

Pupil Premium Strategy / Self-Evaluation

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/S EMH/SLD/P MLD	
Academic Year	2019-2020	PP budget	£120,790	Date of most recent PP Review	
		PP budget inc. LAC budget	£145,790		
Total number of pupils	215	Number of pupils eligible for PP (including LAC)	112	Date for next internal review of this strategy	
Sept 2020					
2. Current attainment					
Attainment for: 2018-2019 Ambergate Sports College		Eligible for PP	LAC	PLAC	Not eligible for PP/LAC/PLAC
% achieving expected standard or above in English		97%	100%	89%	95%
% achieving expected standard or above in Maths		96%	80%	100%	93%
% achieving expected standard or above in PSHE		97%	60%	100%	95%
Attainment for: 2018-2019 Sandon School		Eligible for PP	LAC	PLAC	Not eligible for PP/LAC/PLAC
% achieving expected standard or above in English		92%	86%	100%	100%
% achieving expected standard or above in Maths		92%	86%	100%	94%
% achieving expected standard or above in PSHE		85%	86%	100%	100%
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.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Progress of PP pupils to be in line with or higher than their peers	Triangulated approach to data collection to show progress.
B.	To develop the emotional literacy of PP pupils enabling them to be ready to learn	Measuring impact through therapies and interventions.
C.	To develop the speech and language skills of PP pupils	Observation and reporting of progress in this area.
D.	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 incident reports. Progress through therapies to be shown through progress on individual targets.

5. Planned expenditure					
Academic year	2019-2020				
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?

English Mobilise project	Progress of PP pupils to be in line or higher than their peers	<p>The Mobilise project covers the three strands of literacy and the use of assessing current capabilities to plan the next steps of teaching. It also shows the importance of diagnostic</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>English Mobilise project to support literacy development in the primary phase.</p> <p>CPD opportunities for staff</p> <p>Drop-ins by SLT to ensure quality first teaching is maintained.</p>	<p>Ra Smith</p> <p>A Redfern</p> <p>C Henderson-Slater</p>	Sept 2020
All staff to be aware of speech and language difficulties and tailor lessons accordingly. Specific speech and language therapy to be offered as appropriate by specialist SALT TA.	To develop the speech and language skills of PP pupils	Where pupils have communication difficulties their needs are assessed and an identified programme is implemented in or out of the class base as determined by the assessment. Communication tracker to be shared with teaching staff to baseline their pupils.	<p>Whole staff awareness of speech and language development and communication support to be used in classes.</p> <p>Identified SALT member of staff to support any programmes that need to be completed outside of the classroom.</p>	K White	Sept 2020
Total budgeted cost					£14,208
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 Sept 2020
Additional Teacher and three Teaching Assistants to support to run a Pupil Premium Intervention team	Progress of PP pupils to be in line with or higher than their peers. To develop the emotional literacy of PP pupils enabling them to be ready to learn.	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.	Interventions will be tailored to the specific needs of the individuals and evaluated throughout the year.	S Buckberry T Pridmore	Termly with a full evaluation in Sept 2020
Total budgeted cost					£100,081
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	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. 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.	Progress of pupils on specific therapies are recorded and monitored to ensure impact.	K White Re Smith	Sept 2020
Mental Health and Wellbeing Mobilise project	Whole school approach to emotional health and wellbeing to encompass specific monitoring and targeting of PP pupils.	A highlighted area of development from last years 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.	Pupil incidents' will be monitored to determine impact of project.	R Butterworth	Sept 2020
Total budgeted cost					£31,500

6. Review of expenditure					
Previous Academic Year			2018-2019		
i. Quality of teaching for all					
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on	Lessons learned (and whether you will continue with this approach)	Cost	

		pupils not eligible for PP, if appropriate).		
To diminish the difference between PP and non-PP students so that PP students make the expected or above progress for their age.	Staffing in English and Maths	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.	English: 96%% of PP students made expected or more than expected progress at Ambergate, 92% at Sandon. Maths: 97%% of PP students made expected or more than expected progress at Ambergate, 92% at Sandon. 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 quality first teaching and whilst quality first teaching will continue, we will emphasise on working with pupils when necessary through interventions.	
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.	Academic support for PP students on a one-to-one, small group basis.	This also allowed academic support with different teaching assistants and the Learning Intervention Mentor on a one-to-one and/or small group basis. 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'	Academic interventions were monitored and evaluated every term by the Teacher in Charge of Interventions – 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. To make more impact through interventions in the next academic year we will look to introduce new academic interventions alongside bespoke intervention sessions tailored to individual needs.	

<p>Improved rates of progress across key stages for high attaining pupils eligible for PP</p>	<p>Pupils eligible for PP identified as high attaining make as much progress or better than 'other' pupils identified as high attaining, across all key stages. Where they are not, intervention teacher to implement interventions, monitored Teacher in Charge of Pupil Premium and Intervention.</p>	<p>All eligible for PP pupils who were identified higher attaining met or exceeded their end of year targets in their specialist areas.</p>	<p>Inclusion opportunities proved successful and will be opened up to other higher attaining pupils.</p> <p>The GCSE tracker was piloted in a small cohort and due to this success we will continue to develop the GCSE tracker to ensure higher attaining pupils are fully stretched in line with GCSE expectations once they have completed B-Squared.</p>	
<p>Increased attendance rates for pupils eligible for PP</p>	<p>Overall attendance among pupils eligible for PP improves and is in line with 'other' pupils</p>	<p>Attendance monitored throughout the year and home visits provided for long term absentees. This included eligible for PP pupils and allowed them to engage in education off site. At the end of the academic year eligible for PP attendance was in line with non-eligible for PP pupils as demonstrated in attendance reports and seen in governors' meetings.</p>	<p>As attendance for eligible for PP pupils is in line with their peers we will continue to monitor and support families as these barriers arise. They will work with the pastoral team and if any significant barriers to eligible for PP pupils develop we will re-evaluate the strategy.</p>	

7. Additional detail

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