

## Pupil Premium Strategy 2018/19– Prospect School – Special Needs School

1. Summary information					
School	Prospect School			Type of SEN	SEMH
Academic Year	18/19	Total PP budget	£38,000	Date of most recent PP Review	
Total number of pupils	64	Number of pupils eligible for PP	40	Date for next internal review of this strategy	March 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving 5A* - C incl. EM (2017/18 only)	0	0
% achieving expected progress in English / Maths (2017/18 only)		
Progress 8 score average (from 2017/18)	-2.2	
Attainment 8 score average (from 2017/18)	-2.0	

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
A.	All students have Education and Health Care Plans and their learning needs are within the area of Social Emotional Mental Health.
B.	Students enter the school suffering the after effects of previous trauma.
C.	Students entering the school often have historical poor attendance and display poor emotional resilience.
<b>External barriers</b>	
D.	Some families have difficulties within the home that impact on students' ability to learn that require support from outside agencies Some students have medical conditions that can impact on their learning and require support from outside agencies

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	At least Good levels of progress in Science, English and Maths.  <i>Measurement will be via half termly data drops and points earned through engagement with learning. Students in KS4 will achieve GCSE grades in line with their predicted CATS scores.</i>	Student subject knowledge and confidence will be increased, showing progression towards Prospect Expected Progress and

		final matriculation in line with predictions. Students demonstrate greater confidence and are more able to take risks in their learning.
<b>B.</b>	<p>Year 8 and 9 will improve their behaviour. Exclusions and Physical Restraint data for these year groups will reduce year on year.</p> <p><i>Measurement will be via levels of engagement with the therapeutic team and attendance, exclusion, and behaviour data.</i></p>	<p>Students will display less instances of emotional outbursts and will be accessing their lessons on a regular basis.</p> <p>Exclusions will reduce. Physical restraint data will show a reduction. Student attendance will improve.</p>
<b>C.</b>	<p>Students Social skills and resilience will improve.</p> <p><i>Measurement will be through analysis of behaviour, attendance, and engagement with learning data.</i></p>	<p>Students will demonstrate an increase in self-confidence and self-esteem by developing new skills by participating in enrichment activities once a week. Students will be able to give and receive feedback from staff and each other and respond more appropriately.</p>
<b>D.</b>	<p>Attendance will improve.</p> <p><i>Measurement will be through attendance data and engagement with learning.</i></p>	<p>Students who are anxious about attending school will attend more if they are well enough, or will engage with tutoring at home as well as other outreach support systems. Some PP students who live too close to the school to qualify for transport are able to have access to the school car scheme. All PP students are given free uniform. Students will feel part of the school.</p>

<b>5.</b>	<b>6. Planned expenditure</b>					
<b>Academic year</b>		<b>2018 to 2019</b>				
	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.					
<b>i.</b>	<b>Quality of teaching for all</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>Cost</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Reduced gaps in learning for students in Maths. All students will make at least PEP in maths.	1:1 Maths intervention teacher	Students starting Prospect School with gaps in their learning will receive 1:1 extra support in Maths.	Ensure that specialist Maths teacher is in post and has timetabled sessions to support. To be monitored by HOD.	£12,000	Olly Parker	July 2019
Students will improve their engagement with learning and as a result will acquire greater resilience. Measurement of resilience will show an increase in all student profiles.	Enrichment and Active Leisure Programme	Opportunities for students to acquire essential skills in working as a team, physical and mental challenges and active leisure programmes.	This is part of the new curriculum. We are starting to measure student's resilience from September 2018.	£1500	S Chinnappa Mel Thomas  R Pope	July 2019
	<b>Total budgeted cost</b>					£13,500
<b>ii.</b>	<b>Targeted support</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>Cost</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Students will be more able to manage their emotions and the effects of PTSD will be minimalised. RPI will reduce by 50%.	ELSA and Counselling sessions.	Students with traumatic experiences often do not engage with learning unless they have this need met.	A specialist team will run a referral and appointment system and monitor engagement.	£7,416	Penny Broadhurst	July 2019
	<b>Total budgeted cost</b>					£7,416

