

# The Mendip School: Pupil Premium Review 2019/20 and Pupil Premium Strategy – 2020/21

## Pupil Premium Review for 2019/2020

1. Summary information 2019/20			
Academic Year	2019/20	Total PP budget	42050
Total number of pupils	132	Number of pupils eligible for PP	45

2. Overall PP impact statement/Review of desired outcomes from 2019/20:	
Number of children eligible for PP:	45
Proportion of children e.g. 3/12 (or %)	34%
Covid Statement July 2020.	
<p>Additional measures/use of PP funding put into place during Covid-19 Pandemic.</p> <ul style="list-style-type: none"> <li>• Funding for additional staff to work on THRIVE opportunities, dedicated THRIVE practitioner sent weekly THRIVE activities home to ALL pupils inc PP pupils. Diverted funds for this</li> <li>• Resources purchased for PP pupils and sent home where needed (stationary)</li> <li>• THRIVE boxes of resources made up for those identified as in need. Sent home to parents with THRIVE resources and activities to support.</li> <li>• 41% of PP pupils attended school during Lockdown; those who did not were pupils whose parents chose to keep them at home. PP/FSM was a factor in risk assessments for ranking pupils in order of need of support.</li> <li>• LAC pupils were offered full time places</li> <li>• Care packages sent home for 26% of PP pupils in addition to FSM vouchers, including food, toiletries, stationary and general school resources.</li> </ul>	

<b>3. DESIRED OUTCOMES REVIEW FROM 2019/20</b>			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Review July 2020</i>
<b>A.</b>	All Pupil Premium Pupils will make progress in resilience and self-esteem.	90% PP Pupils will increase steps on THRIVE assessments	Achieved: All PP pupils increased at least one-step on Thrive assessments.
<b>B.</b>	Improved engagement with Pupil Premium families through good communication and training opportunities	25% of parents of pupil premium children will access training opportunities	Training videos on behaviour uploaded to YouTube for existing and new parents. 82 views on one video for example BM held emotional coaching training for parents.
<b>C.</b>	All Pupil Premium Pupils will regularly attend school	89% attendance – increase from 87.1%	Ongoing: Attendance plans in place. 87% attendance for pupil premium children - (Covid 19)
<b>D.</b>	All Pupil Premium Pupils will display positive attitudes to school and their learning opportunities	Serious incidences of behaviour for Pupil Premium children will reduce over the academic year.	Achieved: 75% of serious incidents this year related to one class and two pupils, neither of these pupils are PP. The other 25% of pupil SI's include only 2 PP pupils. Pupil premium pupils are a very small (less than 10% of all serious incidents)
<b>E.</b>	All Pupil Premium Pupils will access a personalised curriculum	A key stage 4 life skills curriculum will be in place by the end of academic year 2019/20	Achieved: Life skills programme is in place and being used by Indigo class.
<b>F.</b>	All pupil premium pupils will make at least expected progress in Maths	100% of Pupil Premium children will make at least expected progress	NA – new assessment system being implemented after year on review
<b>G.</b>	All pupil premium pupils will make at least expected progress in English	100% of Pupil Premium children will make at least expected progress	NA– new assessment system being implemented after year on review

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<b>H.</b>	All pupil premium pupils will make at least expected progress in Science	100% of Pupil Premium children will make at least expected progress	NA– new assessment system being implemented after year on review
<b>I.</b>	All Pupil Premium Pupils will be emotionally resilient.	Where need identified, Pupil Premium Pupils will have access to therapies such as THRIVE, Art Therapy and Play Therapy	Achieved: PP are unidentified and an intelligent analysis in in place to address needs. PP pupils are given priority for THRIVE and therapies where appropriate.
<b>J.</b>	All Pupil Premium Pupils will have Sensory Support	100% of pupil premium pupils will have appropriate to their need, sensory support.	<p>Achieved: Sensory Shine data.            93% of pupils have made one or more levels of progress on the engagement scale. One pupil made 2 levels of progress.            The engagement scale is used for Primary Play and Sensory Shine so progress relates to both areas.            The level of progress on the engagement profile in those classes that have had sensory shine is higher than those classes which have not            Teachers report pupils are more settled after sessions. Pupils show high levels of excitement before a session, pupils more able to sit for focused tasks following input.            Further data information. S:\Leadership _ Management\Pupil Premium\2019.2020</p>
<b>K.</b>	All Pupil Premium Pupils will have access to enriching experiences such as animal care, Trips and outdoor learning opportunities	100% of pupil premium children will access animal care and enrichment activities.	Achieved: 100% of pupil premium pupils have had access to animal care opportunities.

