

Statement of pupil premium strategy – The Collett School

1. Summary information					
School	The Collett School			Type of SEN (eg.PMLD/SLD/MLD etc.)	LD-complex SLCN, MLD,SLD,PD, VI,HI,ASC
Academic Year	2018-2019	Total PP budget	£47,661	Date of most recent PP Review	Jan 2019
Total number of pupils	125	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Sep 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Whole School</i>
% achieving targets in literacy (Sep 2018)	READING PP % making expected progress: 89% READING PP % exceeding expected progress: 57% WRITING PP % making expected progress: 91% WRITING PP % exceeding expected progress 68%	Whole School READING % making expected progress: 87% Whole School READING % exceeding expected progress: 63% Whole School WRITING % making expected progress: 89% Whole School WRITING % exceeding expected progress 63%
% achieving targets in numeracy (Sep 2018)	PP % making expected progress: 83% PP % exceeding expected progress: 72%	Whole School % making expected progress: 85% Whole School % exceeding expected progress: 70%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	The needs of our pupils are becoming increasingly more complex and diverse. As such the curriculum, although based around the National Curriculum is not always appropriate and designed to prepare our pupils for life's challenges ahead. Research shows that PPG pupils often seem less involved in their learning as parts of the curriculum are not relevant to their own limited experiences and attitudes of their wider community.
B.	All our pupils have a wide range of needs. Well-being and Mental Health is an integral part of meeting the needs of these pupils. Research shows that pupils with PPG and Mental Health issues often have to wait for a significant amount of time for the referral process to outside agencies to happen. Meanwhile, we are able to offer a wide range of support and therapies at school but these are limited by staff knowledge and understanding of mental health causes and outcomes. As such a thorough staff programme of training is needed so that issues are picked up at an earlier stage.

C.	PPG pupil's achievement in school is better than non-PPG pupils due to aspirational teaching. However, for many parents of pupils with socio-economic disadvantage, leaving school and the future is both scary and often lacking in drive and ambition. A comprehensive transition programme is needed that includes college days, apprenticeships and work placements so that the drive for success continues to happen.
External barriers	
D	Funding for special schools does not meet the incredibly complex needs of our pupils who need smaller learning environments.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Create new collaborative curriculum based on needs, outcomes, interests, aspirations of all pupil	<p>Current curriculum audited against increasing complexity of needs</p> <p>Ascertain relevance of curriculum</p> <p>Collaborate audits across school</p> <p>Determine what can be taught</p> <p>Innovation</p> <p>Team working to formulate and trial ideas</p> <p>Curriculum to reflect preparing for Adulthood document outcome</p> <p>Review of current CAPPs</p> <p>New over- arching aims established with communication and strong mental health at the heart of what we do.</p>
B.	To develop a strong working relationship between education, health and social care	<p>Delivery and constant improvement of quality learning experiences appropriate to needs of children.</p> <p>Staff training in Mental Health provision</p> <p>Complex needs of PPG pupils are met with individualised and bespoke provision</p> <p>Increased collaboration and sharing of specialist skills in order to better meet individuals varied needs</p> <p>Multi-agency support with shorter lead times for meeting needs</p>
C.	Bespoke transition programme set up	<p>PPG Alumina pupils in full time further education, apprenticeships or paid work.</p> <p>More opportunities for PPG pupils to experience and understand about different work places</p> <p>Higher aspirations for staff and pupils</p> <p>Clear communication about partnerships already in place</p> <p>Current transition programme for new starters formalised</p> <p>Parent voice</p>

5. Planned expenditure					
Academic year		2018/19			
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 ?
<p>A rich and diverse curriculum to prepare the learner for adulthood based on needs, outcomes, interests, aspirations for all pupils.</p> <p>Progress against new CAPPS for PSD, Communication and Strong Mental Health.</p> <p>New SRE scheme formulated</p>	<p>Collaborative audits across both schools</p> <p>Evaluate adherence to statutory guidance</p> <p>Establish ways curriculum meets complex needs</p> <p>Staff training, engagement to establish curriculum journey.</p>	<p>Research show that PP have lower than average aspiration for next step.</p> <p>Preparing for Adulthood tool and Gatsby Benchmarking tool set targets for improvement along with CAPPS feedback, and pupil voice.</p> <p>Current curriculum is not fit for purpose.</p> <p>New guidelines for Ofsted in new Education Inspection Framework which is focussed on social justice issues e.g starting points, backgrounds and needs.</p> <p>Revise CAPPS for Communication/PSD/Mental Health</p> <p>Evidence supports PPG children do not always get informed education from home.</p>	<p>Termly data collection</p> <p>Alignment with National standards</p> <p>Training sessions</p> <p>Pupil Progress Meetings</p> <p>Monitoring and Assessment</p>	<p>PS Curriculum Champion</p>	<p>Dec18</p> <p>Mar 19</p> <p>July19</p>
Total budgeted cost					15,500

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>A rich and diverse curriculum to prepare the learner for adulthood based on needs, outcomes, interests, aspirations for all pupils.</p> <p>Targeted support for Upper School to ensure that there is a focus on outcomes that are transferable into the outside world.</p> <p>Progress with Independent section in CAPPS surpasses expectations</p>	<p>Personalised outcomes forming part of EHCP that support independent life for pupils.</p> <p>Compare outcomes with Preparing for Adulthood document</p> <p>More appropriate work placements to ensure small steps to world of work</p> <p>Links with college Clearer communication</p>	<p>Pupils need opportunities to practise skills for work in safe place e.g. work placements. Pupils need to be able to understand choice around opportunities and build on current skills and interests.</p>	<p>Head of outcomes position Case studies Careers page Functional skills teaching across curriculum Accreditation</p>	<p>PS/CW</p>	<p>Mar 2019</p> <p>July 2019</p>
Total budgeted cost					£15,600
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 ?
	<p>Mental Health lead employed to deliver therapies to disaffected pupils</p> <p>Transition meetings for next steps Information sharing</p>	<p>Research and evidence in school supports an increase in social and emotional behaviours often attributed to anxiety, particularly around transition.</p>	<p>Early intervention Evaluation of school documentation Monitoring</p>		
Total budgeted cost					£16,561

