

Pupil Premium Strategy

SLATED ROW SCHOOL – UPDATED SEPTEMBER 2017

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SLATED ROW SCHOOL | Old Wolverton Road, Wolverton, Milton Keynes MK12 5NJ



Pupil Premium Strategy

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1. Allocation amount

2017/18 - £78,815

2016/17 - £78,430

2. Main barriers to educational achievement faced by eligible pupils at the school

All pupils at Slated Row School have special educational needs with 98% having complex needs (needs in more than one specified area: Cognition & Learning; Communication & Interaction; Physical & Sensory; and Social Emotional & Mental Health). For our pupils that are deemed disadvantaged these complex needs are magnified through deprivation and negative past experiences which add an additional complexity to their needs. Thus the funding is seen as holistic and addresses whole school barriers to education, which have a greater impact for those deemed disadvantaged.

Most students at Slated Row have complex learning needs. In the vast majority of cases communication and/or social interaction is impaired. This has been the focus for the last two years. The Communication Team will be funded as a part of pupil top-up funding and additional income from out-sourcing the Communication Team for training and support to other provisions.

Young people with complex needs, especially considering the impact of the above, usually experience difficulties with emotional well-being. Added to this, the vast majority of pupils in the school have experienced failure in another setting. Due to this, our pupils often have difficulties with self-esteem, their ability to self-regulate and mental health issues. Research shows that many young people with a learning difficulty experience a mental health issue. This is highlighted in the DfE's 2016 document 'Mental health and behaviour in schools Departmental advice for school staff' (link below) which lists Low IQ and Learning Disabilities as risk factors for poor mental health. The risk factors identified in the document for the family are areas that affect many of our pupils deemed disadvantaged, as is being socio-economically disadvantaged a key factor under the community.

Research demonstrates that an estimated 25-40% of people with learning disabilities have mental health problems. For children and young people, the prevalence rate of a diagnosable psychiatric disorder is 36% in children and adolescents with learning disabilities, compared with 8% of those who did not have a learning disability. These young people were also 33 times more likely to be on the autistic spectrum and were much more likely than others to have emotional and conduct disorders.

Source: People with Learning Disabilities in England 2011

This is especially true of our pupils deemed disadvantaged who often display high anxiety and in many cases have an attachment disorder. Therefore the focus for the Pupil Premium Grant at Slated Row will be pupils' well-being.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

3. Planned expenditure

2017/18

- Staffing for a Well-Being Team - £91,500
- Furniture for Kents Hill Wellbeing Room - £1000
- School Improvement Plan – 1.1 Complexity of needs including Zones of Regulation Training
- School improvement 3.1 – Wellbeing & Mental Health.

2016/17 Expenditure under this strategy

Through the School Improvement Plan (see pages 5 & 6, for exert of SIP 2016/17) we will be investigating a whole school well-being approach. The grant for Pupil Premium will be spent on:

- INSET training from Professor Barry Carpenter - £2,055.52
- Research project with Jo Egerton - (£450 x3) £1,350
- Additional staffing for a Well-Being Team - £91,500
- Team Teach Trainer training for 2 staff - £2,950
- Development of Wellbeing Room - £12,000
- Furniture for room - £2,000
- **Mental Health Journals and workbooks - £1,680**
- Resourcing - £2,000
- Further specific CPD, including Thrive & Counselling Counselling & Mental Health- £2,500
- ~~Development of outside areas for self-regulation - £4,000~~
- **TOTAL = ~~£120,035.52~~ £113,535.52**

For pupils who are in Local Authority Care, expenditure is linked to their Personal Education Plan (PEP) which is in turn linked to their Education, Health and Care Plan (EHCP). Expenditure is identified on each pupil's PEP. Activities and resources planned through PEPs includes:

- RDA - Horse Riding;
- First Hand educational experiences, including Residential trips;
- Specific IT, e.g. ipad;
- Booster sessions; for Literacy/Numeracy
- Interventions, including, Numicon, Play Buddies and Sounds Write.

