

Nunnykirk Centre for Dyslexia: Pupil Premium Strategy and Impact Statement 2018-2021

School overview

Metric	Data
Information about the school	This is a smaller than average special school with a large catchment area. Pupils are transported to and from school. All pupils have special educational needs; these are primarily dyslexia, however an increasing number have additional learning difficulties, including autism and social, emotional and mental health needs. All pupils have an education, health and care plan. There are 5 classes based on stage not age learning needs.
Pupils in school	43 Age range = 9 to 16
Proportion of disadvantaged pupils Year 6=£1,320 Years 7 to 11=£935 PP+=£2,300 Service children=£300	33% 14 pupils FSM & Ever 6 =14 Pupil premium plus=1 Service children =1 Year 5 = 0 of 1 Year 6 =0 of 3 Year 7 = 2 of 2 Year 8 =2 of 9 Year 9=0 of 6 Year 10 =6 of 12 Year 11=4 of 10
Pupil premium allocation this academic year	£13,820
Publish date	December 2019
Review date	Termly progress checks and full annual reviews in September 2020 and September 2021
Statement authorised by	Governing Body
Pupil premium lead	Alex Blackburn (Headteacher)
Governor lead	Andy Roberts

Disadvantaged pupil barriers to success

<ul style="list-style-type: none"> • Outcomes and progress can be significantly impeded by the dyslexia or autism disorders, emotional literacy and low self-esteem and the school needs to effectively identify and address the barriers that each individual student faces.
<ul style="list-style-type: none"> • Some pupil premium learners have literacy and numeracy skills well below age related standards on entry.
<ul style="list-style-type: none"> • Erratic attendance due to mental/physical health problems or prior to attending Nunnykirk being out of school for a long time.

Strategy aims for disadvantaged pupils - academic achievement Additional targets to be added for 2021 next academic year.

PP= Pupils in receipt of pupil premium funding.

Aims	Success criteria	Target dates
<p>Key stage 3/Year 10 PP learners make good progress from their starting points and achieve functional levels of numeracy and literacy to enable them to access the KS4 curriculum and gain appropriate qualifications.</p> <p>To provide additional stretch/challenge for more able PP learners.</p>	<ul style="list-style-type: none"> • Each pupil improves their reading age by at least 12 months. • Disadvantaged learners achieve as well as their peers. No attainment or progress gaps. • All PP learners, including the most able, make good progress in writing, maths and science; evidenced by their ISEND scores, exercise books and the quality of their practical work. • All benefit from a wider range of curriculum experiences eg PE, swimming, history, art, music, computing, cookery and design technology. 	<p>July 2020 and July 2021</p>
<p>Year 11 PP learners to achieve a good range of accredited qualifications in English, maths and the wider curriculum.</p>	<ul style="list-style-type: none"> • 3 of the 4 PP learners gain recognised qualifications in English, maths, science (entry level or GCSE Biology) and ASDAN. The 4th pupils to achieve entry level qualifications in maths and English. • 20% (1 of 4) to gain Duke of Edinburgh silver or bronze award. • At least 50% (3 of 6) to gain Duke of Edinburgh silver or bronze award. 	<p>July 2020</p> <p>July 2020 July 2021</p>
<p>Year 11 PP learners access post 16 pathways that appropriately meet their needs and aspirations.</p>	<ul style="list-style-type: none"> • Pupils are well prepared for their next phase of education/training. • All access unbiased information about potential next steps, high quality careers guidance and opportunities for encounters with the world of work. • All pupils benefit from a work experience placement linked to their interests and job aspirations. • No NEETS. 	<p>July 2020 and July 2021</p>

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Success criteria	Target dates
Priority 1: To reduce absence rates of PP learners to improve their learning outcomes.	<ul style="list-style-type: none"> Absence rates are reduced from 83.73%in 2018/19 to 88%in July 2020 	July 2020
Priority 2: Ensure pupils have the cultural capital and life skills to succeed in life.	<ul style="list-style-type: none"> All pupils benefit from a good range of educational trips/activities eg sport, running club, swimming, theatre/gallery visits, trip to Spain, animal care, drumming, cookery, visit from the 'Escape room' team (critical thinking skills) and Operation encompass lessons on relationship skills. ASDAN folders evidence life skills and independent learning. 	July 2020
Priority 3: Further improve mental health and wellbeing and reduce class anxieties.	<ul style="list-style-type: none"> Named mental health lead provides effective support eg 1 to 1 mentoring. Teaching assistants provide group support. Pupils become more confident and ready to learn. 	September 2019 July 2020

Teaching priorities for current academic year (Extra 2021 targets to be added in 2020)

Aim	Targets	Target dates
Priority 1: Strengthen subject and SEND leadership.	<ul style="list-style-type: none"> Provide bespoke CPD for subject leaders to enable them to closely monitor progress, use data to fine tune teaching plans/address gaps in learning, improve attainment outcomes across all year groups and confidently articulate the impact of curriculum sequencing. SENDCo to achieve the National Award for SEN Coordination (NASENCO). 	July 2020 February 2021

