



## Pupil Premium Strategy Statement Queensbury School 2018-19 Review

1. Summary information					
Academic Year	18-19	Total PP budget	£103,785	Date of most recent PP Review	January 2019
Total number of pupils whole school	234	Number of pupils eligible for PP whole school	111	Date for next internal review of this strategy	April 2019
2. Cohort attainment					
Total number of pupils = 234		Pupils eligible for PP (school) 72.3%			Pupils not eligible for PP (national average)  Primary =13.7%  Secondary =12.4%
Average Progress 8 score	<b>2016</b>	<b>2017</b>	<b>2018</b>		
	-1.32	-1.29	-1.09		



Average progress score	2016	2017	2018
8 score for disadvantaged	-1.51	-1.23	-1.04
Average progress 8 score for disadvantaged in English and Maths	English=-1.7 Disadvantaged English =-1.6	Maths=-0.7 Disadvantaged Maths=-0.7	
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>			
<b>A.</b>	<b>Poor physical and mental well-being</b>		
<b>B.</b>	<b>Poor communication skills</b>		
<b>C.</b>	<b>Lack of challenge. Low aspirations from both students and parents</b>		
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>			
<b>D.</b>	<b>Parenting and limitations to home resources</b>		



## Queensbury Pupil Premium - Income & Expenditure Breakdown 2018-19 academic year

Income	No Students	Forecast	Actual	Difference
Pupil Premium	111	£103,785	£103,785	£ -
LAC Pupil Premium		£0		£ -
Carry Forward from 2017-18		£0		£ -
<b>Total Income</b>		£103,785	£103,785	£ -

Staff Expenditure	Total cost to school	Forecast	Actual	Difference
Speech & Language Teaching Assistant	£23,375	£23,375	£23,375	£ -
Speech & Language Therapist	£19,200	£19,200	£19,200	£ -
			£	-
<b>Total Staff Expenditure</b>	£42,575	£42,575	£42,575	£ -

Mentoring and Support	Total cost to school	Forecast	Actual	Difference
Pastoral Manager	£50,906	£50,906	£50,906	£ -
Home School Link Worker	£16,692	£16,692	£16,692	£ -
			£	-
<b>Total Mentoring and support Expenditure</b>	£67,598	£67,598	£67,598	£ -

Well being	Total cost to school	Forecast	Actual	Difference
Mentors Resources	£367	£367	£367	
Swimming lessons	£3,000	£1,434	£1,434	£ -
<b>Well being and support Expenditure</b>	£3,367	£1,801	£1,801	£ -



Breakfast Club	Total cost to school	Forecast	Actual	Difference
TA delivering Breakfast Club	£3,000	£1,305	£1,305	£ -
				£ -
<b>Total Breakfast Club Expenditure</b>	£3,000	£1,305	£1,305	£ -

Equipment & Resources	Total cost to school	Forecast	Actual	Difference
Mini Bus Maint/ Fuel	£5,000	£2,972	£2,972	£ -
Independent Travel Training Resources	£714	£714	£714	£ -
Speech and Language Resources / Equipment	£520	£520	£520	£ -
				£ -
<b>Total Equipment &amp; Resources Expenditure</b>	£6,234	£4,206	£4,206	£ -

Staff Training	Total cost to school	Forecast	Actual	Difference
<b>Total Staff Training</b>	0	0	0	0

	Total cost to school	Forecast	Actual	
<b>Total Income 2018/19 including carry forward</b>		£103,785	£103,785	
<b>Total Expenditure 2018/19</b>		£117,485	£117,485	
<b>PP Carry Forward to 2019/20</b>		£0	£0	
<b>Contribution from School Budget</b>		£13,700		