The school has budgeted over £120,000 for the identified expenditure not including the individual expenditure for PEPs. The school uses the school's CPD, staffing & resources budgets to fund the the expenditure beyond the pupil premium. Given that the pupils deemed disadvantage make up around a third of the population, the school sees that the pupil premium is used to meet the needs of the disadvantaged pupils. Especially as many of the pupils in receipt of the pupil premium are more likely to need the support of the Well Being Team due to the risk factors described earlier in part 1.

4. Impact

Impact will be measured through:

- Impact of the actions in the School Improvement Plan.
- Annual 'Outcomes Report' focusing on:
 - Pupils progress in PSHE;

- Pupils continued progress in English and Mathematics;
- Pupils developing and securing their personal Educational, Health & Care Plan short term outcomes under SEMH needs.
- Annual 'Pastoral Report' looking at attendance and behaviour.

5. Monitoring & Review

The pupil premium strategy impact is monitored in the Governors Pupil and Curriculum Committee, whilst the expenditure is monitored in the Finance, Personnel and Premises Committee. The strategy for pupil premium will be reviewed after a two year period (Autumn Term 2018) to ensure systems are embedded.

Monitoring of annual outcomes **2017** shows that disadvantaged pupils showed accelerated progress.

Percentage of pupils who have ...					
Cohort	Subject	Cohort size	... not met expected progress	... at least met expected progress	... exceeded expected progress
Disadvantaged <i>LA Care, Ever 6 & Adopted</i>	English	53	4	96	51
	Maths		2	98	62
Non-disadvantaged	English	86	5	95	41
	Maths		1	99	57
Primary aged disadvantaged	English	27	7	93	59
	Maths		0	100	59
Secondary aged disadvantaged	English	26	0	100	42
	Maths		4	96	65

In PSHE those deemed disadvantaged out performed those not deemed disadvantaged with 11% more pupils exceeding in PSHE.

Percentage of pupils who have ...					
Cohort	Subject	Cohort size	... not met expected progress	... at least met expected progress	... exceeded expected progress
Disadvantaged <i>LA Care, Ever 6 & Adopted</i>	PSHE	53	6	94%	42%
Non-disadvantaged	PSHE	86	6	94%	31%

EHCP short term outcomes show that provision for Well Being has meant those with the most complex emotional difficulties or mental health issues have been able to achieve rough in line with their peers.

Well Being Provision	Cohort size	No. Outcomes	Percentage of outcomes that are ...		
			... at least emerging	... at least developing	... secure
Universal only	128	250	100%	93%	54%
Targeted	23	42	100%	90%	60%
Specialist	28	65	100%	97%	46%

2.2.2 Teaching, Learning & Assessment

Issue	Success Criteria	Longer Term Developments
Teaching pupils about their wellbeing and mental health (WB & MH)	<ul style="list-style-type: none"> Curriculum mapped for teaching of Wellbeing and Mental Health All SEMH needs identified and planned for in EHC Plans High quality sessions teaching about Wellbeing including Mental Health 	Further improve/refine the teaching of Wellbeing and Mental Health
Targets Not achieved / Partially achieved / Achieved or surpassed		Impact on pupil outcomes
<ul style="list-style-type: none"> Provision for mental health to meet national standards Staff evaluation to show that at least 70% of staff are at least confident in supporting pupils' mental health issues Lessons/tutor time observations (summer 2017 & 2018) for WB & MH to have outstanding planning & resources 90% of learning walks (2017 & 2018) to show high levels of engagement 		<ul style="list-style-type: none"> ✓ Stay Safe ✓ Be Healthy ✓ Enjoy & Achieve ✓ Positive Contribution ✓ Economic Well-being ✓ SMSC

