

Pupil premium strategy statement: Ellen Tinkham School



1. Summary information					
School	Ellen Tinkham School				
Academic Year	2019-20	Total PP budget	£86,098	Date of most recent PP Review	Sep 2019
Total number of pupils	226	Number of pupils eligible for PP	71	Date for next internal review of this strategy	Mar 2020

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Non Pupil Premium Cohort</i>
KS1 Daily Living Skills meeting or exceeding their targets	28 %	50 %
KS1 Improving my own Performance %meeting or exceeding their targets	100 %	50 %
KS1 Working with others %meeting or exceeding their targets	88 %	67 %
KS1 Sensory and Physical %meeting or exceeding their targets	75 %	40 %
KS2 Daily Living Skills meeting or exceeding their targets	64%	53 %
KS2 Improving my own Performance %meeting or exceeding their targets	64 %	64 %
KS2 Working with others %meeting or exceeding their targets	79 %	66 %
KS2 Sensory and Physical %meeting or exceeding their targets	77 %	75 %

KS3 Daily Living Skills meeting or exceeding their targets	56 %	57 %
KS3 Improving my own Performance %meeting or exceeding their targets	55 %	50 %
KS3 Working with others %meeting or exceeding their targets	74 %	83 %
KS3 Sensory and Physical %meeting or exceeding their targets	63 %	67 %
KS4 Functional Skills meeting or exceeding their targets - Maths	91 %	85 %
KS4 Functional Skills meeting or exceeding their targets – Speaking & Listening	50 %	58 %
KS4 Functional Skills meeting or exceeding their targets - Reading	50 %	40%
KS4 Functional Skills meeting or exceeding their targets - Writing	25 %	32 %

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)*

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| A. | The need to engage in positive communication styles and good decision making to support positive behaviour. |
| B. | Lack of ability to self regulate and build emotional resilience because of sensory processing needs. |
| C. | Communication and social Interaction barriers due to poor oral language and communication skills |

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

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| E. | Social Exclusion – Lack of extended social opportunities which may be caused either by financial barriers or by lack of parental confidence. |
| F. | Family support. With understanding a special needs diagnosis and the impact of their child’s condition. They need support with skills and knowledge in positive parenting strategies, resilience and building up confidence to take their children out for enrichment and extended social opportunities. |

4. Planned expenditure

Focus	Rationale	What we will provide	Desired Outcomes	How we assess impact	Review
Self-Regulation & Emotional Resilience	We have seen an increase in the number of students who require support with self-regulation strategies. Self-regulation is necessary for reliable emotional wellbeing and to control behaviours and emotions. Well-regulated students will be able to better access learning.	<p>We will set up and equip a Hub with sensory regulation spaces for calming, alerting and organising.</p> <p>Programmes, therapies, training and interventions to support self-regulation and extended engagement will be timetabled and run by our Communication and Decision Making Team.</p> <p>Individual resources e.g. communication aids and resources or activities to help with sensory regulation</p> <p>Research opportunities for workshops and training around e.g. Music and Movement</p>	<ul style="list-style-type: none"> • Improved emotional health and wellbeing of pupils. • Some pupils will be able to access strategies to self-regulate • Better problem solving • Resilient and attentive learners 	Review of CPOMS – reduction in recorded incidents Student and teacher feedback Case studies	
Budgeted cost: Staffing: £5560					Total Budgeted Spend: Staffing: £ 5560

Spend	Rationale	What we will provide	Desired Outcomes	How we assess impact	Review
<p>Social Exclusion – Lack of extended social opportunities which may be caused either by financial barriers or by lack of parental confidence.</p>	<p>The vast majority of Pupil Premium eligibility is based on household income. Families on lower household income are generally less able to afford extended social opportunities as they tend to be costly, expensive and logistically challenging. The ability to maximise their potential in developing socially appropriate behaviours and socially-based communication are therefore limited.</p>	<p>Pupil Premium leads in each setting to ensure equality of access across all trips and residential trips and to promote awareness of issues surrounding disadvantaged learners and their families.</p> <p>Subsidies with the cost of residential trips and activities where a parental contribution is required to cover costs.</p> <p>Meet the costs of activities which do not form part of the core curriculum e.g. Horse Riding, (physical exercise and skills e.g. balance, sensory experiences and self –esteem building & Clip n Climb.</p> <p>Family support worker and Pupil Premium leads to source additional enrichment and extra- curricular activities and opportunities.</p>	<p>Equality of access</p> <p>Range of extended social opportunities is available to disadvantaged groups.</p>	<p>Check that pupil premium families are participating in the activities which are being offered to families which require parental contributions.</p>	<p>Pupil premium lead in each setting</p>
<p>Budgeted Cost : Cost of subsidised trips & Activities £4,000 Residentials £2500 Enrichment/Football :£2000 Workshops: Drama/Art etc £2,500 Staffing: £20,097</p>					<p>Total Budgeted Cost :£31,097</p>

