



## SSSFN Pupil Premium Strategy Statement- 2020/2021

1. Summary Information					
<b>School</b>	Short Stay School for Norfolk				
<b>Academic Year</b>	2020/2021	<b>Total PP Budget</b>	£240,775 +£90,000  Estimated expenditure: £254,579.43	<b>Date of most recent PP</b>	Summer 2020 Reviewed
<b>Total Number of Pupils (July 2020)</b>	342	<b>Number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>	

2. Current Attainment		
Spring/Summer 2020	Pupils eligible for PP in our school	All pupils in our school
% of pupils leaving SSSFN with a GCSE (2019/2020)	91.1%	90.6%
% of pupils leaving SSSFN with at least 1 GCSE Grade 9 to 4 (2019/2020)	51.1%	50.7%
% of pupils leaving SSSFN with 4 or more GCSEs (2019/2020)	66.7%	72%
% of pupils leaving SSSFN with a GCSE in English (2019/2020)	88.9%	90.6%
% of pupils leaving SSSFN with a GCSE in Maths (2019/2020)	88.9%	89.3%
% of pupils leaving SSSFN with a GCSE in Science (2019/2020)	88.9%	89.3%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
In-school barriers (issues to be addresses 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 ability to manage their own behavior 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.	PP pupils are higher risk of NEET compared to non-PP pupils and are less likely to successfully reintegrate to mainstream
F.	Low attendance of PP pupils across all key stages

<b>4. Desired outcomes (desired outcomes and how they will be measured)</b>		<b>Success Criteria</b>
A.	We adopt a holistic approach to address SEMH and signpost young people to the most appropriate service	An identified trained mental health champion in each base. Mental health will be spoken about openly. We will identify a whole school approach
B.	Staff are confident and equipped with the knowledge and skills to manage behaviours that challenge	All staff complete the behaviour management modules. Steps tutors lead to a reduction in significant incidences of harm to children and other adults and related RPIs, Sis and FEX.
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 met through pupil specific/small group intervention	The intervention results in a positive change to the identified area (e.g. increased attendance, improved progress)
E.	Improve pupil outcomes in terms of post 16 destinations and reintegration to mainstream	All Y11 pupils leave with an identified place in education, employment or training. Increase in % of pupils reintegrating to mainstream.
F.	Reduce the % of PP pupils who are persistently absent and increase the attendance of PP pupils	The attendance of PP pupils will increase. The % of PP pupils who are persistently absent will reduce.

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	Impact
A The school adopts a holistic approach to address SEMH and signpost young people to the most appropriate service	We will continue to identify and train a mental health champion within each base	>80% of all SSSFN PP pupils have SEMH as their primary SEND need	Mental health champions to be trained for each base.  Regular training opportunities to be form part of CPD  Regular review and feedback	KW	
	We will use Earthsea to share the good practice of Thrive across the bases so elements can be embedded into the ethos of the bases	Given the level of SEMH it is important that we have a whole school approach towards this. Thrive links needs to behaviour and gives targeted strategies and activities to help pupils reengage	We will use the Thrive knowledge and experience of staff to share good practice across the bases.  A working party of Thrive training staff has been established to lead the work.	SB/CM	

	We will embed and develop partnership between DBS/Rosebery with Ormiston Families Support Team	>80% of all SSSFN PP pupils have SEMH as their primary SEND need	We will identify individuals and groups of pupils for consultation and direct therapeutic work	SD/JC/BC	
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A. Planned expenditure		
Expenditure	Budgeted Cost	Spend to Date
Mental Health Champion Training	No cost	
Thrive Training (1 additional member of staff)	£1650	
Ormiston Families Support Team	No cost	
Supply costs to cover training (£150 per day)	£750	
Travel costs	£200	
Thrive licenses (£4.50 per pupil)	£450 (100 licenses)	
	TOTAL: £3,050	TOTAL:

