

Review-Pupil Premium Strategy - Planned Expenditure 2019/2020

Purpose

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units.

Funding for 2019/2020

In the 2019/2020 financial year, schools received:

- £935 for each eligible secondary-aged pupil
- Forecast 107 students in receipt of funding – Actual 106
- Forecast funding £100,045 Actual amount received £99,110

Funding for LAC Pupil Premium 2019/2020

- 5 students; 2 in Summer Term, 4 in Autumn Term, 5 in Spring Term – Total amount received £6,850

Accountability

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- requiring schools to publish details online each year of how they are using the pupil premium and the impact it is having on pupil achievement

Publishing Data

The level of detail to include in the information put online is for each school to decide, but must include the following:

- The pupil premium allocation for the current academic year
- details of how the school intends to spend the allocation
- details of how the school spent the previous academic year's allocation
- how it made a difference to the attainment of disadvantaged pupils

The funding is allocated for each financial year, but the information published online should refer to the academic year, as this is how parents and the general public understand the school year.

Source: Gov.UK Website: Pupil Premium

Updated 22nd February 2017

<http://www.education.gov.uk/schools/pupilsupport/premium/a0076063/pp>

| Income Pupil Premium and LAC Pupil Premium | No Students | Forecast | Actual | Difference |
|--|-------------|----------|----------|------------|
| Pupil Premium | 107 | £100,045 | £99,110 | (£935) |
| LAC Pupil Premium | | 0 | £6,850 | £6,850 |
| LAC Carry Forward from 2017-18 | | 0 | £2,622 | £2,622 |
| Total Income | | £100,045 | £108,582 | (£8,537) |

| Pupil Premium Staff Expenditure | Total cost to school | Forecast | Actual | Difference |
|---|----------------------|----------|---------|------------|
| Intervention Co-ordinator (6/7/19 to 31/3/20) | £25,524 | £758 | £758 | - |
| Speech & Language Teaching Assistant | £24,055 | £18,000 | £18,000 | - |
| Speech & Language Therapist | £20,880 | £14,000 | £14,000 | - |
| Lunch time Sports Coach | £3,430 | £3,900 | £3,430 | £ 470 |
| Total Pupil Premium Staff Expenditure | £73,889 | £36,658 | £36,188 | £470 |

| Pupil Premium Mentoring and Support | Total cost to school | Forecast | Actual | Difference |
|--|----------------------|----------|---------|------------|
| Pastoral Manager | £52,223 | £39,101 | £39,189 | (£88) |
| Home School Link Worker | £17,805 | £13,353 | £13,278 | £75 |
| Total Pupil Premium Mentoring and support Expenditure | £70,028 | £52,454 | £52,467 | (£13) |

| Pupil Premium Well being | Total cost to school | Forecast | Actual | Difference |
|---|----------------------|----------|--------|------------|
| Yoga | £200 | £350 | £200 | £150 |
| Mindfulness Subscription | £75 | £90 | £75 | £15 |
| Mindfulness Resources | £0 | £100 | £0 | £100 |
| Swimming Lessons | £2,109 | £1,622 | £1,554 | £68 |
| Support with Travel | £70 | £0 | £70 | (£70) |
| Pupil Premium Well-being and support Expenditure | £2,454 | £2,162 | £1,899 | £263 |
| Breakfast Club | Total cost to school | Forecast | Actual | Difference |
| TA delivering Breakfast Club | £8,542 | £7,542 | £8,542 | (£1,000) |
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| Pupil Premium Total Breakfast Club Expenditure | £8,542 | £7,542 | £8,542 | (£1,000) |

| Pupil Premium Equipment & Resources | Total cost to school | Forecast | Actual | Difference |
|---------------------------------------|----------------------|----------|--------|------------|
| Mini Bus Maint/Fuel | £2,679 | £2,332 | £1,044 | £1,288 |
| Independent Travel Training Resources | £772 | £759 | £772 | (£13) |
| Careers Resources | £300 | £300 | £300 | - |

