

Pupil Premium & Pupil Premium+ Strategy / Self-Evaluation 2020/2021

1. Summary information					
School	Grantham Additional Needs Fellowship: Ambergate Sports College & The Sandon School			Type of SEN (e.g. PMLD/SLD/MLD etc.)	MLD/ASD/SEMH/SLD/PMLD
Academic Year	2020-2021	PP budget	£99,735 (GANF)	Date of most recent PP Review	Sept 2020
		PP budget inc. LAC budget	£153,670 (GANF)		
Total number of pupils	151 (A/gate) 86 (Sandon)	Number of pupils eligible for PP (including LAC)	113 pupils (some started in September 2020 and due to increase)	Date for next internal review of this strategy	Sept 2021
2. Current attainment					
<u>Attainment for: 2019-2020 Ambergate Sports College (until March 2020)</u>		Eligible for PP	LAC	PLAC	Not eligible for PP/LAC/PLAC
% achieving expected standard or above in English		89%	100%	100%	88%
% achieving expected standard or above in Maths		93%	86%	100%	88%
% achieving expected standard or above in PSHE		94%	100%	100%	80%
<u>Attainment for: 2019-2020 Sandon School (until March 2020)</u>		Eligible for PP	LAC	PLAC	Not eligible for PP/LAC/PLAC
% achieving expected standard or above in English		91%	100%	100%	96%
% achieving expected standard or above in Maths		95%	100%	100%	96%
% achieving expected standard or above in PSHE		90%	100%	100%	96%
3. Barriers to future attainment (for pupils eligible for PP)					
As a school we recognise that there is not a one size fits all strategy that will ensure that all children flourish.					

However, we also know that certain whole school strategies will benefit all children – especially those eligible for Pupil Premium pupils.		
In-school barriers		
A.	Most pupils at GANF are working below age related expectations across the curriculum and have individual needs highlighted in their EHCPs. However eligible for PP pupils also often lack life experiences which can contribute to their even lower levels of learning compared to their peers within the school. This can be their academic abilities and/or their social skills.	
B.	Eligible for PP pupils have a lower emotional literacy level than their peers within school and may not come to school ready to learn.	
C.	Eligible for PP pupils are also at a further disadvantage with their speech and language skills/development.	
External barriers		
D.	Eligible for PP pupils may have a more complex home lifestyle compared to their peers.	
E.	COVID-19 was a global pandemic, which caused schools to be closed as education settings from March 2020 for the remainder of the academic year. High-quality teaching was impacted upon, due to remote learning taking place and only teaching keyworker and vulnerable children.	
4. Intended outcomes (specific outcomes and how they will be measured)		
A. Progress of PP pupils to be in line with or higher than their peers		Success criteria Triangulated approach to data collection to show progress.
B. To develop the emotional literacy of PP pupils ensuring they are ready to learn		Use of soft data to monitor impact of therapies and interventions, eg case studies. Use of SDQ scores to track specific pupils. They will be tracked throughout the year to monitor emotional regulation levels and if they are ready to learn and identify barriers of learning.
C. To develop the speech and language skills of PP pupils		Observation and reporting of progress in this area. A staff member on each site, with responsibility for delivering SALT and academic interventions.

D. S	Whole school approach to emotional health and wellbeing to encompass specific monitoring and targeting of PP pupils, this will include the use of therapies as appropriate.	Monitoring impact of Mobilise programme through staff questionnaires, pupil voice and Project Leader feedback. Therapies impact to be shown through progress on individual targets. A new Tiered Well-being approach has been introduced, with an in-house counsellor, to support the wellbeing of staff and pupils.
E.	Whole school approach to support a recovery curriculum and 'catch up' activities to support pupil progress. This will be monitored through the use of assessments and monitoring of specific pupils.	Observation and reporting of progress in this area.

5. Planned expenditure

Academic year	2020-2021				
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. Quality of teaching for all					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>For gaps in attainment, caused by absence during COVID19 and lack of engagement in home learning and parental support at home, to be addressed quickly so that pupils are quickly back on track, in line with baseline data and their starting point.</p> <p>EEF Pupil Premium Guide Link: Reducing class size (moderate impact)</p> <p>EEF Pupil Premium Guide Link: Collaborative learning (moderate impact)</p> <p>EEF Pupil Premium Guide Link: Mastery learning (moderate impact)</p>	<p>Progress of PP pupils to be in line or higher than their peers</p>	<p>A recovery curriculum has been designed to ensure pupils return back to school feeling safe, develop relationships with new staff and become emotionally regulated to ensure they are 'ready to learn.'</p> <p>Assessment to inform the next best steps for individual pupils. This is supported by the EEF: 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'</p> <p>A new Learning Continuity Plan has been designed to ensure blended learning is available and lead staff member allocated, in the event of a local lockdown or closure of bubbles.</p>	<p>Analyse PP pupil engagement in home learning during school closure. Involve parents</p> <p>Ensure transition sessions and handovers share barriers to learning and IEP/PSP's.</p> <p>Ensure all teaching staff are aware of current assessments and identify trajectory to meet or exceed end of year expectations.</p>	<p>SLT Teaching and support staff</p>	<p>December 2020</p>
<p>Total budgeted cost</p>					<p>£43,000</p>