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	Impact
<p>B</p> <p>Staff are confident and equipped with the knowledge and skills to manage behaviours that challenge</p>	<p>Expand the STEPS tutor team so some bases have more than one tutor, in particular Rosebery and Locksley</p>	<p>FEX data shows physical assault against an adult: PP 20 FEXs Vs Non PP 16 FEXs</p> <p>Overall FEXs: PP 121 FEXs Vs Non PP 94 FEXS</p>	<p>Termly reviews</p> <p>Termly Steps tutor meetings- new tutors paired with more experienced tutors</p> <p>Audit trail for Steps- the admin officer at Lingwood will continue to support in relation to Steps with an electronic system to be put in place to support tracking of training delivered etc.</p> <p>STEPS Tutors will be responsible for keeping training records for their allocated bases.</p>	<p>SJ</p>	
	<p>Three phase behaviour management training for all staff delivered by SJ/MM</p>		<p>Audit trail in place</p> <p>Regular reviews and training adapted to suit current needs</p>		

	Small garden training for all staff		BM3 to be based on 2019/2020 behaviour audit	SJ	
	Behaviour internal consultation line run by the behaviour lead		SJ keeps a record of calls received.	SJ	
	Reflect, Repair and Restore training for all staff delivered by SJ/JM		Regular reviews and training adapted to suit current needs	SJ/JM	
	Embed, extend and fund a rewards system which promotes safe behaviours onsite in order to access rewards	It is important that we develop alternatives to FEX (e.g. the small garden approach) and have a rewards system which promotes safe behaviour onsite	Regular review	KW/JK	

B. Planned expenditure		
Expenditure	Budgeted Cost	Spend to Date
STEPS additional tutor training (X3)	£2550	
Cover supply costs for tutor training (£150 per day for 5 days X 3)	£2250	
STEPS tutor annual refresher training (£170 per day X9)	£1530	
Cover supply costs for tutor training (£150 per day for 1 day X9)	£1350	

Three phase behaviour management training	No cost, delivered internally	
Small garden training	No cost, delivered internally	
Travel costs associated with training	£800	
Behaviour helpline	No cost, delivered internally	
Resources and Sundries for courses	£200	
Admin support to Steps Tutors (5%)	£790	
	TOTAL: £9470	TOTAL:

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	Impact
C The gap between the progress and attainment of PP pupils compared to the cohort as a whole reduces	We will continue to employ an Interventions Coach who will visit bases to deliver our packages of intervention	At the point of entry to SSSFN there is a gap between the attainment of PP pupils compared to non-PP pupils when considering standardised scores	CB to implement, track and monitor interventions.  CB to document interventions on the tracker.	CB	
		<p>Sentence comprehension: PP 85 Vs non PP 89</p> <p>Maths Initial Assessment: PP 81 Vs non PP 84</p> <p>DASH Initial Assessment: PP 81 Vs non PP 84</p> <p>Employing one person to deliver interventions in 2018/2019 was a more effective approach to delivering interventions than in base delivery 2017/2018</p>	<p>CB to audit PP data on SIMS</p> <p>CB to ask teachers/base leaders to identify PP pupils who will engage with and benefit from interventions</p> <p>Personalise the intervention to the pupil: Lexia, Arrow, Math Watch or bespoke.</p> <p>CB to spend time getting to know the pupils to ensure a solid foundation for interventions</p>		



		The Interventions Coach works across all Short Stay bases and provides advice and guidance to Compass bases when needed.			
	The interventions coach will complete Communication Champion training and embed training into practice and share strategies across bases/teams		CB to document strategies and interventions	CB	
	We will continue to subscribe to Arrow and Lexia and will investigate opportunities to broaden the package of interventions offered through the Interventions Coach	Arrow has been shown to be an effective reading intervention for KS1/2.  The Lexia licence runs until July 2021 and when implemented in a structured way will improve outcomes	Lexia reports for Primary indicate the level the pupil is working at in relation to their NC year group. This information to be shared with class teachers at the start and end of interventions	CB	
	Class mathematical teaching will continue to be supported by purchasing Maths Watch	Teachers report success of Maths Watch as a teaching aid.	CB and Maths subject lead to monitor	CB/ID	