4. <b>2019/20</b> RECEPTION TEACHER ASSESSMENT outcomes - use <i>the format below or insert core data relevant to your setting</i>			
Number of children eligible for PP:	1		
Proportion of children e.g. 3/12 (or %) 2 out of 7 pupils	<i>Pupils eligible for PP (your school)</i> 1/6	<i>Pupils not eligible (your school)</i> 5/6	<i>Pupils not eligible for PP (national average)</i>
<p>PP pupil has made at least one sub level of progress in each area.</p> <p>Of the 12 areas of the EYFS goals five areas made two levels of progress, one was three levels of progress. Six stayed within the same level but made at least a sub levels progress.</p>			

### Pupil Premium Expenditure Strategy for 2020/2021

5. SUMMARY INFORMATION 2020/21					
Academic Year	20/21	Total PP budget	57940	Date of most recent PP Review	2019/20
Total number of pupils	138	Number of pupils eligible for PP	52	Date for next internal review of this strategy	2022
Proportion of children eligible for Pupil Premium e.g. 3/12 (or %)			37%		

1. BARRIERS TO FUTURE ATTAINMENT 2020/21 (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	It has been identified that low self-esteem, poor emotional regulation and negative attitudes to learning are a barrier to achievement.
<b>B.</b>	Many Pupil Premium pupils have poor independence skills and life skills are impacted, this can be a barrier to attainment
<b>C.</b>	Negative previous school experiences has been identified as a barrier to learning
<b>D.</b>	A high proportion of Pupil Premium pupils have been identified as having experienced significant early trauma, ACES, Parental Separation or have Social Services Input (see intelligent analysis). This can impact resilience and self-esteem.
<b>E.</b>	Some Pupil Premium Pupils demonstrate behaviours that challenge, for some this significantly effects pupil attainment
<b>F.</b>	Most Pupil Premium Pupils can have Gaps in their knowledge from previous school placements, many have been out of school for significant periods before attending TMS
<b>G.</b>	Covid 19
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>H.</b>	Poor self-image resulting from previous negative school experiences
<b>I.</b>	Parental engagement with some pupil premium pupils can be poor
<b>J.</b>	A high proportion of Pupil Premium children have had traumatic early experiences ranging from parental separation, early trauma, ACES etc.
<b>K.</b>	More than half of PP children have had, or are having social care involvement
<b>L.</b>	Covid 19

2. DESIRED OUTCOMES 2020/21		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>M</b>	All Pupil Premium pupils will access THRIVE, to develop wellbeing and confidence	All will make at least one step of progress on THRIVE assessments. PP pupils will have accessed THRIVE either individually or on a one to one basis. Pupils identified as needing one to one therapy will have access prioritised.
<b>N</b>	All Pupil Premium Pupils will access a personalised curriculum suited to their own learning style	Each child's personalised progress journey will be evident on EFL
<b>O</b>	All pupil premium pupils will make at least expected progress in Maths	All pupil will make at least one sub level of progress, pupils will be monitored according to cohort, pupils not on track will be identified and support packages put in place. Secondary pupils to be grouped by level for maths and English teaching
<b>P</b>	All pupil premium pupils will make at least expected progress in English	All pupil will make at least one sub level of progress, pupils will be monitored according to cohort, pupils not on track will be identified and support packages put in place. Secondary pupils to be grouped by level for maths and English teaching
<b>Q</b>	All pupil premium pupils will make at least expected progress in Science	All pupil will make at least one sub level of progress, pupils will be monitored according to cohort, pupils not on track will be identified and support packages put in place
<b>R</b>	All pupil Premium attendance will be monitored and pupil premium pupils' attendance will continue to improve over time	PP pupils will have (unless specific medical or mitigating circumstances) attendance above 90%
<b>S</b>	All pupil Premium Pupils will have access to appropriate sensory support	PP pupils will have access to a sensory room and specific sensory support

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<b>T</b>	All pupil premium pupil will make improvements in their mental health and well being	Learning journeys on EFL will demonstrate progress in all areas within the holistic curriculum based on individual pupils baseline THRIVE assessments and wellbeing and engagement profiles will show increase in attainment.
<b>U</b>	All Pupil Premium pupils will have behaviour monitored and tracked and serious incidents will decrease over time.	Pupil will demonstrate reduced serious incidents over time when tracked on behaviour watch

<b>3. PLANNED EXPENDITURE</b>					
<b>Academic year</b>	<b>2020/21</b>	<b>Anticipated Budget</b>		<b>57940</b>	
Anticipated number of pupils on roll	144	Anticipated number of pupils eligible for PP		52	
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. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
O,P,Q	Talk4Writing/Power of Reading/Sounds Write/Accelerated reader/Spelling Shed/Nessy (appropriate to individual class and stage)	Used previously with positive impact on progress Used by other special school colleagues Research based – can be found of prospective websites	Individual planning and assessment tracked through EFL Learning journeys created to demonstrate progress.	EC/AC/SM	Ongoing at 3 points throughout the school year