iii.	Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
Students will develop communication and relational skills. Students will experience success. Exclusions will reduce by 40% compared to 2017/18.	Respite Residential trips	Students rarely get to go away and share a powerful experience. Evidence shows that these opportunities enable students to challenge their self-limiting beliefs.	Respite residential weeks will be run twice a year. Students will be selected based on need.	£7,000	S Chinnappa	July 2019
Students who live within the 3 mile limit will be enabled to come into school via transport. Attendance will be above 94% for these students.	Extra transport for collecting students who fall outside of the 3 mile limit as well as providing extra support for off-site activities during the school day.	Many students living within 3 miles have poor attendance and are often late for school. Providing them with transport will enable the school to improve its attendance target as well as improving outcomes for students.	The school will lease a bus and a people carrier for three years.	£12,564	Lorenne	July 2019
	<b>Total budgeted cost</b>					£19,564
	<b>Overall Budget Cost</b>					<b>£40,480</b>

7. Review of expenditure				
Previous Academic Year		2017/18		
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
Improving levels of reading and literacy.	LEXIA Literacy Intervention.	Students will achieve an increased reading age equivalent and will transfer these skills into other areas of the curriculum evidenced by raised attainment across the curriculum. Lexia reports will demonstrate increased reading age	When tested after having used the programme for six months, students on average gained 12 months with regards to reading age based on their chronological age. The programme is easy to use, but some students did not like to use it and we have had some problems with the IT in school in supporting its use. 45% of students made at least Good PEP in English.	£1250
Student subject knowledge in Maths has increased showing progression to PEP	1:1 Maths intervention teacher	90% of PP students made Good or outstanding PEP in Maths.	The 1:1 Maths teacher has been a sound investment and one that we will continue to use next year. 43% of students made at least Good PEP in Maths.	£7500
Students will improve their engagement with learning	Smaller group teaching. – employing extra TA's.	New tutor groups with focus on student need. This will mean that learning will be more ably adapted to the individual needs of the students	Students grouped in this way have been easier to manage and have settled more quickly. Engagement with learning has been good, however, where there have been friendship and relationship issues, it has been harder to move students into other tutor groups.	£12,000
Students will leave with exams and grades that give them a pathway into further education and employment.	Option subjects introduced for KS4 in History, Geography, PE, Performing Arts	Engagement in learning should improve if students have a say in what they will study in addition to core subjects.	Whilst the students appreciated being able to choose what subjects they studied in the afternoons, the wording 'options' for some of our more ASD students was translated into 'optional to attend'. Some students studied History for the first time both passing a level 1 and 2 respectively.	£3000

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Students engage with support sessions, ELSA and RJ to enable them to improve EI	Restorative sessions and student mentoring programme	Restorative resolutions have become a fundamental strategy for enabling students to develop emotional intelligence. ELSA sessions have enabled students to engage better.	Restorative interventions will continue as an invaluable tool to help students reflect on their behaviours and responses to others. We need to more effectively measure the impact of this type of approach. From September 2018 we will be measuring student resilience on an individual basis.	£5000
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Students will be more able to manage their emotions and demonstrate an increased ability to access learning	Counselling for students suffering from PTSD	Attendance for PP students is in line with those who are not PP. Students demonstrate an increased ability to deal with their emotions and exclusions and violent incidents are falling year on year.	Whilst counselling and wellbeing interventions have been very powerful in providing access to the acquisition of essential stress management techniques, some students still need to engage in behaviour that will lead to a RPI. Violent incidents were reduced by over 80% over the course of 2017/18 and exclusions down by 78%.	£2400
Students increase self-awareness of wellbeing and resilience and start to build strategies to improve them.	Students given access to a range of specialist practitioners in school.	As students move through the school years they demonstrate an increase in their ability to manage their own behaviour. This is demonstrated by the zero incidence of needing to use PRI's in years 10 and 11.	Students in KS3 need the most support with recognising their own triggers to emotional responses. The school will continue to offer students whatever they need in order to provide a holistic approach to developing self-management skills. More students are now using the safe space rather than seek a PRI. This has been shown to diminish over the course of a year with a 66% reduction by July 2018.	£8000

## **8. Additional detail**

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