



# Heltwate School

## Pupil Premium Strategy

### 2019-20 Review/Impact (Nov 20)

Summer 19 data, Summer 2020 data not available due to Covid Lockdown. There is no reason to think that it should be significantly different summer 2020. Accreditation data and year 7 Catchup can be viewed in the progress and achievement report.

<b>Summer Term review 2019</b>								
<b>Whole School academic progress</b>								
Cornerstones data showing progress against individual targets								
	<b>KS1</b> <small>23 pupils with data</small>	<b>KS1 PP</b> <small>9 pupils</small>	<b>KS2</b> <small>60 pupils</small>	<b>KS2 PP</b> <small>33 pupils</small>	<b>KS3</b> <small>48 pupils</small>	<b>KS3 PP</b> <small>23 pupils</small>	<b>KS4</b> <small>29 pupils</small>	<b>KS4 PP</b> <small>18 pupils</small>
<b>% on track for expected individual progress</b>								
<b>Reading</b>	65%	67%	85%	84%	70%	61%	65%	73%
<b>% difference for PP</b>	+2%		-1%		-9%		+8%	
<b>Writing</b>	57%	78%	76%	69%	66%	70%	73%	87%
<b>% difference for PP</b>	+21%		-8%		+4%		+14%	
<b>Number</b>	87%	89%	69%	72%	68%	65%	62%	73%
<b>% difference for PP</b>	+2%		+3%		-3%		+11%	
<b>Measurement</b>	87%	78%	83%	81%	62%	65%	58%	73%
<b>% difference for PP</b>	-9%		-2%		+3%		+15%	
<b>Science</b>	83%	89%	83% average	82% average	73% average	74% average	79% average	85% average
<b>% difference for PP</b>	+6%		-1%		+1%		+6%	
*Pupils at KS4 follow an accredited pathway appropriate to their ability. Each class has an individual pathway and achieve the same outcomes. Outcomes do not reflect a gap. Statistical sample is too small to be meaningful								

### Year 7 catch-up premium

We only have one formal set of data for the academic year available due to the enforced closure of schools  
The data was collected in January 2020, and has been compared to the end of year 6 teacher assessments.

YR 7 CATCH-UP (15 PUPILS)	READING		WRITING		NUMBER		SHAPE / SPACE / MEASURE	
	% OF PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	NUMBER OF PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	% OF PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	NUMBER OF PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	% OF PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	NUMBER OF PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	% OF PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	NUMBER OF PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR
	33%	5	27%	4	20%	3	47%	7
PUPIL PREMIUM YR 7 CATCH-UP (8 pupils)	READING		WRITING		NUMBER		SHAPE / SPACE / MEASURE	
	% OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	NUMBER OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	% OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	NUMBER OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	% OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	NUMBER OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	% OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	NUMBER OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR
	25%	2	25%	2	25%	2	75%	6
NON PUPIL PREMIUM YR 7 CATCH-UP (7 pupils)	READING		WRITING		NUMBER		SHAPE / SPACE / MEASURE	
	% OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	NUMBER OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	% OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	NUMBER OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	% OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	NUMBER OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	% OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR	NUMBER OF PP PUPILS MAKING PROGRESS IN THE FIRST TERM OF THE ACADEMIC YEAR
	42%	3	29%	2	14%	1	14%	1

As part of our efforts to further develop systems for reporting pupils' progress and attainment, we grade pupil effort or engagement made in each subject/area of the curriculum. The scores are calculated as an average score per subject, and are a judgement of the sustained effort across a term.



