



Pupil Premium Report Bents Green School

Pupil premium spending 2019-2020

SUMMARY INFORMATION			
Type of special educational needs and disability	Speech, Language and Communication	Date of most recent pupil premium review:	N/A
		Date of next review:	May 2020
Total number of pupils:	217	Total pupil premium budget:	£72605
Number of pupils eligible for pupil premium:	96	Amount of pupil premium received per child:	£935

STRATEGY STATEMENT

2018-2019 Pupil Premium Expenditure

Previous Pupil Premium funding was used to provide interventions that are specific to the learning needs of individual students and also includes enrichment activities such as off-site and vocational learning, outdoor learning and participation enterprise and music projects, maths and literacy interventions such as Sum Dog and accelerated reading.

It was also used to enhance our Sensory Curriculum and the Sensory area which is used for interventions of a therapeutic and sensory nature. The sensory curriculum approach is based on the Alert Programme for self-regulation developed by Williams and Shellenburger (1996). The impact of our Sensory provision has been captured in testimonies for students and staff. The sensory area based on 3 focused rooms – continuous provision

- Activity Room – Beanbag seating area for the introduction and plenary, also used for quiet space for students. Practical activities based on sensory theme, making activities and movement activities.
- Messy Play Room – Range of messy activities for students to engage in their personalised learning. Sand, water, playdough, gloop, foam, gell balls and expanding shapes.
- Sensory Room – (Multisensory interactive learning environment), using themed programmes, aroma, specialised lighting programmes to match images and sound. This area is also used for relaxation programmes and some limited massage activities.
- Movement-proprioception equipment – students use this equipment to encourage lateral movement, pulling –heavy work, spinning, balance, bouncing – vertical movement.

The school also used Pupil Premium funding to purchase iPad to support the use of Evidence for learning in the classroom. The new assessment system links with SCERTS (Social communication, emotional regulation and transactional supports), personalised frameworks and the Educational Health Care Plan. The App allows us to gather evidence and produce learning journey documents for each and every student. The information is useful to share with parents, EHCP meetings and Annual Reviews. Upon further review of the Evidence for Learning application, we have moved away from this software as we did not feel that it could meet the needs of all learners. We are still exploring whether we can utilize it for the SCERTS curriculum tracking.

There has been an increase in student numbers and students with speech and language difficulties gives rise to an increase in classroom support and SALT assessments. The school endeavored to provide language development programmes and an increase in SALT assessments. Unfortunately, due to commission restrictions, this has not been implemented.

Evidence of impact of pupil premium funding for 2018-2019

Ofsted Report September 2018

You have set yourself an ambitious target for attendance and have put in place many strategies to support regular attendance. These are beginning to make a difference in improving pupils' attendance. □ School leaders have worked hard on developing a positive approach to support pupils who have emotional and behaviour difficulties. Leaders recognise though that the number of fixed-term exclusions of pupils from the school are still too high, and are developing further approaches to help provide even more emotional support for pupils. One example of this is the sensory base in school that pupils can access for support throughout the day

You have a detailed plan for how you spend additional funding to improve outcomes for disadvantaged pupils and those who need help to catch up. You have used this funding to support a large number of areas, including sensory support, behaviour support and wider curriculum opportunities.

Assessment information

CURRENT ATTAINMENT			
	Pupils eligible for PP	Pupils not eligible for PP	
		School Average	National average
% achieving upper quartile on P scales targets in communication	To Be Determined	To Be Determined	
% making upper quartile on P scales targets in maths	To Be Determined	To Be Determined	
% progress specific to school setting	To Be Determined	To Be Determined	

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

	Students at Bents Green School have a diverse range of needs deriving from their autism diagnosis and their learning difficulties. Attendance rates are high for the vast majority of students eligible for the PP funding and punctuality is generally not an issue as students arrive on LA transport. The majority of the students are diagnosed ASD but all have diverse needs and therefore diverse barriers to their future learning, progress and attainment.
A	Student wellbeing is a priority for Bents Green as students will not make academic progress until their wellbeing needs have been met. This barrier has to be overcome for maximum learning to take place.
B	Student's SEN needs to be addressed in order to ensure progress in learning. For some students their SEN barriers have a significant impact on their ability and confidence to engage in the curriculum.

ADDITIONAL BARRIERS

External barriers

D	Many of our students display extremely challenging behaviours at home which can lead to poor attendance. As a result, it is often difficult for to have a consistent approach towards engagement and developing emotional resilience.
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INTENDED OUTCOMES

