

Statement of pupil premium strategy for Green Park School

Summary information					
School	Green Park School			Type of SEN (eg.PMLD/SLD/MLD etc.)	PMLD, SLD and CLD
Academic Year	2019 / 2020	Total PP budget	£55,275	Date of most recent PP Review	Autumn 2019
Total number of pupils	109	Number of pupils eligible for PP	48	Date for next internal review of this strategy	Summer 2020

Historic attainment																					
2015/2016				2016/17				2017/18				2018/19				2019/20					
	Pupils eligible for Pupil Premium (53)		All other Pupils (45)		Pupils eligible for Pupil Premium (41)		All other Pupils (54)		Pupils eligible for Pupil Premium (50)		All other Pupils (47)		Pupils eligible for Pupil Premium (44)		All other Pupils (66)		Pupils Eligible for Pupil Premium (65)		All other pupils (44)		
	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils	
Above expected progress	3	5.6%	4	8%	5	12%	2	4%	4	8%	2	4%	27	61%	45	65%					
Expected progress	48	90.5%	43	86%	34	83%	46	85%	43	86%	40	85%	13	30%	21	31%					
Below Expected progress	2	3.7%	3	6%	2	5%	6	11%	3	6%	5	11%	4	9%	3	4%					

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	A few pupils eligible for pupil premium need to consistently use their alternative communication methods to communicate their basic needs, make requests and use functional communication skills.
B.	The school has expanded its pupil role year on year and consequently there are many new staff who require training and mentoring to ensure eligible pupils receive high quality teaching and learning which leads to improved pupil outcomes.
C.	Attendance has been identified as a key issue for a few pupil premium pupils who achieved below target in 2018/2019.. The majority of this was authorised due to ill health or hospitalisation but we need to address the impact it can have on pupil outcomes.
D.	The school has moved to a new curriculum and assessment model in Sept 2018, therefore comparing outcomes using two different data systems, will be difficult to analyse and validate. (see above expected data outcomes this school year)
External barriers	
E.	As part of the expanded Pupil premium interventions a range of external agencies are working with pupil premium students. We need to ensure that they provide a high-quality service implementing our curriculum intent, which includes appropriate teaching and learning resources, where staff and parents are fully involved and receive appropriate training.

Review of expenditure				
Previous Academic Year		2018 - 2019		
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

<p>To ensure all pupils, including PP pupils have an effective curriculum pathway which leads to improved outcomes personalised to each child</p>	<p>Each child has a curriculum pathway that enables them to make progress in all four EHCP Areas of Need.</p> <ul style="list-style-type: none"> N-Yr9 Seedlings (EYFS) / Stem (semi-formal) / Roots (early learner) / Shoots (formal) Yr10 & Yr 11 (KS4) Transition Challenge Yr12-Yr14 (for information only) PPU / Towards independence / Towards independence Sensory 	<p>All pupils, including PP pupils had an effective curriculum pathway. (see End of year outcomes summary)</p> <p>Outcomes were personalised to each child. When pupils were below expectations an intervention was identified in pupil progress meetings and those pupils were within, on track or above target the next term.</p> <p>There were a significantly higher number of pupils, using the new tracker, that achieved above expectations in at least one or more EHCP area.</p>	<p>This approach has proven to be highly effective in developing the pupil's priority areas of need.</p> <p>We need to ensure the pathways have Key performance indicators that are essential before pupils move to the next step to ensure strong sequencing of the curriculum.</p>	<p>Cover time for teachers, Access to EFL app, Purchaser of additional iPads for each class group</p>
<p>To ensure PP pupils achieve 80% of their EHCP outcomes annually and their Learning passports termly.</p>	<p>The new assessment system is effective in tracking pupil's outcomes by</p> <ol style="list-style-type: none"> Inset day on use of App (Evidence for Learning). Inset day to launch new curriculum model. Assessment month to baseline pupils in Autumn term. Half termly assessment updates underpinned by moderation programmes. Learning passports are tracked Oct, Feb, June and pupil progress meetings identify pupils who need additional support (termly meeting) 	<p>Assessment month and all baseline pupils completed in Autumn term.</p> <p>Half termly assessment updates underpinned by moderation programmes.</p> <p>Learning passports are tracked Oct, Feb, June and pupil progress meetings identify pupils who need additional support (termly meeting)</p> <p>Pupil progress meetings lead to identification of interventions to close the gap.</p>	<p>Further need to review internal systems for accreditation KS4 and (Post 16 pathways) and train more assessors.</p>	<p>Pupil progress meetings 3 days for term for 2 teachers</p>
TOTAL £39,236				
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>To ensure that all PP pupils have access to an appropriate communication strategy personalised to their needs.</p>	<ul style="list-style-type: none"> • Ensure each pupils 'All about me' profile identifies personal strategies. • These strategies are supported by moderated evidence in the 'Evidence for Learning' app using EFL using tags for SALT or communication strategies. • A range of training opportunities throughout the school year using school trainers, the speech and language team and mentoring from the dual support worker. • Lesson observations and learning walks show class staff and families feel confident to use the alternative communication method. • Share video good practice during inset sessions and moderation events. 	<p>'All about me' profile identifies personal strategies. These were also supported with a communication profile for each class group.</p> <p>These strategies are supported by moderated evidence in the 'Evidence for Learning' app using EFL using tags for SALT or communication strategies.</p> <p>A range of training opportunities throughout the school year using school trainers, the speech and language team and mentoring from the dual support worker.</p> <p>Lesson observations and learning walks show class staff and families feel confident to use the alternative communication method.</p>	<p>There needs to be further development as shown in learning walks. Consistency across class groups needs to be developed further/</p> <p>With the appointment of an Area of Need Leader for Communication at Easter there was significant impact on auditing provision (from additional cover time ½ day a week).</p> <p>There is a new methodology from the SALT service which will impact on working practices. Potentially this could enhance provision if planned collaboratively.</p>	
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TOTAL £3,376