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| Tuckshop set up | £83 | 0 | £83 | (£83) |
| Lego Therapy | £71 | £100 | £71 | £29 |
| Friends for life Books and Resources | £400 | £400 | £0 | £400 |
| Total Pupil Premium Equipment & Resources Expenditure | £6,460 | £3,891 | £2,270 | £1,621 |

| Pupil Premium Staff Training | Total cost to school | Forecast | Actual | Difference |
|---|----------------------|----------|----------|------------|
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| Pupil Premium Total Staff Training | 0 | 0 | 0 | |

| | Total cost to school | Forecast | Actual |
|---|----------------------|-----------------|-----------------|
| Pupil Premium Total Income 2019/20 including carry forward | | £100,045 | £99,110 |
| Total Expenditure 2019/20 | | £102,707 | £101,366 |
| Carry Forward to 2020/21 | | | |
| Contribution from School Budget | | £2,662 | £2,256 |

| LAC Pupil Premium Expenditure | Total cost to school | Forecast | Actual | Difference |
|--|----------------------|---------------|---------------|------------|
| Specialist Resources and Support | £9,472 | £9,472 | £9,472 | |
| Total LAC Pupil Premium Expenditure | £9,472 | £9,472 | £9,472 | |

| | Total cost to school | Forecast | Actual |
|---|----------------------|----------|---------------|
| LAC Pupil Premium | | | |
| Total Income 2019/20 including carry forward | | | £9,472 |
| Total Expenditure 2019/20 | | | £9,472 |
| Carry Forward to 2020/21 | | | £0 |
| Contribution from School Budget | | | |

Pupil Premium Planning Statement and Evaluation Outline

| Barriers to future attainment (for pupils eligible for PP) In-school barriers (issues to be addressed in school, such as poor oral language skills, low aspirations.) | Chosen Action/Approach: | Amount Allocated: | What is the evidence and rationale for this choice: | How will it be ensured that the activity is implemented well: | Staff lead: |
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| Desired Outcome: A. Quality of Education. 1. Improved reading skills. | Whole school focus on reading. Initial implementation via whole school baselining using Salford Reading test. Re-launch of the importance of reading across the curriculum and for future life. Highlighted in school assemblies, form time, lessons. Introduction of Literature focus for higher achievers (including PP students.) GCSE course offered at Key Stage 4. TAs released from sixth form to deliver personalised reading interventions. | £758.00 Intervention lead. | PP students have lower reading skills than their age equivalent counterparts. Reading is the key to attainment in school and vital for adult life. | New Intervention Lead to co-ordinate reading baselines with HOF English to identify those students in need of specific reading interventions. | HOF English faculty and Intervention Lead supported by SLT. |
| Impact: All students baselined and reading ages were provided to teachers and used for planning. Interventions started to support reading. Whole school reading action plan has been created and five staff trained on Phonics. | | | | | |
| A. Quality of Education. 2. More aspirational goals and outcomes for students | Growth Mind Set training and workshops to be delivered to both students and parents. | No financial costs. Potential time costs in terms of cover for staff for planning and delivery of sessions. | Students and their families need to be encouraged to have higher expectations. Whilst these should be realistic, ambition should not be capped by needs. The new OFSTED framework states that the curriculum should be 'ambitious, high quality and inclusive.' The aim of the programme is to develop a shift in students' mind-set from a fixed mind-set to a growth mind-set. The ultimate aim being to improve academic attainment and develop student's resilience to mistakes/ | Programme to be led by HOF Science , GCSE English teacher and other staff who led the project last year. | HOF Science. Monitored by SLT. |

