SSSFN Pupil Premium Strategy Statement- 2019/2020

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| 1. **Summary Information** | | | | | |
| **School** | Short Stay School for Norfolk | | | | |
| **Academic Year** | 2019-2020 | **Total PP Budget** | £242,660 | **Date of most recent PP** | Summer 2020 Review |
| **Total Number of Pupils (July 2019)** | 334 | **Number of pupils eligible for PP** | 246 (74%) | **Date for next internal review of this strategy** | Finalised 21.07.20 |

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| 1. **Current Attainment** | | | |
| **Spring/Summer 18** | | **Pupils eligible for PP in our school** | **All pupils in our school** |
| % of pupils leaving SSSFN with a GCSE (2018/2019) | | 68% | 72% |
| % of pupils leaving SSSFN with some GCSES Grade 9 to 4 (2019/2019) | | 16% | 20% |
| % of pupils leaving SSSFN with 4 or more GCSEs (2018/2019) | | 29% | 35% |
| % of pupils leaving SSSFN with a GCSE in English (2018/2019) | | 59% | 63% |
| % of pupils leaving SSSFN with a GCSE in Maths (2018/2019) | | 50% | 54% |
| % of pupils leaving SSSFN with a GCSE in Science (2018/2019) | | 34% | 40% |
| % of pupils meeting expected standard in KS1 SATS (2018/2019: Reading, Maths, GPVS) | | 11%, 11%, 0% | 7%, 7%, 0% |
| % of pupils meeting expected standard in KS2 SATS (2018/2019: Reading, Maths, GPVS) | | 10%, 5%, 0% | 8%, 0%, 4% |
| % of KS1/2 pupils making progress that is good or better in reading | | 64% | 66% |
| % of KS1/2 pupils making progress that is good or better in Maths | | 59% | 61% |
| % of KS3/4 pupils making progress that is good or better in English | | 37% | 38% |
| % of KS3/4 pupils making progress that is good or better in | | 44% | 49% |
| Notes: GCSE pupil numbers: 82 of whom 56 (68%) were PP. Pupil numbers for SATS are small: KS1 (Y2)- 14 pupils of whom 9 (64%) are PP; KS2 (Y6)- 26 pupils of whom 21 (81%) are PP. Progress data is End Spring 1. | | | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
| In-school barriers (issues to be addresses in school, such as poor oral language skills) | | | |
|  | SEMH needs have an impact on the pupils’ ability to engage and to learn | | |
|  | Pupil’s ability to manage their own behavior impacts the ability of pupils to reintegrate and progress in learning | | |
|  | PP pupils arrive at the SSSFN with standardised scores that are lower than their non-PP counterparts | | |
|  | Individual pupil specific barriers | | |
| External barriers (issues which also require action outside school, such as low attendance rates) | | | |
|  | PP pupils are higher risk of NEET compared to non-PP pupils and are less likely to successfully reintegrate to mainstream | | |
|  | Low attendance of PP pupils across all key stages | | |

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| 1. **Desired outcomes (desired outcomes and how they will be measured)** | | **Success Criteria** |
|  | 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 |
|  | 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. |
|  | 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) |
|  | 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) |
|  | 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. |
|  | 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. |

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| 1. **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 identify and train a mental health champion within each base | 89% of all SSSFN PP pupils have SEMH as their primary SEND need | Mental health champions to be trained for each base. | KW | 13 MHC currently in place  We have continually reviewed throughout the year as evidence by the MHT records of meetings.  In light of COVID-19 particular focus has been in ensuring our website remains up to date for signposting families and we have been proactive in keeping in contact with all pupils 2-3 times a week. |
| Review: Training delivered by Scott Lyons and Young Minds.  Governor completed EMHWB audit |
| We will identify a whole school approach by trialling Thrive at Locksley and Earthsea | 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 train a member of staff in the Thrive approach in each base  We will trial Thrive at Locksley and Earthsea. AW/SB will work with Thrive to ensure we are making full use of the report function | SB/AW | Thrive practioner trained at Earthsea and Locksley  Impact statement from SB- see appendix |
| Review: Thrive virtual team established with plan for 2020/2021  AW left Locksley Spring 20 |
|  | Mental Health Nurse Practitioner based at Hooper Lane | 89% of all SSSFN PP pupils have SEMH as their primary SEND need |  | SA | Impact statement from SA- see appendix  Training delivered to MHC and MHFA with a cascade system used to share training. |
| REVIEW: SA left Summer Term due to COVID-19 redeployment |
| 1. Planned expenditure | | | | | |
| **Expenditure** | | **Budgeted Cost** | **Spend to Date** | | |
| Mental Health Champion Training | | No cost | No cost | | |
| NFST - SA | | £56,751 | £33,105 | | |
| Thrive Training (for 7 members of staff, one per base) | | £11,200 | £1650 | | |
| Supply costs to cover training (£150 per day) | | £1050 | £190 | | |
| Travel costs | | £750 | £750 | | |
| Thrive licenses (£4.50 per pupil) | | £1350 (300 licenses) | £103- Thrive online subscription | | |
|  | | TOTAL: £71,101 | TOTAL: £35,798 | | |