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
<p>Pupil premium pupil's attendance will be monitored closely, especially after periods of ill health to ensure catch up support is provided.</p>	<ul style="list-style-type: none"> • Track absence weekly with Pupil welfare officer and EWO. • Offer Interventions after a period of absence as an effective catch up strategies. 	<p>The attendance of all pupils is now linked into the termly tracking of pupil's progress. Attendance levels can be analysed alongside progress to see if this has impacted on progress and outcomes.</p> <p>Although there were still high PA levels there were only 3 pupils who at the end of the school year gave concern, this is an improvement year of year.</p>	<p>This strategy is now integral to pupil progress monitoring over the team /school year and will continue in 2019/2020.</p>	<p>SLA for EWO, time from Pupil welfare assistant</p>

To share each child learning with parents using the Evidence for Learning app so that we can ensure that schools are secure and mastered in life situations.	<ul style="list-style-type: none"> To ensure the pilot group feedback provides a robust strategy for wider implementation. Agree a system for sharing learning and gathering feedback from home. Feedback parent data on to EHCP review meetings and track outcomes. 	<p>The pilot group feedback provides a robust strategy for wider implementation.</p> <p>Agree a system for sharing learning and gathering feedback from home.</p> <p>Feedback parent data on to EHCP review meetings and track outcomes.</p>	This is a school development priority for 2019/2020 following the successful pilot last school year.	EFL costs, Moderation meetings for evidence termly (all staff), pilot parent meeting and follow up discussions
				TOTAL £9,684
				FINAL TOTAL £52,296

Outcomes for 2019-2020		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure PP pupils achieve 80% of their EHCP outcomes annually and their Learning passports termly.	<ul style="list-style-type: none"> The new assessment system is effective in tracking pupil's outcomes. The success criteria for the new system is realistic and achievable.
B.	To ensure that all PP pupils have access to an appropriate communication strategy personalised to their needs.	<ul style="list-style-type: none"> Each pupils 'All about me' profile identifies personal strategies. These strategies are supported by moderated evidence in the Evidence for Learning app.
C.	Pupil premium pupil's attendance will be monitored closely, especially after periods of ill health to ensure catch up support is provided.	<ul style="list-style-type: none"> Poor attendance does not impact on pupil progress rates. Interventions after a period of absence are effective catch up strategies.
D.	To share each child learning with parents using the Evidence for Learning app so that we can ensure that schools are secure and mastered in life situations.	<ul style="list-style-type: none"> To improve the partnership between pupils, parents and school. To ensure the pilot group feedback provides a robust strategy for wider implementation.

