

Pupil premium strategy statement 2019-20

1. Summary information					
School	Keelman's Way School				
Academic Year	19-20	Total PP budget	92930	Date of most recent PP Review	Sept 2020
Total number of pupils	147	Number of pupils eligible for PP		Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing and maths		%
% making at least average progress in reading		%
% making at least average progress in writing		%
% making at least average progress in maths		%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Language and communication skills for EYFS are a key area for new starters to school. Early intervention will offer additional support to pupils with limited communication skills.
B.	More able pupils will have additional targeted support in Literacy Maths and Science to ensure good or outstanding progress.
C.	Increased focus on EHCP outcomes as there needs to be a consistent approach with families and other professionals involved. Inclusion mark will evidence work in school is effective.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Working with LA and other agencies to secure effective and consistent EHCP outcomes and provision

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Additions will be made to the environment to improve access to simulating areas and additional resources	Outdoor learning areas for storytelling and engagement in all aspects of EYFS learning goals will be in place by Spring 2020 pupil data and learning journals will show evidence
B.	Intervention groups will focus on more able pupils across the school	Data from Pivats 5 will show all pupils in this group will have good or outstanding progress measured using national pivats Data when available. internal data collection evidence will show good or better progress

C.	Staff, family and other agencies will ensure additional clarity around EHCP plans and achievable outcomes that lead to effective progress in each child's next stage of education	Attendance at EHCP from other agencies and parents will be monitored termly and Plans will be consistent and meet LA requirements.
	EHCP and staff information around pupil development will be evident through advice from Educational Psychiatrist	reports and feedback from Ed Psyc.
D.	Pupils within 14-19 curriculum will work closely with staff to increased confidence for students and families with regard to moving on to post19 provision. Engagement with other agencies will support this. Student and parent feedback will be measured through surveys of views	positive changes in views and perceptions of transition

5. Planned expenditure					
mic year 19-20					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
EYFS pupils will have access to a high quality, stimulating outdoor area for communication and interaction activities	The environment will allow for targeted activities for all pupils to access and engage	the area will be matched to interest and levels or pupil need on entry to school. This will give an insight into the levels of pupils communication skills and how best to make further progress	Resources will be in place by October 2019 training and professional development of staff will be undertaken via training sessions and visits to other high quality provisions to observe additional good practice	RF/PS	spring 2020 summer 2020
Staff will have up to date training and resources to ensure pupils are engaged in appropriate activities to support language	staff enquiry project into language and learning Access to support and advice from other settings	staff need to update their own knowledge and understanding in the context of SEND and mainstream expectations	monitor activities and outcomes	RF/PS	
Total budgeted cost					10,150 resources 1000 training and cover TA salary 18,267
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

More able pupils will access targeted support in core subjects to match or better expectations on assessment outcomes	more able pupils in all key stage will have access to targeted/intervention group work with additional appropriate teaching input Class groups will be set up in order for more focussed intervention Additional Teacher time will off a more focused approach	There is a wide divergence of ability in class groups and the intention is to raise aspirations for families pupils and staff	planning will be in place and data will show outcomes for individuals and groups. Monitored termly alongside data collection to ensure the pupils are appropriately grouped in classes and in intervention groups according to the Provision map for school SDP will be reviewed by Governors termly to ensure accurate reporting and appropriate actions and modifications to teaching programmes	PS/LM/DC	termly as part of the school self review cycle
Educational Psychology, school staff and parents will work closely on directing support to pupils where additional advice is needed to support learning	Ed psych will carry out observations and professional discussions with staff managing named, complex pupils Parent support group will support home school links for parents with pupils with complex behaviours at home	pupils present complex behaviour at home and school and additional specialist, advice benefits all concerned to preempt and support issues	ED psych diary publicity for parent sessions tracking of time and lessons observed		
					Teacher 29,000 Teacher additional hours 3103 Ed psych hours 2000 teacher salary
Total budgeted cost					
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve access to relevant provision to match pupils need precisely as established via EHCP	upgrade provision maps with consistent provision that enables focused targets to be achieved and measured	EHCPs need to be refined and work with other agencies clarified	monitoring of attendance at and quality of EHCPs with LA input additional administrative time additional team leader sessions to implement this	PS/MK/ER	termly
					admin time 10,000 SLT support 1200
Total budgeted cost					92930

6. Review of expenditure				
Previous Academic Year 18-19				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Staff will maintain and expand their knowledge to meet the complex needs of pupils. Pupil assessment and tracking of safeguarding will be highly effective.	<p>Training will be place to extend and update skills.</p> <p>Appropriate ICT platforms will record details of progress and aspects of CP needs that may impact on learning.</p>	<p>Extensive training has been undertaken in all areas that support pupils' needs across EHCP plans.</p> <p>Records of training are in place that show teaching and learning has been supported as well and pupils health needs.</p> <p>Record keeping for assessment has been reviewed and a new platform allows for better time management for staff and clarity of evidence collected.</p>	<p>Training will be updated and ongoing. Centralised records of staff training for up date are held and staff are now more proactive in recording and requesting their own training. Enquiry projects were particularly successful and will be repeated in the next year as part of TA and Teacher performance management.</p> <p>Cpoms is effective in recording behaviour and safeguarding concerns but needs more consistency in the style, detail and categorisation of records.</p>	11500
ii. Targeted support				
Pupils will have identified inclusive support support that enables them to access all aspects of the curriculum required to meet their needs	Additional Teaching assistant support will ensure access and progress in the full range of curriculum activities e.g targeted support for Hydro, Rebound, music, STEM for more able pupils.	<p>School data shows progress across the curriculum. There is greater clarity on the learning pathways pupils follow and how best to assess these. A clear definition identifies more able pupils and their progress</p> <p>Support was allocated to the relevant groups and staff trained to meet the needs of each area in which they are involved. e.g Hydor/rescue training,</p> <p>EFL shows individual progress for all pupils in school across all areas. For subject specific leanris Pivats data shows progress and will</p>	<p>Staff will continue this approach and the new curriculum document provides a comprehensive structure for staff to work towards.</p> <p>Additional time will be allocated to Subject leaders to further develop evidence to support their judgements .</p>	54500
				92935.267
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	

--	--	--	--	--

7. Additional detail