

Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information					
School	Park Campus Academy			Type of SEN (eg.PMLD/SLD/MLD etc.)	AEP
Academic Year	2018-19	Total PP budget	£27,690.00	Date of most recent PP Review	
Total number of pupils	84	Number of pupils eligible for PP	36	Date for next internal review of this strategy	June 19
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving in English			45		
% achieving in Maths			50		
% progress in social independence					
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Low self-esteem Poor attendance Low aspiration Low self confidence Negative social groups Poor social and emotional support network				
External barriers					

B	Economic and social deprivation Lack of parental engagement Trauma and neglect
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4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Raise the attainment of Pupil Premium Pupils – including the more able	Pupil attainment in Maths and English better or equal to non-pupil premium learners. 75% of FSM learners targeted make expected or better progress against their baseline data.
B.	To improve the Speech, Language and Communication needs of Pupil Premium Pupils	80 % of FSM learners targeted make expected or better progress against their baseline data.
C.	To improve the mental health needs of Pupil Premium Pupil	Pupils develop the ability to identify and regulate their emotions their emotions thus allowing to access the curriculum and then deemed as independently engaged
D.	To improve the attendance of Pupil Premium Pupils so that it is in line with the National average for a similar educational setting.	Attendance of 100% FSM pupils to be in line or better than the national average for pupils in a similar educational provision.

5. Planned expenditure

Academic year	2018-2019
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The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improve the outcomes for PP against that of non-PP by reducing the gaps in English and Maths.	A,B,C & D	Pupil attainment in Maths and English better or equal to non-pupil premium learners. 75% of FSM learners targeted make expected or better progress against their baseline data	Termly monitoring of attendance in school and lessons, English and Maths progress,	LW/EM	April 2019
Monitoring of weekly planning, SIT marking, Dirt marking, work scrutiny.	A, B & D	Learners increased pupil progress in the core subjects. Teacher feedback enable learners to make the required progress in English and Maths.	Through staff CPD training. Learning walks to ensure that work is differentiated and engaging	SLT/MLT	May 2019
Total budgeted cost					No cost
ii. Targeted support					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Therapeutic intervention through the work of Synergy Theatre group.	A,B & C	Learners develop creative expression to encourage team work, communication skills and enhancing self-esteem.	Workshops and theatre trips are organised for the students to engage with the arts and communication.	LW	May 2019
Monitoring of weekly planning, SIT marking, Dirt marking, work scrutiny. Learning walks to ensure that work is differentiated and engaging	A&D	Learners increased pupil progress in the core subjects. Teacher feedback enable learners to make the required progress in English and Maths.	A schedule for work scrutiny to be carried out weekly and monitored the teaching and learning need.	SLT & Middle Leaders	May 2019

Data analysis of pupil progress in subject areas and planned interventions to close the gap in attainment.	A & D	Attainment in English and Maths of learners for FSM learners is above the expected 80% of more able FSM pupils	Monitoring data through a termly data analysis and evaluating interventions that have been put in place.	SLT and Subject Leaders	May 2019
Total budgeted cost					No cost

iii. Other approaches (To improve speech and language and communication)

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targets/action plans set by SaLT those pupils in need of specific SaLT support	A & B	Learners targeted make expected or better progress against their baseline data.	Targeted support from the speech and language therapist	LW	April 2019 June 2019
SEN Support to deliver interventions out of class to improve literacy	A & B	Learners targeted make expected or better progress against their baseline data.	Termly monitoring of pupil progress in English.	LW	April 2019
Total budgeted cost					£22,106

iv. Other approaches (including links to personal, social and emotional wellbeing)

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Vauxhall City Farm Rooted personal development Programme. The Rooted supports young people to develop the confidence, skills & motivation they need to engage with learning	C & D	Increase their confidence, aspirations & motivation. Identify their goals and pathways to success. Improve their engagement with mainstream education. Manage their feelings. Improve their resilience and emotional well-being and. Overcome their background challenges & barriers. Increase their attendance.	Six week programme as part of the Science Curriculum	YP and LW	December 2018