Activity	Tasks Partially completed / Completed	Responsibility & Timescale	Monitoring / Evaluation
Benchmark school provision	<ul style="list-style-type: none"> Review and map current WB & MH in the curriculum Complete an audit against National MH Standards 	J Austin, Assistant Head & J Budd, Head Jan. 2017	The new Foundation Curriculum has outcomes in Social, Emotional & Mental Health. This has also been seen through in the Higher Curriculum. An audit has been completed against the National Mental Health Standards.
Focus group to develop understanding of our pupils mental health	<ul style="list-style-type: none"> Pupils, parents, governors and a range of members of staff 1st meet to understand parameters of the project & gather initial views Gather information on Mental Health: <ul style="list-style-type: none"> Our students Local support Meetings to discuss findings & identify possible outcomes to the Headteacher and Governing Body 	J Austin, Assistant Head Jul. 2017	Parents including governors contacted to be involved in focus group with a context of the plan. Meeting took place to set out plans for the focus group and desired outcomes. Presentation at Coffee afternoon by Lisa McKenna (Well Being Team Leader), which was well received by parents/carers. Mr J Austin has held a number of focus meetings with pupils, staff and parents about well being and mental health. Next Step: Produce a directory to support parents.

SEMH needs in EHCPs & summaries	<ul style="list-style-type: none"> • Examples shared of needs, strategies and outcomes • Staff meetings to discuss WB & MH needs. 	Z Baines, Deputy Head Mar. 2017	Needs shared for transition reviews. Needs for SEMH discussed as a part of EHCP Summary work.
Staff to further develop their understanding of complex needs and the implications to mental health	<ul style="list-style-type: none"> • INSET day by Prof. Barry Carpenter • Sharing of resources • ½ termly Staff meetings on Pupil Wellbeing • In school training: <ul style="list-style-type: none"> ○ Structure for Learning, KD & KJ ○ Developing social understanding, JB & JL ○ The SEN Child, CT & NM • Online: www.complexneeds.org.uk • Conference on Mental Health 	J Budd Head Jul. 2017	<p>Staff inspired by training by Prof Carpenter and activities and practiced already observed across the school.</p> <p>The in-house training has been attended by over half of the staff and feedback forms show staff feel objectives were met and are therefore better prepared for meeting each child's needs.</p> <p>Well Being discussed as part of behaviour meeting. This may have been too much to complete and SLT to look at next year's schedule to have Well Being and Mental Health separated.</p>
Resourcing for teaching of WB & MH	<ul style="list-style-type: none"> • Identification of gaps in resourcing • Source appropriate resources • Supply resources with strategies to staff 	J Budd, Head L McKenna, Wellbeing Team Jul. 2017	Books beyond words, zones of regulation, happiness boxes, well-being journals, sensory resources purchased and shared with staff and strategies developed and shared through advice and Joint Action Plans.
Following training by Prof. Carpenter	<ul style="list-style-type: none"> • Develop 'happiness boxes' • Books Beyond Words - lending library / PSHEE / Well Being Team • Training on BBW • Well Being Journals 	J Budd, Head Jul. 2017	<p>Personalised boxes donated to school. Books beyond words purchased and training sourced TBC.</p> <p>Well Being Journals trialled by KS Leaders.</p>
Continue to forge closer links with CAHMS	<ul style="list-style-type: none"> • Work with families to allow sharing of information between school and CAHMs • Keep in regular contact with CAHMs staff 	D Mutch, Asst Head Jan. 2017	Currently all pupils known to be under CAHMs caseload are working pro-actively with the school. Close liaisons are enabling adaptations in school where needed and additional support and time given to pupils, especially from the Well Being Team. Improved attendance at meetings.

