meta-cognition 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 .	Matheletics purchased and used. Numicon resources purchased and staff training across all key stages.	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.	JMc (Thrive and clinical psych.) AW (AP)	Autumn 2017

	Utilising the knowledge and skill set of a mental health practitioner supported by a clinical psychologist

Access to alternative provision to reengage or engage pupils more readily in their learning. | 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.

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.

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 | A monitoring system has been devised which includes a referral form and outcomes. The mental health practitioner will track referrals, actions and outcomes.

XLT member (AW) to be given responsibility for implementing, tracking, monitoring and review. Pupil voice used to identify appropriate AP. | | |

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 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

This Academic Year	2017-18 Review Summer 18

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	On 04/09/17 Sarah Quakley the Clinical Psychologist delivered a carousel style training package on 'Thinking about thinking', the way our brain accesses learning and some of the factors that may impact this. Staff were asked to rate their knowledge and understanding of the impact of mental health problems on learning Of the 127 number of responses 93% of participants score increased following the training. The mean score before the training was 5.7 and after the training was 7.7 with a mean change in score of 2. The data however shows that non PP pupils are still out performing PP in most subjects. The Clinical Psychologist and Mental Health Practitioner have formed a Mental Health Champion Group. A Mental Health Champion has now been identified	Staff feedback on training was positive. With further training planned it is hoped that the gap between the progress of PP pupils and non PP pupils will close. We are trialling a reflective practice group in each team in each base. In supporting the staff to self-reflect, the idea is that they can then support the pupils to have an impact on their behaviour choices or learning choices. "Staff cannot effectively support the mental health of young people of staff are not effectively supported themselves" (the Anna Freud Centre). Staff feedback is very positive. The group is focusing on change and endings.	Part of £31,093

		in each base. A Healthy Mind display board to promote mental health and wellbeing has been established in each base.		

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 progress in speaking and listening and reading.	Speaking and listening: Speechlink and Talking Partners interventions Reading: Arrow (also spelling) and Lexia interventions	We timetabled KS3/4 intervention time in the ICT suites at DBS, Rosebery and Locksley. Staff delivering Lexia were trained along with the XLT leads for the 3 Secondary teams. KS3 Compass pupils were assessed via WRAT in order to identify those who would benefit from Lexia intervention. Pupils were identified for Lexia interventions. Progress data for reading shows that 67% of PP pupils who were supported by a Lexia intervention met or exceeded their aspirational targets in Autumn 1 compared to 33% of PP pupils who were not supported by this intervention. Progress data for reading shows that in the Spring term 67% of pupils identified for a Lexia intervention exceeded their aspirational target in reading compared with 36% of all pupil premium pupils.	To organise an initial meeting with key staff in order to agree the actions and method of collating outcomes. To meet and review half termly. Calendar in a meeting in Spring 2 (2pm Wed 28th) to involve KW, LM, LD, JM, ACH, IR, ID and JAA. Two meetings have taken place to clarify roles and responsibilities. To continue to review changes of staff responsibility in order to ensure that initiatives are driven forward. LM to look at the use of SIMS marksheets to track/summarise the impact of interventions – this would log start and end dates and baseline and post intervention data. This is no longer necessary – see Lexia below. We need to use Lexia data itself to see the impact of interventions. Lexia Progress Reports are able to demonstrate progress on an individual basis. Lexia has been purchased for 3 years. The plan is for this to be closely	

		Speechlink is widely conducted as part of Primary Assessment. Following those assessments 6 PP pupils have been referred to the Speech, Language and Communication service	monitored by the English TLR in order to ensure that its benefit is maximised. After further research by a Primary Leader it was considered that Nurture Talk was a more appropriate program for the primary cohort than Talking Partners. An APL/TA has now been identified from each Primary base. Talking Partner training has been completed. (The delay was down to the trainer's availability). The resources were only received this term and the 10 week programme has thus not yet been completed. We are thus not able to report any outcome data.	
		We trailed Arrow last year and this continues to be used across the Primary teams. Individual PP data is available however many are still part way through the assessment.	ARROW licenses needed to be renewed and software upgraded. This resulted in technological difficulties which delayed the use of the intervention in some of the primary teams. A trained ARROW TA has left one base leaving one base without access. At the start of the academic year we need to plan out who will enable and monitor interventions and how we will capture and report data around this. Each half term we need to calendar in a week when data is added to an Office 365 sheet/SIMS. The next week we review the PP strategy using these data.	