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| | | | <p>errors they make during their learning journeys as a challenge instead of failures. Previous research (Good et al., 2003; Blackwell et al., 2007) has suggested that holding this belief enables pupils to work harder and achieve better results.</p> | | |
| <p>Impact: A trial of the programme was concluded on 06/06/19 which showed positive results. https://queensburysch.com/wp-content/uploads/2019/07/Growth-Mindset-Case-Study-Evaluation.pdf Subsequently on 17/10/19 a parent workshop taken place whereby 100% of those in attendance wanted the programme rolled out whole school. On 20/11/19 there was staff training and presentation. Whole school deliver the programme once weekly beginning 20/11/19. It is intended that further training will be provided by The head of Science and a mentor during the academic year 20/21. Monitoring by Assistant Head of KS3.</p> | | | | | |
| <p>Desired Outcome: A. Quality of Education. 3. More aspirational long and short term goals for students, shared by parents and staff.</p> | <p>Careers interviews organised by Work Related Adviser, with parental involvement. Adviser to attend Transition Reviews of EHCs to encourage aspirational thinking and outcomes. Work placements to give experience of working life. Skills for working life and links to careers pathways to be included in teachers' planning. Future Options evening to be promoted to all students. Visits to the Skills Show at the NEC. a lunchtime club, for college/career/jobs/apprenticeships and generally raising aspirations. JED sessions with LAC and PP students. Exploration of Young Enterprise Scheme for PP students.</p> | <p>£300.00 to fund PP Careers based/ enterprise projects and resources.</p> | <p>Linking learning to real life skills and situations will help raise the expectations of students and their families. Increased links with local businesses/organisations will strengthen community links and could lead to potential work experience placements. Evidence will be demonstrated in progress against EHC outcomes and destinations of students after school.</p> | <p>Work Related Advisor will deliver training to staff and develop links with local people. Monitored by SLT.</p> | <p>Work related Advisor.</p> |
| <p>Impact: Training was delivered to all staff on the importance of giving classroom tasks a real life context. The Work Related Advisor was beginning to make links with local people but left post earlier this year. A new WRA is due to be appointed for September.</p> | | | | | |

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| <p>Desired Outcome:</p> <p>A. Quality of Education.</p> <p>4. Use of literacy, numeracy and communication skills within a real life/ workplace context.</p> | <p>Healthy Snacks Tuckshop run by Sixth Form and PP students. This will eventually lead to a café based in sixth form.</p> | <p>£100.00 for initial stock. (from school budget share)</p> | <p>Running a healthy snacks tuckshop will provide students with a range of skills to advance their learning and also their awareness of a healthy diet. Use of skills such as literacy, numeracy, communication, shopping and marketing. Students will also sell refreshments to guests at events such as Sports Day, Celebration Evening.</p> | <p>This will be co-ordinated by HOF for Food and Life Skills. Assistance and monitoring by SLT.</p> | <p>HOF for Food and Life Skills.</p> |
| <p>Impact: The tuck shop was launched successfully. Students from 6th form, ran it with help from KS3 students. We had regular customers, students and staff. The profit goes towards school fund. The shop also operated during Sport`s Day. Now we have transformed it into the Café, HOF designed the café in 6th form, liaised with Assistant Headteacher.</p> | | | | | |
| <p>Desired Outcome:</p> <p>B. Improved physical and mental well-being</p> <p>1. Breakfast Club.</p> | <p>Breakfast Club delivered from 8.15am onwards. Breakfast provision ensures a nutritious start to the day as well as providing pastoral support. Bagels provided by Dfe funding.</p> | <p>£8,542.00</p> | <p>Having a nutritious breakfast will impact learning, behaviour and attendance. Improves social skills and skills or life. Teaches the importance of a balanced diet. Links with extended tutor session in the morning where students are encouraged to be 'Ready to Learn.'</p> | <p>Breakfast club run daily by staff lead. TA in supporting role. Monitored by SLT.</p> | <p>SW and PW.</p> |
| <p>Impact: Qualitative benefits for learners attending breakfast club have included: 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. This has also benefitted students who have to leave so early for the mini - bus that they do not have time to eat first. 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 they can take medication.</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. Students have been able to socialise in a quiet relaxed atmosphere with peers beyond their year group. This is important for personal development. Students have gained valuable table manners and communication skills such as asking for breakfast items. Some students have given a voluntary contribution and therefore strengthened their money management skills.</p> | | | | | |