	We will subscribe to the GCSE Pod Package	PP pupils were 5.3% behind non PP pupils in % pupils leaving with 4 or more GCSES	Mock results and data drops	HOS	
	We will employ a nurture instructor and TA at Locksley			HOS	
	We will purchase SALT Resources to complete the following: 1. Implement the SLCN Progression Tool. 2. Use tool to monitor progress during class teaching. 3. Reassess after a 12- week period. 4. Implement targeted SLCN support 5. Referral to East Coast Speech & language for further	East Coast Speech & Language referral protocol: 1. Used a SALT recognised assessment tool to identify lack of progress. 2. Implement strategies and support. 3. Re-assess. 4. Refer to SALT for further diagnostic assessments if required. 5. With the exception of Earthsea who have a Speechlink licence we do not have a SLCN assessment tool to meet	Referrals  Outcomes from input  Regular review	MTB	

	assessment if required.	the East Coast referral requirements with SSSfN/Compass/Pinetree			
	Use of NFER assessment materials (Y1 and Y2) by the five primary assessment teams.	Assessment staff/SENCO consider the NFER materials to be 'child-friendly' and not as formal as SATS resources (assessment staff/SENCO have viewed sample materials available on NFER website).	Regular reviews Audit of ILPS	MTB	
	We will purchase analytics software such as Sisira	There is a gap between PP and non PP outcomes at KS4  KS4 progress and data is currently processed manually which increases the risk of inaccuracies.	Data drops	JK	

C. Planned expenditure		
Expenditure	Budgeted Cost	Spend to Date
PP coach- CB	£29,190	
Travel costs of PP coach	£1500	
Communication Champion Training	No cost	
Arrow subscription	£960	
Lexia subscription	£3869.25	
Maths Watch	£550	
GCSE Pod	£1210	
Nurture Instructor	£26,573	
Nurture Teaching Assistant	£18,500	
SALT Resources	£359.88	
KS1 Assessments	£582.50	
Analytics Software	£2000	
	TOTAL: £85,294.63	TOTAL:

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	Impact
D Individual PP attendance, emotional, social or academic needs are met through a pupil specific or small group intervention	<p>Base leads and subject leads will be able to apply for PP money for individual/small group bespoke intervention.</p> <p>The bespoke budget will be adjusted to form a budget for the VLH (hub) due the % of time KS4 pupils attend there compared to their "home" base</p>	<p>Most pupils are short stay pupils. With an ever changing cohort base leaders need to be able to spend PP money to meet the needs of the cohort at the time</p> <p>Some of the base money was spent on resources to improve academic outcomes (e.g. science revision guides). It would be helpful for subject leads to have a budget to improve outcomes for PP pupils across all bases</p>	<p>Budgets are allocated according to number of PP pupil on each base.</p> <p>JK will track and monitor the money requested. Requests will be made on the bespoke PP application form.</p> <p>The impact of interventions will be tracked by the outcomes lead</p>	JK	

D. Planned expenditure		
Expenditure	Budgeted Cost	Spend to Date
Bespoke pupil premium	£57,750.00	
KW	£52,000	£52,000
JK		
SJ		
JM		
	TOTAL: £109,750	TOTAL:

**Bespoke PP Budget allocations:**

	<b>Brooklands</b>	<b>DBS Primary</b>	<b>Locksley Primary</b>	<b>Rosebery Primary</b>	<b>Hooper Lane Primary</b>
NUMBER OF CLASSES IN EACH KEY STAGE PER TEAM/BASE					
KS1	3	2	3	2	2
KS2					
TOTAL BUDGET	£3300.00	£2200	£3300.00	£2200	£2200

	<b>Locksley Secondary</b>	<b>VLH</b>	<b>DBS Secondary</b>	<b>Rosebery Secondary</b>	<b>Hooper Lane Secondary</b>	<b>KSX</b>
NUMBER OF CLASSES IN EACH KEY STAGE PER TEAM/BASE						
KS3	10	n/a	9	6	2	1
KS4						
TOTAL CLASSES		Budget based on 25% of P2 and P3 time spent at hub				
TOTAL BUDGET	£8250	£6875	£7425	£6600	£2200	£1100

	<b>Compass Belton</b>	<b>Compass Lingwood</b>	<b>Compass Pott Row</b>	<b>Earthsea</b>
NUMBER OF CLASSES IN EACH TEAM/BASE				
KS1	2	1	1	2
KS2				
KS3	2	1	1	1
TOTAL CLASSES	4	2	2	3
TOTAL BUDGET	£4400	£2200	£2200	£3300

