

Template for statement of pupil premium strategy – SEN schools

✓ Summary information					
School	Pear Tree School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/PMLD/ Complex needs
Academic Year	2020-2021	Total PP budget	Provisional allocation: £49,920	Date of most recent PP Review	Summer 2020
Total number of pupils	98	Number of pupils eligible for PP	34	Date for next internal review of this strategy	Spring 2021

✓ Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving at least 1 step progress across the curriculum	99%	97%
% achieving at least 2 steps progress across the curriculum	65%	69%
% of Annual Review targets achieved	88%	88%

✓ Barriers to future attainment (for pupils eligible for PP)	
Please also refer to our document “Closing the gap for our pupils and young people”.	
In-school barriers	
A.	The needs of our pupils are constantly changing; school needs to continue to regularly evaluate and reflect upon appropriateness and effectiveness of provision for each individual pupil to ensure all educational, health and care needs are met. All pupils need a personalised approach to ensure each child is supported to make the very best progress possible. A carefully designed curriculum and timetable needs to be implemented to ensure the right mix of intensive interventions at a 1:1/2:1 level, small group work and whole class work.
B.	Each child’s learning profile is unique and therefore whole school interventions are not always the most effective use of premium funding.
C.	Physical disabilities/ complex medical needs and possible deterioration in physical skills and/or health.
D.	All children have very low starting points on entry to school across the curriculum. The attainment gap between them and their mainstream peers can not be closed. Our pupils are capable of achieving outstanding progress relative to their starting points providing the curriculum is tailored to meet each individual need.
External barriers	
A	Pupil’s health

	Parental engagement Identifying appropriate pathways for pupils when they leave school. Access to an appropriate level of health provision e.g. physio/OT to meet the increasingly complex needs of pupils Mental health and wellbeing COVID19 and periods of remote learning Pupils unable to attend school during COVID19 due to risk assessments around medical procedures.
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✓ Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils will achieve at least 85% of annual review targets each year.	Targets reviewed at every annual review meeting and reported to parents.
B.	Pupils will achieve predicted end of key stage targets.	End of Key Stage data reveals no gaps between groups of learners.
C.	The curriculum will be tailored to meet the very specific and individual needs of each pupil, enabling all pupils to achieve predicted targets and to progress into adulthood with confidence and the necessary skills to be successful beyond school.	Behaviour for learning is outstanding and serious incidents are reduced. Attendance for all groups of pupils is high. End of Key Stage data reveals no gaps between groups of learners. Positive pathways are identified for all school leavers and students and families are fully supported in the transition to adulthood.
D.		

✓ **Planned expenditure**

Academic year

2020-2021

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?
<p>To raise standards and aspirations by developing robust, effective and meaningful planning for pathways into adulthood for all students.</p>	<p>See school improvement plan for detailed breakdown of actions. TLR appointed to lead on further improving planning for adulthood and transition planning.</p>	<p>School have identified that our transition planning and pathways into adulthood could be further improved so that student voice is better captured. Pathways planning needs to be better co-ordinated from year 9 so that parents/carers are made aware of best interests and mental capacity at an earlier age so that students can be supported to make their own well informed choices.</p>	<ul style="list-style-type: none"> • Regular meetings between lead teacher and senior leadership team • Annual reviews • School improvement plan review • Feedback to governors • Feedback from parents. 	<p>Tom Simpkins</p>	<p>Termly</p>
<p>To enhance and improve pupil cultural capital by providing a breadth and wealth of experiences to widen the world around them.</p>	<p>See school improvement plan for detailed breakdown of actions. Whole school vision of cultural capital at Pear Tree for each type of learner. Review of curriculum to enhance and extend opportunities.</p>	<p>Research has shown that a greater cultural capital is key to improving outcomes for children. Some children are limited therefore school needs to identify gaps in cultural capital and provide opportunities to grow all children's cultural capital.</p>	<ul style="list-style-type: none"> • Whole school approach • Subject leaders to take leading role for their subject across the key stages. • Curriculum moderation • Pupil progress/evidence for learning 	<p>Rebecca Warnock</p>	<p>Termly</p>