2.3.1 Personal Development, Behaviour & Welfare

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Issue	Success Criteria	Longer Term Developments	
Growing need for provision for pupils regarding Emotional Health, Well-Being & Mental Health (EHWB/MH) <i>Linked to 2.2.2</i>	<ul style="list-style-type: none"> Policy agreed for EHWB/MH Provision for EHWB/MH meeting the needs shown in the Education, Health & Care Plans (EHCPs) and identified by staff and families. 	Ensure a robust 'living' policy which is reviewed bi-annually to ensure we are meeting pupils' EHWB/MH needs	
Targets Not achieved / Partially achieved / Achieved or surpassed		Impact on pupil outcomes	
<ul style="list-style-type: none"> Policy for EHWB/MH completed that is explicit in detailing actions for sensitive issues Well-Being Team supporting individuals identified in this area – 80% of evaluated individual plans show improved access to learning or pupils' ability to self-regulate: EHCP Outcomes for SEMH receiving Wellbeing Team Support were developing in at least 94% of outcomes and are secure in 51% of their outcomes. 		<ul style="list-style-type: none"> ✓ Stay Safe Positive Contribution ✓ Be Healthy Economic Well-being ✓ Enjoy & Achieve ✓ SMSC 	
Activity	Tasks Partially completed / Completed	Responsibility & Timescale	Monitoring / Evaluation
Audit EHWB/MH needs	<ul style="list-style-type: none"> EHCPs outcomes and interventions Discussions: <ul style="list-style-type: none"> ○ staff meeting ○ parents ○ school council 	L McKenna, Well-being Team Feb 2017	Provision for Well Being Team discussed on weekly basis in line management. 1:1 mentoring, counselling and Joint Action Plans. SMSC Policy created identifying opportunities outside of curriculum. Well Being Provision written into Provision management. See Personal Development Report.
Map opportunities / provision outside of the curriculum	<ul style="list-style-type: none"> Spiritual Moral Social & Cultural development Tutor/class time External support/visitors Counselling, mentoring opportunities 	J Austin, Asst. Head, Mar. 2017	Zones of Regulation identified as a potential whole school or department approach. Three members of staff completed training to disseminate. Training delivered by member of Social Care Team for LA and a member of the school's Communication Team. Using Books Beyond Words identified, training pending.
The implications to mental health	<ul style="list-style-type: none"> See 2.2.2 Identify counselling & therapeutic courses for staff & complete 	J Austin, Asst. Head, Jul. 2017	Metal Health qualification identified and SLT (including new associate members), Well Being Team and HLTAs enrolled. Follow up Counselling course identified for next academic year.
Develop an EHWB/MH Policy	<ul style="list-style-type: none"> Gather National guidance Consult: parents, governors, staff & school council Policy completed and adopted by the Governing Body – Aut 2017 		National Standards written into Pupil Well Being Strategy. UNICEF Rights of the Child reviewed and met.

6. Prior to 2016/17

Summary barriers to educational achievement faced by eligible pupils at the school 2014 - 2016

All students at Slated Row have complex learning needs. In the vast majority of cases, communication and/or social interaction is impaired. These barriers are magnified by the additional complexity brought by deprivation and attachment issues. Since September 2014 (the past two academic years), this has been the focus of the Pupil Premium grant.

Expenditure & Impact

The grant from 2014 to 2016 was spent on additional staff in the communication team and training to improve staff skills and understanding of the pupils communication needs. This was supplemented through the school budget.

Year	Allocation
2015/16	£87,150.00
2014/15	£86,996.00
Expenditure	Impact
<p>Staffing - £307,500.00</p> <ul style="list-style-type: none"> • ½ additional therapist • 2 ½ additional therapy assistants in the Communication Team • Created 5 Level 3 Teaching Assistant roles for communication 	<p>Learning walks and observations by the Lead Speech and Language Therapist and the Senior Leaders show that Joint Action Plans are being followed and a total communication approach is well-established across school. Targeted and specialist interventions are in place for all identified pupils. As a result staff are able to support access to learning most pupils making at least expected progress.</p>
<p>Key Training - £7,413.00</p> <p>2014/15</p> <ul style="list-style-type: none"> • <i>Talking Mats</i> training to SaLT Team • 5 Class group training delivered by SaLT about <i>PECs</i> & Intensive Interaction <p>2015/16</p> <ul style="list-style-type: none"> • Members of the SaLT Team were trained to be trainers for sign-a-long (£4000). This has, in turn, been taught to a number staff throughout school at a variety of levels. Plus Manuals & Certificates. • AAC accredited courses. • 4 class groups, HI workshops on maintenance of aids, signing and strategies for inclusion (8 TAs x 1 hrs - £14p/h) • Communication Matters (£180) 	<p>We were able to use <i>talking mats</i> to elicit the student voice with great effect for EHCP input and in a number of safeguarding situations, as well as for other information gathering.</p> <p>Staff able to follow Joint Action Plans effectively and develop the pupil's communication skills beyond individual sessions.</p> <p>Learning walks have shown that the appropriate level of communication is being used to direct and teach pupils.</p> <p>The needs of hearing impaired pupils have been met by class staff, enabling the pupils to better access the curriculum.</p>