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| B  Staff are confident and equipped with the knowledge and skills to manage behaviours that challenge | Some bases to have more than one STEPS tutor | While there has been a reduction in the % of significant incidents relating to physical assault against an adult (26.4% to 22.3%), a gap remains when comparing PP pupils against non-PP cohort (22.3% compared with 18.6% for non PP pupils)  FEX data shows that there has been an increase in the % of FEX associated with physical assault against an adult (19% to 22%) and a gap remains when comparing with non PP pupils (22% compared with 14% for non PP pupils) | Termly reviews  Termly Steps tutor meetings- new tutors paired with more experienced tutors  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. | SJ | Impact statement from SJ – see appendix |
| REVIEW  Staff leaving has meant that some adjustment is needed |
| Three phase behaviour management training for all staff delivered by SJ/MM | Audit trail in place  Regular reviews and training adapted to suit current needs  BM3 to be based on 2019/2020 behaviour audit | SJ | Training has been delivered to staff across all schools  Impact statement from SJ – see appendix |
| Small garden training for all staff | SJ |
| Behaviour internal consultation line run by the behaviour lead | Put in place a system to collate the impact of behaviour advice given. | SJ | Impact statement from SJ – see appendix |

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|  | Implement and fund a reward system which promotes safe behaviours onsite in  order to access the rewards offsite | 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 | 5 out of 7 bases have utilised their reward budget |
| REVIEW: Due to COVID-19 there is in an underspend for this action/approach |
| Protective clothing for staff working with pupils who bite and spit | There has been staff absence caused through injury from bites and needed treatment for spit related incidents | Regular review | SJ | Equipment in place |
| 1. Planned expenditure | | | | | |
| **Expenditure** | | **Budgeted Cost** | **Spend to Date** | | |
| STEPS additional tutor training (X3) | | £2550 | NOT USED | | |
| Honorarium payment to staff member for additional responsibilities | | £6000 (including on costs) | NOT USED- due to promotion of staff member to AHT | | |
| Cover supply costs for tutor training (£150 per day for 5 days X 3) | | £2250 | NOT USED | | |
| STEPS tutor annual refresher training (£170 per day X9) | | £1530 | £1020- courses were cancelled so this will roll over to next year | | |
| Cover supply costs for tutor training (£150 per day for 1 day X9) | | £1350 | £380 | | |
| Three phase behaviour management training | | No cost, delivered internally | No cost, delivered internally | | |
| Small garden training | | No cost, delivered internally | No cost, delivered internally | | |
| Travel costs associated with training | | £800 | £400 | | |
| Behaviour helpline | | No cost, delivered internally | No cost, delivered internally | | |
| Reward system (£50 per pupil) | | £12,300 | £1,523 | | |
| Protective clothing | | £500 | NOT ACCESSED | | |
| Admin support to Steps Tutors (5%) | | £790 | £790 | | |
|  | | TOTAL: £28,070 | TOTAL: £4,113 | | |