# Effort Grades

## Autumn Term 2019 compared to Spring Term 2020

DROP IN SCORES FROM Autumn 2019 to Spring 2020			RISE IN SCORES FROM Autumn 2019 to Spring 2020			SCORE REMAINS THE SAME						
AUTUMN 19	SPRING 20		AUTUMN 19	SPRING 20		AUTUMN 19	SPRING 20		AUTUMN 19	SPRING 20		
55%	<b>74%</b>	of Lower school pupils made Outstanding or Very Good effort in academic subjects this term	58%	<b>83%</b>	of Upper school pupils made Outstanding or Very Good effort in academic subjects this term	63%	<b>69%</b>	of Rainbow class pupils made Outstanding or Very Good effort in academic subjects this term	59%	<b>73%</b>	of the Whole School made Outstanding or Very Good effort in academic subjects this term	
46%	<b>68%</b>	of Lower school pupils made Outstanding or Very Good effort with their conduct this term	65%	<b>79%</b>	of Upper school pupils made Outstanding or Very Good effort with their conduct this term	42%	<b>45%</b>	of Rainbow class pupils made Outstanding or Very Good effort with their conduct this term	52%	<b>62%</b>	of the whole School made Outstanding or Very Good effort with their conduct this term	
55%	<b>77%</b>	of Lower school PP pupils made Outstanding or Very Good effort in academic subjects this term	54%	<b>77%</b>	of Upper school PP pupils made Outstanding or Very Good effort in academic subjects this term	66%	<b>37%</b>	of Rainbow class PP pupils made Outstanding or Very Good effort in academic subjects this term	62%	<b>68%</b>	of the Whole School PP made Outstanding or Very Good effort in academic subjects this term	
63%	<b>78%</b>	of Lower school PP pupils made Outstanding or Very Good effort with their conduct this term	60%	<b>71%</b>	of Upper school PP pupils made Outstanding or Very Good effort with their conduct this term	82%	<b>24%</b>	of Rainbow class PP pupils made Outstanding or Very Good effort with their conduct this term	57%	<b>57%</b>	of the whole School PP made Outstanding or Very Good effort with their conduct this term	

## Summary information

Please see the 2018 -19 Pupil Premium impact document and the Progress and Achievement report on the website and the 2019 – 20 Yr11 accreditation report. These documents have helped us to identify future targeted spending for our Pupil Premium students.

<p><b>Children and young people have significant impairments which include some of the following:</b></p>	<ul style="list-style-type: none"> <li>• Severe learning difficulties</li> <li>• Autism spectrum conditions</li> <li>• Significant difficulties with communication (expressive and/or receptive language)</li> <li>• Sensory impairment</li> </ul>																								
<p><b>This manifests itself in some or all of the following:</b></p>	<ul style="list-style-type: none"> <li>• Difficulties with appropriate interaction and understanding</li> <li>• Associated challenging behaviour</li> <li>• Limited awareness of danger</li> <li>• Reliant on adults for activities, and travel dependent</li> </ul>																								
<p><b>Associated secondary needs may include;</b></p>	<ul style="list-style-type: none"> <li>• Related physical difficulties</li> <li>• Related medical difficulties</li> <li>• Fine and gross motor difficulties</li> <li>• Hearing or visual impairment</li> <li>• Attention deficit disorder (ADHD)</li> <li>• Sensory integration difficulties</li> </ul>																								
<p><b>Predicted Total PP budget</b></p> <p><b>Actual PP budget</b></p> <p><b>Actual Spend</b></p>	<table> <tr> <td style="text-align: right;"><b>£105,255</b></td> <td>£98,130 Pupil Premium (Service, Ever 6, CiC)</td> <td></td> </tr> <tr> <td></td> <td>£7,125 Year 7 catch up grant (not confirmed)</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>£106,205</b></td> <td>2019-20 Pupil Premium Funding - Ever 6 FSM</td> <td style="text-align: right;">88,330.00</td> </tr> <tr> <td></td> <td>2019-20 Pupil Premium Funding - Post LAC</td> <td style="text-align: right;">9,200.00</td> </tr> <tr> <td style="text-align: right;"><b>£100,460</b></td> <td>2019-20 Pupil Premium Funding - Service Pupils</td> <td style="text-align: right;">600.00</td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">-----</td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">98,130.00</td> </tr> <tr> <td></td> <td>Year 7 Catch Up</td> <td style="text-align: right;">8,075.00</td> </tr> </table>	<b>£105,255</b>	£98,130 Pupil Premium (Service, Ever 6, CiC)			£7,125 Year 7 catch up grant (not confirmed)		<b>£106,205</b>	2019-20 Pupil Premium Funding - Ever 6 FSM	88,330.00		2019-20 Pupil Premium Funding - Post LAC	9,200.00	<b>£100,460</b>	2019-20 Pupil Premium Funding - Service Pupils	600.00			-----			98,130.00		Year 7 Catch Up	8,075.00
<b>£105,255</b>	£98,130 Pupil Premium (Service, Ever 6, CiC)																								
	£7,125 Year 7 catch up grant (not confirmed)																								
<b>£106,205</b>	2019-20 Pupil Premium Funding - Ever 6 FSM	88,330.00																							
	2019-20 Pupil Premium Funding - Post LAC	9,200.00																							
<b>£100,460</b>	2019-20 Pupil Premium Funding - Service Pupils	600.00																							
		-----																							
		98,130.00																							
	Year 7 Catch Up	8,075.00																							
<p><b>Total number of pupils: 197 (YRS 1-14) (183 YRS 1 – 11)</b></p> <p><b>Actual number</b></p>	<p>Number of pupils eligible for PP: (84) 46%</p> <p>Post 16 FSM: 3</p> <p><b>Actual Number of pupils eligible for PP: (84) 46%</b></p> <p><b>Post 16 FSM: 3</b></p>																								
<p><b>Date for next internal review of this strategy; Jan 2021</b></p>	<p><b>Lead in School:</b> A. Brewster (HeadTeacher)</p> <p><b>Link Governor:</b> Andy Murphy</p>																								

