



## Pupil premium strategy statement: Ellen Tinkham School

1. Summary information					
School	Ellen Tinkham School				
Academic Year	2018/2019	Total PP budget	£72,057	Date of most recent PP Review	September 2018
Total number of pupils	196	Number of pupils eligible for PP	63	Date for next internal review of this strategy	February 2019

2. Current attainment		Using P Level Data	
	Pupils eligible for PP	Whole School	
<b>KS1 English, Maths and Science % meeting or exceeding their targets</b>	Reading <b>100%</b> Writing <b>100%</b> Speaking <b>100%</b> Listening <b>100%</b> Number <b>100%</b> Space, Shape & Measure <b>50%</b> Using & Applying <b>100%</b> Science <b>100%</b>	Reading <b>92%</b> Writing <b>100%</b> Speaking <b>92%</b> Listening <b>84%</b> Number <b>91%</b> Space, Shape & Measure <b>60%</b> Using & Applying Science <b>80%</b>	
<b>KS2 English %meeting or exceeding their targets</b>	Reading <b>65%</b> Writing <b>47%</b> Speaking <b>65%</b> Listening <b>84%</b>	Reading <b>71%</b> Writing <b>78%</b> Speaking <b>64%</b> Listening <b>89%</b>	
<b>KS2 Maths %meeting or exceeding their targets</b>	Number <b>61%</b> Space, Shape & Measure <b>77%</b> Using & Applying <b>65%</b>	Number <b>78%</b> Space, Shape & Measure <b>79%</b> Using & Applying <b>78%</b>	
<b>KS2 Science %meeting or exceeding their targets</b>	<b>71%</b>	<b>93%</b>	
<b>KS3 English %meeting or exceeding their targets</b>	Reading <b>78%</b> Writing <b>64%</b> Speaking <b>71%</b> Listening <b>64%</b>	Reading <b>69%</b> Writing <b>75%</b> Speaking <b>82%</b> Listening <b>81%</b>	

<b>KS3 Maths %meeting or exceeding their targets</b>	Number <b>50%</b> Space, Shape & Measure <b>43%</b> Using & Applying <b>64%</b>	Number <b>68%</b> Space, Shape & Measure <b>56%</b> Using & Applying <b>57%</b>
<b>KS3 Science %meeting or exceeding their targets</b>	<b>64%</b>	<b>56%</b>

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Sensory regulation difficulties which hinder engagement in learning and maintaining concentration levels. All of our pupils have complex and significant profiles and may suffer from poor health or have degenerative conditions. We have a significant group of pupils with Autism and others who struggle with sensory regulation.
<b>B.</b>	Poor communication and social skills and the need to develop socially appropriate behaviours. These may be felt more acutely by children from disadvantaged families who may not be able to give a high level of support with their children's communication profiles due to lack of skills and knowledge.
<b>C.</b>	Difficulties in working with others and appropriate social interaction. Many of our students find communicating their emotions difficult and require time, support and strategies to help them engage in a more positive way. They require adult modelling to help them to develop appropriate and effective ways of engaging with others. Attachment issues can often be more prevalent within this disadvantaged group.

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Lack of opportunity to access wider social opportunities due to socio-economic factors. Families with low income brackets cannot afford things like theatre trips or other enrichment activities or may lack the confidence to take their children out in society where they are open to criticism, hostility or judgements being made if the perception is that their children are behaving inappropriately.
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Difficulties in engagement in learning and maintaining concentration levels. All of our pupils have complex and significant profiles and may suffer from poor health or have degenerative conditions. They may struggle with sensory regulation and behaviour or have conditions such as Autism. Whilst this is true of all our pupils, they may be felt more acutely by children from disadvantaged families	Improved emotional health and wellbeing of pupils. Some pupils will be able to self-regulate emotions and access strategies to support themselves by utilising strategies and programmes that have arisen from sensory processing. Improved problem-solving skills. Resilient and attentive learners. Improvement in attainment including Home School Targets and P Level data
<b>B.</b>	Poor communication and social skills and need to develop socially appropriate behaviours. Again whilst this is true of all our pupils, they may be felt more acutely by children from disadvantaged families who may need support with their children's communication profiles.	Fewer behaviour incidents recorded Better engagement in learning leading to increased pupil satisfaction and wellbeing. Higher achievement levels in home school targets and P level and other assessment data used by the school.

