

Pupil Premium Strategy – 2020/21

Severndale Specialist Academy

Context of School

Brief overview of the context of your school

Severndale Specialist Academy is a large special school with over 400 pupils on role. Our students have a range of learning difficulties including moderate, severe, complex and profound learning difficulties.

Severndale is currently oversubscribed.

The school is for pupils aged 12.5-19

The School is organised into 3 diversities – Pre-formal, semi-formal and formal curriculum.

1. The pre-formal department caters for pupils with PMLD and CLDD
2. The semi-formal department caters for pupils with SLD
3. The formal department caters for children with MLD and higher ability SLD students
4. Class groups are small with the maximum class size being 15 and we have a high staff to pupil ratio.
5. Our curriculum focuses on developing life skills that enriches the lives of our young people in order to build towards their future as active citizens.
6. A small number of our students in the formal curriculum are able enough to be able to access Entry Level Certificates in English, Maths and Science.

Pupil Premium Strategy for 2020-2021

What is Pupil Premium?

Pupil Premium is additional funding allocated to schools for:

- Pupils from low-income families who are eligible for Free School Meals (FSM) or have been in the last 6 years (Ever6FSM)
- Pupils who have parents serving in the Armed Forces (SC)
- Looked after children (LAC PP+)
- Post Looked After Children (Post LAC)

Total Pupil Premium Grant	£129,365
% of school population eligible for Pupil Premium	121 Pupil Premium out of (449) on roll 28 % 29 Looked After Children 150 FSM, Ever6FSM, SC, Post LAC) 72 % Non PP for academic year 2020-2021

Year groups	Total Cohort	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Post 19
Number	449 Inc Post 19	23	25	21	35	38	39	30	32	30	26	32	29	27	10	26	26
EHCP	449 Inc Post 19	23	25	21	35	38	39	30	32	30	26	32	29	27	10	26	26
Pupil Premium	121	4	4	6	15	15	17	10	8	11	9	14	12	12	4	4	n/a

Dept.	Total Cohort	EYFS	Pre-formal	Semi-Formal	Formal	6 th Form	Futures	
							16 - 19	Post 19
Number	449 Inc Post 19	23	85	114	133 (including Mary Webb)	34	24	28
EHCP	449 Inc Post 19	23	85	114	133 (including Mary Webb)	34	24	28
Pupil Premium	21	4	36	55	47	13	12	n/a

Diversity	Total Cohort	Autistic Spectrum Disorder	Complex Learning Difficulties	Moderate Learning Difficulty	Other Difficulty /Disability	Physical Disability	Profound & Multiple Learning Difficulty	Severe Learning Difficulty	Social, Emotional and Mental Health	Specific Learning Difficulty	Speech, Language or Communication Need
Number	449	13	32	56	2	1	26	277	2	2	4
Post 19	28	1		10				17			
EHCP	449	14	32	66	2	1	26	294	2	2	4
Pupil Premium	121	2	11	29			10	107	1	1	2

1. Aim of this Statement

All members of staff and trustees at Severndale Specialist Academy accept responsibility for “socially disadvantaged” pupils and are committed to meeting their pastoral, social and academic needs within a caring special school environment. We have high aspirations for our pupils and believe that no child should be left behind. Every child, including those who may be considered “socially disadvantaged”, is valued, respected and entitled to develop to his/her full potential, irrespective of need.

2. Background

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. (DfES 09/16) Funding is received for each child registered as eligible for free school meals at any point in the last 6 years, students who have been Looked After by the Local Authority for more than 6 months, children adopted from care and those children who have parents who are actively serving in the armed forces, have died in action or left the Service since 2011 due to injury. The premium is provided in order to support these pupils in reaching their potential. It is in addition to any funding the pupil may receive to support their special educational needs. The Government has used pupils entitled to Free School meals as an indicator for deprivation, and has deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. The Government is not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and ‘narrow the gap’. This expectation also applies to special schools where there is a focus on expected rates of progress in comparison to national data sets.

3. Objectives in spending the Pupil Premium Funding

- Facilitating the pupils to realise their full potential
- Academic achievement in line with non-pupil premium pupils
- Improving communication and social skills of the pupils
- Improving core skills across all areas
- For pupils to develop valuable life skills such as independence in daily tasks
- To allow equal access to all activities (curriculum and extended schools, e.g., residential)
- Improved behaviour of pupils by equipping them with coping strategies to support them in regulating their own behaviour and anxiety
- Pupils to receive the nurture and support they require to have positive emotional and mental health and well-being
- Children and their families to be supported holistically to ensure that every child has the best foundations to develop and learn

4. Provision

In order to meet the above requirements, the Governing Body will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. It is acknowledged within school that any concerns regarding progress and achievement, may be more in relation to the pupils' learning difficulties or health needs than the fact of their FSM/LAC/CIC status.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through meetings which take place between the Assessment Lead/Nurture & Wellbeing Lead and Class Teacher.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable pupils.