## 1. Barriers to future attainment (for pupils eligible for PP )

### In-school barriers

A	High levels of communication difficulty often relating to their disability, <b>Not helped by isolation due to lockdown</b>
B	Parents of PP students less likely to have exposed their children to enrichment activity outside of school which develop communication and social skills. <b>Not helped by isolation due to lockdown</b>
C	Physical, Cognitive and Social and emotional disability and often financial hardship, make it very difficult for students and families to value education
D	Due to disability and isolation children find it very difficult to make and maintain friendships leading to poor socialisation with peers resulting in lack of confidence and poor self-esteem <b>Not helped by isolation due to lockdown</b>
E	Increasing levels of 'High Need' of new pupils to the school. Profile of school changing to mainly SLD.

### External barriers

A	Attendance of PP students (89%) is lower than that of non PP (92.5%) (2018-19) <b>This gap has increased under Lockdown and the ability to engage with remote learning.</b>
B	Circumstances at home and outside of school can make it difficult for families to fully engage with school. This is often due to students very complex needs and the needs of families. <b>Increased difficulty accessing remote home learning</b>
C	Some pupil premium children do not have access to ICT, including access to internet resources at home. <b>Access to ICT has proved less of a problem. We have been able to support families with ICT. The difficulty has been children's ability to access remote learning without 1:1 support from parents, We have had to increase the use of paper based learning and providing other learning resources at home.</b>
D	Some students have very limited functional numeracy experience due to lack of life skills situations, money, measuring, time etc
E	Shortage of learning resources in the home and low parental aspiration in terms of academic success. <b>This has been particularly exacerbated by lockdown.</b>

### Desired Outcomes

	Desired outcomes and how they will be measured	Success criteria
A	Improve speech and communication skills, enabling students to access and respond to the curriculum.	Pupils eligible for PP make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations. <b>Noticeable regression in some children. No S&amp;L teams coming into schools. Programmes included in daily teaching but not very effective remotely.</b>
B	Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	<b>No off site visits. Many engagement and social events happening virtually. (Theatre, concerts, charity events, online shop, sports events etc)</b>

