

Pupil premium strategy statement LWS Academy – SEN- SEMH

1. Summary information					
School	LWS Academy				
Academic Year	16/17	Total PP budget	£40,632	Date of most recent PP Review	N/A
Total number of pupils	52	Number of pupils eligible for PP	76.9%	Date for next internal review of this strategy	Oct 2017

2. Current attainment		
	Pupils eligible for PP (LWS) 8 students	Pupils not eligible for PP (LWS) 2 students
% achieving 5A* - C incl. EM (2016-17 only)	0%	0%
% achieving GCSEs (2016-17 only)	75%	100%
% achieving English and Maths qualifications (2016-17 only)	E & M 12.5% English 37.5% Maths 50%	E & M 100% English 100% Maths 100%
Progress 8 score average	-2.73	-1.988
Attainment 8 score average	2.69	9

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	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.	A significant proportion of students have poor attendance on admission to the school.
C.	A significant proportion of students have trauma related needs such as an inability to self regulate which impact on their capacity to learn.

D.	Students have extended gaps in their previous educational experiences and are achieving below their age related targets.	
E.	KS stage admission to school, i.e., Yr 11	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Familial and community issues requiring significant multi-agency support and intervention. Number of home placement moves for LAC. Complex needs including mental health impacting on ability to access and engage educational provision and support.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improvement in attendance thus providing increased opportunities to learn. <i>Monitored and measured via SIMS and internal tracking system.</i>	Decrease in absence and persistent absence.
B.	Development of whole service trauma informed approach to emotional regulation. <i>Monitored and tracked by internal tracking system, points (engagement in learning), exclusions and physical intervention records.</i>	Majority of students self regulating and being 'ready to learn'.
C.	Successful transition to secondary education providing structure and routine to facilitate learning. <i>Monitored and tracked by internal tracking system, points (engagement in learning). Attendance monitored via SIMS.</i>	Yr 7 students familiar with routine, staff and peers; and regularly engaging in learning opportunities by end of Autumn term.
D.	Increased opportunities to build self-esteem, self-worth social skills, and resilience; therefore promoting progress. <i>Monitored via attendance date, engagement in learning, and internal tracking system.</i>	Students positively engaged in learning and making progress. Increased number of students transitioning and sustaining further education, apprenticeships or employment.

5. Planned expenditure					
Academic year		2016/17			
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 Cost	When will you review implementation?
Development of whole service trauma informed approach to emotional regulation.	Commission of Psychotherapist to develop whole service trauma informed approach through staff training and reflective space. Training for parents.	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.	Psychotherapist to liaise weekly with SLT. Psychotherapist to provide details of regulating bodies. SLA to be drawn up.	SLT £26000	Evaluation by Psychotherapist at end of year. Termly reviews by SLT.

	Commissioning of Mindfulness Tutor to provide timetabled and ad-hoc targeted sessions to enable students to regain control and be ready to learn.	Effective additional strategy in managing self and calming. Can limit escalation of behaviours, therefore giving students increased opportunities to re-engage with learning.	Timetabled sessions. Adhoc as need arises – evaluate impact on students re-engaging in learning.	SLT £5819.70	Termly reviews
Total budgeted cost					£31819.70
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead Cost	When will you review implementation?
Successful transition to secondary education providing structure and routine to facilitate learning.	Summer School for 1 week during the summer break for transitioning Yr 7 students.	Number of students not in full-time provision prior to admission and increased number of feeder provisions. To enable engagement in learning at an earlier point in Yr 7 in order to promote more rapid progress.	Member of SLT overseeing staff team implementing Summer School. Students will be transported by staff. Timetable of activities booked. Risk assessments completed. Families and students aware of process before end of summer term.	TMi £1000	End of Year 7