ii. Targeted support					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identified teacher at each site with TLR for Pupil Premium	Progress of PP pupils to be in line with or higher than their peers	The EEF states 'Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy'. The teacher with TLR for Pupil Premium will ensure that this targeted support is appropriate and evaluate the impact.	TLR Teacher for PP will monitor and evaluate the impact of interventions implemented.	S Buckberry T Pridmore	Termly with a full evaluation in September 2021

<p>To develop our CPD offer and to raise the profile of 'in-house interventions'. This will allow PP pupils to receive targeted support within the classroom and 'catch up' in line with their peers.</p> <p>EEF Pupil Premium Guide Link: Individualised instruction (moderate impact)</p> <p>EEF Pupil Premium Guide Link: Oral language interventions (moderate impact)</p> <p>EEF Pupil Premium Guide Link: Self-regulation (high impact)</p> <p>EEF Pupil Premium Guide Link: Social and emotional learning (moderate impact)</p>	<p>Progress of PP pupils to be in line with or higher than their peers.</p> <p>To develop the emotional literacy of PP pupils enabling them to be ready to learn.</p>	<p>The PP funding was designed to diminish the difference between disadvantaged pupils and their peers. By dedicating staff to work directly with these pupils in a manner tailored to their individual needs they will receive a bespoke learning experience. This will increase confidence alongside academic progress.</p>	<p>Interventions will be tailored to the specific needs of the individuals and evaluated throughout the year.</p> <p>CPD Offer for staff to engage with. Areas to consider throughout the year include:</p> <ul style="list-style-type: none"> • Principles of Instruction and how this links to personalised learning. • ELSA Training to support pupil emotional health and wellbeing. 	<p>S Buckberry T Pridmore</p>	<p>Termly with a full evaluation in Sept 2021</p>
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					Total budgeted cost	£79,736
iii. Other approaches (including links to personal, social and emotional wellbeing)						
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
A selection of therapies to be available to eligible for PP pupils EEF Pupil Premium Guide Link: Social and emotional learning (moderate impact) EEF Pupil Premium Guide Link: Self-regulation (high impact)	Whole school approach to emotional health and wellbeing to encompass specific monitoring and targeting of PP pupils, this will include the use of therapies as appropriate.	At GANF our pupils have a wide range of additional needs and as such we need to tailor our therapeutic approach to meet these needs. The range of therapies include: Rebound, Hydrotherapy, Construction therapy and Yoga are offered. Pupils are referred to these therapies according to their needs.	<p>It is to be noted that due to COVID-19, limited access to therapies will be taking place from September 2020 and will only be available to identified class bubbles. However, once DfE guidance has been released about external therapists, we will update the strategy in line with this.</p> <p>In-house therapies are still available, delivered by GANF staff, to ensure that pupils are regulated and sensory needs are met.</p> <p>Progress of pupils on specific therapies are recorded and monitored to ensure impact.</p>	Pastoral staff	Sept 2021 Tiered approach to well-being and therapies £10 000	
Mental Health and Wellbeing Mobilise project	Whole school approach to emotional health	A highlighted area of development from 2018-19 data suggests further support for mental health and	Pupil incidents' will be monitored to determine impact of project.	R Butterworth Pastoral team	Sept 2021	

EEF Pupil Premium Guide Link: Self-regulation (high impact) EEF Pupil Premium Guide Link: Social and emotional learning (moderate impact)	and wellbeing to encompass specific monitoring and targeting of PP pupils.	<p>wellbeing. As such we are investing in this project which will help our students to recognise and regulate their emotions. This will be continued in line with the COVID-19 pandemic, to better prepare our pupils back into school and to understand feelings and emotions associated with change, loss and uncertainty.</p> <p>From September 2020, a new-tiered approach has been introduced and a counsellor is part of this approach to ensure pupils' wellbeing is at the heart of education.</p>		
				Total budgeted cost £30,970

