

## Pupil Premium Strategy – SEN schools

1. Summary information					
School	Ravenshall School			Type of SEN (eg.PMLD/SLD/MLD etc.)	Complex Needs
Academic Year	2023/2024	Total PP budget	£57,670 (additional funding to follow)	Date of most recent PP Review	July 2018
Total number of pupils	210	Number of pupils eligible for PP	86	Date for next internal review of this strategy	July 24

2. Current attainment as at September 2023				
	September 2022 Pupils eligible for PP (your school)	September 2022 Pupils not eligible for PP	September 2023 Pupils eligible for PP (your school)	September 2023 Pupils not eligible for PP
% achieving targets in speaking and listening	72%	72%	71%	72%
% achieving targets in reading	83%	78%	75%	73%
% achieving targets in writing	68%	74%	71%	70%
% achieving targets in number	63%	61%	62%	65%
% achieving targets in geometry and measure	67%	46%	58%	56%
% achieving targets in statistics	64%	59%	51%	51%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	A significant number of pupils have communication, interaction and language difficulties (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' special educational needs.
B.	Literacy (reading and writing) skills are significantly lower for a high number of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' special educational needs.
C.	Numeracy skills are significantly lower for a high number of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' special educational needs.

External barriers	
<b>D.</b>	Mental wellbeing, many pupils have been impacted emotionally by the pandemic and some also require high levels of ongoing emotional support in order to access their learning and enjoy a positive school experience.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Further improve communication, interaction and language skills of pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium throughout school will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the academic year so that almost all pupils eligible for pupil premium make expected or above expected progress in literacy (speaking and listening).
<b>B.</b>	Further improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium throughout school will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the academic year so that almost all pupils eligible for pupil premium make expected or above expected progress in literacy (reading and writing).
<b>C.</b>	Further improve numeracy skills of pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium throughout school will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the academic year so that almost all pupils eligible for pupil premium make expected or above expected progress in numeracy.
<b>D.</b>	Further improve the school's mental and emotional wellbeing support network for pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium throughout school have access to a varied programme of mental and emotional wellbeing support. This will be measured through monitoring of impact of interventions and consequently pupil attendance and engagement in learning.

5. Planned expenditure					
Academic year	2022-23				
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 & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve communication, interaction and language skills of pupils eligible for Pupil Premium.  B. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.  C. Improve numeracy skills of pupils eligible for Pupil Premium.	Weekly teacher and key stage meetings to share best practice.  Introduction of lead teacher for communication role to ensure continued and improved effectiveness of communication outcomes (TLR)  Literacy and numeracy teachers to meet termly to moderate pupil work samples.  All teachers and support staff are provided with access to a comprehensive programme of training and development with teachers having additional practice development time on their weekly timetable. Use of additional teacher to provide timetable capacity.  Continuation of assistant headteacher role with responsibility for quality of teaching learning	We want all pupils to access teaching and learning opportunities at all levels regardless of their needs. The Education Endowment Foundation (EFF) Teaching and Learning Toolkit suggests that ensuring teachers and support staff have access to regular, ongoing, high quality training and development opportunities is an effective way to improve attainment. This is a suitable approach that we can embed across the school.	Use of INSET days, after school and morning sessions to deliver training with the creation of a comprehensive programme of training and development and share dates and times at the start of each term.  Deliver a comprehensively planned in house 'Teacher Development Programme' providing appropriate levels of support for teachers based on individual developmental stage.  Clear focus of teacher development time based on identified areas for development from MQTL rounds	GO ATO BHO SCO	July 2024  £42,000

	<p>Triangulated monitoring to ascertain impact such as learning walks, progress data and book looks.</p> <p>Literacy and numeracy leaders to meet termly with colleagues from other special schools to share best practice and moderate pupil work samples.</p>				
Total budgeted cost					£42,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improve communication, interaction and language skills of pupils eligible for Pupil Premium.</p> <p>B. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.</p> <p>C. Improve numeracy skills of pupils eligible for Pupil Premium.</p>	<p>Use of additional teacher for Key Stage 3 to enable an extra class and therefore create smaller groups.</p> <p>Employ 2 additional ETAs to allow timetable capacity for interventions in</p>	<p>The use of smaller groups with appropriately qualified staff has shown to be effective within our school in previous years and as discussed in reliable evidence sources such as the EEF Teaching and Learning Toolkit.</p>	<p>Organise timetable to ensure that teaching staff delivering provision have sufficient preparation and delivery time.</p> <p>Pupil progress is closely monitored through lesson observations, learning walks and the tracking of pupil progress data.</p>	GO	<p>July 2024</p> <p>£42,000</p> <p>£44,520</p>