C	Provide support for families through the Pastoral provision so that parents engage and work in partnership with the school.	Positive attitude to learning and increased ability to overcome barriers. Increase in welfare needs for more complex children. School working hard to engage with external diminishing services. In school behaviour and social challenges much reduced due to the reduction in unsupervised time. Lunch and breaks are supervised by class staff, less social mixing due to 'bubbles'.
D	Increased attendance rates for pupils eligible for PP. Pupils maintain enthusiasm for learning	Overall PP attendance in line with 'other' pupils =====
E	Students make and retain friendships and develop support networks into adult life. SCERTS and other Social and Emotional trackers.	Children have less fall-outs Children need less support in class time to resolve friendship issues Soft skills introduced and separately tracked against EHCP targets for the first time. Awaiting first data drops.
F	Students will accelerate their rates of progress. Students will have increased independence, ambition and determination. Improved Post16 opportunity.	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets  Opportunities reduced this year but working hard with the colleges looking at transition. Many new strategies in place. Work experience reintroduced for those in KS4 that can manage it. Curriculum rewritten at KS4 and 5 looking at the PFA outcomes.

### Progress towards planned expenditure

#### 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	Impact	Cost
Students will accelerate their rates of progress; Students will have increased ambition and determination.	Additional staffing for 1:1 recovery work. To provide working routines for pupils. To accelerate all areas of the curriculum across the school	Pupils often arrive at Heltwate after long periods of isolation or smothering 1:1 support, poor parenting and a lack of expectation, Tracking indicates that pupils make outstanding progress once routines and procedures are in place. To support pupils particularly with autistic tendencies this extra support is invaluable.	Observation Appears in school tracker. Through NAS accreditation review.	AA	Tracker ½ termly For overall progress. RA & Num annually.  Enhanced staffing provided. School calm and children settled into the new norm. Bubbles are established and have been secure.	£19168 (staff cost incurred, no saving due to covid)

Students will accelerate their rates of progress; Students will have increased ambition and determination	Create Foundation Learning intervention groups	Create an additional intervention group for children that have not yet learned basic necessary learning skills, and still require a play based curriculum, HLTA role plus additional TA staffing.	Observation Reintegration rates into classes Foundation Curriculum fully in place. New classrooms set up.	AA	Tracker ½ termly For overall progress. RA & Num annually. 2 Additional groups created and operating.	£6995 (staff cost incurred, no saving due to covid)
Students will accelerate their rates of progress, Students will have increased ambition and determination.	Enhanced staffing in R4, Yellow, Coral, Green to support Year 7 catchup	Year 7 are spread through a number of groups. 2 of these being nurture or higher need.	Rates of progress in line with the rest of the school.	AA	Annual review Tracker data Absence due to Covid has limited the impact but this has taken place. The small amount of evidence we have indicates there is little difference between PP and others.	£7600 (staff cost incurred, no saving due to covid)
Students will accelerate their rates of progress; Students will have increased ambition and determination	Curriculum days	RE day, Science & Tech day, Harvest Festival, PE, Literacy week, Rhubarb Theatre company, etc. These are off timetable days which are used to immerse pupils in particular aspects of the curriculum. The focus often is communication, e.g. speaking and listening tasks. Trips and visits Subsidised for pupil Premium pupils	Curriculum leader's folder Performance management Teacher feedback Timetabled in advance. Line management	AA	Biannual cycle, Approx. 1 day per month The majority of these did not take place.  We plan to carry surplus over to this year. So far it has not been possible to action.	£800
Students will accelerate their rates of progress. Students will have increased independence, ambition and determination. Improved Post16 opportunity	Gatsby Bench marking resources. Promote careers education. Supporting work experience at KS4	Help provide, career opportunities for pupils, providing staffing and travel. Gatsby recommendations.  Provide speakers and resources.	Curriculum scrutiny. Report to governors Through Curriculum budgets.	AA	Biannual cycle  Work experience with ACE, for a small group of Yr 10 and 11 has been running since September. Leading upto lockdown it ran weekly.	£0  No cost pre-lockdown
Improve speech and communication skills, enabling students to	Introduce further Interactive technologies.	Additional tablets (to support communication in Rainbow rooms particularly and the use of Tapestry)	Through curriculum scrutiny. Lesson obs.	BL/KP	Ongoing Increased use of software packages	Software licencing £4090

