

Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information				
School	Longspee Academy		Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2020-21	Total PP budget		
Total number of pupils	46	Number of pupils eligible for PP	59%	
2. Current attainment (Summer 2020 is not available due to COVID)				
	2018	2019	2020	
% of pupils making expected progress in writing	50%	59%		
% of pupils making accelerated progress in writing	34%	34%		
% of pupils making expected progress in reading	50%	49%		
% of pupils making accelerated progress in reading	34%	44%		
% of pupils making expected progress in maths	38%	59%		
% of pupils making accelerated progress in maths	43%	26%		
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers				
A.	Pupils with SEMH and/or ASC as primary need and additional needs including learning difficulties, sensory needs etc (all have EHCPs)			
B.	School readiness (low academic and PDBW baselines on entry)			
C.	Low attendance (currently and/or previous school e.g. part time timetable, exclusions = significant gaps in education)			
D.	Delayed language and vocabulary skills (speaking and reading skills)			

External barriers	
D.	Vulnerable families
E.	Pupil's do not always arrive at Longspee with the same rich life experiences as other children

3. Intended outcomes *(specific outcomes and how they will be measured)*

A.	Ensure pupils achieve personalised targets in reading, writing and maths
B.	Address barriers that may affect a pupil's ability to access learning and the wider curriculum

4. Planned expenditure

Academic year	2020-2021
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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. Targeted support: to ensure pupils achieve personalised targets in reading, writing and maths.

Desired outcomes	Action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well? When will you review implementation?	Staff involved	Cost
<p>Ensure pupils achieve their personalised targets in core subjects.</p> <p>Enable pupils to make accelerated progress when possible.</p>	<p>Daily reading lessons with teachers targeting the least able pupils.</p> <p>Further develop role of middle leader to focus on developing Phonics and reading progression throughout the school.</p> <p>Audit staff training needs and purchase training to address needs identified.</p> <p>Pupils to access Nessy reading and spelling intervention for 60 mins a week.</p>	<p>Reading impacts on children's ability to access the whole curriculum and is an essential skill for adulthood.</p> <p>Experienced teachers targeting the least able can have nearly twice the effect on average than a teaching assistant would.</p> <p>On average pupils accessing Nessy intervention weekly make 1 year 3 months progress in 12 weeks.</p> <p>Pupils have often have gaps in phonic knowledge due to gaps in education. Phonics letter-sound knowledge is the foundation needed to build early reading and writing skills.</p>	<p>Quality assurance of reading records, books and planning- all demonstrate specific skills being taught and pupils making progress. Listening to pupils read, increase in reading for pleasure. Pupils observed reading independently across the curriculum.</p> <p>Nessy reports.</p> <p>Quality assurance of planning and books. Lesson observations.</p>	JW, GH Class teachers	£3000

	Focus on specific teaching of vocabulary to the pupils Staff training from SALT to support ability to meet individual needs of the pupils	To close the language gap because at the age of 5 disadvantaged pupils are 4.3 months behind their peers and this increases to 9.5 months by the end of primary school.	Weekly Word Aware lessons. Word displays. Reading planning demonstrates specific vocabulary teaching and Literacy books show increased understanding.	JW Class teachers	
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Total budgeted cost:

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

Desired outcomes	Action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff involved	Cost
To ensure that pupil attendance is not a barrier to learning and PPG attendance is in line with the whole school population	Pastoral team to work with families and the EWO to improve attendance and punctuality of particular pupils and families.	To ensure attendance is not a barrier to learning and progress as pupils cannot learn if they are not in school. Close collaborative working with outside agencies will help address poor attendance quickly and efficiently.	Behaviour Addendum followed to support pupils attending full time (government guidelines re: isolation likely to impact on attendance figures this year) Evidence of persistent absentee's attendance improving	ER DG	£7500
To ensure that pupils' social and emotional needs are met so that they can consistently access learning	Deployment of a team to offer regular support and nurture- B4L, ELSA and Pastoral. Zones of Regulation taught and applied across the school.	The team will support pupils to be able to communicate their emotions and self-regulate using strategies detailed in the pupil's EHCPs and Zones of Regulation.	Children who receive regular support from the team show changes in behaviour in the classroom and decrease in behaviour reports. ELSA – questionnaires completed by all stakeholders and identify one positive change for the duration of the programme. Also compare start and end scores. Koru questionnaires for families and pupils to show impact.	ER Class teams Pastoral team B4L team ELSA	£7500
To enable pupils to overcome their severe social, emotional, behavioural and psychological needs and	Longspee to access Therapeutic Services. This is a crucial element of the pupil's curriculum. 1:1 therapy and small group e.g. Forest School to support pupils that have endured (and continue to endure) adverse childhood experiences (ACES) including	This comparatively new area of science provides a biological and evidence base for the existence of developmental trauma and attachment difficulties and suggests that relationships can help heal relational trauma. Developmental psychology supports the notion that brain development responds entirely to the relational experiences it is exposed to. In the example of abuse, neglect, and relational trauma the response of the brain	Children who receive regular therapy show changes in behaviour in the classroom and decrease in behaviour reports. Children who receive regular therapy show changes at home.	ER	£12000

<p>therefore maximise engagement and progress</p>	<p>trauma, toxic stress and associated mental health difficulties.</p>	<p>and its development can profoundly affect an individual's capacity to trust, to love and to form functional reciprocal relationships. This fact is proven by neuroscience and this circumstance supports and informs our approach to clients who have experienced relational trauma and critically supports our approach to relational repair and healing. A positive functional and consistent relationship can support the growth and development of new synaptic connections and neural pathways which eventually will help a client experience safety nurture and trust often for the first time providing a new template for relationships which is transferable in all relational contexts</p>	<p>Questionnaires completed by all stakeholders and identify one positive change for the duration of the programme. Also compare start and end scores.</p> <p>Inclusion and Pastoral Support Lead to ensure high level of staff and family involvement e.g. attend midtherapy review, QA implementation of any recommendations made by therapists.</p>		
<p>Total budgeted cost £30000</p>					

5. Review of expenditure

Previous Academic Year	To be completed September 2020
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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

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

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

6. Additional detail