<p>A. Improve communication, interaction and language skills of pupils eligible for Pupil Premium.</p> <p>B. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.</p> <p>C. Improve numeracy skills of pupils eligible for Pupil Premium.</p>	<p>Use of one additional ETA within Key Stages 1 and 2 to deliver weekly one to one and small group sessions in English and Maths, in addition to standard lessons</p> <p>Use of one additional ETA within Key Stages 3 and 4 to deliver weekly one to one and small group sessions in English and Maths, in addition to standard lessons</p> <p>Continuation of lead English and Maths teaching assistant role to ensure improved effectiveness of targeted interventions and in class support.</p> <p>Purchase phonics tracker for</p>	<p>The use of one to one and small group interventions with appropriately qualified staff has shown to be effective within our school in previous years and as discussed in reliable evidence sources such as the EFF Teaching and Learning Toolkit.</p> <p>The use of literacy interventions including Read, Write Inc, Project X has been successful in previous years and has helped support Pupil Premium pupils in making expected or above expected progress.</p> <p>The use of numeracy interventions including Numicon been successful in previous years and has helped support Pupil Premium pupils in making expected or above expected progress.</p> <p>The use of speech and language interventions with guidance from SALT has been successful in previous years and has helped support Pupil Premium pupils in making expected or above expected progress.</p>	<p>Organise timetable so staff delivering interventions have sufficient planning and preparation time for interventions.</p> <p>Literacy and numeracy leads to provide training and development sessions for staff delivering interventions.</p> <p>Pupil progress is closely monitored through lesson observations, learning walks and the tracking of pupil progress data.</p>	<p>GO</p> <p>CM</p> <p>JK</p> <p>SCo</p> <p>ABE</p> <p>CTU</p> <p>RTU</p>	<p>July 2024</p> <p>£42,000</p> <p>£44,520</p>
<b>Total budgeted cost</b>					<b>£86,520</b>

iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Further improve the school's mental and emotional wellbeing support network for pupils eligible for Pupil Premium.	<p>Use of one additional ETA in Key Stages 1 and 2 to allow capacity for trained ELSA practitioner to provide appropriate interventions and to support with early interventions through the trailblazer programme.</p> <p>Use of one additional ETA within Key Stages 3 and 4 to allow capacity for trained ELSA and Draw and Talk practitioner to provide appropriate interventions and to support with early interventions through the trailblazer programme.</p> <p>Use of 1 additional teacher to allow capacity for alternative curriculum provision for pupils having difficulties engaging with the schools regular curriculum</p> <p>Introduction of Thrive Time on the school timetable to allow pupils to take part in daily emotional regulation activities</p>	<p>Various studies found ELSA to have a significant positive impact on children and young people. ELSA is a bespoke programme which aims to improve the emotional literacy skills of children and young people through target led sessions with a trained member of staff.</p> <p>Recent research from the DfE and Public Health England reports that;</p> <p><i>"Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing. This can help with their learning."</i></p>	<p>Training for identified staff</p> <p>Establish clear referral system for ELSA support with clear and robust impact monitoring and planned exit strategy for each pupil</p> <p>Regular supervision meetings with ELSA practitioners</p> <p>Regular Trailblazer meetings with MHS team</p> <p>Monitor effectiveness and Impact of Thrive Time</p> <p>Monitor effectiveness and impact of Draw and Talk interventions</p>	LLE KTU CBL KLH JTU	<p>July 2024</p> <p>(Cost included in previous section)</p>
Total budgeted cost					£86,520