access and respond to the curriculum.	Ensure classes have sufficient resources.  Ensure staff training is effective	Purchase; Dough Disco and subscription Purple Mash Clicker 7 subscriptions Now press play	Tapestry evidence. Dough Disco running.		and subscriptions that could support home learning	Tablet purchase delayed due to covid
Collaborative learning	Cluster meetings and shared events	Small fund to allow staff to plan and take part in cross school events, networking	Monitored through CPD. Performance management Whole school events	ACB	Annual Subject leaders monitoring meetings Mostly didn't take place or went virtual.	No cost
Ensure the quality of teacher assessment and monitor the variety of teaching and learning opportunities	Purchase Earwig and set up with Heltwater frameworks, provide training	Log and assess all progress and achievement data, social and academic in one central place for staff and parents.		AA	All data drops. Report to governors Q&O committee and FGB Earwig roll out started. 7 groups now running increase each term. Whole school CPD taken place.	Earwig software and training £2730
To give breadth and variety to the curriculum which leads to greater engagement, enjoyment of school and social and emotional involvement. Develop the sense of belonging	Class Social outings/Cornerstones memorable experience money	Each class receives a social budget which is used predominantly to enable pupils to interact with the local community. This usually involves shopping, or visits to local cafes etc where numeracy skills can be practically developed. This is a tried and tested formula and success can be evidenced through the tracking	½ termly tracker SCERTS	KP	Annual review. After lockdown did not take place, following return in Sept some in class activities taken place.	Cornerstones £2307
To give breadth and variety to the curriculum which leads to greater engagement, enjoyment of school and social and emotional involvement. Develop the sense of belonging	Munch Box Cafe	Fund for PP pupils to attend cafe with peers  Encourage parents to attend school.	½ termly	KC, Class teacher	Covid Casualty	
Provide support for families through the	Yr 11 transition to post 16	Support parents in selection of their children's post 16 placements,	Line management	KC	Staff release time to meet with colleges.	£400

Pastoral provision so that parents engage and work in partnership with the school.		PRC youth Club In school visits to providers			This has been reasonably successful	
	Specialist Staff CPD	Autism accreditation, SENDCO award, Numicon, Team Teach, Notts. Computing network, PECS, attention autism, Arts Mark training, Dyslexia.  (ELSA) The Emotional Literacy Support Assistant (ELSA) project was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. Training	CPD lead Budget planning	ACB		£2000 Allocation towards invoices – PECS, Team Teach, SENCO award.
	Specialist resources	Numicom. Interactive sensor stories. Book bags  RSE curriculum. Sex and relationships  Social and emotional books growing up, using a toilet (Tom and Ellie)  Mental health and wellbeing resource				£1000 Contribution to Literacy books purchased Dec 19
<b>Quality of teaching for all Budget</b>						<b>£47,090</b>
<b>Targeted academic support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; 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>	<b>Cost</b>
Improve speech and communication skills, enabling students to access and respond to the curriculum.	Specialist Teaching Assistant- Speech, Language and Communication	Referred pupils access specific 1:1 support under guidance from SALT programmes. Also specific 1:1 support directed into classroom to enable pupils to access curriculum by supporting their individual need. Approx. 50% of our PP presently access additional S&L through class TA's.	Regular line management. Monitored through LA SALT. Attendance at parent drop ins. Monitor speed of referral Tracker should show ks1, 3, 4 narrowing of gap for communication. Staff training completed	BL/AA	Bi Annual Half termly tracking  Staff in post	£5006  