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4. Desired outcomes (Desired outcomes and how they will be measured)	Success criteria
<p>A. <b>Improved physical and mental well-being</b> e.g. Breakfast Club, swimming sessions, independent travel training, mentoring support e.g. Friends for Life programme.</p>	<p>Breakfast Club provision will mean PP students will have eaten, be more nourished and ready to learn. Medication can be administered in school for those who take medication with food.</p> <p>Any social/emotional issues can be identified during Breakfast Club and shared with pastoral and form staff.</p> <p>Social skills and communication will be improved during Breakfast Club as students interact with peers and staff. Students' personal development is enhanced by having to ask for breakfast items, show good manners etc.</p> <p>Above outcomes can be measured by 'TRACK' and number of behaviour or safeguarding concerns logs recorded on CPOMS for PP students.</p> <p>Swimming will ensure PP students exercise and improve mental well-being. Number of non-swimming PP students can be measured against number who have strengthened skills at the end of the sessions.</p>



		<p>Number of PP students trained by L.Richards who become confident independent travellers can be measured.</p> <p>Mentoring sessions can be measured using baseline assessments at beginning and end of programmes.</p>
B.	<b>Improved communication skills</b> e.g. improvement in turn-taking skills, word-finding.	Measured by number of PP students improving/achieving targets set by SALT team. Reviewed IEPs and outcomes at EHCP review meetings.
C.	<b>More aspirational long and short term goals for students</b> e.g. to access career's advice from Andrew Mitchell, to find a work experience placement.	Measured by review of short and long term outcomes on EHC Plan and IEP targets. Future destinations of students at the end of Key Stages 4 and 5.
D.	<b>Improved parental engagement and greater access to external agencies to increase parental capacity and access of grants/benefits by parents to improve home resources</b> e.g. attendance at a parental workshop on Phonics, support with application for Disability allowance .	Measured by increased engagement of parents/carers of PP students e.g. attendance at Parents' Evenings, Coffee Mornings etc.

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5. Planned expenditure £103, 785		
<b>Academic year 2018-19</b>		
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		



<p><b>i. Quality of Education</b>  <b>C. Lack of challenge. More aspirational short and long term goals for students and their families.</b></p>						
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?	<b>Impact:</b> What did the action actually achieve? Be specific: 'as a result of this action/intervention....' Is there anything you would do differently next time?
More aspirational long and short term goals for students, shared by parents and staff.	<p>Careers interviews for PP students held by Careers Lead with parents invited to attend.</p> <p>'Aspiration Weeks' where activities related to further education and working life are held across the school, creating a more ambitious curriculum.</p> <p>Week to be discussed at</p>	<p>Students and their families need to be encouraged to have higher expectations.</p> <p>Whilst these should be realistic, ambition should not be capped by needs.</p>	To be monitored by HOF across the school and SLT.	<p><b>Careers Lead</b></p> <p><b>HOF, SLT.</b></p>	Termly	<p>Training for all staff on 'Challenge and Support' has been delivered to all staff. This has been a focus of lesson observations. Good practice has been observed but this remains an area of focus for the next round of Performance Management</p>



	<p>student council to capture students voice.</p> <p>Training for staff on 'Challenge and Support' to encourage aspirational teaching cross the school.</p> <p>Growth mindset workshops for PP students.</p>	<p>The new OFTED framework states that the curriculum should be 'ambitious, high quality and inclusive.'</p> <p>The aim of the programme is to develop a shift in students' mind-set from a fixed mind-set to a growth mind-set.</p>		<p>HOF for Science.</p>	<p>Termly</p>	<p>observations. Staff have also received training on the nature of Pupil Premium and students in receipt of PP have been identified.</p> <p>Careers interviews and Work Experience Days/Weeks have been organised and led by AM. Careers interviews have also been attended by the parents of PP students increasing parental engagement and their involvement in the career choices of their children.</p> <p>The results for the whole group showed that in group 11R which consists of 12 students, 75% of the</p>
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		<p>The ultimate aim being to improve academic attainment and develop student's resilience to mistakes/ errors they make during their learning journeys as a challenge instead of failures.</p> <p>The belief that intelligence is not a fixed characteristic and can be increased through effort. Previous research (Good et al., 2003; Blackwell et al., 2007) has suggested that holding this belief enables pupils to work harder and</p>			<p>cohort had a positive shift in mind-set after the programme. 10R consists of 14 students of which 71% made a positive shift in mind-set from fixed to growth. This shows that on average the programme enabled an overall positive shift in mind-set of 73 %.</p> <p>Pupil Premium cohort. Within 11R and 10R groups 83% and 88% of pupil premium students made a positive shift in mind-set from fixed towards growth with 17% and 12% staying the same respectively. On average 85.5% of pupil premium students made a positive shift in mind-set after the</p>
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		achieve better results.				programme compared to 73% for the whole group which included pupil premium and non-pupil premium pupils. This shows that the impact of the growth mind-set programme benefited pupil premium students slightly more.
<b>Total budgeted cost ; No financial costs. Costs related to time.</b>						