6. Review of expenditure				
Previous Academic Year		2022-2023		
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
A. Improve communication, interaction and language skills of pupils eligible for Pupil Premium.  B. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.  C. Improve numeracy skills of pupils eligible for Pupil Premium	Weekly teacher and key stage meetings to share best practice.  Introduction of lead teacher for communication role to ensure continued and improved effectiveness of communication outcomes  Literacy and numeracy teachers to meet termly to moderate pupil work samples.  All teachers and support staff are provided with access to a comprehensive programme of training and development with teachers having additional practice development time on their weekly timetable  Introduction of assistant headteacher role with responsibility for quality of teaching learning  Triangulated monitoring to ascertain impact such as learning walks, progress data and book looks.  Literacy and numeracy leaders to meet termly with colleagues from other special schools to share best	High: Percentages of PP pupils achieving progress targets in speaking and listening continue to be in line with NPP  Percentages of PP pupils achieving communication and interaction targets are higher than NPP  Percentages of PP pupils achieving progress targets in reading continue to be in line with NPP  Percentages of PP pupils achieving progress targets in number continue to be in line with NPP  Success criteria: met	In future we will conduct a needs analysis exercise in order to plan a bespoke package for teacher practice development time in order to secure better impact.  Yes this strategy has proved successful and will continue.	£42,000  £44,520



	practice and moderate pupil work samples.			
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ii. Targeted support				
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
A. Improve communication, interaction and language skills of pupils eligible for Pupil Premium.	Use of additional teacher for Key Stage 3 to enable an extra class and therefore create smaller groups.	High: Percentages of PP pupils achieving progress targets in speaking and listening continue to be in line with NPP	Yes	£42,000
	Use of one additional ETA within Key Stages 1 and 2 to deliver weekly one to one and small group sessions in English and Maths, in addition to standard lessons	Percentages of PP pupils achieving communication and interaction targets are higher than NPP		£44,520
	Use of one additional ETA within Key Stages 3 and 4 to deliver weekly one to one and small group sessions in English and Maths, in addition to standard lessons	Percentages of PP pupils achieving progress targets in reading continue to be in line with NPP		
	Introduction of lead English and Maths teaching assistant role to ensure improved effectiveness of targeted interventions and in class support	Percentages of PP pupils achieving progress targets in number continue to be in line with NPP		

<p>B. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.</p>	<p>Use of additional teacher for Key Stage 3 to enable an extra class and therefore create smaller groups.</p> <p>Use of one additional ETA within Key Stages 1 and 2 to deliver weekly one to one and small group sessions in English and Maths, in addition to standard lessons</p> <p>Use of one additional ETA within Key Stages 3 and 4 to deliver weekly one to one and small group sessions in English and Maths, in addition to standard lessons</p> <p>Introduction of lead English and Maths teaching assistant role to ensure improved effectiveness of targeted interventions and in class support</p>	<p>Success criteria: met</p>		
<p>C. Improve numeracy skills of pupils eligible for Pupil Premium.</p>	<p>Use of additional teacher for Key Stage 3 to enable an extra class and therefore create smaller groups.</p> <p>Use of one additional ETA within Key Stages 1 and 2 to deliver weekly one to one and small group sessions in English and Maths, in addition to standard lessons</p> <p>Use of one additional ETA within Key Stages 3 and 4 to deliver weekly one to one and small group sessions in English and Maths, in addition to standard lessons</p> <p>Introduction of lead English and Maths teaching assistant role to ensure improved effectiveness of targeted interventions and in class</p>			

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iii. Other approaches (including links to personal, social and emotional wellbeing)				
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
D. Further improve the school's mental and emotional wellbeing support network for pupils eligible for Pupil Premium.	<p>Use of one additional ETA in Key Stages 1 and 2 to allow capacity for trained ELSA practitioner to provide appropriate interventions and to support with early interventions through the trailblazer programme.</p> <p>Use of one additional ETA within Key Stages 3 and 4 to allow capacity for trained ELSA practitioner to provide appropriate interventions and to support with early interventions through the trailblazer programme.</p>	<p>High: Percentages of PP pupils achieving SEMH targets has risen to be in line with NPP pupils</p> <p>Success criteria: met</p>	Yes the approach will continue and an alternative curriculum provision will be developed to support pupils not successfully engaging in the formal curriculum	£44,520

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.