<p>To ensure pupils can access formal learning as quickly as possible and make progress across the curriculum by developing and implementing a recovery curriculum to support pupils returning to school following lockdown and COVID19 pandemic.</p>	<p>See school improvement plan for detailed breakdown of actions.</p> <ul style="list-style-type: none"> • Staff upskilled in trauma and recovery training. • SHINE curriculum embedded. • Identify pupils and families who may require targeted interventions for either mental health and wellbeing or academic. • Monitor pupil attendance. • Provide booster sessions for those pupils who require targeted interventions to close gaps in learning and monitor impact of these. • Ensure all staff are supported to facilitate interventions for pupils appropriately • Government catchup funding used for additional interventions 	<p>Pupils have been absent from school for 6 months and the impact of this on both their emotional health and well being and academic learning will need to be assessed and interventions put into place.</p> <p>The government have identified a catchup funding grant to support schools to close any gaps that have emerged during lockdown. This will be used alongside pupil premium funding.</p>	<p>Planning moderated by assistant heads Lesson study evaluation Headteacher report to governors Learning walks and lesson observations. Pupil progress and attainment Feedback to governors on premium funding spending and impact.</p>	<p>RW</p>	<p>Termly</p>
<p>To develop pupil resilience and positive mental health and well being.</p>	<ul style="list-style-type: none"> • Commando Joe Programme introduced across school and key stages. 	<p>Having a growth mindset and developing a pupil's resilience is key to them becoming successful learners. Pupils who are confident and not afraid to make mistakes will be more receptive to learning and taking risks.</p>	<p>Whole staff training on delivery Observations Pupil feedback Pupil progress Behaviour for learning</p>	<p>VF</p>	<p>Termly</p>

					Total budgeted cost	£25,000
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?	
Individual pupils attend mainstream inclusion sessions to meet an identified learning need.	TA to support access to inclusion session at local school.	Inclusion can have a positive impact on pupil progress when co-ordinated well and clearly planned for to meet a learning need. Sessions are personalised for each pupil and relevant targets set. Inclusion can only happen effectively with a TA to support and lead on the intervention and support provided whilst at the session depends upon the needs of the pupil.	Monitoring of inclusion placements by Kate Walker (inclusion lead) Feedback from supporting TA and receiving school. Pupil progress data	AH/WN	Termly monitoring of Inclusion records and progress towards targets. Annual Reviews End of academic year when planning future inclusion. Report to Governors termly	
Attendance is high for all groups of pupils, including those with complex medical and health care needs.	Additional TA support for identified pupils to access personalised timetables for health reasons.	Health and physical disabilities are a barrier to learning for many of our children and young people. In order to maintain/improve health, pupils need to access extensive personalised postural management programmes alongside their education. This requires highly trained TAs to support implementation.	Learning walks Feedback from class teams Attendance data Feedback from integrated Services Co-ordinator	RW	Annual Reviews Termly therapy report to Governors Informal discussions with class teams End of year assessments	
Pupils are supported to manage their behaviour through access to appropriate personalised timetables.	<ul style="list-style-type: none"> Sensory passports in place for identified pupils. Assessments undertaken by Julia Dyer and Vicky Farish and appropriate diets planned and implemented as appropriate for individual children. Also see School Improvement Priority	Lesson observations and discussions with teachers and parents revealed that some children are struggling at times to fully access learning activities and regulate their own behaviour due to sensory processing needs and sensory overload. Interventions have been extremely successful for selected children and has been most successful when carefully co-ordinated and support provided by Vicky Farish and Julia Dyer. The introduction of sensory passports and prescribed sensory diets for Compass Centre pupils has had an extremely positive impact on pupil behaviour for learning and it is felt that this co-ordinated whole school approach will be beneficial for identified pupils both at school and at home.	Review of serious incident record. Review of behaviour and physical interventions using CPOMS. Learning walks Pupil progress Personalised timetables Staff meetings Professional development reviews/appraisals	VF	Termly on an informal basis with teachers and children. Feedback to governors termly during committee meetings-standards and effectiveness. Summer term when evaluating provision and planning for interventions for the next academic year. Evaluation of school improvement plan.	

To close any gaps in learning identified following lockdown	<ul style="list-style-type: none"> Teachers to baseline and identify any gaps and children who may not be on track to meet targets. Booster sessions provided by teacher and HLTA bespoke to individual Private SaLT employed to provide additional interventions where gaps have been identified for SaLT. 	Assessments undertaken by class teachers following children returning to school have shown some gaps for some children in the areas of maths, English and communication. It is felt that with some intensive work, these gaps could be closed.	Planning moderation of sessions IEPs Pupil progress	RW	Termly
Total budgeted cost					£24,920
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?
Please see: <ul style="list-style-type: none"> targeted support outcomes above premium spending at an individual level document closing the gap for our children and young people document 					
Total budgeted cost					

✓ Review of expenditure				
Previous Academic Year		2019-2020		
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