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| 1. **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 a PP 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  Sentence comprehension: PP 88 Vs non PP 93  Maths Initial Assessment: PP 83 Vs non PP 87  DASH Initial Assessment: PP 81 Vs non PP 90    Employing one person to deliver interventions in 2018/2019 was a more effective approach to delivering interventions than in base delivery 2017/2018 | CB to implement, track and monitor interventions.  CB to document interventions on the tracker.  CB to audit PP data on SIMS  CB to ask teachers/base leaders to identify PP pupils who will engage with and benefit from interventions  Personalise the intervention to the pupil: Lexia, Arrow, Math Watch or bespoke.  CB to spend time getting to know the pupils to ensure a solid foundation for interventions | CB | Impact statement from CB- see appendix  Termly reports in place  Pupil trackers show evidence of interventions used  Soft outcomes- improved engagement, many pupils express positive views about engaging with CB |
| REVIEW: Due to COVID-19 CB has contacted all parents of PP pupils receiving intervention work and offered to set up Lexia session online, CB has also coached parents |
| Identify an internal colleague situated in the West to support with interventions | The West has proved more difficult in terms of travel hence looking to make use of a colleague in the West to deliver interventions part time, backfilling their post on those days. | CB monitors on a monthly basis | CB | Two members of staff have been trained from Arrow and CB |
|  | We will continue to subscribe to: Arrow and Lexia | Arrow has been shown to be an effective reading intervention for KS1/2.  The Lexia licence runs until July 2020 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 | Arrow and Lexia in place and being used- pupil engagement is good |
| Class mathematical teaching will continue to be supported by purchasing Maths Watch | Teachers report success of Maths Watch as a teaching aid. CB has successfully used Maths Watch to support pupils in 2017/2018. | CB and Maths subject lead to monitor | CB/ID | Maths Watch has been purchased and has been implemented |

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| 1. Planned expenditure | | |
| **Expenditure** | **Budgeted Cost** | **Spend to Date** |
| PP coach- CB | £27,639.84 | £28,167 |
| Travel costs of PP coach | £750 | £1,250 |
| Training of colleague in the West | No cost | No cost |
| Arrow subscription | £960 | £960 |
| Lexia subscription | £3869.25 | £3869.25 |
| Maths Watch | £550 | £550 |
| Arrow Training for Rosebery- should be paid for by LAC funding |  | £1150 |
|  | TOTAL: £33,769.09 | TOTAL: £35,946.25 |

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| 1. **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 | Base leads and subject leads will be able to apply for PP money for individual/small group bespoke intervention. | 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  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 | Budgets are allocated according to number of PP pupil on each base.    SH will track and monitor the money requested. Requests will be made on the bespoke PP application form which will be updated for 2019/2020. This form makes it clear what the expected outcome the intervention is | SH | Updated bespoke order form in place and being used.  SH produces half termly statements on bespoke PP spending  Nearly all bases have accessed their PP funding for resources |
| REVIEW:  A change to pathway 3 has meant that an amount of the bespoke budget from Rosebery, DBS, Locksley and P4 has been ring fenced to enable the hub to implement new courses  COVID-19 has meant an underspend for all bases and it has been agreed that this can rollover to 2020-2021  For 2020-2021 the bespoke budgets will be spilt for bases with KS1/2 pupils and KS3/4 pupils  For 2020-2021 an impact tool will implemented so AHTs can measure the impact of the interventions etc. used. |
| Consider ring-fencing some of the budget for the development of educational consequences |  |  |  |  |
|  | We will look to employ an FSP worker |  |  |  | REVIEW  This was not deemed as viable as responsibility needs to sit with Social Care |
| 1. Planned expenditure | | | | | |
| **Expenditure** | | **Budgeted Cost** | **Spend to Date** | | |
| Bespoke pupil premium | | £58606.92 | £24,338.88- changing daily as orders are still being made | | |
| KW | | £52,000 | £52,000 | | |
| JK | |
| SJ | |
| JM | |
|  | |  |  | | |
|  | | TOTAL: £110,606.92 | TOTAL: £76,338.88 | | |

**Bespoke PP Budget allocations:**

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| YEAR |  | Brooklands | DBS | Locksley | Rosebery | P4 | Belton | Lingwood | Pott Row | Earthsea | Hooper Lane |
| NUMBER OF CLASSES IN EACH KEY STAGE PER BASE | | | | | | | | | |
| KS1 |  | 3 | 2 | 3 | 2 |  | 2 | 1 | 1 | 2 | 2 |
| KS2 |  |  |
| KS3 |  |  | 2 | 2 | 2 |  | 2 |  | 1 | 1 | 2 |
| KS4 | Y10 |  | 4 | 4 | 3 | 1 |  | 1 |  |  | 1 |
| Y11 | 4 | 5 | 3 |  |
| TOTAL CLASSES |  | 3 | 12 | 14 | 10 | 1 | 4 | 2 | 2 | 3 | 5 |
| TOTAL |  | £3196.74 | £12,786.96 | £14,918.12 | £10,655.80 | £2,131.16 | £4,262.32 | £2,131.16 | £2,131.16 | £3196.74 | £5327.90 |