<p>Other resources include:</p> <ul style="list-style-type: none"> • Development & furniture for SaLT room • AACs – High Tech and PECs • PODD communication books • Colourful Semantics and more 	<p>Appropriate places and resources for SaLT to take place.</p>
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Measurable Impact: Speaking and listening progress

2015/16 data analysis	Cohort	Did not meet	At least met expectation	Exceeded expectations
Deemed disadvantaged	60	2 %	98 %	57 %
Deemed non-disadvantaged	123	2 %	98 %	54 %

This shows that pupils deemed disadvantaged have slightly outperformed the pupils deemed not to be disadvantaged. The ability to communicate then has a knock on effect to their understanding and ability to demonstrate skills and understanding in the core of the curriculum, which is evident in the table below.

2% equated to one pupil who had exceeded in all other areas.

Measurable Impact: English and Mathematics for those deemed disadvantaged

2015/16 data analysis	Cohort	Did not meet	At least met expectation	Exceeded expectations
English	60	3 %	97 %	67 %
Maths		2 %	98 %	80 %

This shows the overwhelming majority has met expectations with a large majority exceeding. This is similar to the outlook for the whole school.

The data shown demonstrates that pupils at Slated Row are making outstanding progress and therefore closing the gap.

3% in English equates to 2 pupils:

- One pupil made one step progress who was on a four day work experience for outdoor adventure centre (a career he wishes to pursue), for which he received a number of qualifications including canoeing and climbing. The placement has been adjusted to three days and 'Sounds Write' scheduled for the next year.
- The other pupil is a KS4 persistent absentee (see Pastoral Report case studies). There is ongoing work with the family regarding attendance. CAHMs have also been engaged around Mental Health.

2% in Maths equated to one pupil, the second pupil above.

Information Previous to 2014

At Slated Row School Pupil Premium is focussed on raising attainment and narrowing the gap through enabling increased access, creative learning opportunities and more focussed/targeted support. Funding is given to the school for pupils who have been eligible for free school meals at any point in the last six years or who have been continuously looked after during the last six months. Last year the amount given to the school was £40,800. It has increased this year from April to £62,100. (£57,600 for FSM and £4,500 LAC). The number of pupils in receipt of pupil premium was 75 (out of 182) in 2012-13 and as of September 2013 there are 75 pupils (out of 182) (7 left school, 7 new pupils arrived) in receipt of pupil premium. Income received from pupil premium is fully accounted for and spent on activities highlighted later in this report.

Attainment and achievement are closely tracked throughout the school both by the class teacher, subject coordinators and senior leaders. This means the performance of individual pupils and groups are very closely monitored and this ensures that no one child or group is underachieving.

The pupil premium gives us additional flexibility in targeting need for both individuals and groups and extends the scope of our support systems. The ability to respond to short and medium term needs is key in raising achievement in all year groups. The School Improvement Plan clearly identifies the priorities which are being focussed on to take the school forward. It highlights priorities and shows how they are to be achieved. Raising standards is a constant focus as is ensuring access to a wide variety of activities and support e.g speech and language support, art therapy, lowering pupil teacher ratios and self-esteem raising activities are vital contributors to enhancing provision. Our additional resources are directed at all pupils but those pupils in receipt of pupil premium receive enhancements to ensure maximum impact on their attainment and achievement. No pupil is ever prevented from undertaking any activity due to lack of funds.