5. Interventions and provisions

These will be individual in their nature and meet the needs of the pupils themselves.

These are sample interventions and provision:

- Additional teaching and learning opportunities and resources in line with clear targets related to identified areas for development
- Alternative support and intervention including access to individually tailored 1-1 sessions
- Specialist interventions such as Music therapy.
- Facilitating pupils' access to broader and extended curriculum opportunities, including educational visits, residential visits, arts and sports activities etc.
- Family support worker supporting the child within the context of their family; addressing issues such as attendance, housing, short breaks, medical appointments etc. that impact upon the child's ability to learn and engage and ensure that their basic needs are being met.
- Additional Nurture or wellbeing sessions to address their social, emotional and mental health needs.

6. Identification of students

Severndale Specialist Academy will ensure that we allocate funding to support any pupil/group of pupils that the school has identified as being in need of intervention and support.

- This means that not all children with FSM/LAC/CIC status will be in receipt of pupil premium interventions at any one time.
- We will focus on the needs and levels of progress of all pupils, including those who have been identified as having a gift/talent in a specified area.
- Expectations will be high for all pupil groups and individuals across all key stages.

All teaching and learning strategies are designed to meet the needs of individuals and groups, with support for individuals being managed in the teaching programme.

- Teacher discussion/assessment and EEF resources are used to identify the activities that are most likely to have an impact on an individual's or a group's progress.
- In providing this tailored support it is likely that all groups receiving support will be a mix of FSM and non-FSM pupils.
- The school will promote the uptake of FSM with parents and carers and remind those that are no longer eligible for Universal FSM at the end of year 2

7. Monitoring and evaluation

In Severndale Specialist Academy the SLT Lead for PP has strategic responsibility; individual staff retain responsibility for implementing and reviewing their identified area of the strategy.

- The proposed areas for spending are examined by the SLT for potential impact on progress before the spend is approved/allocated.
- The governing body will hold the senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils.
- Assessment information is collected termly so that the impact of interventions and overall progress can be monitored regularly.
- Our assessment now comprises a range of tools and recorded evidence of progress which may be specific to different curriculum pathways, key stages and individual needs. This includes statutory summative assessments. Pupils eligible for the Pupil Premium will benefit from the basket of tools available to all.
- Feedback about performance is given to parents/carers and children (where appropriate), at least termly.
- Individual areas for development for Pupil Premium pupils will be discussed and regular pupil progress meetings involving teachers, TAs and Assessment and pastoral Leads.

8. Reporting

Feedback about performance is given to parents/carers and children (where appropriate), at least termly.

It will be the responsibility of the Pupil Premium Lead to ensure an outline of the school's progress towards meeting the needs for socially disadvantaged/ vulnerable pupils, including Looked After pupils, is given to the school's trustees on an annual basis.

There will be an annual statement to the parents on how the Pupil Premium funding has been used and this will be published on the school website. The information provided will be in line with the Department for Education guidelines.

When reporting about pupil premium spending, the context, the intervention details and the impact of the interventions will be included alongside a breakdown of the spending.

Case studies will be available to provide examples of interventions and impact e.g. through use of Evidence for Learning

9. Success Criteria

The success criteria for the use of Pupil Premium are:

- Early intervention and support for socially disadvantaged children and Looked After pupils.
- Pupils meeting or exceeding their individual targets.
- Effective parental support; to ensure parents are fully involved in their child's education and are appropriately supported in the broadest sense.
- Increased parental engagement in school activities such as meetings, school events, engagement with home-school activity.
- Pupils engaging in a wide range of activities that are not accessible to them outside of the school environment.
- A positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners who reach their potential.

10. Appeals

Any appeal in connection with the use of the pupil premium funding will be dealt with through the trustees' appeals panel.

Disadvantaged pupils barriers to success

Emotional, physical, social and communication difficulties caused by the children's various needs present the greatest barriers to learning at Severndale and impact on all areas of school life

Safeguarding and welfare issues which may lead to Social Services involvement

Broken family structures causing family stress and low resilience

Socio-economic disadvantage such as poverty

Trauma and other mental health issues in the family and/or child.