Improve speech and communication skills, enabling students to access and respond to the curriculum.	PECS and Communication Champion	Member of staff given HLTA role 1 day per week for PECS and communication to; identify pupils across the school who would benefit from enhanced resourcing and then to work with class teachers to ensure quality delivery in class.	Part of our bid for Autism accreditation. Monitored through whole school strategy. DHT to line manage Tracker should show ks1, 3, 4 narrowing of gap for communication. Staff training completed	AA/EE	Quarterly visits from NAS Focus for SIP visit Annual report PD in post until Sept. Transferred to Ewil TLR after September  Autism accreditation achieved.	 £5715
To encourage greater engagement, enjoyment of school and social and emotioal involvement. Develop the sense of belonging	Targeted Music Therapy	Pupil Premium Pupils are prioritised in the referral process. Currently a therapist offers sessions once per week. They work collaboratively with school staff and report on their progress during and at the end of the therapy period (approx. 10 sessions). Therapist attends at professionals meetings.	External provider Line management.	ACB	Each 10 weeks Casualty of Covid. Therapists refused to come into schools after first lockdown, Contract not renewed from Sept. Didn't want virtual music therapy. 'Music Man' now attends 2 days per week working with most groups.	£8075 50% cost of annual cost 19-20
To encourage greater engagement, enjoyment of school and social and emotioal involvement. Develop the sense of belonging	Additional Occupational Therapist	1 day per fortnight, provides programmes and support for the whole school.		AA	6 monthly review Independent OT appointed. Has been in school all the time school has been open. Targeted approx. 6 individuals and some whole group intervention.	£2973
To encourage greater engagement, enjoyment of school and social and emotioal involvement. Develop the sense of belonging	Occupational Therapy Champion	TA appointed for 1 day per week and to provide a daily input as required. Approx. 50% of PP kids have an OT programme.  Provide training for class teachers.	External provider Line management.	AA	Annual review of post Termly progress tracker  Covid Casualty. Staff in post but shielding	£2462
To encourage greater engagement, enjoyment of school and social and emotioal involvement. Develop the sense of belonging	Play Therapist	Training and developing a Play Therapist in school who can undertake 1;1 work and small group work. Provide guidance and training for class staff  Develop into therapy through play	Professional supervision	AA	Termly review Staff in post. Limited due to shielding and staff shortages	£3941

Increasing levels of 'High Need' of new pupils to the school. Profile of school changing to mainly SLD.	Specialist equipment to access curric	Provide touch screens for VI pupils, Specialist seating, I –pads to support pro-loquo2 go, MOVING AND HANDLING HOISTS. Adaptive life skills technologies (talking scales etc technology		AA	Growing area. More and more needed.	£600 laptop for VI £4431 ipads and trolley (50% cost) No cost for specialist seating
<b>Budget - Targeted academic support</b>						<b>£33,203</b>
<b>Wider Strategies</b>						
To encourage greater engagement, enjoyment of school and social and emotioal involvement. Develop the sense of belonging.	Rewards & Learning Behaviour Incentives	<p>Pupils have aspired to succeed and take greater responsibility in terms of management of their own learning behaviours. This has worked to support the school's ethos and particularly the new Behaviour policy and systems – rewarding &amp; celebrating positive behaviours through the new House system.</p> <p>Our tracking indicates that students are influenced by the reward system. Behaviours for learning are improving across the school</p> <p>A similar rewards scheme exists for rewarding good or improved attendance. Attendance continues to hover around 93% which we consider Outstanding.</p>	Weekly good work assemblies Monitoring of house system. Commendation assembly, star pupil. Introduction of DOJO and IRIS. Tracker E-Grades	ACB	<p>Team Awards 8 x bowling or equiv. Attendance rewards termly Reward Trips ½ termly tracker IRIS daily</p> <p>Mostly a casualty of Covid. Class rewards provided and resources for specialist activity.</p> <p>Additional play equipment bought due to difficulty sharing between classes.</p> <p>Attendance remains good considering the difficulties. 92% using x code.</p>	<p>Iris- £913</p> <p>Rewards</p> <p>House Equipment</p> <p>Class Dojo</p> <p>-</p> 
Increased attendance rates for pupils eligible for PP. Pupils maintain enthusiasm for learning	Rewards scheme for rewarding good or improved attendance.			ACB/HR	½ termly Casualty of Covid, However PP attendance 92%	
Students will accelerate their rates of progress; Students will have increased ambition and determination	Development of Gross Motor skills, creativity and imagination through dance performance and Physical Activity	<p>Many of our students struggle to access literacy and communication through the written word.</p> <p>We provide sessions allowing pupils to express their emotions, tell stories and recount stories which they have learned</p>	School tracker showing overall progress	KP,DE	<p>Curriculum is reviewed annually. Tracker ½ termly. Presently 50% of group is PP.</p> <p>Casualty of Covid, did not take place peripatetic staff not appointed.</p>	

Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	Lunchtime / breaktime sports/activity coaches.  Youth Dreams Sports Coaches, Arthur Mellows Jack Hunt and Oundle school Post 16 students.  Provide play equipment	We promote healthy life style choices for our pupils by enabling them to access sporting activities adapted to meet their specific special educational needs. Unsupervised times of the day are difficult for many of our students and they need supporting and teaching to play and develop social and emotional skills.	Students are returning to lessons in a more positive and disciplined way than if they have not taken part. Observation SIP	BT/SB	Termly Lots of additional work here. Additional YDP, and ROAR. No Junior sports; leaders from other schools.  Behaviour incidents reduced, this is probably more to do with the loss of communal time, no whole school breaks or lunches.	£1000  
Students make and retain friendships and develop support networks into adult life.	Summer and Easter holiday clubs + Transport	We provide a Summer School Club for pupils with SEND providing structured time for children time to socialise and play within a safe environment. Key IEP targets are set per pupil. This provides parents & Carers with some valuable respite and helps to address the marked learning lag which occurs over the holiday periods.	Led by a teacher Parent questionnaire	SB	Following each event  Did not take place. However, school was open to Key Workers children May ½ term and Easter. Approx 12 children involved but daily attendance around 5	Staff, Resources, Transport £1386  Easter/summer 2019. Not affected by Covid
Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	After School Club	We provide an After School Club giving the parents & carers some valuable respite and the children time to socialise and play within a safe environment. Encourages positive social interaction. 'Developing self' and language key skills.	Line management UPS responsibility	CJ	Approx. 50% of children attending are PP  Ran until lockdown. Approx 24 children attended at least 1 day per week for a fixed 10 week block.	£6268 Period April to Feb, mar affected by Covid
Students make and retain friendships and develop support networks into adult life.	Extended Experience based curriculum	Supporting Pupil Premium pupils to access educational trips. To develop knowledge, engage and motivate students e.g. West End trips, Class trips, Cadbury World, Space centre & residential class experiences. Horse riding, sailability, swimming, Gym membership Year11 and 14 leavers prom	Curriculum audit	KP	Each subject review. Perf. Man. Tracking SEBD.  Trips ran until lockdown. All residential were cancelled.	£2100 Belchamp Scouts, Alton towers. Black country museum, Warwick etc
Provide support for families through the Pastoral provision so	Welfare Manager (Upgraded post)	On a rolling programme meet with and review all PP pupils and monitor progress. Support pupil, families, and staff as appropriate.	Weekly line management	ACB	Welfare manager in post.	£8000

that parents engage and work in partnership with the school.		Drop in at the Café.				
	Personal care and appropriate clothing	Outdoor clothing and PPE Hygiene products, Period poverty, Replacement clothes				£500 Provision for hygiene products
<b>Budget - Wider Strategies</b>						<b>£20,167</b>
						<b>Total Spent</b>
<b>Presently under budget by £5,745</b>						<b>£100,460</b>
<b>Actual Spend</b> There is an underspend of approx. <b>£5,745</b> This will be carried forward if appropriate to 2020 – 21. Depending on the curriculum we are able to deliver and the pastoral support that is needed this will be reviewed in January 2021. Barriers to progress reassessed and a new plan put into place.						