<b>C.</b>	Difficulties in working with others and appropriate social interaction. Many of our students find communicating their emotions difficult and require time, support and strategies to help them engage in a more positive way. Children need time and support to explore their own identity and where they fit within a group. They require adult modelling to help them to develop appropriate and effective ways of engaging with others.	Children are more aware of their own ability to communicate and their impact. Children can work with others in a range of settings. They can transfer the skills they have learnt in the classroom to the wider environment. Fewer behaviour incidents recorded that have their origins in children being unable to co-exist in a group situation. Children will have the skills to initiate and maintain positive relationships.
<b>D.</b>	Lack of opportunity to access wider social opportunities due to socio-economic factors.	Experiencing opportunities in the wider community and transference of skills. Improvement in socially appropriate behaviours. Fewer behaviour incidents recorded. Increased motivation and engagement. Improved emotional wellbeing, due to being actively included in the wider community.

5. Planned expenditure					
Academic year	2018/2019				
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?
C. Improve communication and social skills & socially appropriate behaviours.	<p>Our support services team includes a pupil Advocate who undertakes regular staff training so that we have a wide pool of Advocacy champions. This ensures a fully person-centred ethos with systemic advocacy in place. Pupil voice drives forward learning and is at heart of the school. Parent advocacy workshops run to support parents with communication profiles,</p> <p>We have a full-time behaviour support specialist who leads a communication and decision-making team. Part of this role is to train staff and support them to work with our challenging students who need strategies to support them with communication and decision making across the school.</p>	<p>We want to invest in staff training in advocacy to promote pupil voice which fits in with our person-centred ethos. This will consolidate the school ethos and ensure good practice is embedded across the whole school. It will ensure that our children have a voice and that it is listened to, as a result our children will become effective communicators and be able to play a part in their communities.</p> <p>We want to invest in training staff to support our challenging pupils in being able to find better ways to communicate. Preparation for learning is a key element of the work of the undertaken by the communication and decision-making team. Through empowering pupils to communicate clearly, manage emotions and learn to self-regulate they can integrate in to a learning environment where they are able to achieve and learn skills for life.</p> <p>..</p>	<p>Review of behaviour incident reporting.  Student council minutes.  Staff and parent feedback.  Annual person-centred review process which collects views of parents, pupils and other stakeholders.</p>	Pupil Premium co-ordinator	February 2019

<b>Total budgeted cost</b>					£17,637
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improvement in extending concentration levels and engagement in curriculum.	To offer opportunity to access alternative learning opportunities for those pupils who cannot engage in a structured classroom environment by offering a Rural skills curriculum. To offer an individual and personalised learning curriculum with additional staff support where needed. To offer Inclusion opportunities to extend their learning in a mainstream setting where appropriate.	Pupils experience difficulties in maintaining concentration and engaging in learning. This is due to a wide range of issues such as serious health conditions, anxieties, Autism and a wide range of physical and learning difficulties. An individualised and alternative curriculum offer will also help engage learners who cannot engage in a traditional structured classroom environment.	Referral process in place to access Rural Skills curriculum which outlines pupils' barriers to learning and expected outcomes and learning objectives. Feedback obtained through annual reports which link in to annual Person Centre Reviews which take place in summer term. Progress is monitored and evaluated against learning outcomes	<b>Pupil Premium co-ordinator</b>	February 2019

<p>Improve Literacy levels in Year 7</p> <p>Improvement in children's ability to work together and co-exist in small groups with fewer behavioural incidents recorded. To be able to initiate and maintain positive relationships.</p> <p>Ensure all pupils in this cohort receive equity of provision.</p>	<p>1:1 and small group reading booster classes with pupils in Year 7</p> <p>Additional staff support to support targeted small group work focusing on issues identified via home school agreement targets.</p> <p>Pupil Premium Co-ordinator acts as a "pushy parent" to ensure pupil premium cohort have equity of provision.</p>	<p>Some of the students need targeted support to catch up and achieve full potential. This will be provided by a part time Teaching Assistant to work in Year 7</p> <p>Home school agreement targets are scrutinised and areas where children have not made the desired progress identified. Using the home school agreement data enables us to gather and reflect on evidence across a range of settings.</p> <p>All activities, therapies and residentials are available equally to this group. Review referrals from teachers and staff to ensure provision of activities or resources are targeted correctly.</p>	<p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Continued monitoring of home school agreement targets and the targeted groups objectives will ensure that specific areas are addressed.</p> <p>Process of continual review.</p>	<p>Pupil Premium Coordinator</p> <p>Pupil Premium Coordinator</p> <p>Pupil Premium Co-ordinator.</p>	
<b>Total budgeted cost</b>					£50,244
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>A. Improvement in extending concentration levels and engagement in curriculum.</p>	<p>To offer additional therapies and activities outside the core curriculum to improve emotional and mental wellbeing. These are Play Therapy, Aromatherapy, Music Therapy, and Riding sessions.</p>	<p>Pupils experience difficulties in maintaining concentration and engaging in learning. This is due to a wide range of issues such as serious health conditions, anxieties, Autism and a wide range of physical and learning difficulties. A boost in mental and emotional health and wellbeing will ensure pupils are more receptive to learning. Pupils who access learning on a sensory level need to have their sensory needs met.</p>	<p>Referral process in place to access alternative therapies which outlines pupils' barriers to learning and expected outcomes. Feedback obtained through annual reports which link in to annual Person Centre Reviews which take place in summer term.</p>	<p>Pupil Premium Coordinator</p>	<p>February 2019</p>
<p>D Improvement in socially appropriate behaviours and socially based communication skills</p>	<p>Identify and source appropriate enrichment and extra-curricular activities and social experiences e.g. residential, theatre trips</p>	<p>Socio-economic factors mean limited scope for extended social experiences, these impacts upon pupils' development of socially appropriate behaviours and socially based communications.</p>	<p>Pupil Premium co-ordinator to assess request for funding against barriers to learning assessment and required outcomes. Teacher/parent/advocacy feedback through annual person-centred reviews.</p>	<p>Pupil Premium Co-Coordinator</p>	<p>February 2019</p>
<b>Total budgeted cost</b>					<p>£4175</p>