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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 ?	<b>Impact;</b> What did the action actually achieve? Be specific: 'as a result of this action/intervention....'Is there anything you would do differently next time?
<b>ii. Improved physical and mental well-being of students</b>	Breakfast Club	Breakfast provision ensures a nutritious start to the day as	Impact monitored by breakfast staff, pastoral	<b>Led by Exams officer and TA.</b>	Termly	Qualitative benefits for learners attending breakfast club have included:



		<p>well as providing pastoral support.</p> <p>Bagels now also provided by Dfe funding.</p> <p>This will impact learning, behaviour and attendance.</p> <p>Improves social skills and skills or life. Students have to request breakfast items and learn about</p>	<p>team and SLT.</p> <p>Progress of PP students can be monitored by 'TRACK.'</p> <p>Dfe require returns on PP students for measuring the impact of the bagel scheme.</p>	<p><b>SLT.</b></p>		<p>Students having their breakfast/first meal of day and being 'ready to learn.' This has also helped with behaviour issues, as students who arrive in school hungry, are given breakfast before beginning lessons.</p> <p>This has also benefitted students who have to leave so early for the mini-bus that they do not have time to eat first.</p> <p>Breakfast has helped to settle daily anxieties. Two of our PP students have attended breakfast club and their anxiety levels have reduced as a result. This is particularly important for Year 11 students who may have external exams to face. In some cases students have required food in order that</p>
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		<p>having a balanced diet.</p> <p>Links with extended tutor session in the morning where students are encouraged to be 'Ready to Learn.'</p>				<p>their medication can be administered at school.</p> <p>Any problems noticed/raised in breakfast club have been shared with the mentors these have included things happening over weekends/social media etc.</p> <p>Students have been able to socialise in a quiet relaxed atmosphere with peers beyond their year group. This is important for personal development.</p> <p>Students have gained valuable table manners and communication skills such as asking for breakfast items.</p> <p>Some students have given a voluntary contribution</p>
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						and therefore strengthened their money management and numeracy skills.
Total budgeted cost						£1, 305
<b>ii. Other approaches to Physical and Mental Well-being</b>						
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 ?	Impact; What did the action actually achieve? Be specific: 'as a result of this action/intervention....'Is there anything you would do differently next time?
Improved independence and road safety awareness, broadened skills for life.	Independent Travel Training.	Aids social skills and increases confidence. Develops important skills for life such as 'Road Safety'	Travel training monitored by SLT. Success will be measured by the number of PP students	<b>Travel Training Lead and SLT.</b>	Termly	Sixteen Pupil Premium students have been worked with, since September 2018. Twelve are now independent travellers, so no longer need to rely on parents/carers or Travel Assist to get into and



