

## Pupil Premium Strategy – SEN schools

1. Summary information					
School	Ravenshall School			Type of SEN (eg.PMLD/SLD/MLD etc.)	Complex Needs
Academic Year	2021/2022	Total PP budget	£62259 (additional funding to follow)	Date of most recent PP Review	July 2018
Total number of pupils	198	Number of pupils eligible for PP	86	Date for next internal review of this strategy	July 22

2. Current attainment as at September 2021				
	<i>September 2020 Pupils eligible for PP (your school)</i>	<i>September 2020 Pupils not eligible for PP</i>	<i>September 2021 Pupils eligible for PP (your school)</i>	<i>September 2021 Pupils not eligible for PP</i>
% achieving targets in speaking and listening	74%	79%	77%	88%
% achieving targets in reading	80%	75%	77%	90%
% achieving targets in writing	74%	69%	74%	82%
% achieving targets in number	83%	67%	79%	80%
% achieving targets in geometry and measure	70%	68%	72%	76%
% achieving targets in statistics	77%	69%	68%	74%

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	2021-22				
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.  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.  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 practice and moderate pupil work samples.	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.	GO JK SCo CM ABE	July 2022
Total budgeted cost					Main School Budget

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>	Use of additional teacher for Key Stage 3 to enable an extra class and therefore create smaller groups.	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 EFF Teaching and Learning Toolkit.	<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 2022</p> <p>£41,413</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>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 CM JK SCo ABE CTU RTU</p>	<p>July 2022</p> <p>£44,520</p>
<b>Total budgeted cost</b>					<b>£85,933</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 practitioner to provide appropriate interventions and to support with early interventions through the trailblazer programme.</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>	LLE KTU CBL KLH	<p>July 2022</p> <p>(Cost included in previous section)</p>
<b>Total budgeted cost</b>					<b>£85933</b>

6. Review of expenditure				
Previous Academic Year		2020-2021		
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
Enhanced curriculum input to support pupils with communication and language difficulties.	<ul style="list-style-type: none"><li>Retention of an additional teacher for Key Stage 3 to enable provision of an additional class and therefore smaller groups.</li><li>Recruitment of additional ETA to facilitate the delivery of targeted interventions in Key Stages 3 &amp; 4.</li></ul>	<p>High: Pupil premium and non-pupil premium learners have made expected or above expected achievement in speaking and listening against IPERF data.</p> <p>Feedback from teachers and support staff indicates that the ratio of staff to pupils has allowed them to have greater input in developing communication and language skills.</p> <p>Success criteria: met</p>	<p>The introduction of communication and social interaction sessions as the last lesson of the day has supported this strategy.</p> <p>The introduction of specific speech and language interventions with support from school SALT has also supported this strategy.</p> <p>Yes this strategy has proved successful and will continue.</p>	<p>£38,266</p> <p>£21,230</p>

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
Improved literacy progress	<ul style="list-style-type: none"> <li>Retain the additional staff to work with pupils in Key Stages 1 and 2 to ensure regular interventions under the direction of the class teacher. Interventions to be delivered by ETA.</li> <li>Retain additional ETA to facilitate the delivery of targeted interventions in Key Stages 3 &amp; 4.</li> </ul>	<p>High: Pupil premium and non-pupil premium learners have made expected or above expected achievement in literacy including reading and writing against IPERF data.</p> <p>Feedback from teachers indicates that regular interventions support learning within the classroom and contribute to progress. Project X has proved very popular with pupils.</p> <p>Success criteria: met</p>	<p>Short regular literacy interventions over a set period of time result in optimum impact. Teachers and support staff monitoring progress together ensures that interventions are beneficial.</p> <p>Project X to be expanded and additional staff trained so more pupils can access it and more interventions can be delivered.</p> <p>The timetable to be well considered when taking pupils out of other lessons to do interventions.</p> <p>Yes this strategy has proved successful and will continue next year.</p>	£21,230
Improved numeracy progress	<ul style="list-style-type: none"> <li>Retain the additional staff to work with pupils in Key Stages 1 and 2 to ensure regular interventions under the direction of the class teacher. Interventions to be delivered by ETA.</li> <li>Retain additional ETA to facilitate the delivery of targeted interventions in Key Stages 3 &amp; 4.</li> </ul>	<p>High: Pupil premium and non-pupil premium learners have made expected or above expected achievement in numeracy including number, geometry and measure and statistics against IPERF data.</p> <p>Feedback from teachers indicates that regular interventions support learning within the classroom and contribute to progress.</p> <p>Success criteria: met.</p>	<p>Short regular literacy interventions over a set period of time result in optimum impact. Teachers and support staff monitoring progress together ensures that interventions are beneficial.</p> <p>The timetable to be well considered when taking pupils out of other lessons to do interventions.</p> <p>Yes this strategy has proved successful and will continue next year.</p>	£21,230



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
Provide experiences that go beyond the learning experiences of everyday school life.	<ul style="list-style-type: none"> <li>Provision of lunchtime and after school clubs across all Key Stages.</li> <li>Residential Activities with a five day event in the Lake District and three day event at Bradley Wood.</li> <li>Donkey Therapy</li> <li>Keyboard and recorder lessons</li> <li>Duke of Edinburgh Award scheme</li> <li>Subsidy of educational visits across all Key Stages.</li> <li>Lunchtime sports activities provided by specialist provider.</li> <li>Additional in house extra-curricular school activities including drama productions and party in the park.</li> </ul>	<p>High: Pupil premium and non-pupil premium learners have had the opportunity to improve their personal development through a variety of cultural, leisure and social activities.</p> <p>The introduction of lunchtime clubs has helped support a reduction in instances of challenging or socially unacceptable behaviours with pupils engaging in the activities provided.</p> <p>Success criteria: met.</p>	<p>The more lunchtime clubs that are on offer the better behaviour is in and around school and unacceptable behaviours are reduced.</p> <p>Residential's are popular with pupils, they develop life skills and provide a number of experiences that go beyond the learning experiences of everyday school life.</p> <p>Teaching staff and support staff have noted that pupils benefit from interaction with others when out and about in different social environments.</p> <p>Yes, these strategies have proved successful and will continue.</p>	£29,651

## 7. Additional detail

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