	<ul style="list-style-type: none"> • IASEND assessment used for baseline testing and fine tuning of learning targets for disadvantaged learners and their peers. Subject leaders to monitor this and receive advice from SENDCo. • The school's 'Rapid Improvement Plan' is fully implemented. 	July 2020
Priority 2: Reading and extending the vocabulary of our pupils.	<ul style="list-style-type: none"> • Leaders need to ensure that staff, especially KS2/3 teachers/teaching assistants spend enough time directly teaching reading and developing their pupils reading skills. • All teachers pre-teach subject specific language for learning and have wall displays that develop pupil's vocabulary. (Language rich learning environment to be created.) 	July 2020 January 2020
Priority 3: Curriculum and teaching skills.	<ul style="list-style-type: none"> • Ensure all teachers can plan and sequence learning well, so that pupils learn and remember key content and achieve well. • Teaching staff to refresh subject knowledge and develop SEN specialism through coaching and external CPD. • INSET for staff and governors on strategies to support PP learners and how to measure the impact of the pupil premium funding. 	July 2020 July 2020 6 th January 2020
Priority 4: Improve the presentation of pupil's work.	<ul style="list-style-type: none"> • All staff help pupils to improve the presentation of their work by providing clear guidance and praise. • Pupils to take pride in their work and see themselves as successful learners. Pupils workbooks evidence improved presentation standards. 	February 2020 July 2020

Targeted academic support for current academic year for disadvantaged learners

Measure	Actions
Priority 1: Reading	Reading interventions across KS3 for all disadvantaged pupils with low reading ages.
Priority 2: Stretch/challenge	All staff can evidence that they are providing appropriate stretch and challenge for their PP learners.

Priority 3: Homework club and catch up sessions.	End of topic tests introduced to identify gaps in learning. Targeted support via homework club and catch up sessions for pupils that fall behind and /or have gaps in their learning.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Some pupil premium learners have literacy and numeracy skills well below age related standards on entry. • Outcomes and progress can be significantly impeded by the dyslexia or autism disorders, emotional literacy and low self-esteem and the school needs to effectively identify and address the barriers that each individual pupil faces.
Projected spending	<p>£9,000</p> <ul style="list-style-type: none"> • Contribution to reading interventions and resources = £2,000 • Catch-up sessions, homework club and additional basic skills, SAT's & GCSE resources = £4,000 • Staff training =£3,000

Wider strategies for current academic year

Measure	Actions
Priority 1: Attendance	<ul style="list-style-type: none"> • EWO employed to work with the school leaders and families to improve attendance. • New attendance policy and procedures fully implemented, includes first day calling from admin staff/form tutors. • Termly attendance awards and improved attendance awards presented by local employers and governors.
Priority 2: Further develop the information and support provided for pupils and their parents to facilitate progression to further education, training and employment.	<ul style="list-style-type: none"> • 'Future Fridays' introduced to ensure pupils are knowledgeable about careers and post16 pathways. Involve local employers in the delivery. • Mock interview arranged with governors and employers and work experience re-introduced. • One staff member to enrol on IAG course.
Priority 3: Further improve learning behaviour	<ul style="list-style-type: none"> • Named mental health lead provides effective support eg 1 to 1 mentoring. • Teaching assistants provide group support for several PP learners.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Erratic attendance due to mental/physical health problems or prior to attending Nunnykirk being out of school for a long time. • Poor self-regulation. Lack of confidence and life skills.
Projected spending	<p>£4,820</p> <ul style="list-style-type: none"> • Contribution to EWO costs = £2,000 • Contribution to attendance awards = £120 • Contribution 'Future Fridays' programme costs = £700 • Contribution to mentoring and teaching assistant costs=£2,000

Monitoring and implementation

Area	Challenges	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development to improve subject knowledge and ensure all teachers can plan and sequence learning well so that pupils learn and remember key content and achieve well.	Use of INSET days and additional cover provided by senior leaders. Individual action plans written and fully implemented by subject leaders. Also, analysis of data from Macmillan, NFER and other tests to identify gaps in learning.
Targeted support	Ensuring enough time for maths and English leaders to provide targeted support for pupil premium learners working below their target grades.	Time and additional maths and English intervention resources provided.
Wider strategies	Enough time to plan and deliver ASDAN course and 'Future Fridays'.	ASDAN training and support from ASDAN leader. Named careers lead. Senior leaders carefully plan 'Future Fridays' and monitor the impact of these days.

Review: last year's aims and outcomes (2018/19) Total amount of pupil premium funding received = £6,680
All strategies tailored to the learning and wellbeing needs of each pupil premium (PP) learner.

Aims	Outcomes
PP learners to experience success and begin to develop positive self-esteem to tackle SAT tests and achieve KS4 qualifications.	<ul style="list-style-type: none"> One of two Year 6 PP learners took the Year 6 SAT's exams and achieved age related standards in reading, writing and maths. The other Year 6 pupil made more than expected progress as evidenced by the ISEND assessments. The 2 PP learners took a range of KS4 qualifications; one achieved 6 GCSE's grades 4 to 7 and the other achieved 6 GCSE's grades 1 to 3.

Aims	Outcomes
	<ul style="list-style-type: none"> All demonstrated improved self-esteem, especially the Year X PP learner that used a laptop instead of relying on a scribe.
Learning behaviour improves.	The majority of PP learners developed better concentration skills and effective strategies to self-regulate.
Promote positive mental health and wellbeing and reduce in class anxieties.	Counselling provided and/or teaching assistant support. Pupils able to discuss issues with an independent professional and class anxieties reduced.
Begin to use speech appropriately to communicate with peers and adults. (1 PP learner.)	This PP learner started to initiate conversations with adults and other pupils.
Develop strategies to support sensory profile (2 PP learners)	Partially achieved. The school is keen to create a sensory room by 2021.