		<p>Awareness and becoming responsible citizens.</p> <p>Increased confidence will feed into additional employment opportunities later in life and more individualised approaches.</p>	<p>travelling into school and home again independently.</p> <p>Progress measured against EHCP outcomes and IEP targets.</p>		<p>home from school. Four other students are near the later stages of their training.</p> <p>Students who travel into school independently develop in confidence and have a raised self esteem. They feel empowered by their training and keen to share their achievements with others.</p> <p>Independent Travel Training plays a key part in the development of these young people in preparation for adulthood. Independent travellers have far more opportunities regarding college placements, work experiences and employment in the future. The programme involves young people being trained to travel safely from home to</p>
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						<p>school/college, therefore promoting independence. Sessions are run on a one to one basis and cover a wide range of areas e.g. Planning a journey whilst identifying appropriate landmarks, learning about personal and road safety, Using the bus or train, understanding instructions and following timetables. Much emphasis is placed on being a safe passenger and being taught how to cope successfully with changes to the route or routine. How to manage in an emergency and to know where to get help, this is the most vital part of the training. Routes are assessed and matched with the young person's individual needs. Training is given on</p>
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						<p>individual routes with the skills required to complete the journey safely, confidently and successfully. All work carried out is done with full parental support. We have regular meetings to make sure that all parties are happy and that the young person feels safe and ready. Following on from successful travel training, young people continue to be monitored and periodically observed. All staff are made aware of who is independent. Any issues are brought to the attention of the SLT. Funding paid for the bus pass for the Independent Travel Trainer.</p>
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Total budgeted costs:						£ 714.00
<b>ii. Other approaches to Improving Physical Health and Emotional Well Being</b>						
Desired Outcomes	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 ?	Impact; What did the action actually achieve? Be specific: 'as a result of this action/intervention....'Is there anything you would do differently next time?
Swimming sessions in Year 8 to improve safety in the water skills, confidence, fitness and independence.	Weekly swimming sessions for students in Year 8 as part of the PE curriculum.	Students will learn to swim or gain additional confidence in the water. Safety and fitness levels will be improved.	Sessions will be monitored by HOF PE and Learning Mentor.	<b>HOF for PE</b> <b>Learning mentor</b> <b>SLT.</b>	Termly	PP Students have improved their swimming skills and have gained additional confidence in the water. Safety and fitness levels have been improved.



Total budgeted costs:						£ 1,434
Other approaches to improving physical health and emotional well-being: <b>Mentors' Resources</b>						
Desired Outcomes;	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 ?	Impact; What did the action actually achieve? Be specific: 'as a result of this action/intervention....'Is there anything you would do differently next time?
Students are more empowered to improve and sustain their mental health.  Additional resources for students who are continuing their learning in the mentors' space.	Additional resources for the 'Friends for Life' programme which aims to increase emotional resilience.  More work related resources for	The 'FFL' programme is a recognised intervention for increasing emotional resilience.  The purchase of individual workbooks will allow students to	This will be implemented by the Senior Learning Mentor and a TA who have received training in the deliver of this programme. This will be monitored by the Pastoral	<b>Senior Learning Mentor and trained TA.</b>  <b>To be monitored by Pastoral Manager</b>	Termly	PP Students are able to learn a range of skills, including how to: identify 'anxiety-increasing' thoughts and to replace them with more helpful thoughts identify anxious (and other difficult) feelings and learn to manage them learn to overcome problems rather than avoid them. Students show reduced anxiety and depression,



	students to follow if they have been sent or are timetabled to be in the mentors' room.	take more ownership of their participation in the programme.	manager and the rest of SLT.  Self-assessment at the beginning of the programme can be compared to achievement at the end.	<b>and rest of SLT.</b>  Outcomes to be shared at review meetings and Parents Evenings.  Reported to IEB by HT.		increased coping skills and self-esteem, with improvements maintained up to 6 years after the completion of the programme
Total budgeted costs:						£367.00
Other approaches to improving physical health and emotional well-being: <b>Travel expenses for extra-curricular activities</b>						



Desired Outcomes;	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?	Impact; What did the action actually achieve? Be specific: 'as a result of this action/intervention....'Is there anything you would do differently next time?
<p>Students attend visits and develop their social skills and life skills such as handling money.</p> <p>Mini-bus will be maintained and fuel provided for visits throughout the year.</p>	<p>School mini-buses used for Community Access and other visits into the community and beyond.</p>	<p>Student will be given the opportunity to develop their social skills and also enhance skills needed in everyday life to encourage future independence .</p>	<p>Visits will be monitored by HOF (where relevant,) and success of PP students will be measured by progress against individual IEP targets and EHCP outcomes.</p>	<p><b>HOF, Learning mentors, SLT.</b></p>	<p>Termly.</p>	<p>Mini bus – regular servicing &amp; safety checks are carried out to ensure that PP students continue to access outdoor &amp; external activities for their social &amp; life skills.</p> <p>Mini bus used for activities such as Community Access to place learning within a real life context and transport to swimming baths to improve physical and mental well-being. Swimming also provides an important life skill to keep students safe.</p>
<p>Total budgeted costs:</p>						<p>£2.972</p>



