

PUPIL PREMIUM STRATEGY

1. Summary information					
School	BROADMEADOW SPECIAL SCHOOL			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD / ASD
Academic Year	2020/21	Total PP budget	£34,625	Date of most recent PP Review	September 2020
Total number of pupils	55	Number of pupils eligible for PP	25	Date for next internal review of this strategy	September 2021
2. Current attainment					
<p>For 2020/21, as a measure of progress, we will again use achievement of pupils individual EHCP outcomes. We will monitor this termly with an overall summary at the end of the academic year 2021. We will know exactly how much progress each child has made in relation to their starting points. All areas of progress and personal achievements by individual pupils are assessed, recorded and reported positively. Ongoing pupil assessment, formal and informal, identifies strengths, achievements, effort, understanding and skill in all areas of the curriculum. Pupils are reassessed formally at least annually, in order to measure progress and celebrate success.</p> <p>Assessment of attainment is used as a means of obtaining information about abilities, achievements and to provide data. This is in English (reading, phonics, writing, speaking, listening and understanding), Maths (number, practical maths), PE, Science, PSHE and computing. Our own Broadmeadow (BM) levels are written to capture attainment from the beginning of subject learning to the level Pre-Key Stage Standards and towards End of Key Stage 1 expectations. Children at earlier levels are assessed using the Engagement Scales following National Guidance.</p> <p>To summarise – progress for all pupils, irrespective of those in receipt of Pupil Premium funding, is measured from their individual starting points, using achievement of Education Health Care Plan termly outcomes. Any underachievement is identified and challenged, with additional interventions put in place.</p>					
3. Progress for 2020/21 based on pupils' individual starting points, using achievement of EHCP outcomes					
Pupils eligible for PP			Pupils not eligible for PP		
To be completed end of Autumn Term 2020			To be completed end of Autumn Term 2020		
To be completed end of Spring Term 2021			To be completed end of Spring Term 2021		
To be completed end of Summer Term 2021			To be completed end of Summer Term 2021		
4. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Social and educational learning needs of pupils are severe and complex.				

B.	Pupils abilities to communicate and express their needs - non-verbal, limited language and understanding, social interaction difficulties.				
C.	Pupils abilities to attend, concentrate and difficulties with motivation to learn.				
External barriers					
D.	Confidence and emotional needs at home e.g. anxiety, attachment issues, emotional needs				
E.	Challenging behaviour at home; parenting needs; eating and sleeping issues				
F.	Families with identified social care needs, without recourse to public funds, housing issues, immigration status				
5. Intended outcomes (<i>specific outcomes and how they will be measured</i>)				Success criteria	
A.	Pupils in receipt of Pupil Premium achieve and make good progress relative to their starting points as identified through baseline assessments.			Through achievement of EHCP termly outcomes.	
B.	To provide early intervention for families to enable access to appropriate support, services, structured learning programmes, workshops, home learning activities, coffee mornings, home visits, and enabling links with other professionals.			Increase in level of parental engagement and uptake of home learning activities; and through positive evaluations from families.	
C.	Communication – pupils are able to use a range of communication systems (Makaton / PECs / Eye Gaze) to aid their understanding and to develop expressive communication skills.			Through achievement of EHCP termly outcomes.	
D.	Well- being – pupils are safe, happy and secure; are resilient to change; able to make choices.			Through achievement of EHCP termly outcomes.	
6. Planned expenditure					
Academic year		2020-21			
How we use pupil premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Intended outcome	Action	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Maximise learning opportunities for pupils in receipt of Pupil Premium so that they make good progress relative to their starting points in: a) their reading and phonics. b) their independence - pupils are prepared for later life through developing their understanding and interest in the world and through increased opportunities for independence.	a) Targeted reading intervention groups and 1:1 additional support for opportunities for daily reading and phonics. Specific interventions as identified by teaching teams, linked to termly outcomes. b) Pupils are given increased opportunities to be independent in the development of self-help skills, making choices, increasing social interactions, forming friendships and communicating needs, wants, feelings.	Well trained and highly qualified staff provide appropriate learning strategies with 1:1 and small group input linked to termly outcomes and taught through exciting and motivating activities, taking account of individual interests, needs and learning styles. 3 days per week.	Analysis of progress made from individual starting points and evidenced through learning logs, school reports, case studies monitoring of termly outcomes, assessment data and observations. Termly reports to LGB.	Ellen Frampton Alison Egerton – Communication Co-ordinator Class teaching teams AHT to monitor progress each term	Termly £6,247.68 (45%) £6,248 (20%) £6,760.25 (25%)
Total budgeted cost					£19,255.93
ii. Targeted support					
Intended outcome	Action	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils are able to transfer learning, skills and extend knowledge at home and in the wider community.	To provide interesting and motivating activities for families to enable pupils to continue their learning at home – supported by home visits, coffee mornings, parent workshops.	Activities are directly linked to EHCP termly outcomes providing continuity and consistency of approach between home and school. 10 hours per week	Monitoring of home learning uptake on a termly basis; monitoring of parental evaluations, comments and feedback at parent consultation events. Termly reports to LGB.	Home Learning Co-ordinator	Termly
Total budgeted cost					£6,927.91 (100%)

