

## Pupil Premium Grant (PPG) St Mary's School and College 2019 – 2020

St Mary's School and College - April 2019 to April 2020					
<b>School Roll</b>	<b>61</b>	<b>Pupils eligible for PPG:</b>	<b>16 (26%)</b>	<b>Projected PP Grant</b>	<b>£17,575</b>
<b>Currently</b>	<b>All</b>	<b>Boys</b>	<b>Girls</b>		
<b>Free school meals</b>	12	7	5		<b>£12,375</b>
<b>Adopted</b>	2	1	1		<b>£4,600</b>
<b>Service Child</b>	2	2	0		<b>£600</b>
<b>Total PPG</b>	<b>16</b>	<b>10</b>	<b>6</b>		<b>£17,575</b>
<b>Planned Spend</b>					<b>£17,575</b>
<b>Attendance</b>					
<b>Whole school</b>	89.1%				
<b>PPG</b>	86.4%				

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address underlying inequalities between pupils eligible for Free School Meals, Looked-After and Adopted children and those of Armed Forces Personnel and other pupils, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are accountable for how they have used the additional funding to support pupils and have to report on the impact of the spending.

All pupils at St Mary's School are at risk of low achievement due to their SEND. Many pupils have a number of indicators of being at risk of underachievement, including low-income, low prior attainment, disrupted school history and complex needs. Other factors are Adopted or Looked- After children, Service Children, previous low or non-attendance from school or a history of being excluded from school or educated outside of their normal class or peer group. Whatever the barriers to achievement facing pupils at St Mary's, the school is committed to every child achieving and attaining to their maximum capability.

Areas identified for action and strategies using Pupil Premium funding will be included as priorities in the School Improvement/ Development Plan and any Self-Evaluation documentation.

St Mary's has high expectations for disadvantaged pupils, include their views in planning and taking into account of the views of parents/carers. Implementing interventions to escalate and support progress. Ensuring all monitoring will include judgements on access for disadvantaged

pupils. Maintain tracking sheets for the Pupil Premium Grant to monitor progress throughout the year. Routinely analysing the impact of interventions and support, including the use of assessment data annually. St Mary's will ensure the Pupil Premium Strategy is kept up to date on the school website. There will be an annual internal review.

**Potential use of the Pupil Premium Grant: 2019-2020 to achieve outcomes**

- To include input from parents and pupils where appropriate
- CPD and support to improve quality of teaching and learning
- Pupil progress meetings with teaching staff, Senior Leadership Team and SENCO
- One to one focused intervention and support for Literacy to improve pupil progress and attainment
- Social and emotional development support and reduction of barriers to learning through therapy interventions
- Subscriptions to online learning programmes
- Purchase of resources to support learning
- School clubs and enrichment opportunities
- School trips and learning events
- Residential stays to access social and life skill activities, promoting independence and self-help skills
- Focus upon Teacher and Teaching Assistant training, support and CPD
- Input to improve pupil attendance
- Implementation of a new behaviour management policy
- Input from Child and Family intervention lead

<b>Activity/ Strategy</b>	<b>Ofsted Action plan/SDP Reference</b>	<b>Amount/ Resource</b>	<b>Reason and expected outcome/ impact</b>	<b>Evaluation of strategy, impact and future priority</b>
1.CPD and support / challenge to improve overall quality of teaching and learning	Leadership and Management  Quality of teaching, learning and assessment  Outcomes for pupils	External Consultant support and training to improve teaching and learning in the classroom  Input from a specialist curriculum lead (Maths)	To review teaching assessment system, accredited programmes and curriculum in order to appropriately challenge the least and most-able pupils.  To install a high-quality appraisal process for Teachers and Support staff to raise standards of classroom practice.	Teaching assessment system and curriculum reviewed in collaboration with external consultant and new specialist curriculum lead.  This had led to a new assessment model and process which has been implemented by all staff and shared with pupils and parents.