6. Review of expenditure and impact				
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 £13,500
<p>Improved communication in Lower School</p> <p>Improved progress in comprehension in higher attaining pupils</p> <p>Improve progress in non-verbal pupils</p>	<p>Staff training in PECS and Makaton</p> <p>Staff training in ELKLAN</p> <p>Staff research in pre-verbal communication strategies</p> <p>Use of Shape Coding to support understanding</p>	<p>No training delivered for PECS. Weekly Makaton training.</p> <p>Good/Outstanding progress made in communication by PP children across the whole school (Expressive Communication – 72% expected, 49% exceeded / Receptive Communication – 50% expected, 34% exceeded).</p> <p>The school population as a whole at expected progress (Expressive Communication – 75% expected, 53% exceeded / Receptive Communication – 40% expected, 63% exceeded).</p>	<p>Proposed actions (staff training) not all put in place effectively.</p> <p>Data does not demonstrate any clear impact of an increased focus on developing communication skills on the progress of PP children. PP children made outstanding progress in both expressive and receptive communication, as did non-PP children, but these figures were in line with overall trends across a range of subjects.</p>	

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 £30,000
Improved communication for small groups in lower school	<p>Small groups in The Hive</p> <p>Individual programmes delivered in short sessions in class with built in flexibility to account for anxiety levels.</p>	<p>In Middle School and Upper School both PP and non-PP children made outstanding progress in both expressive and receptive communication over the year, although this is in line with wider trends.</p> <p>Whether targeted support was delivered in line with pupil profile needs and next step targets is difficult to assess. However, data shows that children with SLCN needs made marginally better progress than the wider school community, which suggests that such support was in place and effective.</p> <p>No evidence of use of evidence-based research from EEF toolkit. No evidence of use of PECS. Some evidence of use of Makaton within classes, although difficult to assess impact.</p> <p>SENCO has recently completed ELKLAN course in order to offer greater targeted support for children with communication needs.</p>	<p>It must be possible to assess impact more rigorously in future; objective criteria for demonstrating the effectiveness of a given strategy should be considered and identified from the outset.</p> <p>Overall trends show outstanding progress, and PP children outperforming non-PP children. Targeted interventions must continue to be in place to address the needs of the individuals who are not making expected progress, and this should be supported by greater use of the 9 ¾ provision.</p>	
<p>Improved progress in comprehension in higher attaining pupils</p> <p>Improve progress in non-verbal pupils</p>	<p>Individual targets and strategies to achieve objectives</p> <p>Weekly small group sessions aiming at comprehension with strategies unlocking specific difficulties. E.g. concrete use of resources. E.g. story sacks</p> <p>Consistent use of PECS and Makaton across the school so that pupils can communicate outside of immediate peer group.</p>	<p>No Upper School pupils identified for or able to access GCSE English. Both PP and non-PP children made outstanding progress in both expressive and receptive communication over the year, although this is in line with wider trends.</p> <p>Community links have allowed pupils to build confidence and develop their communication skills whilst building work-experience.</p>	<p>Children work in small groups according to ability in order to target their needs more effectively and there is scope for this to continue to ensure that the needs of all children are met.</p> <p>Community links have provided benefits to the children who are involved, but the impact of these is difficult to quantify under the current arrangements. This could be a viable arrangement if targets were identified, worked on during placement and feedback provided by the employer through regular reviews and at the end of the placement.</p>	

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 £8,140
Increased participation in learning and better progress	Programmes from The Hive	<p>Progress of PP pupils and non-PP pupils in all areas of PSD has been outstanding over the course of the year.</p> <p>Lesson obs evidence environments set up to encourage opportunities for learning.</p> <p>Verbal and non-verbal cues given by teachers which reduces anxiety</p>	It must be possible to assess impact more rigorously in future; objective criteria for demonstrating the effectiveness of a given strategy should be considered and identified from the outset.	
To reduce behavioural issues associated with sensory needs	<p>Sensory breaks relevant to all dependent on needs Use Safety and Support Plans to target individual pupils</p> <p>Continued programme of providing sensory equipment.</p>	<p>Improved staff training and the continued development of The Hive provision have allowed us to greater meet the needs of our pupils with sensory needs in a range of contexts. Therapies have had an impact upon the resilience and focus of many of the pupils with social and emotional struggles.</p> <p>Targeting of children with individual needs has taken place through referrals from class teachers, e.g. during progress meetings.</p>	<p>Improved provision to meet the sensory needs of our pupils, such as The Hive sensory base, has had a clear impact on behaviour . This is an important area to continue to develop;</p> <p>Needs must be audited more closely to ensure that pupils can be targeted more rigorously and needs can be met more effectively.</p>	

7. Additional detail

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

PP progress is now measured through our whole-school assessment system, CAPPS, which allows us to track both academic progress and personal and social development. We are slowly building our data which is being shared with parents termly at individual tutorials, as well as at the end of the year through our end-of-year reports.

Further developments have included progress meetings with all class teachers to look at the individual classes and their cohorts including PP children.