Spend	Rationale	What we will provide	Desired Outcomes	How we assess impact	Review
Positive Behaviour through good communication and decision making skills.	Effective communication strategies and an embedded system of positive choices and good decision making will reduce negative behaviours and influence positive behaviour.	<p>One day per week dedicated pupil advocate time to :-</p> <ul style="list-style-type: none"> • Train class advocates and ensure pupil voice is at the centre of school systems • Targeted interventions through referrals by staff for pupils to access individual advocacy sessions 	A person centred ethos is established with pupil voice at the heart of our school. Pupil advocates will ensure that good practice is embedded across the whole school. This will feed in to a personalised and individual curriculum, where pupils drive their own learning, are engaged and have better learning outcomes.	CPOMS behaviour incident reporting Referrals and assessment Feedback – pupil and staff Case studies Data assessment	
Staffing £16670 Communication Aids £2,000					Total Budgeted Cost: £18,870

Focus of Spend	Rationale	What we will provide	Desired Outcomes	How we assess impact	When and who will review implementation
Rural Skills - Targeted interventions to improve communication and decision making skills and communication and interaction.	Some pupils struggle to engage in learning in a traditional classroom environment but would benefit from an alternative environment.	One half day per week as dedicated time for our Rural Skills Teaching Assistant to work on a small group basis with pupils who have been referred as benefiting from intensive interaction in an outdoor hands-on environment.	Pupils work to a set of communication targets set in the referral by class teacher.	Referrals and assessment Feedback – pupil and staff Case studies Data assessment	

Staffing : £3830	Total budgeted cost £3.830
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Focus of Spend	Rationale	What we will provide	Desired Outcomes	How we assess impact	When and who will review implementation
To improve Phonic skills and improve literacy levels.	Research has shown that children from low-income families have less developed language and comprehension skills than children from more affluent households. They also are less able to understand abstract language and have lower reading and writing skills. This may be due to less time and resources available to families struggling financially and being exposed to a less language rich environment.	Higher Level Teaching Assistant and Teaching Assistant to support pupils with phonics, reading and comprehension. They will work on an individual or small group basis working under the supervision of the literacy co-ordinator. Individual learning goals will be set under the Literacy programme and targets will be assessed and reviewed.	Improvement in Literacy assessment data. Improved phonics, reading and comprehension skills.	Assessment data	Literacy Leads/ Pupil Premium co-ordinator
Staffing: Teaching Assistant £6946 Higher Level Teaching Assistant £ 9639 (including £4500 Year 7 Literacy catch up funding)					£16,585

Focus	Rationale	What we will provide	Desired Outcomes	How we assess impact	Review
Family Support	Some families struggle to understand their child's diagnosis and its' impact. They may struggle with	One day a week Family Support worker who will draw up a profile of those families	Improved health and wellbeing and resilience in families will in turn impact on more resilient pupils and	Family and staff survey & feedback Case studies	Daisy Binnie and Lynne Williams

	<p>their child's behaviours and communication profile. Some feel isolated and anxious especially in the early years of their child's school life. If families lack resilience and are anxious then this will impact on the pupils in turn.</p> <p>Some families are in crisis and need signposting to external agencies for help and support.</p>	<p>who need additional support and guidance. These families are those who fit the profile of being isolated, anxious and lacking in confidence to take their children out in to the community. She will then arrange a series of workshops e.g. building better outcomes and creative workshops to improve resilience and health and wellbeing.</p> <p>Help with FSM and DLA applications.</p> <p>Signposting to other support networks and services</p>	<p>less time spent on managing behaviours or family concerns.</p>		
<p>Budgeted Costs : Staffing £8,150 Workshops & Training £2,000</p>					<p>Total Budgeted Spend: £10,150</p>

5. Additional detail and review of Last year's aims and outcomes.

For the academic year 2018/2019 and for Autumn 2019 and Spring 2020, assessment data was collected on a subject area framework. This reflected our initial response to the removal of P level data. In the Summer 2020 term, data was collected on a new system which is based on individual pupil targets which are based on the four areas of the code of practice within the Education Health and Care plans.

This makes data comparison to last year's assessment data difficult as we transitioned mid-year to a new system and there have been significant changes to the way data is collected.

Due to transition, there were also significantly less targets assessed in Summer than in the Spring term which also skews the data across the year.

Future assessment will ensure that individual targets for Maths and English will be set under the Cognition and Learning section of the Pupil's Education Health and Care Plan. Science data will not be collected individually. Individual progress and whether pupils are secure in their targets will form the basis of our assessment framework. Therefore, when analysing key stage data, gaps between pupil premium and non-premium pupils will not be benchmarked against the same criteria. Our challenge will therefore be to ensure rigour in setting targets which are accurate, appropriate and challenging to our pupils. Professional data conversations will include analysis of how pupil premium spend can be targeted to ensure equitable progress across both groups of pupils.

From June 2019 we took the decision to disinvest from using pupil premium to subsidise the cost of Music Therapy sessions for pupil premium pupils as we felt we could not collect sufficient evidence of impact. Other strategies, which include providing additional support for Advocacy, Behaviour and communication and decision making support, individual programmes of rural studies have been continued. New strategies include providing additional support from our family support worker for pupil premium families and using Year 7 Literacy catch up funding to part fund a full time Literacy Higher Level Teaching Assistant to support the whole school focus on phonics.