		<p>Contribution within 50% of allocated Pupil Premium (Teaching and Learning)</p>	<p>To implement a high-quality curriculum that is well planned and effectively delivered to support pupil progress.</p> <p>Expected outcome will be improved attendance, pupil engagement and motivation which will be reflected in increased pupil academic progress and accreditations.</p>	<p>A review of the accredited programmes led to more aspirational course levels being set and met, as evidenced by the actual and predicted outcomes. It also increased the number of accredited programmes, giving more choice and an increase in the number and range of qualifications being achieved.</p> <p>The implementation of the assessment system has led to a more transparent and better understood view of each pupil's performance across the curriculum, leading to more focused target setting and the informed challenge of teachers against progress. The benchmarking against the new assessment system confirmed the need to create pathways to GCSEs, which has resulted in successful mocks in English Language and Mathematics, leading to predicted passes in these qualifications.</p> <p>New Curriculum and timetable have been implemented to reflect national curriculum requirements.</p> <p>Subject leads accessing relevant CPD to support roles.</p>
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				<p>MAPPM - Pupil progress meetings with a multi- agency approach to evaluate academic progress and personal development to identify off target pupils. Focus upon both academic progress and personal development.</p> <p>A full schedule of Learning Walks/ book scrutiny and lesson observations has been completed.</p>
<p>2.Improve attendance, particularly those identified as having low attendance that is of a concern</p>	<p>Leadership and Management</p> <p>Outcomes for pupils</p>	<p>Focus upon attendance monitoring to enable identification of low attendance and intervention to improve attendance</p> <p>Contribution within 50% of allocated Pupil Premium. (Teaching and Learning)</p>	<p>New attendance policy implemented to ensure there is a strong and clear message regarding the importance of attendance to learning progress and to promoting safeguarding.</p> <p>Identification of poor attendance and interventions put in place to support improved attendance over time.</p> <p>Expected impact/ outcome is for attendance to be above that of SEND schools nationally and close to that of mainstream secondary schools.</p>	<p>The new attendance policy has been successfully implemented with pupils', staff and parents being made aware of the importance of good attendance and of following the school attendance procedures. This is communicated through the school's weekly newsletter to parents/ carers and 3 x yearly attendance monitoring letters to parents/ carers.</p> <p>Weekly data on attendance is communicated to the Senior Leadership Team and monitored closely. Concerns are immediately addressed, and interventions put in place.</p> <p>Poor attendance is identified, and plans are actioned to remedy this (see section above)</p> <p>Safeguarding and attendance is of the highest priority for the school</p>

				<p>and so registers are monitored every morning and afternoon to ensure there are no anomalies or pupil concerns. Class tutors are aware of the process for immediately reporting concerns. Concerns are immediately followed up.</p> <p>The School Safeguarding team meet on a weekly basis where attendance monitoring is a priority and any safeguarding concerns related to this are addressed.</p> <p>The attendance to date stands at 89.9%. The national figure for special schools is 89.8%. This is positive however improves further when the data from the 4 lowest attending pupils is removed. The total figure increases to 94.3%. This is significant because the level of scrutiny afforded to monitoring attendance has been high and all absence is understood and accounted for. The increase in attendance is also reflected in high levels of engagement (no exclusions, low level of sanctions, pupil's motivation in achieving rewards). Some parents report more awareness of the importance of regular attendance.</p>
3.Ensure behaviour management is effective and that	Leadership and Management	Resources, rewards, and training to support	New behaviour policy from September 2019 supporting a whole school and consistent	The new behaviour policy has been successfully implemented into the school as a whole and it

