

Pupil Premium Strategy Statement.

1. Summary Information					
School	Sir Charles Parsons				
Academic Year	2016/17	Total PP budget	£69,190	Date of most recent PP review	July 2016
Total number of pupils	161	Number of pupils eligible for PP	74	Date of next internal review	July 2017

2. Current Attainment
<p>All students who attend Sir Charles Parsons School have significant or profound and multiple learning difficulties. While all students make at least expected progress and often better than expected progress, their learning difficulties clearly impact on the levels of attainment across the school. Students at keystage 4 all achieve external accreditation at a level appropriate to their ability usually at or below entry level. This makes it difficult to summarise attainment for cohorts of students or show comparisons with national data sets. The school has a rigorous assessment process which constantly reviews and evaluates student progress and achievement, comparing cohorts within school and with other schools where data is available to do so. The school works in collaboration with other special schools in the north east to moderate and review assessment processes and provide challenge and support to each other.</p> <p>The attainment for students who are eligible for pupil premium funding is not significantly different from that of all students within the school; however, the difference between levels of attainment for students within the school and that of their mainstream peers is very significant. This difference is a direct consequence of their special educational needs and is the same for all students at the school.</p>

3. Barriers to future attainment.
Oracy and literacy skills
Numeracy skills
Personal, interpersonal and social skills, which also includes emotional development.

Attendance due either to health issues related to their special educational needs and disabilities or family difficulties which can also be related to their special educational needs and disabilities.	
4. Desired outcomes	Success criteria
Improved oracy and literacy skills	The majority of students achieve targets set for English and literacy. All targets set are based on expected progress plus challenge.
Improved numeracy skills	The majority of students achieve targets set for maths. All targets set are based on expected progress plus challenge
Students emotional development to be supported, leading to improved ability to access learning and develop relationships with peers and adults.	Assessment of current level of emotional development carried out on all students to allow for emotional development to be measured and the success of interventions to be tracked. Improved peer relationships and engagement with activities outside of normal school day.
Support to be available for families who are finding it difficult to ensure that their child is in school every day they are healthy enough to be at school.	Reduction in the number of unauthorised absences not due to family holidays. Improved engagement with school and other agencies.

5. planned expenditure					
Academic year					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence/rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved literacy, oracy	Additional support provided within	Allows small group and individual targeted support across a year	Subject leaders for maths and literacy will	TG/ZB	March 2017

and numeracy skills.	existing literacy and maths lessons.	group without impacting on other lessons. (previously students were withdrawn from other lessons for additional targeted literacy and numeracy support but this impacted on outcomes for those lessons)	monitor and review progress.		
Improved understanding across staff team of impact of emotional development on learning.	Continue to embed Thrive approach across the school.	Thrive assessments show a positive impact on the emotional development of students who have accessed Thrive interventions.	UPS role created to monitor, review and develop Thrive across the school.	CA	March 2017
Total budgeted cost			£39,597		
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence/rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continued focus on emotional development of students across the school.	Access to small group and individual thrive interventions for identified students.	Thrive assessments show a positive impact on the emotional development of students who have accessed Thrive interventions.	UPS role created to monitor, review and develop Thrive across the school.	CA	March 2017
Development of social skills	Provision of a holiday club for	All students at the school have an increased likelihood of becoming	Reviewed each year and feedback from	HC/KH	September 2016 and March 2017

	one week during summer holiday for PP students.	socially isolated, however this is increased for many PP students.	students and families used to inform following years activities.		
Total budgeted cost			£22,250		
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence/rationale for this choice	How will you ensure it is implemented well?	Staff lead	
Families supported to improve engagement with school and other agencies, leading to a range of improved outcomes, including attendance at school.	Family support worker employed by the school to work with identified families and other agencies.	Research indicates that family support and an integrated approach between school and other agencies improves outcomes for students across all aspects of school.	Regular monitoring and review of the work of the family support worker by the leadership group.	JG	March 2017
Improved emotional well being and health for students.	Students have access to a trained counsellor on site.	Research indicates that access to counselling within school from a trained counsellor has significant positive outcomes for students emotional well being.	Support is delivered through Kalmer counselling who are responsible for reviewing their provision and providing	CA	March 2017

			the school with regular reports and updates.		
Total budgeted cost			£7,343		

6. Review of expenditure				
Previous academic year				
i. Quality of teaching for all.				
Desired outcome	Chosen action/approach	Estimated impact – did we meet success criteria?	Lessons learned – will we continue with this approach?	Cost
Improved literacy and numeracy skills for all students.	Additional support provided for timetabled literacy and numeracy lessons.	Majority of students achieved or exceeded targets for literacy and numeracy.	Providing additional support during timetabled lessons for literacy and numeracy reduced negative impact on other subjects and allowed support to be provided across all students, not just targeted group.	£34,619 .
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact – did we meet success criteria?	Lessons learned – will we continue with this approach?	Cost
Continued focus on emotional development of students across the school.	Individual and small group Thrive interventions.	Students accessing Thrive all progressed when assessed using Thrive on-line.	Small changes will be made to how the groups are put together to reduce impact on other lessons and to improve dynamics within the groups.	See £20,000
Development of social skills	Provision of a holiday club for one week during summer holiday for PP students.	Students engaged with activities and uptake of the offered days was good for targeted families and students.	Poor uptake initially reinforced need for transport to and from home to form part of this offer.	
iii. other approaches				

Desired outcome	Chosen action/approach	Estimated impact – did we meet success criteria?	Lessons learned – will we continue with this approach?	Cost
Families supported to identify ways to ensure the needs of their child are appropriately met and improve engagement with school and other agencies.	Family support worker employed by the school to work with identified families and other agencies.	A large number of families were supported by the school and were put in touch with other agencies who could offer them support.	Contacts have been developed with a range of agencies and support networks for parents, such as the 'pass it on parents' coffee mornings have been put in place.	Funding towards costs of family support worker: £6,203
Improved emotional well being and health for students.	Students have access to a trained counsellor on site.	Students who have met with the counsellor report positive outcomes.	This approach has been successful and students and families have requested additional time to be made available.	£608

7. Additional detail

The school also invested in a member of staff becoming a Thrive trainer, enabling the school to increase the amount of in-house training it is able to deliver across the school. Costs: £3, 085.