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| 1. **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 buy in Level 6 personal careers guidance from Beacon East | 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.  The average RONI rating for PP pupils is 13.3 compared with 10.3 for non-PP pupils  Sustained destination data for 2018 leavers indicated that 28% of PP pupils were NEET compared with 19% of non PP pupils | The careers lead- DA, will identify pupils at high risk of NEET (relative to the SSSFN cohort) for Level 6 advice | DA | Programme of input in place with Beacon East staff working directly with pupils. |
| REVIEW  Additional funding has been received due to COVID-19 to enable Beacon East to support Y11 from July onwards.  This funding can also be used by the school to support pupils with appropriate resources |
| 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 323rd 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 | Budget in place and being accessed |
|  | Fund an honorarium payment for an admissions and reintegration officer to allow a focus on intervention for PP pupils prior to and during reintegration/Y6 transitions | 9 out of the 14 pupils who are currently reintegrating are PP (i.e. 64% of reintegrating pupils are PP compared with 74% of the cohort as a whole).  Both of the pupils who did not successfully transition to mainstream at the end of Y6 in Summer 2018 were PP pupils. All of the 7 pupils who did successfully transition were not PP | The RAO in receipt of the honorarium payment will have as a focus intervention support for PP pupils.  They will liaise with the Norwich Opportunity Area re the NOA interventions.  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 | NP | REVIEW  The job description etc. was re-graded by NCC and the salary was adjusted accordingly so the amount budgeted has not been used. |
| Fund an additional TA to support with reintegration |  |  | REVIEW  This did not take place and the amount budgeted has not been used.  2020/2021 Pastoral Support Officer role to be implemented |

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| 1. Planned expenditure | | |
| **Expenditure** | **Budgeted Cost** | **Spend to Date** |
| Level 6 personal careers guidance from Beacon East | £4200 | £4200 |
| Resources | £1000 | NOT ACCESSED |
| Honorarium payment for an Admissions and Reintegration Officer | £2600 (including on costs) | £2300 |
| Reintegration SSA | £22,100 (including on costs) | Appointment not made so allocated budget not used |
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|  | TOTAL: £ 29,9000 | TOTAL: £6500 |

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| 1. **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 | 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 2017/2018 revealed that they are able to spend less than one day a week on attendance.  The 2018/2019 restructure has reduced the number of assistant leads in all of the short stay bases so further reducing the time available for the attendance role. | We will rewrite our attendance policy and attendance letters. Attendance letters will be added to SIMS. As part of this we will rewrite the Day 5 letter to emphasise that students have already met the FT criteria at this point. | JK/EC | See impact statement from EC/JK |
| REVIEW  COVID-19 has seen a significant change in the monitoring of whole school attendance due to Government guidance |
| We will centralise FT and FPN. | The attendance improvement officer has improved PP attendance and increased the number of FT and FPNs.  We need to FT/issues FPNs as soon as the criteria are met. A central team will allow this and ensure consistency. | The attendance improvement officer will run stages meetings in the short stay bases. She will challenge and support around attendance | Fast Track- 16  FPNs- 17 |
| To support the centralised FT and FPN process along with tracking and monitoring we will employ an additional member of staff to support this role. We will consider employing a further person | 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. | The additional member of the attendance team will support with tracking and monitoring and will hold data on modified timetables. This person will audit attendance in terms of missing marks and track attendance | REVIEW  Despite advertising this role internally we were unable to appoint so there is an under-spend in this area.  2020/2021 wider PP role to be developed |
|  | We will subscribe to the traded attendance service to ensure access to expert advice and training |  | EC | REVIEW  We have received half termly input from NCC regarding modified timetables and more recently due to COVID-19 all base leads have been receiving a weekly attendance call from Tracy Birkin |
| We will have SIMS training to ensure that we are making the best use of our MIS |  | NB | Training has been provided on an individual basis by NB and RG |
| We will use a whole school attendance award initiative |  | EC | Bases have implemented their own attendance initiatives |

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| 1. Planned expenditure | | |
| **Expenditure** | **Budgeted Cost** | **Spend to Date** |
| EC- attendance improvement officer | £19,067 | £19,500 |
| EC Travel |  | £1300 |
| Admin Support Officer | £16,250 (including on costs) | Not spent due to being unable to appoint internally |
| Traded Services | £570 | £570 |
| Attendance reward system | £180 (£30 per half term) | Not accessed |
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|  | TOTAL: £36,067 | TOTAL: £21,370 |

