

LWS Academy Pupil Premium Strategy 2017/18 self- evaluation & Plan to Spend 2018/19

SEMH Special School (secondary)

1. Summary information					
School	LWS Academy				
Academic Year	2018/19	Total PP budget	£34,415 FSM/Service £14,400 LAC Total - £48815	Date of most recent PP Review	Nov 2018
Total number of pupils	53	Number of pupils eligible for PP	67% FSM/Service 17% LAC	Date for next internal review of this strategy	April 2019

2. Current attainment		
	Pupils eligible for PP 2017-18	Pupils not eligible for PP 2017-18
% achieving 4 or above including E & M (2017-18 only)	14%	0%
% achieving GCSEs (2017-18 only)	71%	100%
% achieving English & Maths qualifications (2017-18 only)	43%	67%
Progress 8 score average	-1.852	-2.096
Attainment 8 score average	10.50	11.17

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	All students have EHCPs with their primary need stated as Social, Emotional, and Mental Health difficulties. All have secondary needs 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/presentation such as an inability to self regulate which impacts on their capacity to learn.

D.	There is high student mobility with a significant proportion of students joining the school at non- KS 3 transfer points.	
E.	Most students have extended gaps in their previous educational experiences and are achieving below their age related targets.	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
F.	Complex familial and community issues requiring significant multi-agency support and intervention.	
G.	The school catchment covers a wide geographical area (Hampshire), and most students travel for 30+ minutes each way per day by LA funded taxi.	
H.	Number of home placements moves for LAC.	
I.	Complex needs including mental health impacting on ability to access and engage educational provision and support.	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	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.	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 distance barriers.
C.	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.
D.	To increase rates of progress in literacy and numeracy skills. To increase external accreditation achievement.	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.
E.	Further development of trauma informed whole service approach to promote positive behaviour, behaviour for learning and engagement.	Decrease in negative incidents. Increase in positive engagement and behaviour for learning. Limited staff turnover enabling

		consistent therapeutic relationships between staff and students.
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5. Planned expenditure

Academic year

2018/19

The three headings enable you to demonstrate how you are using the 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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Recruitment of additional learning support staff to provide structured interventions.	D. To increase rates of progress in literacy and numeracy.	A significant proportion of the 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.	Leadership Team DW/AK Structured Literacy and Numeracy interventions	Termly
Purchase of online literacy support programmes.	D. To increase rates of progress in literacy.	A significant proportion of the 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. Two different, researched programmes to meet differing needs across the school.	English department to take lead and monitor. Regular assessment data checks – half termly.	DW	Half termly data check
Commissioning of Psychotherapist for staff reflective space and training.	E. Further development of trauma informed whole service approach to promote positive behaviour, behaviour for learning and engagement.	In order to have capacity to learn, students need to be able to effectively recognise and regulate their emotions and feel safe. NICE and DFE Guidance on managing Trauma and Mental health in Education. The effects on trauma impact on neural and emotional development.	Bi-weekly sessions for staff reflective space set as whole school sessions, sessions for teachers, and sessions for support staff.	TM	Termly evaluations with Psychotherapist.

Total budgeted cost	D. £3000 – Lexia and Word Mania D. Staff resource TBC E. 10,000
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ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Purchase of preloaded NIMBLs for all LAC and Yr 11 students.	D. To increase rates of progress in literacy and numeracy. To increase external accreditation achievement.	All revision material for KS 4 preloaded onto NIMBL. Interfaces and activities designed to encouragement engagement and consolidation of learning. Successful resource used by HCC Virtual school, provided by Pearsons. Students only able to access preloaded material and not general internet.	All teachers to be monitoring via their subject log ins and encouraging use. Parents communicated with. For LAC reviewed at termly PEP meetings.	TM Subject leaders	Termly
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.	C. To access learning opportunities and develop resilience and self-confidence leading to re-engagement with learning and the community.	Opportunities to build resilience and achieve success in an informal 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 students' ability to access the formal school environment. Live learning and home tuition linked to the school promotes a sense of belonging and inclusion.	SLAs with providers and termly QA visits. SLA with Live Learning provider	RL/Individual tutors.	Termly Usage daily check, progress via reports from provider.