Specific outcomes		Success criteria
A	<p>Student wellbeing</p> <p>There is an improvement in engagement through increased emotional resilience as facilitated by the Intervention team and disseminated to class teams to ensure continuity of provision.</p> <p>There is an improvement in the ability of students to manage their behavior prior to, and when dysregulated, through the use of specific strategies as identified through the intervention team</p> <p>All Teaching Assistants trained in the delivery of specific interventions e.g.: Mighty Minds, Sensory circuits, Bereavement</p> <p>Reduction in the number of students referred to the Reflection Room, number of behaviour incidents and on calls reported</p> <p>There is an improvement in the attendance of lessons and classes</p>	<p>Students eligible for PP who are targeted for intervention in relation to their wellbeing including self-esteem will show increased confidence when engaging with learning and social situations.</p> <p>Students are able to articulate and identify strategies to support their emotional wellbeing.</p> <p>Staff feel confident in delivering interventions to support student wellbeing</p> <p>Students eligible for PP who are targeted for intervention in relation to managing their behavior to show increased engagement in learning and decrease in the number of behavior incidents</p> <p>Number of behavior incidents and on calls reduced</p> <p>Termly data collection and CPOMS narratives to demonstrate the qualitative and quantitative impact of interventions both at school and home</p> <p>Students are able to identify strategies to support student's in managing their behaviour.</p> <p>Staff feel confident in delivering interventions to support student's in managing their behaviour</p> <p>Number of behavior incidents and on calls reduced</p>
B	<p>Student's SEN</p> <p>Ninety percent of students eligible for the Pupil Premium funding make expected and better progress in all areas as measured through termly data capture</p> <p>Staff trained in literacy and numeracy specific interventions e.g. Numicon, Dyslexia, Reading for Inference</p> <p>Students will, to a level appropriate for them, understand their SEN and will implement strategies to support their learning</p> <p>Behaviour interventions in place</p>	<p>At termly data captures, students eligible for the Pupil Premium funding will be on track to make expected and better by the end of the 2019-2020 school year.</p> <p>Students are able to talk about their SEN and how this affects them.</p> <p>Staff feel confident in delivering interventions to support literacy and numeracy</p> <p>Number of behavior incidents and on calls reduced</p>

Planned expenditure

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Ninety percent of students eligible for the Pupil Premium funding make expected and better progress in all areas as measured through termly data capture</p> <p>Staff trained in literacy and numeracy specific interventions e.g. Numicon, Dyslexia, Reading for Inference</p> <p>Students will, to a level appropriate for them, understand their SEN and will implement strategies to support their learning</p> <p>Behaviour interventions demonstrate a reduction in incidents</p>	<p>At termly data captures, students eligible for the Pupil Premium funding will be on track to make expected and better by the end of the 2019-2020 school year.</p> <p>Students are able to talk about their SEN and how this affects them.</p> <p>Staff feel confident in delivering interventions to support literacy and numeracy</p> <p>Number of behavior incidents and on calls reduced</p>	<p>Learners eligible to the Pupil Premium funding are currently making accelerated progress and out-performing learners not eligible and the school seeks to continue this as a trend over time</p>	<p>The class staff team know learners well and understand their needs in terms of gaps in learning, misconceptions, barriers to learning and next steps. The impact the intervention plans is reviewed termly by the Phase Lead and the Deputy Head Teacher</p>	<p>SLT and Class Teachers</p>	<p>Termly</p>
Total budgeted cost:					£5444

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review?
<p>Student wellbeing</p> <p>There is an improvement in engagement through increased emotional resilience as facilitated by the Intervention team and disseminated to class teams to ensure continuity of provision.</p> <p>There is an improvement in the ability of students to manage their behavior prior to, and when dysregulated, through the use of specific strategies as identified through the intervention team</p> <p>All Teaching Assistants trained in the delivery of specific interventions e.g.: Mighty Minds, Sensory circuits, Bereavement, Theraplay</p> <p>Reduction in the number of students referred to the Reflection Room, number of behaviour incidents and on calls reported</p> <p>There is an improvement in the attendance of lessons and classes</p>	<p>Students eligible for PP who are targeted for intervention in relation to their wellbeing including self-esteem will show increased confidence when engaging with learning and social situations.</p> <p>Termly data collection and CPOMS narratives to demonstrate the qualitative and quantitative impact of interventions</p> <p>Students are able to articulate and identify strategies to support their emotional wellbeing.</p> <p>Staff feel confident in delivering interventions to support student wellbeing</p> <p>Number of behavior incidents and on calls reduced</p> <p>Students eligible for PP who are targeted for intervention in relation to managing their behavior to show increased engagement in learning and decrease in the number of behavior incidents</p> <p>Termly data collection and CPOMS narratives to demonstrate the qualitative and quantitative impact of interventions both at school and home</p> <p>Students are able to identify strategies to support student's in managing their behaviour.</p> <p>Staff feel confident in delivering interventions to support student's in managing their behaviour</p> <p>Number of behavior incidents and on calls reduced</p>	<p>Many of the learners eligible for the pupil premium funding are new to the school in September 2018 and more in September 2019 and a barrier to attainment for them is, understandably, becoming accustomed to a new school with new expectations and ways of working as well as forming relationships with staff and other learners.</p> <p>Many of the learners eligible for the Pupil Premium funding display high levels of anxiety and low wellbeing linked to their SEN needs</p>	<p>Intervention tracker demonstrates that all trained staff are able to delivering specific interventions disseminating information to class teams.</p> <p>CPD schedule to ensure all staff trained in relevant interventions.</p> <p>The impact the intervention plans is reviewed termly by the Phase Lead and the Deputy Head Teacher through the use of tracker data.</p>	Claire Bailey	Termly
Total budgeted cost:					£72,605

Ofsted Report March 2018

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they improve teaching to ensure that it is of the highest quality across the school
- they embed the school's new system of assessment to ensure that it supports teachers and pupils effectively
- they reduce the number of fixed-term exclusions.