Total Spend Overview

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| **Expenditure** | **Budgeted Cost** | **Spend to Date** |
| Mental Health Champion Training | No cost | No cost |
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| Thrive Training (for 7 members of staff, one per base) | £11,200 | £1650 |
| Supply costs to cover training (£150 per day) | £1050 | £190 |
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| STEPS additional tutor training (X3) | £2550 | NOT USED |
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| Small garden training | No cost, delivered internally | No cost, delivered internally |
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| Protective clothing | £500 | NOT ACCESSED |
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| **Expenditure** | **Budgeted Cost** | **Spend to Date** |
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| Arrow Training for Rosebery- should be paid for by LAC funding |  | £1150 |
| Bespoke pupil premium | £58606.92 | £24,338.88- changing daily as orders are still being made |
| KW | £52,000 | £52,000 |
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| SJ |
| JM |
|  |  |  |
| Level 6 personal careers guidance from Beacon East | £4200 | £4200 |
| Resources | £1000 | NOT ACCESSED |
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| Reintegration SSA | £22,100 (including on costs) | Appointment not made so allocated budget not used |
| EC- attendance improvement officer | £19,067 | £19,500 |
| EC Travel |  | £1300 |
| Admin Support Officer | £16,250 (including on costs) | Not spent due to being unable to appoint internally |
| Traded Services | £570 | £570 |
| Attendance reward system | £180 (£30 per half term) | Not accessed |
|  | £305,644.79 | £179,196.88 |

**Impact Statement- Autumn Term 2019**

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| **Brief overview of role/work (including role specific targets etc.)**  **Behaviour lead – Steps Lead tutor** | | |
| **Implemented** | **Impact** | **Challenges** |
| **Steps:**   1. A Steps Tutor trained and on site in each base. 10 full tutors in total (Able to deliver Step On and Step Up) 1 tutor able to deliver Step On only. 2. Termly Steps Tutors meeting to support consistency in training and provide support to tutors 3. Steps training now overseen on each individual site by specific Steps tutor   Behaviour Lead   1. Behaviour Modules 1 and 2, now a ½ termly CPD opportunity 2. Behaviour Module 3 currently in design stage, due to be rolled out in Summer/ Autumn Term 3. Behaviour Module 4 (for staff on a support plan) accessed by base leads 4. Behaviour advice line in place 5. BM1 delivered as part of CPD to some Unity trust staff. 6. Small garden training introduced as an optional additional session 7. Reflect, Repair and Restore identified as next step and training need. | 1. Onsite specialist available to support base lead and review incidents involving dangerous behaviour   Increased capacity across the trust to deliver Step On and Step Up training.  Increased opportunity to share and model on site, good practice.  6 Step On and 7 Step Up training sessions ran during Autumn Term.   1. Opportunity to support trainers 3 times per year and introduce areas for development.   Trainers feel supported and have opportunity to discuss any development points.   1. Each base has ownership of training needs and can direct training to any specific site or individual needs. 2. All SSS staff have accessed behaviour training as part of induction and probationary periods   Positive feedback received from staff  Training has been seen to be revisited on a voluntary basis where staff have reported struggling with behaviour.   1. Not applicable 2. Only utilised once so far. Positive feedback from staff and base lead. Member of staff no longer on support plan. 3. Number of referrals Autumn Term = 33   Positive feedback received.   1. Positive feedback received verbally and through evaluation forms. 2. To be assessed at next behaviour audit 3. Not applicable, to be reviewed at next cycle. | Quality assurance of training and tutor confidence/ competence is not in place internally. Feedback has suggested that this may require further consideration.  Ensuring data is consistently updated.  Monitoring of staff attendance is reliant on individual bases and not overseen by one central system. There are concerns that all staff may not have accessed this training.  BM training opportunities have previously clashed with other CPD requirements, this needs to be monitored moving forward.  Time to allocate to implementing another training session when 7 currently on offer.  Time allocation. Pro-active support prior to being placed on support plan not always available due to other roles of behaviour lead. Signposting provided.  On-site support requested not provided on 3 occasions due to capacity and needs at Lingwood.  Implementation of training without follow up has led to concerns in relation to understanding and the use of this approach. |