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| <p>Desired Outcome: B. Improved physical and mental well-being. 2. Yoga to improve mental health and acquisition of 'healthy mind' strategies for later life.</p> | <p>Yoga sessions. Weekly Yoga sessions to be run by specialist teacher for PP students. This group is to be made up of students who require a focus on social and mental health.</p> | <p>£200.00</p> | <p>Yoga sessions will provide students with strategies for relaxation and improve their mental well-being both short and long term.</p> | <p>Organised by SLT.</p> | <p>Yoga teacher. Monitored by SLT.</p> |
| <p>Impact: Only two yoga sessions for students were able to run due to the Covid crisis. However, those PP students who did participate acquired valuable techniques for relaxation and strengthening their mental and physical well-being. Staff also attended self-funded sessions run by the same teacher which has contributed to their own well-being. The plan would be for students to continue the sessions in September.</p> | | | | | |
| <p>Desired Outcome: B. Improved physical and mental well-being. 3. Mindfulness sessions</p> | <p>Mindfulness sessions led by teacher and assistant learning mentor to a focus group of PP students.</p> | <p>£75.00 for Mindfulness for Children subscription.</p> | <p>PP students identified as benefitting from Mindfulness coaching and techniques will follow the Programme.</p> | <p>Journals will provide evidence of impact. Pre and post session questionnaires.</p> | <p>Mental Health Lead with support from SLT.</p> |
| <p>Impact: 1 x7 mindfulness lessons delivered to Year 8, trip to The Donkey Sanctuary for final session. See Impact sheet on shared area- 100% were positive and found it helpful. Another series had begun with 7V which began positively before Lockdown. Parent workshop given on mindfulness and growth mind-set- on 17/10/19. 100% found it useful. Gratitude journals to be purchased and used next academic year.</p> | | | | | |
| <p>Desired Outcome: Improved physical and mental well-being. 4. Swimming lessons.</p> | <p>Swimming lessons to improve the level of safety in water, confidence, fitness and independence.</p> | <p>£1,554.00</p> | <p>Students from Year 8 will attend weekly swimming sessions on a rota basis as part of their PE lessons.</p> | <p>HOF for PE. Monitored by SLT.</p> | <p>HOF for PE. Supported by Learning Mentor.</p> |
| <p>Impact: Swimming sessions have ensured that PP students exercised and improved their mental well-being. The PP students had strengthened their water safety skills and swimming skills at the end of the sessions. This led to an increase in confidence in water and independence to work on their newly learnt skills</p> | | | | | |

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| <p>Desired Outcome: B. Improved physical and mental well-being. 5. Independence, road safety awareness and skills required for later life.</p> | <p>Independent Travel Training. Independent travel trainer to work with students who are ready to become independent travellers.</p> | <p>£772.00 Funding paid for the bus pass for the Independent Travel Trainer.</p> | <p>Independent Travel Training supports Students to 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. Independent Travel Training plays a key part in the development of these young people in preparation for adulthood, they have a far more Increased confidence which feeds into later in life, opportunities regarding college placements, work experiences and additional employment opportunities</p> | <p>Evidence will be ascertained by monitoring progress against EHC Outcomes. Monitored by SLT.</p> | <p>Independent Travel trainer.</p> |
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Impact: Since September 2019 Fifteen Pupil Premium students have received support through Independent Travel Training. To date Eleven are now independent travellers, so no longer need to rely on parents/carers or Travel Assist to get into and home from school. Four other students are near the later stages of their training. Progress is measured against EHCP outcomes and IEP targets.

The programme involves young people trained to travel safely from home to school/college, therefore promoting independence. Sessions run on a one to one basis and cover a wide range of areas. Much emphasis is placed on the awareness of being a safe passenger and becoming a responsible citizen. Training is designed on individual routes with the skills required to complete the journey safely, confidently and successfully. All Routes are assessed and based on the young person's individual requirements.

Sessions include, learning about personal and road safety, planning a journey whilst identifying appropriate landmarks. Using the bus or train, understanding instructions and following timetables. 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. We have regular meetings to make sure that parents/carers are happy with the progression of the training, 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 aware of who is independent. Any issues are raised with SLT.