Other approaches to improving physical health and emotional well-being. <b>Pastoral Team</b>						
Desired Outcomes:	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 ?	Impact; What did the action actually achieve? Be specific: 'as a result of this action/intervention....'Is there anything you would do differently next time?
<p>Pastoral manager/DSL will provide a single point of access for Safeguarding and promoting the welfare of students within school.</p> <p>Pastoral team will liaise with parents and external agencies.</p>	To provide co-ordinated pastoral support for all students and ensure maintenance of high quality Safeguarding procedures.	<p>Improved behaviour and well-being of students will be measured by CPOMS logs and attendance of PP students.</p> <p>Increased communication with families</p>	Monitored by SLT. Reports to IEB, CPOMS logs discussed at weekly SLT meetings.	<b>Pastoral manager, pastoral team and rest of SLT.</b>		The Pastoral manager/Lead DSL acts as a Single Point of Access within the school, maintaining oversight on all aspects of Safeguarding and promoting the welfare, wellbeing and protection of students. Additional responsibilities include managing behaviour and overseeing whole school attendance, whilst also liaising and



		and external agencies.				<p>communicating with families and external agencies and facilitating links between the two in order to improve outcomes for vulnerable children.</p> <p>As the lead DSL the pastoral manager leads and manages all aspects of safeguarding throughout the school, co-ordinating referrals to statutory and voluntary agencies, reviewing services for pupils and families whilst also being responsible for child protection policies, procedures, training and guidance for all staff. He manages and maintains a register of students who are 'At Risk', have Child Protection Plans or are Looked after Children, ensuring those identified are supported</p>
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					<p>through 'Early Help' via the Signs of Safety and Wellbeing Practice Framework to avoid any identified issues escalating or the need increasing. Those deemed as being 'At Risk' are offered additional pastoral support to support their wellbeing, welfare, attendance, behaviour and learning.</p> <p>A key part of his role is multi-agency and partnership working, he liaises with external agencies including, Children's Social Care, Forward Thinking Birmingham, Educational Psychologists, Health professionals and a multitude of other services and organisations on a daily basis. He attends and actively</p>
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						<p>participates in Child Protection Conferences, Core Group meetings, CIN meetings, Strategy, Planning and Review meetings.</p> <p>The Pastoral Manager, is also responsible for managing the Pastoral Team, which consists of a team of Learning Mentors, a Home School Link Worker and a Travel Trainer. The team focus on supporting identified students to ensure that they are able to excel and realise their full potential whilst working to strengthen partnerships with parents and encouraging greater parental involvement in supporting learning. The pastoral care extends to promoting and actively</p>
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						<p>managing the health care and medical wellbeing of pupils, by ensuring they receive their medication as appropriate throughout the school day whilst also supporting students with their personal and intimate care, as and when appropriate, as outlined by health care professionals and parents/carers. Pupils mental health is also of great importance, with pastoral care encapsulating the mental health needs of our pupil population. Pupils are provided with a safe forum in which to discuss any matters and concerns they may have, through one to one and group support with the learning mentors, which left 'bottled up' can lead to significant breakdown in the learning environment and at home.</p>
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Total budgeted costs:						£50,906.
<b>C. Approaches to Improved communication skills:</b>						
<b>Desired Outcomes:</b>	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?	Impact; What did the action actually achieve? Be specific: 'as a result of this action/intervention....'Is there anything you would do differently next time?