6. Review of expenditure				
Previous Academic Year		2019-2020		
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

<p>To diminish the difference between PP and non-PP students so that PP students make the expected or above progress for their age.</p>	<p>Staffing in English and Maths</p>	<p>The Education Endowment Fund (EEF) agrees that schools that create the best outcome for pupils, recruit, train and retain great teachers and support staff through evidence-based approaches.</p>	<p>English: 89% of PP students (Ambergate) and 95% of PP students (Sandon) made expected or more than expected progress.</p> <p>Maths: 93% of PP students (Ambergate) and 95% of PP students (Sandon) made expected or more than expected progress.</p> <p>Use of staffing allowed us to stream and tailor the teaching of English & Maths appropriately. This allowed children to be stretched and challenged well and ensured that they were prepared for their relevant qualifications. This has maintained the desired level of high-quality teaching and whilst this will continue, we will emphasise on working with pupils when necessary through class-based interventions to 'catch up'.</p> <p>Academic interventions were monitored and evaluated every term by TLR members – expected progress or more than expected progress was shown throughout the sessions, where staff had the primary purpose to diminish the difference between PP and non-PP students. The impact of the interventions delivered can be seen in the progress of the pupils until March 2020.</p>	
<p>To diminish the difference between PP and non-PP students so that PP students make the expected or above progress in literacy and numeracy for their age.</p>	<p>Academic support for PP students on a one-to-one, small group basis.</p>	<p>This also allowed academic support with different teaching assistants and the Learning Intervention Mentor on a one-to-one and/or small group basis.</p> <p>Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months progress. This is supported by the Sutton Trust and Marc Rowland 'A practical guide to Pupil Premium'</p>	<p>To make more impact through interventions in the next academic year, we will look to introduce methods of delivering academic interventions alongside bespoke intervention sessions, in the classroom or learning space, tailored to individual needs. This will be in line with school risk assessments, in order to support pupils' catch up in education due to COVID-19.</p>	

A selection of therapies to be available to eligible for PP pupils	Whole school approach to emotional health and wellbeing to encompass specific monitoring and targeting of PP pupils, this will include the use of therapies as appropriate.	<p>At GANF, our pupils have a wide range of additional needs and as such we need to tailor our therapeutic approach to meet these needs. As such a range of therapies, including Rebound, Hydrotherapy, construction therapy and Art therapy are offered. Pupils are referred to these therapies according to their needs.</p>	<p>Staff members were identified to lead specific therapies and delivered these to specific pupils, depending on identified needs.</p> <p>Analysis took place for LAC children (as a trial) to monitor SDQ scores and the impact that specific therapies were having on pupils. Scores lowered between June 2019-March 2020 before schools were closed to majority of pupils. This showed signs that therapies were beginning to take impact, however, due to COVID-19, further observation needs to take place to examine if specific therapies have greater impact than others.</p> <p>TLR member will continue to engage in working with other staff and therapists, including the pastoral team to highlight any significant barriers that eligible for PP pupils may face and we will re-evaluate the strategy. Therapists will adhere to COVID-19 Risk Assessment (delivering to one bubble of children per visit or adhere to social distancing with precautions if necessary).</p>	
Whole school approach to emotional health and wellbeing to encompass specific monitoring and targeting of PP pupils.	Overall attendance among pupils eligible for PP improves and is in line with 'other' pupils	<p>A highlighted area of development from 2018-19 data, suggests further support for mental health and wellbeing. As such, we are investing in this project which will help our students to recognise and regulate their emotions. Evidence indicates that emotional regulation is necessary to prepare pupils to become 'ready to learn in the classroom.'</p>	<p>Staff member was identified to become the Mobilise lead for this project and began engaging in these sessions delivered by Kyra Teaching School.</p> <p>RB will continue to engage in sessions and work alongside staff, including the pastoral team to highlight any significant barriers that eligible for PP pupils may face and we will re-evaluate the strategy.</p>	
7. Additional detail				

Due to COVID-19, many of the Spring 2 and summer term interventions and support did not take place. Both schools had 30% to 50% of pupils attending school from March 2020, in response to the national lockdown. Funding was used instead to support in the following ways:

Step 1 – families were supported with their basic needs, including weekly food vouchers and providing school/agency support through virtual meetings, weekly welfare calls and providing some families with a care facility setting (the school) if necessary.

Step 2 – providing pupils and families access to remote learning. This was to ensure that education can take place in the home environment and learning could continue. However, some pupils did not engage with this learning and other methods were considered. Some pupils had access to teacher videos presenting lessons; some pupils had tailored worksheets created to support individualised targets and other pupils had online learning opportunities through platforms, such as BBC Bitesize, Oak National Academy and educational websites to support their basic literacy and numeracy.

Step 3 – implementing a recovery curriculum. We began the implementation of a recovery curriculum to vulnerable and keyworker children in preparation for transitioning back into education. This included the focus on pupil wellbeing, feelings and emotions and also starting ‘catch up’ tasks for them to engage with. This will continue in the September term and if necessary, for a longer period of time. This will ensure pupils are ‘ready to learn’ and then we can begin challenging pupils to meet expectations, in line with their individual targets and trajectories.

The strategy has been updated in light of COVID 19 (with data only considered up until February/March) and instead a new strategy has been written for 20/21 which takes in to account the impact of COVID 19 on our disadvantaged pupils.