<p>engagement is high, and Exclusions are minimal as a result</p>	<p>Outcomes for pupils</p>	<p>a new behaviour policy</p> <p>Contribution within 50% of allocated Pupil Premium. (Teaching and Learning)</p>	<p>approach to behaviour management.</p> <p>The expected outcome/ impact will be improved behaviour leading to improved learning opportunities and overall pupil outcomes. Engagement in lessons will increase leading to greater academic progress and successful accredited learning.</p>	<p>has been embedded into classrooms and learning.</p> <p>There is now a clear impact on the reward and sanctions process that has been applied across all settings of the school.</p> <p>Pupils are demonstrating an exceptionally good understanding of behaviour expectations and the rewards and sanctions system that supports these.</p> <p>There has been clear communication to pupils, staff and parents/ carers resulting in an understanding of the rewards and sanctions system. This in turn has enabled pupils to monitor and adjust their behaviour to take this into account. Parents have engaged fully in this process and have supported all aspects of the system. Allowing for collaborative working between school and home. This has impacted on much clearer expectations in the learning environment.</p> <p>Pupils regularly discuss the system with staff and are very aware of how this influences their behaviour and performance.</p> <p>Rewards and sanctions are very much part of classroom management strategies. Pupils</p>
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				<p>monitor their rewards and their achievements are celebrated in assembly each week. This has improved behaviour in the classroom and pupils respond to daily reward targets.</p> <p>The reward system has become valued by all pupils. They have an opportunity on a weekly basis to check their progress and can choose to save or spend credits. This has enabled pupils to make the right choices regards their behaviour. Pupils receive their prizes in assembly.</p> <p>Exclusions remain at 0%. This will remain a priority area for 2020/2021.</p> <p>The termly MAPPM meetings have enabled a review of sanctions and rewards for each pupil and progress has been evaluated to identify achievement as well as areas of difficulty. This has enabled staff to plan for appropriate intervention. There has been more frequent monitoring of progress. This format has led to the introduction and monitoring of interventions in a more structured way so that review and impact can be identified regularly.</p>
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<p>4. To target any low attending pupils and support them at home and at school.</p> <p>Daily input from the Child and Family intervention lead</p>	<p>Leadership and Management</p> <p>Quality of teaching, learning and assessment</p> <p>Outcomes for pupils</p>	<p>Specialist input inside and outside the classroom by a specially trained and experienced member of staff.</p> <p>Contribution within 50% of allocated Pupil Premium. (Teaching and Learning)</p>	<p>To support the school in implementing strategies regarding pupils experiencing difficulties with school attendance.</p> <p>To work with parents and outside agencies to reengage pupils and put in place measures to support attendance.</p> <p>To support the behaviour policy in the classroom and the school to ensure learning is optimised and pupils are fully engaged in their learning.</p>	<p>Attendance has been monitored on a weekly basis by the SLT team with immediate and ongoing identification of those pupils struggling with their attendance (below 85%). Interventions have been put in place to support increased attendance for these pupils.</p> <p>Pupils, through a variety of reasons, with poor attendance have been supported to reengage with the school and classroom through a variety of approaches including attendance and behaviour review meetings.</p> <p>Even where attendance for some pupils remains low (for medical or health reasons), engagement with parents and carers has been regular and structured so that communication between home and school is improved even in sometimes challenging circumstances.</p> <p>The Child and Family intervention lead has worked closely with school staff and parents/ carers daily to address pupil concerns, difficulties and barriers to learning which have impacted upon attendance. They have attended lessons, completed observations,</p>
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				<p>and put strategies and plans in place to support areas of difficulty. This has enabled pupils to maintain or increase their attendance.</p> <p>This has been monitored and actioned on a daily and weekly basis. Resulting in continual review of pupil Emotional and Behaviour Support Plans.</p> <p>Through Multi Agency Pupil Progress Meetings each term – a multi- agency approach has been possible to evaluate progress and identify off target pupils. There is a focus upon both academic progress and personal development.</p>
5. Accelerated Reader (Renaissance)	<p>Review of Pupil Premium by Governing body</p> <p>Leadership and Management</p> <p>Quality of teaching, learning and assessment</p> <p>Outcomes for pupils</p>	Contribution within 50% of allocated Pupil Premium. (Teaching and Learning)	<p>To raise literacy achievement and support reading skills through:</p> <p>Making essential reading practice more effective for every pupil. Personalizing reading practice to each pupil's current level. Managing all reading activities including read to, read with, and reading independently.</p> <p>Pupils respond to regular feedback and are motivated to make progress with their reading</p>	<p>Accelerated Reader is used to measure the reading progress of all pupils.</p> <p>Pupils are assessed in reading against the NC statements and this is compared to the Accelerated Reader test results. This has led to more rigour being applied the teaching of reading. This is supported by regular reading built into the school day, to enhance the work done in dedicated English lessons. A further impact has been to identified where support is</p>