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	Impact
E Improve pupil outcomes in terms of post-16 destinations and reintegration to mainstream	We will continue to buy in Level 6 personal careers guidance from Beacon East	<p>All Y11 SSSFN pupils are at risk of NEET based on the RONI algorithm developed by NCC. The higher the RONI rating the higher the risk of NEET.</p> <p>The average RONI rating for PP pupils is 13.3 compared with 10.3 for non-PP pupils</p> <p>Sustained destination data for 2018 leavers indicated that 28% of PP pupils were NEET compared with 19% of non PP pupils</p>	<p>The careers lead- DA, will identify pupils at high risk of NEET (relative to the SSSFN cohort) for Level 6 advice</p> <p>This information will be used on the pupil Flightpaths</p>	DA	



	We will deliver ASDAN Key Steps to KS3	It encourages young people to develop their personal skills through citizenship, environment education, personal finance education, enterprise education and internationalism.	Regular monitoring and moderation in line with the course guidelines	DA/KR	
	The careers lead will have a budget to buy resources to raise aspirations and support the CIAG curriculum e.g. role play resources for primary	The Gatesby benchmarks  Norwich is rated 323 <sup>rd</sup> out of 324 in the social mobility index. The index compares the chances that a child from a disadvantaged background will do well at school and get a good job in the areas across the country.	Resources will be purchased to support and develop the CIAG curriculum	DA	
	Fund pay grade increase for an admissions and reintegration officer to allow a focus on intervention for PP	19/20 Reintegration's: PP 10 successful Vs Non PP	The RAO in receipt of the grading adjustment will have as a focus intervention support for PP pupils.	TBC	

	pupils prior to and during reintegration/Y6 transitions		They will liaise with the Norwich Opportunity Area re the NOA interventions.		
	Fund an additional TA to support with reintegration		They will oversee Y6 to Y7 transitions with a focus on PP pupils.		
			They will line manage the additional SSA who will support PP pupils		

E. Planned expenditure		
Expenditure	Budgeted Cost	Spend to Date
Level 6 personal careers guidance from Beacon East	£4200	
Resources	£1000	
Pay grade increase for Admissions and Reintegration Officer	£2600	
ASDAN Key Steps	£675.80	
	TOTAL: £8475.80	TOTAL:

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	Impact
F Reduce the % of PP pupils who are persistently absent and increase the attendance of PP pupils	We will continue to 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  The attendance improvement officer will hold fortnightly	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	Attendance policy to be reviewed and updated  Weekly attendance and behaviour reports  Weekly attendance meetings	JK/EC	

	<p>meetings with base leads to discuss and review attendance and put attendance actions into place</p> <p>The attendance improvement officer will run a weekly support line for staff to discuss individual cases etc.</p> <p>The attendance improvement officer will coordinate the application of attendance stages letters</p> <p>The attendance improvement officer will instigate and manage Fast Track and FPN cases</p>	<p>Secondary attendance leads in 2017/2018 revealed that they are able to spend less than one day a week on attendance.</p> <p>Although there is now a positive gap between the attendance of PP and non-PP pupils, attendance across the school is too low. PP pupils make up the majority of the cohort and attendance needs to increase further.</p> <p>Each Fast Track case takes approximately 6-8hrs to process, record and monitor.</p>			
	<p>We will appoint an admin support officer to support with the administration of Fast Track cases and other PP tasks</p>	<p>2019/2020, 16 Fast Tracks and 17 FPNs were initiated, this number was significantly below due to COVID_19 and we anticipate</p>			

	We will subscribe to the traded attendance service to ensure access to expert advice and training	higher numbers for 2020/2021  2020/2021, for September/October there are 3 Fast Tracks under way and 15 Attendance support panel meetings are underway with more to follow.		EC	
	We will continue to subscribe to Language Line so we are able to access translation services for EAL pupils	We currently have 16 EAL pupils on roll and often the parents of these pupils are the hardest to engage	Weekly attendance and behaviour reports  Fast Track data  Attendance meetings	EC	

F. Planned expenditure		
Expenditure	Budgeted Cost	Spend to Date
EC- attendance improvement officer	£20,219	
EC Travel	£1500	
Admin Support Officer	£16,250 (including on costs)	
Traded Services	£570	
Language Line	£600	
	TOTAL: £38,539	TOTAL:

