

Pupil Premium Strategy Statement.

1. Summary Information					
School	Sir Charles Parsons				
Academic Year	2018/19	Total PP budget	£69,190	Date of most recent PP review	July 2018
Total number of pupils in years 7 - 11	128	Number of pupils eligible for PP	74	Date of next internal review	July 2019

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.	
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.	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.

5. planned expenditure					
Academic year 18 19					
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 and numeracy skills.	Additional support provided within existing literacy and maths lessons. This support will be	Allows small group and individual targeted support across a year group without impacting on other lessons. (previously students were withdrawn from other lessons for additional targeted literacy and	Subject leaders for maths and literacy will monitor and review progress.	TG/ZB	March 2019

	equivalent to one .8 N6 LSA.	numeracy support but this impacted on outcomes for those lessons)			
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. .	Train one thrive practitioner to 'Train the Trainer' level. Deliver whole school training. Thrive coordinator will monitor and review.	CA	March 2018
Total budgeted cost			£23,244 +£10,500 = £33,744		
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. Provided through 0.2 N6 LSA and 0.4 HLTA equivalent. 0.2 teacher equivalent	Thrive assessments show a positive impact on the emotional development of students who have accessed Thrive interventions.	Thrive coordinator will monitor through scrutiny of Thrive assessments and meetings with thrive practitioners.	CA	March 2019
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 2018 and March 2019

	two weeks during Easter and 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			£5,811 + £18,667 + £3120 +£8045 = £35,643		
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	
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 the school with regular reports and updates.	CA	March 2018
Total budgeted cost			£2550 Total overall £71,937		

6. Review of expenditure				
Previous academic year		2017 18		
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 allowed support to be provided across all students, not just targeted group, improving outcomes	£39,597 .

			for all.	
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.	£22,250
Development of social skills	Provision of a holiday club for two weeks during Easter and summer holidays 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.	£3120
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.	The family support worker left the school to take up a new post. Her post was not filled as the school chose to address these issues through the creation of Phase teams.	The creation of phase teams, including pastoral staff, HLTA's and Phase leaders allowed a wider range of staff to support families. A large number of families were supported by the school and were put in touch with other agencies who could offer them support.	Increasing the number of staff working with families increased the amount of support which could be offered and increased staff skills. Training needs have been identified and will be addressed next academic year.	Funding towards costs of releasing staff from other duties to support families: £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.	£2550
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7. Additional detail

The school has also trained further Thrive practitioners and maintained the licences and continuing training needs of the current practitioners. The school now has 11 Thrive practitioners.
Total spend for academic year 2017 18 - £ 73,720