			<p>skills. A complete reading practice and assessment intervention.</p>	<p>required for teachers and pupils and the use of Speech and Language specialists to challenge and improve the process.</p> <p>This further supports the school emphasis on daily reading practice during afternoon Tutor Time. This is for at least 15 minutes. Staff listen to pupils read and complete a reading record. Pupils choose books appropriate to their reading ability as indicated by assessment through Accelerated Reader.</p> <p>Pupils complete an online assessment with Accelerated Reader 3 times a year to monitor reading progress. This helps inform progress data collection and supports target setting.</p> <p>Accelerated reader is increasingly used to develop reading and comprehension skills and set personalised targets for pupils.</p> <p>Pupils also take reading books home. This has led to increased parent engagement with reading.</p> <p>Pupils continue to benefit from subscription websites to support learning, including homework / learning outside of school and this resource has a positive impact on pupil progress</p>
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				The Strategic use of subscription websites will continue and will continue to be a priority. These will be carefully selected.
6.Mathletics (3P learning)	<p>Review of Pupil Premium by Governing body</p> <p>Leadership and Management</p> <p>Quality of teaching, learning and assessment</p> <p>Outcomes for pupils</p>	<p>Contribution within 50% of allocated Pupil Premium. (Teaching and Learning)</p>	<p>To improve levels of numeracy attainment and progress.</p> <p>To improve the pupil's skills, knowledge and ability in maths, especially in numerical skills and speed.</p> <p>To increase levels of pupil engagement, confidence and motivation in maths with an approach that develops the core skills of mathematical fluency, problem solving and reasoning.</p>	<p>Mathletics has been embedded into the curriculum and has been used to support learning in maths. It has helped to measure the progress of pupils and has become part of teacher planning.</p> <p>Pupils have become familiar with and independent users of Mathletics, which is now used to test pupils and triangulate against the data from the new assessment system. This has led to more reliable data and better targets. Observations of lessons has shown Pupils taking more ownership of progress in maths, and this is most evident when using Mathletics. Analysis of the data for terms 1-4 shows that all bar one, pupils were on track to achieve their targets for Maths (this excludes those with long term absence). KS4 pupils have been able to access the Functional Skills qualification in ICT and this has been supported by their improved confidence using the computer during Mathletics lessons.</p>

				<p>Pupils are now very engaged and highly motivated by the resource. They have been able to measure their own progress across a wide amount of numeracy activities.</p> <p>Pupils really enjoy the ICT aspect, and this further supports their skills and confidence in this area. They have received certificates in assembly tracking their progress and motivation continues to improve.</p> <p>Many pupils are also able to access this at home to further develop their numeracy skills.</p> <p>Pupils will continue to benefit from this subscription website to support their learning, including homework / learning outside of school and the resource has had a positive impact on pupil progress.</p>
7.Braille/ Visually impaired Book Subscription (Clear Vision)	<p>Quality of teaching, learning and assessment</p> <p>Outcomes for pupils</p>	<p>Contribution within 25% of allocated Pupil Premium. (Individual Bespoke)</p>	<p>To provide a selection of appropriately levelled Braille / visually impaired books at a suitable level for the learner in order to be able to practice braille reading skills.</p>	<p>The learner has made progress in their reading and the choice of books has been helpful in maintaining their motivation and confidence.</p> <p>It has allowed the learner to have access to a wide selection of reading material similar to their peers.</p>