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| <p>Desired Outcome: C. Improved physical and mental well-being. 6. Bus pass</p> | <p>Bus pass purchased for Pupil Premium student who was not attending school. This was due to issues with mother funding bus fare caused by financial hardship.</p> | <p>£70.00</p> | <p>Bus pass funding will develop life skills for adult life and will ensure that the student is safe and well in school.</p> | <p>Bus pass to be purchased and attendance monitored by pastoral team. Family supported by Home/School worker.</p> | <p>Pastoral team.</p> |
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Review: Attendance improved. Student's academic progress, self esteem and mental well-being improved.

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| <p>Desired Outcome: B. Improved physical and mental well-being. 7. 'Friends for Life' programme.</p> | <p>'Friends for Life' programme delivered by mentor and TA. Students are to be referred for the programme that aims to strengthen emotional resilience.</p> | <p>£0.00</p> | <p>'FFL' programme is a recognised intervention for increasing emotional resilience. It teaches children how to manage their feelings and overcome problems rather than avoid them.</p> | <p>Individual work books will be purchased. These will provide evidence of participation. Effectiveness will be measured via pupil voice and relevant progress against EHC Outcomes.</p> | <p>Senior Learning Mentor and TA who have been trained to deliver the programme.</p> |
| <p>Impact: Small groups of 6 students from different Key Stages. Those who took part improved their emotional resilience and alternative ways to deal with difficult situations. Third group but lockdown happened. This will continue when students return. Work packs are to be uploaded to website.</p> | | | | | |
| <p>Desired Outcome: B. Improved physical and mental well-being. 8. Lego Therapy.</p> | <p>Group of PP students to participate in Lego Therapy sessions with Senior Learning Mentor.</p> | <p>£71.00</p> | <p>Lego Therapy has been proven to be an effective way for children with social difficulties associated with Autism, Anxiety, Depression or Adjustment Disorders to improve and practise their social interaction and communication skills.</p> | <p>Evidence will be provided by pre and post therapy evaluations completed by form tutors.</p> | <p>Senior Learning Mentor.</p> |
| <p>Impact: The senior learning mentor has now been trained and formed links with other schools already using Lego therapy. Equipment has been purchased and had started to be used with 7V. It became a real incentive for good behaviour with some of our most challenging pupils, and allowed time for 1 to 1 or small groups to form positive relationships and trust. Unfortunately, due to Covid these sessions stopped. However, the plan is to have a referral system for staff to put forward pupils they think would benefit from Lego therapy and this resume as soon as it is safe to do so.</p> | | | | | |
| <p>Desired Outcome: B. Improved physical and mental well-being. 9. Lunchtime activities.</p> | <p>Sports coach employed to work with students three times week. Coach will lead sessions in football, basketball etc.</p> | <p>£3,430.00</p> | <p>The Sports Coach will lead and engage students in activities to improve physical fitness and also improve relationships between peers during less structured times</p> | <p>Evidence of impact will be measured by decrease in number of CPOMS logs for PP students involved in lunchtime activities.</p> | <p>Sports Coach led by HOF for PE.</p> |
| <p>Impact: The sports coach engaged PP pupils who were previously not taking part in physical activities at lunch-times. Students involved became less involved in disputes with others and negative behaviour. The range of activities provided were expanded so more pupils could achieve success, have fun and learn new skills. Social skills and relationships of PP pupils improved as they experienced teamwork and how to help each other, independence skills were also developed.</p> | | | | | |

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| <p>Desired Outcome: B. Improved physical and mental well-being. 10. Access to the local community.</p> | <p>Travel and maintenance costs for the mini bus to enable students to access the local community for activities such as swimming, visiting the Food Bank, Community Access. School trips such as the Skills Show.</p> | <p>£1,044.00</p> | <p>Students will be given the opportunity to develop their social skills needed in everyday life. This prepares for future independence.</p> | <p>Progress measured against IEP targets and EHC Outcomes. Monitored by SLT.</p> | <p>Learning Mentors. Work Related Learning Advisor.</p> |
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Impact: Mini-bus used to improve access to the local community. Used regularly for transporting students to swimming sessions and Community Access.