Targets <i>Break down the priority into smaller targets Make these SMART (specific, measurable, achievable, relevant, time-bound)</i>	Actions to be taken <i>Include the steps you will take in order to achieve the target</i>	Success Criteria <i>What does success look like? What impact will this have on your departments/school? How will you measure this? Evidence, milestones, impact on learners, outcomes</i>	When/Who <i>Who is responsible? Enter completion dates</i>	Monitoring <i>Assign a member of Staff to monitor this objective Strategies to monitor? Enter key monitoring dates</i>
Improve communication, interaction and language skills of pupils eligible for Pupil Premium.	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. Linked to the schools phonics programme.	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 and Numeracy.	<ul style="list-style-type: none"> • A selection of PP student’s literacy and Numeracy work to be assessed by teachers termly. • PP leads to liaise with EYFS Lead. • SLT/Departments lead to complete learning walks and subject book checks. • English and STEAM TLR to visit other special schools for best PP progress best practice. 	<ul style="list-style-type: none"> • Department leads and TLR’s to arrange moderation meetings with pupil Premium focus Termly. • Department leads and PP lead to track attainment of PP students in each department. • Pupil Premium Lead to liaise with EYFS Co-ordinator to enhance teaching of initial reading and writing. • Pupil Premium SLT lead to take part in learning walks/ book monitoring for PP students. • English and Steam TLR to ensure best practice through observations and CPD.
Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.	Pupil Premium Lead to liaise with Department Leads, EYFS co-ordinator and TLRS, to develop a systematic, consistent strategy for teaching initial reading and writing			
Improve numeracy skills of pupils eligible for Pupil Premium.	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.			

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Provide experiences that go beyond the learning experiences of everyday school life	Provision of lunchtime and after school clubs across all Key Stages. <ul style="list-style-type: none"> • Residential Activities • Horse riding sessions • Donkey Therapy • Climbing walls • Stage Coach – drama sessions • Music therapy lessons • Duke of Edinburgh Award scheme • Intervention Teacher • Subsidy of educational visits across all Key Stages. • Lunchtime sports activities provided by specialist provider (Shrewsbury Town Coaches) 	<p>Pupil premium and non-pupil premium learners will have the opportunity to improve their personal development through a variety of cultural, leisure and social activities.</p> <p>Fewer incidents of behaviour recorded related to pupils receiving pastoral intervention.</p> <p>Pupil premium and non-pupil premium learners will be able to earn accreditations and certificates linked to the D of E scheme.</p> <p>Pupil premium and non-pupil premium learners will offer a range of therapies and sessions that will enhance social, emotional and physical development, through play and experiential learning.</p>	<ul style="list-style-type: none"> ➤ Pupil premium leads to arrange therapies and sessions. ➤ Department’s leads/ SLT to monitor effectiveness of PSHE based lunch time activities. ➤ Duke of Edinburgh lead to monitor progress and outcomes of PP and non PP learners. ➤ Sport TLR to liaise with Shrewsbury Town Coaches so they offer lunch time activities. ➤ Intervention teacher to liaise with class teams and PP lead. 	<ul style="list-style-type: none"> ➤ Class Teachers, Department leads and PP lead to monitor therapies/ sessions termly. ➤ Department’s leads/ SLT to monitor effectiveness of PSHE based lunch time activities. ➤ Duke of Edinburgh lead to monitor progress and outcomes of PP and non PP learners. ➤ Sport TLR to monitor Shrewsbury Town Coaches so they offer lunch time activities. ➤ SLT PP lead to oversee intervention teachers.

		<p>Intervention teacher to lead Emotional literacy sessions as well as offering behaviour and pastoral support to PP students.</p> <p>The introduction of lunchtime clubs will help support a reduction in instances of challenging or socially unacceptable behaviours with pupils engaging in the activities provided.</p>		
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PSHE LINKS Provide a high quality PSHE curriculum with values focused on metacognition and self-regulation.	SLT/Departments leads, TLR's and Pupil Premium lead to analyse the teaching and impact of PSHE. Class teachers to assess their PP students learning styles. Whole school ethos behaviour management linked to PSHE how we identify our feelings so we can self-regulate behaviours and emotions. School leaders to provide an enriching adapted curriculum to engage and motivate pp and non pp learners.	<ul style="list-style-type: none"> • Less behaviour incidents recorded on IRIS for PP students and non PP students. • BFL average score of 3 for 80% of lessons. • PP students able to examine their thoughts and feelings. 	Behaviour TLR/ Department leads to monitor pp behaviour incidents SLT/ Class teachers to monitor average BFL score for PP students. Intervention teacher to support development of metacognition and self-regulation, focus on learning styles and processes. Pupil Premium lead to work with PSHE TLE.	Behaviour TLR/ Department leads to monitor pp behaviour incidents SLT/ Class teachers to monitor average BFL score for PP students. Intervention teacher to support development of metacognition and self-regulation, focus on learning styles and processes. Pupil Premium lead to work with PSHE TLE.