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	White Rose Maths syllabus – appropriate to individual class needs Individualised resources where needed				
<b>Total budgeted cost</b>					6000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All pupil premium pupils will make at least expected progress in Maths	White Rose Numicon TT Rock stars	New teacher is specialist maths teacher and Boolean representative. Flight paths and regular monitoring	Monitoring and recording, EFL journeys	ER	Ongoing at 3 points throughout the school year
All pupil premium pupils will make at least expected progress in English	Accelerated reader introduced September 2020	Evidence based system for improving reading skills and narrowing gaps in learning. Consistency of approach across the school. Flight paths and regular monitoring	AT – Staff training during INSET days in September Working party set up for implementation and review	AT	Ongoing at 3 points throughout the school year
All pupil premium pupils will make at least expected progress in Science	Formal framework, specialist science teaching Investigate science scheme for use across the school	Evidence based system for improving reading skills and narrowing gaps in learning. Consistency of approach across the school. Flight paths and regular monitoring	Monitoring and recording, EFL journeys	EC/IC	Ongoing at 3 points throughout the school year

					Total budgeted cost	6000
iii. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
All Pupil Premium pupils will access THRIVE, all will make at least one step on progress on THRIVE assessments	1.5 equivalent Full time Thrive Practitioner	Previous evidence from school indicates that PP pupils do not make less progress than other pupils, however intelligent analysis shows that PP pupils have a higher proportion who have negative experiences which affect mental health and wellbeing – see intelligent analysis	EG/SM to monitor Use of behaviour watch for recording interventions	SM/EG	Ongoing at 3 points throughout the school year	
All Pupil Premium Pupils will access a personalised curriculum suited to their own learning style	Ongoing curriculum review and implementation. Ongoing assessment review and implementation. Reintroduction of Assessment tool EFL	The individual child is at the centre of all planning and assessment. Out pupils have a diverse range of needs and ability which means a person centred plan is always paramount	Monitoring cycle Learning walks Assessment EFL journey	EC/SLT	Ongoing at 3 points throughout the school year	
All pupil Premium attendance will be monitored and pupil premium pupils' attendance will continue to improve over time	Attendance action plan and monitoring.	Generally PP children and those who are not PP do not have a difference in attendance, this will continue to be monitored	Regular monitoring and review Attendance added to care plans	EC/SLT/ Office	Ongoing at 3 points throughout the school year	

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<p>All pupil Premium Pupils will have access to appropriate sensory support</p>	<p>New sensory room Sensory Shine OT support where appropriate</p>	<p>Sensory Shine: 93% of pupils have made one or more levels of progress on the engagement scale. One pupil made 2 levels of progress. AC – sensory room design, bid and build</p>	<p>Ongoing monitoring using EFL and engagement and wellbeing scales as well as anecdotal evidence.</p>	<p>AC/EC</p>	<p>Ongoing at 3 points throughout the school year</p>
<p>All pupil premium pupil will make improvements in their mental health and well being</p>	<p>Gardening club Animal care clubs and activities Dog walks and reading</p>	<p>Evidence in school demonstrates that animal and gardening activities increase self esteem and positive mood. Demonstrates reduction in SI over time</p>	<p>Ongoing monitoring using EFL and engagement and wellbeing scales as well as anecdotal evidence.</p>	<p>EC/MH</p>	<p>Ongoing at 3 points throughout the school year</p>
<p>All Pupil Premium pupils will have behaviour monitored and tracked and serious incidents will decrease over time.</p>	<p>Behaviour watch Staff training Proact-Scip</p>	<p>System used researched before purchasing. Regular review by SLT and Proact-Scip instructors.</p>	<p>EC/Proact-Scip instructors regular monitoring Moderation with Fosse Way school.</p>	<p>EC/SLT</p>	<p>Ongoing at 3 points throughout the school year</p>
<p>Pupil premium pupils will have priority access to therapeutic supports personalised to their individual needs where appropriate.</p>	<p>Art Therapy Play Therapy Sensory Shine</p>	<p>Evidence from previous years demonstrates that access to appropriate therapeutic support improves both academic and THRIVE measured progress over time. Sensory Shine: 93% of pupils have made one or more levels of progress on the engagement scale.</p>	<p>Continue to monitor using EFL/Engagement and wellbeing scales.</p>	<p>SM/EG</p>	<p>Ongoing at 3 points throughout the school year</p>

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		<p>One pupil made 2 levels of progress.</p> <p>The engagement scale is used for Primary Play and Sensory Shine so progress relates to both areas.</p> <p>The level of progress on the engagement profile in those classes that have had sensory shine is higher than those classes which have not</p>			
<p>LAC pupils will have access to therapeutic individual sessions dependant on need</p>	<p>Art Therapy Play Therapy Sensory Shine</p>	<p>Evidence from previous years demonstrates that access to appropriate therapeutic support improves both academic and THRIVE measured progress over time.</p> <p>Sensory Shine: 93% of pupils have made one or more levels of progress on the engagement scale. One pupil made 2 levels of progress.</p> <p>The engagement scale is used for Primary Play and Sensory Shine so progress relates to both areas.</p> <p>The level of progress on the engagement profile in those classes that have had sensory shine is higher than those classes which have not</p>	<p>Continue to monitor using EFL/Engagement and wellbeing scales.</p>	<p>SM/EG/AC</p>	<p>Ongoing at 3 points throughout the school year</p>
<b>Total budgeted cost</b>					45940

#### 4. ADDITIONAL DETAIL

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