<p>Continue to develop a curriculum of breadth and depth which challenges our pupils to develop essential knowledge and to promote independent learning skills.</p> <p>Embed Evidence for Learning to more accurately record, measure and monitor progress and achievement across school and different cohorts</p>	<ul style="list-style-type: none"> • Meeting with SLT and teachers to identify overall impact of the curriculum. • Curriculum leaders to evaluate their own curriculums and identify the intent, implementation and impact and communicate this with staff. • Introduce Talk to Write model. • Inclusion bases set up in two local schools • Resilience, independence and team work programme provided by external provider • PLGs to be set up for all children • In school moderation to review quality of evidence and progress of pupils. • Bespoke assessment tools uploaded and used to assess personalised timetables • Assessment books used to more effectively monitor progress and track teacher assessments throughout the year. 	<p>Subject leaders have taken on a greater role in leading on their curriculum across the key stages and learning need.</p> <p>Talk for writing has had a positive impact on writing across school with progress across all aspects of literacy improving.</p> <p>Progress with inclusion and external providers have had to be put on hold due to COVID. We are looking at ways of providing these in line with school risk assessments.</p> <p>Evidence for Learning is capturing progress more accurately and linking this back to outcomes of the EHCP.</p>	<ul style="list-style-type: none"> • The needs of our pupils can fluctuate and our curriculum needs to be adaptive and responsive to pupil need. • Further work is being developed with Talk for Writing as progress with this was hindered during lockdown. • Inclusion is an essential curriculum offer for our students but currently this is not able to happen given the current situation with school bubbles and social distancing. This will be resumed at the earliest opportunity and work is currently taking place to ensure this can be developed further I the future. • Further work has been identified to improve the use of evidence for learning. 	<p>None</p> <p>None</p>
<p>Ensure pupils develop positive mental health strategies by staff actioning their learning from Youth Mental Health First Aid</p>	<ul style="list-style-type: none"> • Develop a bank of resources for staff to enable them to support students experiencing difficulties with mental health. • Develop a sign post directory for staff to become familiar with and share with families • Support classes and individual staff through class liaison, 1:1 training and supervision. • Provide emotional literacy sessions for key cohort of pupils. • Access a resilience and independence programme alongside a mainstream school. • Identify pupils in school who are having difficulties as a result of ACEs and childhood trauma. • Provide training to whole staff on understanding ACEs alongside Lancashire Emotional Health in School Team. • Develop a resilience intervention 	<p>Staff understanding of mental health has greatly improved and staff are able to identify where early intervention is required. Strategies are implemented early and any further support is sought as necessary.</p>	<p>Mental health fluctuates and so staff need to be responsive and adaptive to meet need. Further work has been identified and catch up programmes identified to support pupils following this period of lockdown and returning to school.</p>	<p>None</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
Individual pupils attend mainstream inclusion sessions to meet an identified learning need.	TA to support access to inclusion session at local school.	Individual pupil inclusion booklets confirm that pupils are making progress towards their targets. Progress is on a very individual level. 2 students achieved a Level 4 in art GCSE at Carr Hill.	Inclusion has had a positive impact on pupil's PSED and literacy. Secondary inclusion placements have been particularly successful with 2 students achieving a GCSE level 4 in Art this year following successful inclusion. We are in the process of developing an	£8,333
Attendance is high for all groups of pupils, including those with complex medical and	Additional TA support for identified pupils to access personalised timetables for health reasons.	Attendance is good across all groups/cohorts of pupils. Personalised timetables in place for individual children and end of key stage data reveals no gaps between groups of pupils.	This intervention is vital to enable pupils with physical disabilities and health needs to access education and to make as much progress as is possible.	£8,333
Pupils are supported to manage their behaviour through access to appropriate personalised timetables.	TA support to enable pupils to access personalised timetables.	This has had a very positive impact for identified pupils. Serious incidents reduced and use of RPI reduced. Better engagement in lessons and improved relationships between adult/pupil. Lesson observations reveal behaviour for learning is outstanding in all key stages.	This intervention needs to be further implemented across the Key Stages for children displaying low level behaviour as a result of sensory processing disorder/sensory overload. Support can be provided by Vicky Farish and Julia Dyer.	£8,333
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
See targeted support above.				

✓ **Additional detail**

- Pupil premium funding for the previous academic year increased significantly and funding was allocated to the targeted interventions.
- Pupil Premium spending at an individual level is documented but not uploaded to the website due to personal information and data protection.
- The document, "Closing the gap for our children and young people" is included on our website and identifies our whole school approach to narrowing the gap for all children and young people.
- Due to lockdown, some planned interventions were unable to happen. These have been identified as priority areas for this academic year and funding is being allocated to close any gaps that may have occurred during the period of remote learning.