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.	Supported transitions are more successful. Independent mentoring also has specific targets around attendance, behaviour in school and relationships. Alternative provision can be effective in supporting re-engagement. Home tuition provides increased opportunities to access learning on a 1:1 basis.	SLAs; QA visits; Reports from providers.	Leadership Team Home tuition - £2588 Alternative provision - £9360 Mentoring - £6422 College Support - £2930.94	Termly
Total budgeted cost					£22300.94
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead Cost	When will you review implementation?
Increased attendance thus providing increased opportunities to access educational provision.	Employment of part-time Attendance Officer.	Increased capacity to monitor attendance and follow first day absence procedure, liaise with families regarding issues preventing regular attendance. Specific point of contact regarding attendance increases parents' confidence in contacting the school to discuss these issues.	Leadership meeting standing item on agenda.	SLT £3879.80	Bi-weekly through Leadership meeting. Termly analysis.
Enabling physical capacity to learn, and creating a sense of belonging.	Breakfast club/initial uniform is provided free of charge to all students.	Maslow's hierarchy of need. Many of our students do not have support in managing their basic needs at home, and arrive at school often after long taxi journeys, hungry and unprepared for school.	Delivered by predominantly support staff. SLT on duty. Available to all students.	SLT	Termly

		Uniform provides the opportunity for students to feel they belong to a community.			
Total budgeted cost					i) £31,819.70 ii) £22,300.94 iii) £3879.80 £58,000.44 Total

iv. Review of expenditure				
Previous Academic Year		2016/17		
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
Development of whole service trauma informed approach to emotional regulation.	Commission of Psychotherapist to develop whole service trauma informed approach through staff training and reflective space.	In 2016-17: - Negative incidents have decreased by 21%. Physical interventions decreased by 46%. Exclusions decreased by 16%.	SEMH provision will have students who struggle to self regulate. Whole service approach ensures consistency in the approach and a common dialogue which ensures students feel contained and safe. There have been and will be a number of staff changes which will impact on the whole service	£26,000

	<p>Training for parents.</p> <p>Commissioning of Mindfulness Tutor to provide timetabled and ad-hoc targeted sessions to enable students to regain control and be ready to learn.</p>	<p>Overall lesson engagement was 70%.</p>	<p>approach. Until these changes have occurred and there is stability in the team, the Psychotherapist will provide supervision to the staff team, brain training for parents, and continued trauma and attachment training for staff.</p> <p>Commissioning of an independent tutor to deliver will not be continued due to mindfulness being embedded in the curriculum, and identified staff support students.</p>	<p>£5819.70</p>
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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>Successful transition to secondary education providing structure and routine to facilitate learning.</p>	<p>Summer School for 1 week during the summer break for transitioning Yr 7 students.</p>	<p>1 student did not attend. 6 students attended 100% of the Summer school. 5 of the 7 admissions had not been in full-time education for 1 year + prior to admission. All students attend LWS full-time with a current attendance rate of 82.5%. Only 1 student was not entitled to PP, therefore the figures are not comparable. The Summer school was available to all Yr 7 students.</p>	<p>The school's transition process is currently under review and a decision regarding Summer school will be made at a later date.</p>	<p>£1212</p>

<p>Increased opportunities to build self esteem, self worth social skills, and resilience; therefore promoting progress.</p>	<p>Independent Mentors; College link courses to aid transition; support at college; alternative provision; home tutor to promote re-engagement in learning opportunities.</p>	<p>90% of Yr 11s transitioned to further education or apprenticeships.</p> <p>87.5% of PP Yr 11s transitioned to further education or apprentice ships.</p> <p>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.</p>	<p>The level of need of students indicates these remain appropriate approaches.</p>	<p>£21,300.94</p>
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iii. Other approaches

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>Increased attendance thus providing increased opportunities to access educational provision.</p>	<p>Employment of part-time Attendance Officer.</p>	<p>Attendance has increased by 3.2% from 2015/16 – 2016/17.</p> <p>Unauthorised absence has decreased to 8.5%</p>	<p>The role was incorporated into 2 existing staff- members role profile, not requiring additional funding.</p> <p>Attendance will continue to be a priority focus area for the school.</p>	<p>£0</p>

Enabling physical capacity to learn and creating a sense of belonging.	Breakfast club/Uniform	All students access the breakfast club both before school and at first break. This also provides a supported social environment, providing support for social interactions. The majority of KS 3 wear school uniform. Students are not penalised for not wearing uniform but given extra Vivos for doing so.	Continues to remain appropriate in order to meet basic needs.	
				Total – £54332.64

v. Additional detail

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

Additional layer of information included in SEF and SDIP.