<p>Mentoring support – Ready to learn</p>	<p>A To improve attendance to educational provision.</p> <p>C To access learning opportunities and develop resilience and self-confidence leading to re-engagement with learning and the community.</p> <p>D To increase rates of progress in literacy and numeracy. To increase external accreditation achievement.</p> <p>E Further development of trauma informed whole service approach to promote positive behaviour and engagement, and behaviour for learning.</p>	<p>Many students arrive at school struggling to have capacity to learn through a number of external factors. Previously the mentoring support has been delivered through commissioning an external agency. Mentoring will now be available in school on an adhoc basis. This will be delivered in the Ready to Learn room. This is a strategy being implemented to provide those students who are presenting as struggling to be ready to learn, with an identified place/staff to gain support in 'grounding' them. It is intended to help them reset, and re-engage with their learning experience.</p>	<p>Through daily debrief; weekly teachers meetings, and biweekly.</p> <p>Students signing in with identified reasons why they are not ready to learn, signing out when ready to leave. This will provide evidence base to identify patterns and challenge as appropriate.</p>	<p>Leadership Team/DC</p>	<p>Formally half termly, informally through whole staff daily debriefs.</p>
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Home School Link Worker (part funded with SHIP allocation)	A To improve attendance to educational provision.	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.	Through statutory procedures in place for role, i.e., probation, target setting for attendance.	TM/TMo	Regular supervision with HSLW. HSLW daily feedback to staff with information and issues. (also funded through SHIP allocation)
	B To support families to engage in partnership working with the school to promote progress, and overcome attendance issues.	Increased engagement from parents/carers promotes engagement and attendance from students. Supporting parents to feel empowered to remove barriers to learning.	Feedback from parents/carers/referral agencies/TAFS		

Total budgeted cost £32,190

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Educational Psychologist cognitive assessments.	To assess all learning needs of identified students, to ensure these are able to be met within provision.	Most of the students have secondary needs, and arrive working significant below ARE. The primary need of SEMH has been the main focus of assessment. A full assessment of cognitive ability enables effective differentiation and targeted learning support to be put in place.	SLA with independent EP.	Leadership Team	Termly £550 per assessment
Expansion of sensory resource	Further decrease in negative incidents; students supported in developing further self regulation strategies,	When SEMH needs are met and students are more able to self regulate, their cognitive ability is enabled.	FEIPs Practitioner primary resource user according to student need.	RG/TM	Termly

	enabling more engagement in learning.				
Breakfast club	Enabling physical capacity to learn - prepared for learning, increased engagement in learning experience.	Maslow's hierarchy of need. Social interaction. Life skills development as students prepare and cook their own breakfasts.	Available to all students before school and at first break. Supported by LSAs.	Whole school	Yearly Predicted cost £1100
Subsidised cost of uniform	Create a sense of belonging and pride in school community.	Cost of uniform can be prohibitive. Student board instrumental in design as all students are wanting to wear a uniform.			Yearly Predicted cost £875
Total budgeted cost					£1975 + EP assessments for PP students