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| <p>Desired Outcome: B. Improved physical and mental well-being. 11. Effective pastoral interventions.</p> | <p>To provide effective and co-ordinated pastoral support for all students. A single point of access for safeguarding and promoting the welfare of all students within school.</p> | <p>£39,189.00</p> | <p>A single point of access for maintaining all aspects of safeguarding and the well-being of students. Additional roles include managing behaviour and attendance. A means of communication for parents and external agencies.</p> | <p>Evidence in CPOMS logs, reports to IEB.</p> | <p>DSL, Pastoral team.</p> |
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Impact: Acting as a Single Point of Access within the school, maintaining oversight on all aspects of Safeguarding and promoting the welfare, wellbeing and protection of pupils. Additional responsibilities include the oversight of whole school behaviour management and overseeing whole school attendance, whilst also liaising and communicating with families and external agencies and facilitating links between the two in order to improve outcomes for vulnerable pupils.

Leading and managing all aspects of safeguarding throughout the school, coordinating 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.

Managing and maintaining a register of pupils who are 'At Risk', have Child Protection Plans or are Looked after Children, ensuring those identified are supported 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.

A key part of the role is multi-agency and partnership working, liaising with a statutory 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. Attending and actively participates in Child Protection Conferences, Core Group meetings, CIN meetings, Strategy, Planning and Review meetings.

I am 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 pupils 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 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.

During the Covid-19 lockdown period the pastoral care has been extended to ensure pupils and families are not cut a drift from support, we have been proactive in maintaining regular contact with vulnerable students and their families, offering a point of contact in difficult times. This has been extended to offering students mentoring support virtually and over the phone, offering a safe forum for pupils to discuss their concerns and receive much needed advice and guidance.

The team has been very proactive and gone above and beyond in supporting the most vulnerable students and families, as an example we have supported in the management of FSM vouchers. Assisting parents who are not familiar with the technology used to access and redeem the vouchers, in many cases printing off the vouchers for families and delivering physical vouchers to them in order for them to purchase much needed supplies. The most vulnerable families have also been identified and the team have delivered, by hand, food parcels made up of dried goods in order to support those who have been hit worst by the Covid-19 crisis.

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| <p>Desired Outcomes: Internal Barriers: C. Poor communication skills 1. Speech and Language intervention to improve communication skills.</p> | <p>Formal and informal Speech and Language assessments and reports/targets as appropriate.</p> <p>Individual or small group work with PP students who have SALT difficulties.</p> <p>Funding enables purchase of additional resources to support SALT interventions across the school.</p> <p>Staff training to develop knowledge of social skills, speech, language learning and literacy.</p> <p>Communication friendly signage throughout school.</p> <p>Improved knowledge and use of Makaton signing.</p> | <p>£18,000.00</p> <p>£14,000.00</p> | <p>Students have access to interventions led by SALT therapist and assistant.</p> <p>Students with communication needs benefit from access to a Total Communication Environment (TCE) including speech, symbols and signs. Makaton sign of the week board and future Level 1 training planned. Makaton door signage across school. High tech aid acquired for student.</p> <p>Upskilling staff to recognise communication difficulties and to provide strategies to support (e.g. social communication profiling).</p> | <p>Progress measured by improvements/achievement of SALT target.</p> <p>Delivered by SALT and monitored by SLT.</p> | <p>Led by SALT team.</p> |
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Impact: The SALT caseload continues to grow and is currently 79 students. Students have received assessment, therapy and/or class targets as appropriate. Case notes are GDPR compliant and stored on the Write Upp system.