Planned expenditure 2019-2020			
Academic year	2019 - 2020		
Academic Year	2019-20	Total PP budget	£55,275
Total number of pupils	109	Number of pupils eligible for PP	48
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?
To ensure PP pupils achieve 80% of their EHCP outcomes annually and their Learning passports termly.	<p>The new assessment system is effective in tracking pupil's outcomes by</p> <p>a) ½ day Inset on use of new App features and agreeing pathways for new pupils</p> <p>b) 6 week baseline for all new pupils completed.</p> <p>c) Assessment month to baseline pupils in Autumn term</p> <p>d) Half termly assessment updates underpinned by moderation programme each term</p> <p>e) Learning passports are tracked Oct, Feb, June and pupil progress meetings identify pupils who need additional support (termly meeting)</p> <p>f) Termly pupil progress review meetings to identify how to close the gap and interventions needed.</p> <p>g) All app evidence shared at review meetings and reports submitted to the HUB for LA monitoring</p>	<ul style="list-style-type: none"> The data collected in SOLAR and CASPA shows that outcomes against PScalcs has not truly reflected the child's whole needs. This led to the peer collaboration project. As a result we have reviewed our whole school curriculum and pathways to learning based on EHCP. This target needs to track the effective implementation of new systems for PP pupils. 	<ul style="list-style-type: none"> Moderation event at the end of September to confirm baseline judgements Programme of Autumn term staff meetings to address ongoing CPD issues to ensure information is gathered. Pupil progress meetings to track outcomes and consolidated by Learning Passport outcomes. Gathering of whole school outcomes at reviews. 	<p>Heather Martin</p> <p>EHCP Area of need leaders /</p> <p>Michelle Keay</p>	<p>a) Staff costs Tch costs whole summary = £9006</p> <p>b–d) Staff meeting costs £9005.78</p> <p>f) L'ship time and cover for teacher pupil progress meetings £7255</p> <p>g) Review meetings – teacher cover and HUB training costs £3262</p>
Total budgeted cost					£28,529
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?

<p>To ensure that all PP pupils have access to an appropriate communication strategy personalised to their needs.</p>	<ul style="list-style-type: none"> • Ensure each pupils 'All about me' profile identifies personal strategies. • These strategies are supported by moderated evidence in the 'Evidence for Learning' app using EFL using tags for SALT or communication strategies. • A range of training opportunities throughout the school year using school trainers, the speech and language team and mentoring from the dual support worker. • Lesson observations and learning walks show class staff and families feel confident to use the alternative communication method. • Share video good practice during inset sessions and moderation events. 	<ul style="list-style-type: none"> • Pupil access has improved to AAC and strategies. We need to ensure this id embedded further into practice across the school. 	<ul style="list-style-type: none"> • Time in staff meetings to ensure each pupils 'All about me' profile identifies personal strategies are shared • Moderation events show theme using the EFL using tags for SALT or communication strategies e.g. PECs evidence. • Learning walks and observations reflect impact of training opportunities 	<p>Communication and interaction</p> <p>Primary and Secondary teams</p>	<p>Autumn 2019 - summer 2020</p> <p>Salt half day training session £3454</p> <p>Makaton trainer costs £2,427</p> <p>Parent ½ day session £400.</p> <p>PECs course costs x 2 programmes at TWS £1500</p> <p>2 day Makaton training for 25staff Feb 2020 x places and 2 trainers £ 4203</p> <p>½ day introduction course for staff tbc 25 places and 2 trainers cover £8057</p> <p>Learning walks- half termly specialist learning walks 5 x am per half term £4229</p> <p>Communication lead time for communication walks /leadership time £2600</p> <p>Areas of Need Resource Budgets PPG % £5232</p>
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Total budgeted cost					£27,899
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?	Staff lead	When will you review implementation?
Pupil premium pupil's attendance will be monitored closely, especially after periods of ill health to ensure catch up support is provided.	<ul style="list-style-type: none"> Track absence weekly with Pupil welfare officer and EWO Offer Interventions after a period of absence as an effective catch up strategies. 	<ul style="list-style-type: none"> To ensure poor attendance does not impact on pupil progress rates. 	<ul style="list-style-type: none"> Progress rates of PP pupils remains on track or above. Case studies of interventions show how the gap is closed after absence 	Michelle Keay SIP team	Autumn 2019 - 2020 EWO SLA = £2,613 PWO = 1 day per week a week @ £4,994 per year
To share each child learning with parents using the Evidence for Learning app so that we can ensure that schools are secure and mastered in life situations.	<ul style="list-style-type: none"> To ensure a robust strategy for wider implementation of EFL Agree a half termly system for sharing learning and gathering feedback from home. Feedback parent data on to EHCP review meetings and track outcomes. 		<ul style="list-style-type: none"> Parent survey shows improved partnership between pupils, parents and school. Parents provide feedback on targets and evidence of mastery in home life situations. 		Moderating evidence Leadership time PP data check – 1 pm per term £305
Total budgeted cost					£7,912
Total allocated costs					£64,431

Governors contribute a significant amount of Budget Share to the provision of Pupil Premium outcomes

Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <ul style="list-style-type: none"> EHCP outcomes 2018-2019 School Development Plan 2019-2020 Perspective Evidence for learning app / INSIGHTS tool