<p>8. 2 x Special Interest Books</p>	<p>Quality of teaching, learning and assessment</p> <p>Outcomes for pupils</p>	<p>Contribution within 25% of allocated Pupil Premium. (Individual Bespoke)</p>	<p>To engage the pupil's reading motivation and interest by introducing reading material of personal interest.</p>	<p>These have been used to attempt to motivate a reluctant reader and to increase their interest levels.</p> <p>There has been daily monitoring of their reading engagement in Tutor Time and regular review of their personal reading record.</p> <p>There has been close review of their reading progress data and this will be ongoing.</p>
<p>9. Wave Music Therapy</p>	<p>Review of Pupil Premium by Governing body</p> <p>Leadership and Management</p> <p>Outcomes for pupils</p> <p>SMSC development</p> <p>Personal development, safety and welfare</p>	<p>48 sessions to date</p> <p>Contribution within 25% of allocated Pupil Premium. (Individual Bespoke)</p>	<ul style="list-style-type: none"> <li>• To reduce stress and anxiety</li> <li>• To facilitate communication</li> <li>• To build relationships and develop interactions</li> <li>• To enable the pupil to experience and process difficult feelings non-verbally</li> <li>• To provide a space where the pupil can be freely creative</li> <li>• To increase awareness of self and others</li> <li>• To practise social skills</li> <li>• To provide an opportunity to build confidence and a sense of agency</li> <li>• To enhance motor skills, fine and gross</li> <li>• To encourage vocalising and verbal skills</li> </ul>	<p>Therapist, staff and parents have all given positive feedback:</p> <p>The therapist has set ongoing goals. These are continually reviewed following intervention. They focus on the social, emotional and mental health impact on each pupil.</p> <p>Pupils achieved their Music Therapy goals including regular attendance, consistent engagement, development of trusting working relationship with therapist, expression and exploration of thoughts and feelings through the medium of music.</p> <p>The pupil and parent voice are included. Sessions can be recorded and the therapist</p>

			<ul style="list-style-type: none"> <li>• To develop skills such as turn taking</li> <li>• To explore challenging behaviour</li> <li>• To support aspects of stages of development, including non-verbal interaction, play and language.</li> </ul> <p>Music therapy provides a safe and cathartic space for the release of feelings.</p> <p>The long term impact will be a sense of belonging, improved or consolidated self-identity, a means for self-expression and increased positive mood (or alleviated low mood). An experience of a consistent, healthy, positive, creative relationship where it has been possible to communicate effectively and process feelings in a contained environment which it is hoped leads to overall better quality of life.</p>	<p>evaluates the work. The therapist has aimed to see global improvement through engagement with the therapy and look for improvement. Sessions are reviewed and measure improvements in social, emotional, learning, physical and communication goals.</p> <p>Reports have been provided for Annual reviews and updated EHCP Outcomes.</p> <p>There has been meaningful input into personal development progress information for termly Multi Agency Pupil Progress Meetings.</p>
10. Overnight stays	<p>Review of Pupil Premium by Governing body</p> <p>Leadership and Management</p> <p>Outcomes for pupils</p> <p>SMSC development</p>	<p>10 overnights</p> <p>Contribution within 25% of allocated Pupil Premium. (Enrichment)</p>	<p>Staying overnight allows access to an individual programme of learning within the framework of a structured routine which runs throughout the waking day and is therefore consistent across all departments.</p>	<p>The overnight stays have helped to increase pupil's overall independence, in a range of skills that will be required when they move into Adulthood. This has enabled support in the development of the following identified areas:</p>

	<p>Personal development, safety and welfare</p>		<p>By staying overnight, the pupil is able to further develop through the waking curriculum which will address and support the development of potential in the following identified areas:</p> <ul style="list-style-type: none"> <li>• Social and Communication skills</li> <li>• Independent living skills</li> <li>• Social, emotional and behavioural skills</li> <li>• Academic, creative and physical activities</li> </ul> <p>Staying overnight at the residential living area at St Mary's School rather than an alternative community venue means the pupil is already familiar with many of the staff, environments, peers and routines which is an important aspect of helping them to be able to embrace this opportunity whilst managing difficulties.</p>	<ul style="list-style-type: none"> <li>• Social and Communication skills.</li> <li>• Independent living skills.</li> <li>• Social, emotional and behavioural skills.</li> <li>• Academic, creative and physical activities.</li> </ul> <p>The pupils also have had the opportunity to participate in a range of offsite activities to help increase their confidence and build on their social skills within the local community these include running club, horse riding, karate, judo and visiting local shops.</p> <p>In the residential areas living skills progress charts are completed that are used to monitor and track the pupils overall progress in a range of independent skills these include, personal care, diet, social skills, independent living, staying safe and behaviour. These areas all link into the pupil's annual review care report and their EHCP.</p> <p>These are evaluated Termly and the progress is fed back through the termly review system and annual reviews. Living skills targets are updated once a pupil has achieved them, they are recorded on a weekly basis and are supported by the pupil's keyworker.</p>
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