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| External barriers (issues which also require action outside school, such as low attendance rates) | | | | | |
| Desired Outcomes: D. Improving parenting and limitations to home resources 1. Home School Worker. | Home School Worker to liaise with families to address social and family needs. | 13,278.00 | Home/school links improve relationships between school and parents/carers. Other roles include support with housing issues, referrals to agencies such as FTB, SENDIASS. | Evidence of impact will be in attendance reports, increased parental participation of parents at school events such as Parents' Evenings, EHC reviews. | Led by Home School Worker and pastoral team. |
| <p>Impact: Families have been supported by HSLW in following areas: transition from school to college, including sourcing appropriate placements and facilitating applications; debt management; budgeting and financial support and signposting; benefits advice and support including transition to Universal Credit, resolving issues with DWP, applications for new benefits, successful appeals for benefits stopped or initially refused; liaison with Travel Assist in transport issues and support in completing transport applications; support to parents/carers in ensuring positive emotional wellbeing for the whole family; signposting to respite services; support to parents/carers where English is their second language in their understanding of home management and correspondence; support to parents/carers where there are parental difficulties in reading and writing in engaging with services and meeting basic needs of the family home; building confidence of parents and carers around positive behaviour management; building confidence in parents carers in their understanding and management of diagnoses and associated behaviours; support to access grants to benefit the children/young people eg Family Fund; liaison between school and home regarding attendance issues due to health needs of child/young person and family financial problems, including implementing action plans to address the needs of the family appropriately and re-engage the student in learning; safeguarding support around domestic violence and liaison between school, home and police; implementing Birmingham Safeguarding Children's Partnership Early Help Assessments and facilitating Family Plans, including liaison with professionals to ensure family's needs are met appropriately; support to parents/carers around EHCP application process and evidence gathering; support with housing issues with Birmingham City Council Housing Department including enhancing parents/carers understanding of the local authority housing systems and providing supporting evidence; providing emotional wellbeing support and supporting families to access crisis funding, emotional support and food parcels through Foodbank and Open Door including the weekly delivery of food parcels during Covid 19 crisis.</p> | | | | | |
| LAC Pupil Premium | | | | | |
| Desired Outcomes: A. Meeting the EHCP needs of those who are classified as LAC 1. Purchasing specialist resources and support to meet the EHCP targets of the LAC students and to promote their mental health and well being | The D.T to work with the virtual school to ensure that those who are LAC receive the appropriate support and resources to ensure their needs are met and that they can progress in terms of their EHCP targets. | £ 8,574 | Specialist support from Malachi for student and some specialist ICT equipment to support independence and learning. Funding also used to purchase equipment for the sensory room used by the LAC students and Arts equipment to run an in house Art therapy club and workshops primarily with the LAC students | The designated teacher with the support of the Virtual School lead. | Led by D.T |
| <p>Impact: LAC funding was used to purchase equipment suited to the needs of our LAC students with SEMH needs (x3 year 7s) and these were placed into the sensory room which they were able to use as and when needed. The sensory room supported our LAC students with regulating their emotions.</p> | | | | | |

Part of the funding was used to fund more specialist support and resources which included a 12 week intervention with Malachi for our year 9 LAC and this was integral to her emotional wellbeing and allowed her to make progress emotionally and in turn academically. We also purchased similar support for our year 10 LAC student with midlands Mencap and some Art therapy.

As Art therapy was particularly helpful and enjoyed by our LAC students we were able to purchase some specialist art and crafts equipment with the view to set up an in house Art therapy club and workshops which would primarily target our LAC students (something they asked for during their PEPS). Unfortunately, the Art workshops and club were due to start in the summer term and as a result did not take place (schools were closed due to the COVID pandemic). The clubs will go forward in the autumn term.

We were also able to use a little of the funding to purchase a Laptop for our year 10 LAC student which has enabled her to complete her homework and more recently due to the pandemic allowed her to take a more active role with remote learning. The Laptop has also enabled the student to take part in Zoom welfare calls and thus supported her social skills and mental health and wellbeing.

In addition to all of the above we have tried to encourage our LAC students independence and core reading skills as these were something cited in their EHCP plans and discussed at PEP meetings. One student has had a reading Pen purchased for them and this has heightened their independence and a number of the LAC students have had appropriate reading materials provided for them to allow them to develop a love of reading.

Source: Ofsted - The Pupil Premium: Analysis and challenge tools for schools