B Improved progress in maths; staff embedding the CPA approach into their maths teaching .	Matheletics purchased and used. Numicon resources purchased and staff training across all key stages.	We timetabled KS3/4 intervention time in the ICT suites at DBS, Rosebery and Locksley. Staff delivering Matheletics were trained along with the XLT leads for the 3 Secondary teams. KS3 Compass pupils were assessed via WRAT in order to identify those who would benefit from Matheletics intervention. Pupils were identified for Matheletics interventions. Progress data for Maths shows that all PP pupils supported by a Matheletics Intervention made progress in Maths in the Autumn term compared to 93% of PP pupils who were not supported by this intervention. Spring progress data shows that 40% of pupils who identified for a Matheletics intervention achieved their aspirational target in maths compared to 32% of PP pupils as a whole. 12/12/17 Numicon resources purchased. Resources have been able to be used by a previously trained teacher at one of the bases with 5 X KS1 pupils.	The same actions are required as listed above: initial meeting, half termly reviews, Spring 2 meeting and review staff responsibilities in order to ensure that initiatives are driven forward. We need to use Matheletics data itself to see the impact of interventions. Matheletics student reports demonstrate strengths and weaknesses on an individual basis but does not identify a baseline and so progress is difficult to measure. There have been a number of barriers to successfully operating interventions in form time including late taxis, staff absence and students refusing to engage with interventions at this time. Matheletics has been purchased for one year. It is recommended that this licence is not renewed as it is considered poor value for money. Numicon training was cancelled and has yet to be re offered by the Virtual School despite requests. The primary maths lead should have been directed to source other available training and will be tasked with this moving forward. The Primary Maths lead attended Numicon training at another local school.	
C A more formalised and planned whole school approach	Thrive trialled and implemented across KS3	A member of SLT has been identified to lead on Thrive and is taking the Thrive training. As part of the Thrive training she is working with a small group of K3 pupils.	Thrive has been used to develop a behaviour package which will be rolled out to KS3 Nurture pupils in 18/19.	

to addressing the SEMH needs of pupils on a day to day basis.	across the short stay bases.	We have discussed Thrive at SLT and whether this is the right way forward for use as a school.		
	Utilising the knowledge and skill set of a mental health practitioner supported by a clinical psychologist	The MHP has targeted PP pupils across the SSSfN and has provided (Autumn): 41 - Consultations 14 - Assessments 07 - Interventions We have identified a Mental Health Champion and a MH board in each team. The CP and MHP have led training and are providing support and advice to promote an awareness of mental health across the school. In Spring B we are trialling 'wellbeing sessions' for specific groups of staff to support the staff in supporting the pupils. The Spring term report from the MHP indicates: 32 Consultations which led to 19 Assessments and then 12 Interventions. Interventions included: Referral to external agency (CAMHS / Youth Service / Point One / MAP / Paediatrics / Early Help); Support/ Advice/Recommendations (for classroom management/other agencies); 1:1 intervention with child; Family	The referral form for consultation has now been altered to include a base line pertaining to attendance/ behaviour and progress so that outcomes can be made more measurable. The Spring report from the MHP did not include an analysis of the baseline data to evidence impact. The time and financial implication of bringing all staff together for training resulted in identifying key members of staff to then able to disseminate Information, support and advice. Staff have reported the value of an in house MHP and CP and the impact it had had on pupils and their families.	

		intervention; 1:1 and family intervention; No further action / not mental health / already open to services; No further action / child protection		
	Access to alternative provision to reengage or engage pupils more readily in their learning. *An appointment of a STEPs Lead assistant and the training of 2 new STEPS tutors*	We are able to match PP pupils with AP that will meet individual pupil needs e.g. to improve self-esteem and help develop social interaction skills which then impact on core learning. Positive change is rapid when the correct AP is identified. 60% of pupils on roll at any point in the Autumn term were PP. Significant incident data show that a higher proportion of PP pupils has a significant incident in the Autumn term (61%) compared to non-PP pupils (53%). In terms of a positive gap, of the pupils with SI, 76% of PP pupils have more than one SI compared to 78% of non-PP pupils. FEX data shows that a higher % of PP pupils received FEX data in the Autumn term compared with non PP pupils (46% compared to 42%). There is also a negative gap re the % of pupils with multiple FEX (27% compared 22%). Spring FEX data indicates that a reduction in the % of PP with FEX and a positive gap compared with non PP pupils	Develop a system to better demonstrate the benefits of AP e.g. analyse data to compare attendance onsite versus attendance in AP. Each AP provider completes a termly AP student tracker which summarises attendance and achievement each term. The attendance on the AP tracker can be compared against the overall attendance of the pupil. Analysis of attendance indicates that on average attendance is 1.6% better at AP than at the base/Vocational Learning Hub. Use significant incident data to target interventions e.g. 26% of significant incidents for PP pupils are for physical assault against an adult compared to 14.7% for non-PP pupils, 14.7% of significant incidents for PP pupils take place in corridors compared to 7.6% of incidents for non-PP pupils.	