<p>Speech and Language team to develop and implement programmes to improve communication skills of PP students.</p> <p><b>Speech and Language Capitation</b></p>	<p>Speech and language support for students across the school to develop communication and social skills.</p> <p>Allocate funds to purchase additional resource for</p>	<p>Students across the school have SLCN as a primary or secondary need. SALT support can be delivered on 1-1 or small group basis allowing a number of students to benefit from the input of the SALT team.</p> <p>Students have increased confidence and demonstrate progress</p>	<p>Progress against IEP targets and EHCP outcomes will be discussed with students and parents at reviews and parents' evenings. Impact will be reported to SLT at scheduled termly meetings between SALT and SLT.</p> <p>SALT team will track progress against Speech and</p>	<p><b>Speech and Language therapist and assistant.</b></p> <p><b>SLT to monitor.</b></p> <p>SALT team.</p> <p>SLT to monitor</p>		<p>As a result of this action, SALT have focused on removing barriers to attainment presented by Speech, Language and Communication Needs (SLCN). At Queensbury children with identified SLCN are assessed, targets written for therapy/teaching staff. These are then reviewed at EHCP meetings with parents.</p> <p>Since March 2018 all PP children receiving SALT intervention have made progress and the majority of SALT targets are fully achieved.</p> <p>At Queensbury 19% of PP children receive SALT intervention.</p>
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	SALT interventions.	towards targets set by SALT.	Language targets.  Meetings between SALT and SLT.			<p>Half-termly meetings are held with the SLT to review SALT caseload.</p> <p>Training has been provided to the whole staff team covering the range of SLCN and effective support strategies (e.g. Makaton, symbols etc.). SALT team</p> <p>plan to upskill staff further in supporting children with SLCNs.</p> <p>The Speech and Language Therapist attends parents' evenings and liaises with other professionals (NHS SALTS, Forward Thinking Birmingham etc.)</p>
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						<p>As a result of funding, the Speech and Language Therapist has been able to formally assess children in order to set targets and provide standardised scores for assessment reports.</p> <p>Resources are used in therapy and assessment sessions. Social skills resources are used by the SALT team and teaching staff. Resources are also used to produce communication books/social stories and Total Communication Environment (TCE) resources.</p>
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<b>Total budgeted costs:</b>						£42,575 Staffing £520.00 Resources
<b>D.Approaches to:          Improved parental engagement and greater access to external agencies to increase parental capacity and access of grants/benefits by parents to improve home resources.          Home School Link Worker together with the Pastoral team.</b>						
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?	Impact; What did the action actually achieve? Be specific: 'as a result of this action/intervention....' Is there anything you would do differently next time?



<p>Families feel well supported in their parenting role and behaviour at home and in school improves. Attendance improves due to additional support in the home.</p>	<p>Home School Link worker to work with families to address social and family needs with a focus on PP students across the school. Interventions will include support with finances such as identifying entitlement for benefits and applying for free school meals. Signposting families to other agencies.</p>	<p>Increased support for families and carers improves attendance and behaviour which in turn impacts academic progress. This can be measured by TRACK with a particular focus on English and Maths.</p>	<p>Interventions and impact will be monitored on a termly basis by SLT. Future attendance reports will focus on PP students. HT reports to the IEB.</p>	<p><b>Home School Worker monitored by Pastoral Manager and rest of SLT.</b></p>	<p>Termly.</p>	<p>33 Pupil Premium families supported since Sep 18 in the following: preventing homelessness due to repossession of family home; supported referrals to Children's Services, CAT Team, SENDIASS, Forward Thinking Birmingham and advocacy and supported p/cs through this process for positive engagement with services; signposting to services in local community for cyp and further support agencies for family as a whole; behaviour management advice and guidance; emotional support to pcs and cyp; support to pcs if English is not first language in understanding services</p>
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						and support offered; support through transition and moving on to different educational establishments; accessing grants to benefit cyp; identifying and making applications for benefit entitlement eg IS, HB, CTS, UC, TCs, CA, PIP, DLA; support in transition to UC; advocacy in liaison with DWP; family mediation; completion of mandatory reconsideration requests and appeals to DWP; supporting pcs and cyp in anxiety and implementing strategies to manage this; debt management in conjunction with debt management agencies; budgeting advice and
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						guidance; support to pcs who are isolated in their local community through emotional support and referrals/signposting to other agencies; liaison with utility providers for pcs with English as second language; communication between school and pcs; lead in EHAs and implementation of OFPs ensuring families supported appropriately by all OFP attendees; engagement with pcs through use of EH conversation where attendance is significant concern; safe and well checks; supported pcs and cyp when unable to attend on medical grounds; support to siblings of pupils in gaining access
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						to educational and health services; reader and scribe to pcs who have significant difficulty reading and writing.
Total budgeted costs:						£16,692.