Total budgeted cost of i), ii), iii) = £47165

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost

Recruitment of additional learning support staff to provide structured interventions.	D. To increase rates of progress in literacy and numeracy	During 2017/18, there has been a significant turnover of support staff, with 78% moving on. Recruitment has proved challenging, leading to the school using extended supply contracts as a recruitment. A retired, previous teacher has supported for two days per week by providing 1:1 targeted sessions. Prior to the exam period, she offered additional revision sessions – with 71% PP students entered for examinations achieving GCSEs, 43% achieving English and Maths, 14% achieving 4 or above including E & M. School's Progress 8 measure increased by 0.49 (unvalidated).	This is an ongoing strategy, and will be facilitated both by the aforementioned teacher, and support staff as and when recruited. Due to complex needs of students, they need to develop relationships with staff before they are willing to engage in such targeted sessions. This requires a consistent staff team.	£4780
Commissioning of Psychotherapist for staff reflective space and training.	E. Further development of trauma informed whole service approach to promote positive behaviour and engagement.	High mobility rates of staff have impacted on the whole service approach, as new staff have had to begin their learning of the approach. Negative Incidents have decreased by 66.9% from 2016/17.	The team has had to re-establish, there are now differing levels of professional capacity. The format of the reflective space has now changed to provide regular sessions for the whole team, the support team and the teachers as individual groups. This is in order to re-establish and develop the whole team approach.	£9825
ii. Total budgeted cost				£14,605
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Recruitment of Home School Link Worker. Psychotherapist delivering Brain Training courses to parents.	B. To support families to engage in partnership working with the school to promote progress, and overcome attendance issues.	HSLW recruited September 2018. Psychotherapist conducted two courses for Brain Training sessions for parents over 6 weeks at 2 locations. 6 parents engaged in the courses.	Despite courses being in community and transport offered, limited number of parents engaged. Those parents that did find it to be helpful – full evaluation are included in Psychotherapist annual summary. At the end of the academic year 2017/18 the attendance was 79% , a 3.1% increase on 2016/17 - 75.9% .	£150 for venue hire and hospitality.

Use of college link courses in KS 4. Use of alternative providers, i.e., Oarsome Chance and Military Mentors in KS 3.	C. To access learning opportunities and develop resilience and self-confidence leading to re-engagement with learning and the community.	Students engaged in external learning opportunities remained engaged in formal learning, building resilience and confidence. For one student this is all he will engage with, and is decreasing his risk of becoming NEET. 2018 leavers: 20% employment/apprenticeships; 60% further education	Explore additional opportunities.	College - £1809 Oarsome Chance £3960
Residential trip to Osmington Bay for selected Yr 7 group.	Build resilience and confidence within identified group and promote 'I can' attitude to learning via an informal learning approach.	Group of 6 Yr 7 students attended residential trip to Osmington Bay, Weymouth, 5 were PP and 1 LAC. All students stayed for the duration of the trip and activities. 2 core staff and 5 additional staff covered through rota system in afternoons and evenings. Post trip, increased attendance to school, and improved relationships with each other. 50% of students not accessing formal environment on regular basis now accessing online live learning regularly, thus maintaining educational provision.	To help with additional needs of students, environments which do not cater for large groups of schools all together may be more appropriate.	£1400
Live learning and home tuition.	Promote engagement in learning opportunities even if unable to attend traditional environment.		Parents to have training session on the Live Learning to aid access to learning for student.	£2179.20
				Total £9258.20

iii. Other approaches

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
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Recruitment of Home School Link Worker.	To Improve attendance to educational provision.	Not recruited until September 2018.		
Mindfulness sessions	Enable students to self regulate by learning/using strategies.	Regular timetabled sessions with Mindfulness tutor, and ad hoc sessions. Decrease of negative incidents by 66.9%.	Not suited to all students.	£9742
Purchase of Sensory equipment	Supporting with calming strategies.	Decrease in necessary physical intervention – 3 advanced ground holds for 2017/18.	Expanding to provide a sensory area within school.	£55.54
Gym Membership	Promotion of healthy lifestyle for identified student.	Student making more appropriate lifestyle choices minimising risk taking behaviours.		£185.00
External mentoring	Outcomes specific to individuals as identified through TAC/PEP meetings.	Staff turnover within MOTIV8 has impacted student engagement and attendance to sessions. Decrease in engagement since 2016/17.	Consideration of alternative strategies/providers, creation of school mentoring role.	£12850.50
Breakfast Club	Physical capacity to learn. Opportunities for social interactions. Development of life skills.	Basic food needs met. Significant take up of breakfast club both before and during school. Lesson target achievement between 65-75% during the first half of the day.	Increased variety of food available.	£1100
				Total £23,933.04

Total spend - £46,696.24

7. Additional detail

Additional layer of information in tracking SEF.

Further evaluation information regarding Psychotherapist in yearly Evaluation from Psychotherapist.