

## Pupil Premium Strategy 2017/18 LWS Academy – SEMH Special School

1. Summary information					
School	LWS Academy			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2017/18	Total PP budget	£34,415	Date of most recent PP Review	N/A
Total number of pupils	51	Number of pupils eligible for PP	67%	Date for next internal review of this strategy	Sept. 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving 4 or above including E & M (2017-18 only)		
% achieving GCSEs (2017-18 only)		
% achieving external accreditation (2017-18 only)		
% achieving English and Maths qualifications (2017-18 only)		
Progress 8 score average		
Attainment 8 score average		

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
<b>A.</b>	All students have Education, Health and Care Plans with their primary need stated as Social, Emotional, and Mental Difficulties. Most have secondary identified including MLD, SCLN, ASC, and SpLD.
<b>B.</b>	A significant proportion of students have poor attendance on admission to the school.
<b>C.</b>	A significant proportion of students have trauma related needs such as an inability to self regulate which impact on their capacity to learn.
<b>D.</b>	A significant proportion of students join the school at non KS transfer points.
<b>E.</b>	Students have extended gaps in their previous educational experiences and are achieving below their age related targets.
<b>External barriers</b>	
<b>D.</b>	Familial and community issues requiring significant multi-agency support and intervention.

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<p>Number of home placement moves for LAC. Complex needs including mental health impacting on ability to access and engage educational provision and support.</p>
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<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve attendance to educational provision.	Increase in attendance/engagement with provision. Decrease in persistent absence. Current target 90% attendance (in line with SEN schools' average)
<b>B.</b>	To support families to engage in partnership working with the school to promote progress, and overcome attendance issues.	Recruitment of Home School Link Worker to support families in accessing appropriate support. Increased parental engagement with school despite significant distance barriers.
<b>C.</b>	To access learning opportunities and develop resilience and self confidence leading to re-engagement with learning and the community.	Positive learning opportunities for those students who struggle within school setting, promoting re-engagement with learning and progress.
<b>D.</b>	To increase rates of progress in literacy and numeracy skills.	Recruitment of additional learning support to provide specific, structured interventions for those students working below age related expectations. An increase in the school's Progress 8 measure.
<b>E.</b>	Further development of trauma informed whole service approach to promote positive behaviour and engagement.	Decrease in negative incidents. Increase in positive engagement. Limited staff turnover enabling consistent, therapeutic relationships between staff and students.

5. Planned expenditure					
Academic year	2017/18				
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 & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. To increase rates of progress in literacy and numeracy skills.	Recruitment of additional learning support staff to provide, structured interventions.	A significant proportion of students enter the school working below ARE and with extended gaps in their knowledge. Appropriate programmes of support give students the opportunity to increase their progress.	Regular timetabled additional intervention sessions once recruitment is successful.	TM/DP/ CB	Termly.
E. Further development of trauma informed whole service approach to promote positive behaviour and engagement.	Commissioning of Psychotherapist for staff supervision and training.	In order to have capacity to learn, students need to be able to effectively manage their emotions and feel safe. NICE and DFE Guidance on managing Trauma and Mental health in education. The effects of trauma impact on neural and emotional development.	Bi-weekly sessions for staff supervision. X 3 planned training days. X 2 parents courses	TM	Termly evaluations with Psychotherapist.
<b>Total budgeted cost</b>					D.TBC E. £7000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. To support families to engage in partnership working with the school to promote progress, and overcome attendance issues.	Recruitment of Home School link Worker. Psychotherapist delivering Brain Training courses to parents.	Increased engagement from parents promotes increased engagement and attendance from students. Whole system approach to supporting young person provides consistent and 'safe' base.	Regular supervision with Student Support Leader. Termly evaluations with Psychotherapist.	TM	Termly

C. To access learning opportunities and develop resilience and self-confidence leading to re-engagement with learning and the community.	Use of college link courses in KS 4. Use of alternative providers, i.e., Oarsome Chance and Military Mentors in KS 3 Camping trip to IOW.	Opportunities to build resilience and achieve success in a non-formal education environment promotes a positive 'I can do' approach. More inclined to enter further education/apprenticeships if students have had this experience, thus reducing NEET risk.	SLAs with providers and termly QA visits.  Camping trip – risk assessments, and trip protocol followed	RL  LoC	Termly  £1000
<b>Total budgeted cost</b>					B. TBC C. TBC
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; 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. To improve attendance to educational provision.	Use of college link courses in KS 4. Use of alternative providers, i.e., Oarsome Chance and Military Mentors in KS 3. Live learning and home tuition via HSLW where appropriate. Whole school increased focus on attendance including rewards.	Opportunities to build resilience and achieve success in a non-formal education environment promotes a positive 'I can do' approach. More inclined to enter further education/apprenticeships if students have had this experience, thus reducing NEET risk. Mental health implications interfere with a student's ability to access the formal school environment. Live learning and home tuition linked to the school promotes a sense of belonging and inclusion.	SLAs and QA visits.  HSLW tuition and live learning co-ordinated by DP/RL to ensure consistency with SOW in school.  Daily, weekly, monthly, half termly and termly analysis of attendance.  Tutors half termly analysis with students.	TM/CB/ DP/RL  TM  Tutors	Termly
<b>Total budgeted cost</b>					A. TBC

<b>6. Review of expenditure</b>	
<b>Previous Academic Year</b>	<b>16/17</b>
<b>i. Quality of teaching for all</b>	



Increased opportunities to build self-esteem, self-worth social skills, and resilience; therefore promoting progress.	Independent Mentors; College link courses to aid transition; support at college; alternative provision; home tutor to promote re-engagement in learning opportunities.	90% of Yr. 11s transitioned to further education or apprenticeships.  87.5% of PP Yr. 11s transitioned to further education or apprentice ships.  Further analysis of Pathways provision indicates those students accessing AP/college/home tuition have higher engagement with LWS, than those who do not participate in Pathways.	The level of need of students indicates these remain appropriate approaches.	£21,300.94
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### iii. Other approaches (including links to personal, social and emotional wellbeing)

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
Increased attendance thus providing increased opportunities to access educational provision.	Employment of part-time Attendance Officer.	Attendance has increased by 3.2% from 2015/16 – 2016/17. Unauthorised absence has decreased to 8.5%	The role was incorporated into 2 existing staff- members' role profile, not requiring additional funding. However, with attendance continuing to be a priority focus area for the school, a Home School link Worker role will be recruited for to aid this outcome. Attendance will continue to be a priority focus area for the school.	
Enabling physical capacity to learn and creating a sense of belonging.	Breakfast club/Uniform	Continues to remain appropriate in order to meet basic needs.	Continues to remain appropriate in order to meet basic needs.	

Total spend - £54332.64

PP allocation - £40632.00

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.