

## Pupil Premium Strategy Statement.

1. Summary Information					
<b>School</b>	Sir Charles Parsons				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£69,190	<b>Date of most recent PP review</b>	July 2017
<b>Total number of pupils in years 7 - 11</b>	120	<b>Number of pupils eligible for PP</b>	74	<b>Date of next internal review</b>	July 2018

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.
<p>Oracy and literacy skills</p> <p>Numeracy skills</p> <p>Personal, interpersonal and social skills, which also includes emotional development.</p>

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.	
<b>4. Desired outcomes</b>	<b>Success criteria</b>
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.	The majority of students will show gains in emotional literacy and emotional and social development when tracked using Thrive on-line. 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.

<b>5. planned expenditure</b>					
<b>Academic year</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence/rationale for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved literacy, oracy and numeracy	Additional support provided within existing literacy	Allows small group and individual targeted support across a year group without impacting on other	Subject leaders for maths and literacy will monitor and review	TG/ZB	March 2018

skills.	and maths lessons. This support will be equivalent to one .8 N6 LSA.	lessons. (previously students were withdrawn from other lessons for additional targeted literacy and numeracy support but this impacted on outcomes for those lessons)	progress.		
Emotional development seen as part of all staff's role.	Use of Thrive class action plans with every pastoral group.	Thrive assessments show a positive impact on the emotional development of class groups and individuals within the group. .	Increase number of Thrive practitioners. Deliver whole school training. Thrive coordinator will monitor and review.	CA	March 2018
<b>Total budgeted cost</b>			£21, 196 +£4000 = £25,196		
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence/rationale for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Continued focus on emotional development of students across the school.	Access to small group and individual thrive interventions for identified students. Provided through 0.2 N6 LSA and 0.5 HLTA equivalent.	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 2018
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 2017 and March 2018

	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.		
<b>Total budgeted cost</b>			£5,300 + £18,667 + £1560 +£325 = £25,852		
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence/rationale for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	
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.	The family support worker works across the Upper and Lower school pastoral teams. The phase leaders will review and monitor the impact of the role and will coordinate workload and involvement to ensure support is targeted appropriately. .	CA and JM	March 2018
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 2018

			the school with regular reports and updates.		
<b>Total budgeted cost</b>			£18,142 +£2000 = £20,142		

<b>6. Review of expenditure</b>				
<b>Previous academic year</b>				
<b>i. Quality of teaching for all.</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact – did we meet success criteria?</b>	<b>Lessons learned – will we continue with this approach?</b>	<b>Cost</b>
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.	£39,597
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact – did we meet success criteria?</b>	<b>Lessons learned – will we continue with this approach?</b>	<b>Cost</b>
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.	£22,250
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.	Request from families and other agencies for school to provide additional weeks. Research being carried out into sources of funding to extend this.	£1560
<b>iii. other approaches</b>				

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact – did we meet success criteria?</b>	<b>Lessons learned – will we continue with this approach?</b>	<b>Cost</b>
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.	£2000

<b>7. Additional detail</b>
The school has also trained further Thrive practitioners and maintained the licences and continuing training needs of the current practitioners.