**Impact Statement**

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| **Brief overview of role/work (including role specific targets etc.)**  **Thrive is a social emotional programme that tracks pupil progress and identifies needs for pupils emotional development. At Earthsea the Thrive ethos is embedded throughout the school with assessments being carried out with all pupils. A bespoke action plan is created and linked with pupil EHCP outcomes to ensure that needs are being fully met.**  **Pupils access Thrive on a daily basis as a whole school and class groups. Individual sessions are implemented when a need is identified.** | | |
| **Implemented** | **Impact** | **Challenges** |
| * 2 Thrive trained members of staff. * Staff training sessions- understanding the Thrive ethos/Information around the development strands/Neuroscience and brain development. The physical effects on the body during dysregulation. Understanding our own emotions and using this to support the pupils. * Personalised Thrive book for each pupil with targets and evidence of activities and progress * Assessments carried out a few weeks after a pupil arrives, then termly. More frequently if necessary. * 1:1 and group sessions * Staff role model language to describe emotion and describe physical sensations in the body. * Visual aids in each classroom to support emotions/routines * Sensory activities in each class daily * Peanut balls, gym balls and bands to support sensory development * Whole school Thrive/sensory afternoon every other week * Parental invitation to a sensory afternoon * Warmth, consistency and clear boundaries to provide safety and containment | * Staff understanding of how life events can effect pupil behaviours and how to support them with this by creating a containing environment with clear boundaries. * Pupils are able to access the learning after their emotional needs have been met. * Pupils have positive, trusting relationships with adults in school and begin to learn how to manage and talk about their emotions, reducing the number of significant incidents. * Pupils feel safe and supported in the learning environment and make progress with their learning. * Joined up working with parents to support pupils emotional development | * Purchasing equipment for sensory trays on a regular basis. * Evidencing progress in small steps to record on the pupil trackers. * Space to offer 1:1 sessions |
| **Future Actions** |
| * Regular training sessions by Thrive practitioners for Earthsea staff (at least half termly) to widen staff knowledge. * Share practice with colleagues by offering invites to visit. * Record progress through the pupil trackers and Individual Learning Plans. * Whole school training package on the ‘Thrive’ approach. |

**Impact Statement- Autumn Term 2019**

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| **Brief overview of role/work (including role specific targets etc.)**   * Assess young person experiencing mental health issues. * Provide intervention and treatment. * Informal counselling and Brief intervention * Assess and write reports to support EHCP process. * Anxiety/Anger management session. * Emotional regulation sessions. * Liaise or refer to Secondary Mental Health Services and other agencies. * Attend meetings. * Mental Health Awareness session for students * Staff Training on mental health * 1:1 session with students if struggling in the classroom. * Staff consultations   Using outcome GAD-7  Youth Beck Depression Inventory Scale  Strengths and Difficulties Questionnaires Scale  Children’s Global Assessment Scale (CGAS)  Solution Focused Approach  Informal CBT | | |
| **Implemented**   1. Assessed 9 Secondary pupils  * 4 Anxiety Management. Completed 6 session using GAD-7 Anxiety Scale with pupils  1. 2 students experiencing suicidal ideation.   Provided regular session to manage mood, provided information on signs and symptoms of depression.  Completed Youth Beck Depression Inventory Scale with pupils | **Impact**  Initially GAD-7 scores were high when pupils joined the school. One pupil struggled to go into classroom. After session students GAD-7 score came down they had a better understanding of Anxiety and better coping strategies in place. This was achieved by using Anxiety Hierarchy/Your Worry worksheet for students to work through.  One pupil found the creative activities we started in form time to support her anxiety very helpful she continued this at home.   * After sessions student’s mood improved their scores came down. Students feeling more positive about future and behaviour improved in the classroom. This was achieved by proving student with information about sigh and symptoms of depression/anxiety and coping strategies, Mood Tracking and Social Interaction and Mood Worksheet. Student successful integrated back into mainstream school. | **Challenges**  Having a base at the school has given me the opportunity to assess students sooner and support them with their mental health problems. Their referral has not sitting on a long waiting list. Accessing mental health services quicker for young people is vital.  Young People that are permanently excluded from mainstream school are more likely to have emerging mental health problems if they do not receive the support sooner.  Exclusion rates have increased therefore the number of referrals will increase over time.  Often students that are excluded feel angry and emotional, they need more time to process the exclusion and for the mental health support to continue in the next provision.  Staff have said having a Mental Health Nurse with knowledge and expertise as been helpful as the young person can be seen quicker. |
| 1. 3 students were offered regular counselling session.   This provided them an opportunity to discuss feeling and any concerns.   * Implemented Mental Health Week/Day   Secondary students were provided with Breakfast and a chat about mental wellbeing (sleep hygiene, diet, keeping active, managing mood).  Students had session on signs and symptoms of depression/anxiety. Discussed self-harm.  Staff had a chat and opened up about their mental health issues. They received a hand and head massage which they found relaxing.   1. Secondary students are referred by Assessment team and are seen within first few days of referral. This has been important as brief intervention can prevent further deterioration. 2. Assessed 8 Primary pupils   4 students-provided staff consultations and advised on therapeutic activities they could implement in the classroom to support with challenging problems. As this was successful we developed Wellbeing session once a week. Spring and summer term the Wellbeing session will become an Allotment Project which the children started this wee   1. 4 students have 1:1 session regarding emotional regulation.  * Through activities we discuss managing emotions/behaviour in the classroom. Simple strategies given to manage situations. | * Using CBT approach completed worksheet on negative thinking to change to positive. Student were able to start challenging negative thinking. * Using solution focused approach student was able to identify triggers and work through problems in a more logical manner rather than feeling overwhelmed. * Mental Health Week had a positive impact on the pupils behaviour. They engaged with breakfast in the mornings and asked questions. One student wanted more information on depression and coping strategies. Staff also said they felt more positive. * Providing Brief Intervention sooner has supported students from further deterioration. (Research has shown if mental health problems are not managed it in the first few months this could lead to mental health problems becoming serious). * Staff made changes in the classroom and behaviour improved. * Students have engaged in the Wellbeing session with a positive attitude, participating and very much focused. Students feedback has been “very fun and interesting”, “when is the next session. Staff have also found the session helpful. Staff have said “students are engaged, have a better attitude to school. They are looking forward to the allotment developing”.      * Some students behaviour improved less incidents in the classroom. Students also given the opportunity to express feeling and manage anger more constructively. * Strengths and difficulties Questionnaire Scales showed improvement at the end of sessions. * The Children’s Global Assessment Scale outcomes improved over time. |  |
| **Future Actions** |
| The Mental Health Service in the school will end at the end of the school term. |