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. 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
Improve communication and social skills	Advocacy training for support staff to become Advocacy champions and to ensure systemic advocacy is in place and that pupil voice is at heart of the school. Behaviour support to enhance communication and decision making across the school.	<p>We want to invest in staff training in advocacy to promote pupil voice which fits in with our person-centred ethos.</p> <p>We also invest in training staff to support our challenging pupils in being able to find better ways to communicate. Preparation for learning is a key element of the work of the communication and decision-making team. through empowering pupils to communicate clearly, manage emotions and learn to self regulate so that they can integrate in to a learning environment</p>	<p>We are in the process of collating responses to the annual person-centred reviews which took place in the summer term.</p> <p>Feedback from families at parent's evenings and from staff at training refresher shows that this training is beginning to have an impact. Student council meetings also reinforce pupil satisfaction at their engagement in decisions affecting their school life and feel that their voice is being heard.</p> <p>This approach will be continued.</p>	£9560
ii. 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



<p>improvement in extending concentration levels and engagement in curriculum.</p>	<p>To offer opportunity to access alternative learning opportunities for those pupils who cannot engage in a structured classroom environment. To offer an individual and personalised learning curriculum with additional staff support where needed.</p>	<p>This was found to be extremely effective in engaging those of our pupils who are physically very active and struggle to stay engaged in lessons within the structured classroom environment. Fewer behaviour incidents were recorded for a small but very key group of students with significant behaviour challenges.</p> <p>Health benefits were also felt with increased physical activity as well as significant boosts to self esteem, confidence and engagement in learning.</p>		<p>£18,283</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Improvement in socially appropriate behaviours and socially based communication skills</p>	<p>Identify and source appropriate enrichment and extra-curricular activities and social experiences e.g. residential, theatre trips</p>		<p>Analysis of results of achievement using hard data shows that Pupil Premium pupils do not have an achievement gap. Monitoring and evaluation of soft data e.g. feedback from advocacy, pupil voice and person-centred reviews show this has greatly increased self-confidence and social skills. This approach will be continued next year</p>	<p>.</p>
<p>Improvement in extending concentration levels and engagement in curriculum</p>	<p>To offer additional therapies outside the core curriculum to improve emotional and mental wellbeing. These are Play Therapy, Music Therapy, Horse Therapy and Riding for the Disabled therapy sessions.</p>		<p>Analysis of results of achievement using hard data shows that Pupil Premium pupils do not have an achievement gap. Monitoring and evaluation of soft data e.g. feedback from parents, teachers and pupils show that these therapies improve on pupils being receptive to learning due to increased health and wellbeing. This approach will be continued next year.</p>	<p>£28,838</p>
<p>Improvement in children's ability to work together and co-exist in small groups with fewer behavioural incidents recorded. To be able to initiate and maintain positive relationships.</p>	<p>The communication and decision-making group to set up and run small groups with specific objectives to target areas that have been highlighted and address the gap that has become apparent in this area.</p>	<p>The groups are at an early stage but there has been clear evidence that children are using the strategies learnt in these sessions.</p>	<p>Analysis of the home school agreement data has shown that this has had an impact on the attainment of these targets. This approach will be continued next year.</p>	

## 7. Additional detail

The challenge for us has been that in analysing hard data of core subject attainment there is no significant achievement gap between pupil premium pupils and other pupils. The school has been diligent in seeking out where the attainment gap actually lies. In analysing success against our own home school agreement targets which are based on a different skill set and relating to independent living and life skills, we have identified that there does seem to be evidence of an attainment gap. As a result, strategies have been

implemented with a specific focus on the working with others target. In our next review we will be therefore scrutinising this data further and reviewing what measures can be put in place to address this.