<p>Kinetika Bloco creative music intervention programme for FSM to build creative leadership and engagement through music.</p> <p>Peri kit drumming session. Steel pan music intervention to improve targeted FSM pupils self-confidence and engagement</p>	C & D	<p>Targets FSM pupils' confidence, behaviour & engagement in lessons. Music Therapy helps release tension and refocuses students. In addition, it exposes them to different cultures and a variety of instruments.</p>	<p>A twelve-week programme delivered as two sessions a week.</p>	MEW	January 2019 and June 2019
Total budgeted cost					£23,666

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Action	Intended outcome	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>Whole Staff trained by SaLT practitioner on the art of communication and the use of language when communication with social and emotional needs.</p>	<p>Increased understanding of the art of communicating and how it can impact on delivery of lessons, instructions and de-escalating incidents.</p>	<p>An awareness that language is key when communicating with other staff and pupils. Decrease in the rate of negative incidents and an awareness that body language and tone can inflame situations which will lead issues to escalate. Staff modelling an example of how we should speak to each other as citizens.</p>	<p>Whole school approach when communicating simple instructions and adapting to different student's needs. Being able to recognise that we communicate with tone, language and body language and how this can impact on a child's behaviour. We will endeavour to continue with this training.</p>	<p>£8,000</p>

<p>One- to- one mentoring (one day a week) – includes support from a therapist, alongside the mentor</p>	<p>Students with complex needs are supported to explore and devise their own support plans. The system of voluntary attendance allows students to build trust and confidence to open pathways to their own futures. Positive role models allow students to develop their own skills and be guided through therapeutic and coaching intervention.</p>	<p>Pupils develop the ability to identify and regulate their emotions their emotions thus allowing to access the curriculum and then deemed as independently engaged.</p>	<p>Reduction in referrals to RAP and fixed term exclusions.</p>	<p>£11,700</p>
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ii. Targeted support

Action	Intended outcome	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>KS3 weekend bootcamp x 3 (three days; no staff support needed; in association with the police)</p>	<p>Students will be supported in understanding real time emotions, feelings and behaviours. Through behaviour strategies, nurture and therapy, students’ ability to challenge themselves is maximised.</p>	<p>Students’ confidence, motivation, determination, peer support and conflict resolution are all improved. The resilience, independence and self-regulation of students is developed.</p>	<p>The boot camp has proved to be an effective intervention and needs to be expanded and staffed to allow access for further year groups.</p>	<p>£14,868</p>
<p>Ten week behavioural programme x 3</p>	<p>Targeted towards three groups with clear development need:</p> <ol style="list-style-type: none"> 1 Girls at risk of child sexual exploitation 2 Boys who have been involved with criminal activity (particularly knife-carrying) <p>Boys who have difficulties understanding sexual consent and who at risk of sexual offending</p>	<p>Students gain a better understanding of sexual health, flagging support groups, charities and other programmes that can offer support. Student’s confidence, awareness and knowledge of sexual health are all improved.</p>	<p>The behavioural programme makes the students aware of consequences to their actions and helps them identify risky behaviour and has proven to be an effective intervention.</p>	<p>£4800</p>

iii. Other approaches (including links to personal, social and emotional wellbeing)				
Action	Intended outcome	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
Royal Academy of Dance (24 week dance programme)	Students will get the opportunity to engage in a variety of dance genres.	Helps student's confidence, team work and determination. They learn routines, and are able to participate in a medium that is outside their comfort zone. They are encouraged to be expressive and connect with the arts.	The Dance programme was an effective intervention improving the student's self-confidence and gave them the opportunity to showcase their dance pieces at three different events and performed at the National Record of Achievement assembly for the Year 11 Leavers. The Ks3 and KS4 pupils worked together.	£1,440

7. Additional detail

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