iii. Other approaches (including links to personal, social and emotional wellbeing)					
Intended outcome	Action	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase in parental engagement in order to improve social and educational outcomes for pupils.	Early intervention is provided to enable families to access support, services, informal and structured training / learning opportunities, coffee mornings, and home visits.	To provide a consistent, child-centred approach to learning and development within a safe and nurturing environment at home as well as at school. 2 days per week	Termly monitoring by SLT through discussion; termly welfare meetings with SLT and CoG; termly report to LGB.	Home / School Liaison Officer	Termly
Total budgeted cost					£8,445.50 (25%)
OVERALL BUDGETED COST					£34,629.34

7. Review of expenditure				
Previous Academic Year	2019-20			
TOTAL FUNDING RECEIVED	£27,720 (23 pupils)			
TOTAL EXPENDITURE	£31,482			
i. Quality of teaching for all				
Intended outcome	Action	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

Maximise learning opportunities for pupils in receipt of Pupil Premium so that they make good progress relative to their starting points.	High staffing ratio and interest-based personalised curriculum, including PSED and communication programmes. Specific interventions as identified by teaching teams, linked to termly outcomes.	Analysis of progress made from individual starting points and evidenced through learning logs, monitoring of termly outcomes, and observations. Termly reports to LGB.	Monitoring of termly outcomes for Autumn 2019 and Spring 2020 has shown that pupils in receipt of Pupil premium funding generally make at least as much progress as their peers and often progress is better. This approach will continue into 2020/21, but with a different curriculum focus based on monitoring information. NOTE - during the Summer term 2020, all interventions ceased due to the impact of COVID-19 on attendance, and government changes to curriculum delivery.	£10,389
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ii. Targeted support

Intended outcome	Action	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
Pupils are able to transfer learning, skills and extend knowledge at home and in the wider community.	To provide interesting and motivating activities for families to enable pupils to continue their learning at home – supported by home visits, coffee mornings, parent workshops.	Monitoring of home learning uptake on a termly basis; monitoring of parental evaluations, comments and feedback at parent consultation events. Termly reports to LGB.	During Autumn Term 2019 and Spring Term 2020, the uptake of Home Learning increased from 34 to 52 families accessing home learning. This will continue. NOTE – due to COVID-19 lockdown restrictions during the Summer term 2020, the majority of pupils were provided with additional home learning resources, either on line, links to web sites and apps, or packs which were hand delivered to parents.	£6,512

iii. Other approaches (including links to personal, social and emotional wellbeing)

Intended outcome	Action	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>Increase in parental engagement in order to improve social and educational outcomes for pupils.</p>	<p>Early intervention is provided to enable families to access support, services, informal and structured training / learning opportunities, coffee mornings, and home visits.</p>	<p>Termly monitoring by SLT through discussion; termly welfare meetings with SLT and CoG; termly report to LGB.</p>	<p>Bespoke home visits; sleep tight course; understanding behaviour workshops; holiday provision; series of coffee and chat sessions. 2 families received no support; 14 families received low level support; 2 families medium level; 6 families high level; 3 families targeted support.</p> <p>This will continue.</p> <p>NOTE – due to COVID-19 lockdown restrictions during the Summer term 2020, the majority of pupils were provided with additional home learning resources,</p>	<p>£14,581</p>
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8. Additional detail

We have previously used average number of split levels of progress in P Scales in order to provide a baseline of present attainment. However, due to national changes to assessment processes, working out average levels and attainment for cohorts, including children in receipt of Pupil Premium Grant, is no longer possible. Instead, we are basing good progress on our using a measure set externally isn't especially helpful as we need to think about each individual and what is good progress for them. Therefore for 2019/20, as a measure of progress, we have used achievement of pupils individual EHCP outcomes. monitor this termly with an overall summary at the end of the academic year 2020. We will know exactly how much progress each child has made in relation to their starting points. Progress and attainment data for 2019-20 evidences that all pupil targets were met/exceeded. We have a high proportion of pupils making and exceeding expected progress in English and in Mathematics. The achievement of pupils for whom the pupil premium provides support at least matches and often exceeds that of other pupils in the school, including in English and Mathematics.