**Impact Statement- Autumn Term 2019**

**Pupil Premium Coach**

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| **Brief overview of role/work (including role specific targets etc.)**  The gap between the progress and attainment of Pupil Premium (PP) pupils compared to the cohort as a whole reduces,   1. Visit bases to deliver package of interventions 2. Identify an internal colleague situated in the west to support interventions 3. Subscribe to ARROW, LEXIA & mathswatch | | |
| **Implemented** | **Impact** | **Challenges** |
| On a weekly basis visit Locksley, Brooklands, DBS and Hooper Lane schools and provide support for a pupil at Lingwood  Two colleagues in west (Rosebery) trained in LEXIA by CB and in ARROW by external trainer – CB provided earphones for ARROW and support with licence issues. CB supports via email and telephone call and monthly visits.  Continuation of LEXIA, ARROW and Mathswatch  Additional duties  Assisted with reading scheme for Hooper Lane School  Suggested alternative interventions when requested Prodigy, Teach your monster to read  Completed welfare checks  Assisting Primary (Locksley) leadership when staff shortage  Attended small garden training | Students expect visit & look forward to 121 support from CB  Noticeable improvement in confidence and speed of reading/understanding in students.  Individual programmes for each student after completing a placement programme. Can change interventions if a better fit  At the time of writing 31 students have been working with CB, flexible number due to rolling cohort  More students able to access interventions with familiar staff within home base on a flexible basis due to distance from other bases.  Able to continue with interventions on a bespoke basis – some students have continued with an intervention from last year others have changed – ARROW now being used from these students will be retested by February half term to show progress made. Updating students trackers. | Lack of interest/engagement  Students not on site absence/refusal/taxi ban/reintegration  Bespoke timetable  Illness  Change of staff  Number of students requiring interventions  Remote support can be impersonal however colleagues are aware how to contact PP Coach with regular visits to discuss issues on a 121 basis  ARROW is paper based so progress can only be shown once retest is completed. |
| **Future Actions** |
| Continue to support and train staff where required  Support staff to submit PP applications when required  More parental involvement  Continue to work closely with PP Attendance Officer to continue to support with attendance issues  Continue to explore alternative interventions/ suggestions for use of PP budget |