Governors monitor the use of pupil premium each term at Pupils and Curriculum Committee Meetings.

At Slated Row School the pupil premium funds

- Additional teachers in a range of subjects to lower pupil/teacher ratios.
- Additional teaching assistants so that the school can respond to increased needs.
- Our own speech and language therapist and assistant.
- College courses including supporting access for Key Stage 4 and 5 pupils, including independent travel training.
- Free fruit and vegetables for all primary age pupils at break times.
- Trips out and visits to enhance the curriculum.
- Swimming for all primary pupils, targeted swimming for Key Stage 4 and 5 pupils.

- Increased extended before/after school provision (up to 25 clubs after school each week including daily breakfast club which is free or reduced rate for all pupils). Breakfast club is accessed on average by up to 60 pupils across the school. (Average daily attendance is approximately 40 pupils). In addition after school clubs are attended by over 60 pupils some of whom attend clubs every evening after school. (Around 60% of these pupils are in receipt of pupil premium).
- Residential visits in term time and during school holidays.
- Art and theatre workshops.
- Careers workshops.
- Leisure activities, sporting activities and access to extended schools.
- Purchase of additional laptops and ipads, 1 set per key stage as well as standalone computers in all classrooms and an ICT suite.
- Music tuition, drums, keyboards, singing and guitar.
- Improvements to classrooms.
- Increased resourcing, 4 minibuses, play equipment, books, bikes, new technologies.
- Provision of in house horticulture, construction and animal care courses.
- This list is not exhaustive, but identifies typical spend on pupil premium over the year.

Outcomes to date

CASPA and Progression Guidance materials show all pupils in receipt of pupil premium make more progress than their non FSM peers at Slated Row and the gap in achievement is being narrowed in all key stages.

No NEET pupils.

Behaviour incident reports continue to show an improving trend with less than 40 reported incidents in 2012-13 compared to a total of 261 in 2006-6 and 73 in 2010-11. No fixed term exclusions since 2006, no permanent exclusions ever. This is despite an increasing number of pupils on roll with behaviour identified as an issue in their statement of SEN. (Over 80% of total school population have had behaviour or emotional needs highlighted on their Statement of SEN at some point during their career at Slated Row).

Area	Item(s)	No.	Costs per item	
Staffing	Speech and Language Therapist	0.5	32,000.00	
	Speech & Language Therapy Assistants	2.5	21,500.00	
	Level 3 Teaching Assistant for Communication (Lower x3; Middle x1 & KS4 x1)	5	16,000.00	
	Total for 1 year staffing			£153,750.00
	Total for 2 year staffing			£307,500.00
Training*	<i>Talking Mats</i> training to SaLT Team	2	225.00	
	In-house <i>PECs</i> – TA overtime @£14/hr	20	14.00	
	In-house <i>Intensive Interaction</i> – TA overtime @£14/hr	9	126.00	
	4 staff trained to be trainers for <i>sign-a-long</i> (in-school)	1	4000.00	
	8 hour <i>Sign-a-long</i> course TA overtime @£14/hr	12	112.00	
	<i>Sign-a-long</i> Manuals & Certificates (30 & 5.10)	16	35.10	
	AAC accredited course	2	220.00	
	<i>HI</i> workshops on maintenance of aids, signing and strategies for inclusion – TA overtime @£14/hr	8	14.00	
	Communication Matters Conference (free – travel only)	2	50.00	
Total for staffing			£7413.60	

Total 2014/15 & 2015/16 = £314,913.60

Notes:

- *Training includes travel
- Before any resources bought for SaLT interventions and/or individual students including AACs, high tech & PECs; Colourful Semantics; PODD communication and more.