		(40% of PP pupils had a FEX compared with 42% for non PP pupils). The % of PP pupils with multiple FEX reduced to 26% but remained higher than that for non PP pupils (25%). Due to the increasing number of PP Significant incidents and FEX a decision was made to develop the role of an existing STEP tutor and train 2 other tutors in Spring B. In the development of the role of an existing Step tutor, his end of year report includes: "100% of staff have stated that the training has met their expectation or exceeded it … We are now in a position whereby 81% of staff are trained across the Trust. The remainder of staff untrained includes staff that are on long term sickness and maternity leave."	Use FEX data to target interventions e.g. e.g. 17% of FEX for PP pupils are for physical assault against an adult compared to 8% for non-PP pupils. Spring data indicates that this continues to be an issue: in the Spring term 19% of PP FEX were for Physical Assault against an adult compared to 7% for non-PP pupils. We have a whole school drive on educational consequences and of alternatives to FEX.	
D Developing a tool box of interventions to meet pupil's specific individual needs.	Bespoke interventions	28/11/17 Books purchased for 3 x PP pupils (A). These 3 pupils all exceeded their aspirational target for reading in the Autumn term. In the Spring term two of these pupils exceeded their aspirational target by 1/3 and the other pupil met 99% of their aspirational target. 22/11/17 Science subscription for a Primary pupil (C&D). The % of aspirational target met increased from	Bespoke interventions identified by team leaders have demonstrable impact on pupil progress. Spring data continues to support this.	

		42% in A1 to 87% in A2. Across the Spring term this pupil met 70% of their aspirational target in science. 1/11/17 4 x Primary PP pupils KS1 resources (C). Only one of these pupils was on roll at the start of the year. This pupil exceeded his aspirational targets in all subjects save for speaking and listening. The % of aspirational target met increased between A1 and A2 for this subject. One other pupil has been on roll since A1. This pupil exceeded aspirational targets for the subjects tracked. Across the Spring term all 4 pupils exceeded their aspirational targets in Reading, Writing, Speaking and Listening and Maths.		
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	As at 11/12/17 57% of Y1-10 Short stay pupils had arrived in the Autumn term, with 77 % arriving since Summer 17. Given that we have a rolling cohort comparison with previous years is difficult. Attendance data shows that at the end of Autumn 17 there was a small gap between PP and non PP attendance (-1.7%). There is considerable variation by year with the largest positive gap being for Y2 (+17%) and the largest negative	We need to review the strategy half termly and identify e.g. year groups or individuals to target. This needs to be followed by a meeting with attendance leads. Pupil tracker review of attendance to focus on actions for PP pupils. Whilst there is now a positive attendance gap between PP and non PP pupils, this is not the case for Y10 and Y11. We are launching an improved attendance process in September 18.	

| | | gap being for Y10 (-21.8%). All bases have a negative PP attendance gap from -0.17% for Compass to -14.51% at Rosebery. The Houses with the largest gaps are DBS (-4%), Locksley (-9.7%) and Rosebery.

Attendance data has been considered for each half term from Autumn 1 to end Summer 1. This shows a positive trend in terms of PP compared to non-PP attendance (data for that half term only):

• Autumn 1: 4.23% negative gap
• Autumn 2: 0.98% negative gap
• Spring 1: 0.89% negative gap
• Spring 2: 0.52% positive gap
• Summer 1: 3.86% positive gap | To enable better tracking of PP attendance by team, we will change the Houses in SIMS so that these match teams exactly. | |

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**
To ensure that pupil premium data is up to date and correct	We have amended SIMS to show the reason why pupils are PP to be able to audit the data. We also support parents in being able to claim free school meals.	Understanding our PP data and making sure that this is correct is essential to be able to target PP money correctly. Some of the pupils identified as PP at the start of year are no longer classified as such. A reason for this is the checking process which resulted from the requirement to specify which criterion result in the PP status. This enables us to ensure that money is targeted at the correct pupils and to ensure that analyses are based on the correct data sets. SIMS data indicates that 60% of pupils are PP. 33 pupils (10% of all pupils; 16% of PP pupils) do not have a PP criterion specified or this is not detailed enough. 17 pupils (5% of all Pupils; 8% of PP pupils) have an FSM Ever 6 entitlement which is >6.	As indicated above 77% of short Stay Y1-10 pupils have arrived since the start of Summer 17. None of these pupils are on the DFE PP list as this relates to pupils on roll in the January 17 census. We amended SIMS so that we can see why pupils are identified as PP and audit the data. We have thus adopted this approach and will continue with it. The starting point is to identify the pupils on the DFE list as such. Admin to add data for the pupils who have missing or insufficient data. Parents of pupils whose FSM entitlement is out of date to be supported in reclaiming. Explain to admin the difference between a free meal for KS1 pupils and FSM Ever 6. With our ever changing cohort, robust and accurate PP data is essential to ensure that resources are correctly targeted.	£0
7. Additional detail				

In this section you can annex or refer to **additional** information which you have used to support the sections above.

It is important to note that it is difficult to compare data over time with such a transient and changeable cohort of PP pupils. Are we ensuring that we are receiving the correct level of PP funding? A means by which PP status can be checked is key to ensuring this.

Are we using the Pupil tracker effectively to monitor the 'interventions' they are receiving and in capturing the impact it has on progress?

Next year we will use different colours to show when comments/decisions were made.