

## Pupil premium strategy statement 2020 – 2021

1. Summary information					
School	St Piers School, Young Epilepsy				
Academic Year	2020/21	Total budget: Pupil Premium Pupil Premium Plus	£ 10,330 £ 9,380	Date of most recent PP Review	September 2020
Total number of pupils Residential Day	65 33 32	Number of pupils eligible for: Pupil Premium Pupil Premium Plus (September 2019)	10 14	Date for next internal review of this strategy	July 2021

2. Current attainment		
<b>Attainment for: 2019-2020 (9 pupils) Whole school</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% on or above target in Literacy	100%	98%
% on or above target in Numeracy	100%	98%
% on or above target in Science	91%	96%

### **Context and Overview**

St Piers School is a mixed 5 – 19 non maintained residential and day special school for pupils with epilepsy and a range of other associated co-morbidities, such as complex medical and psychological disorders. Our pupils range from having moderate learning difficulties to profound and multiple learning difficulties.

We recognise that there are many barriers for our pupils in accessing the curriculum. We pride ourselves on using the Pupil Premium Grant in innovative ways to support our pupils and families in providing as many opportunities as possible to help remove barriers to learning. We encourage and promote high aspirations for all our pupils and ensure that all pupils are given the opportunity to achieve. Through high quality specialist teaching, we aim to encourage our pupils to realise their full potential.

### **2020/21 Strategy**

Our 2020/21 Pupil Premium Strategy will focus on the following key target areas:

- Attainment**
- Enrichment**

- **Wellbeing**
- **Mental Health**

All of these areas are important in ensuring that every pupil has a breadth of experience and opportunity. All stakeholders at St Piers School are committed to ensuring that interventions are reviewed frequently to ensure that the Pupil Premium Funding is spent to maximum effect.

#### **What went well?...Even better if?**

Using the Education Endowment Foundation (EEF) Teaching and Learning toolkit as a guide, the best schools recognise that what is good for pupils in receipt of the PPG is good for all pupils, and their latest research in identifying which strategies have the greatest impact in terms of diminishing the difference. This research also recognises the importance of professional development and training of teaching staff. As such, the best schools use funding to focus on the professional development of teachers and support staff.

We have learned from what the best schools are doing, focused on the research findings as well as personalising our approaches to each individual pupil, and this has informed the spending of the grant.

Being an independent school with looked after children placed with us from different local authorities, we have to consider that each local authority has different procedures about what can be purchased, and different timescales for receiving funding. In regards to specialist equipment for specific needs, this often takes time to be made and therefore the impact of the spending is measured once the pupil receives the intervention.

#### **Children Looked After**

A higher number of eligible pupils are Children Looked After within the school. Pupil Premium Plus grants are discussed at the termly Personal Education Plan meetings where the funding will be allocated against a specific target and agreed by the virtual school. Progress is then tracked via the e-PEP system (varying between each local authority) and then reviewed by all stakeholders each term.

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	All pupils in receipt of the pupil premium grant have an Education Health Care Plan and Severe Learning Difficulties. The needs of this cohort of pupils include: Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Condition (ASC), Obsessive Compulsive Disorder (OCD), Pathological Avoidance Disorder (PAD) and Physical Disabilities.
<b>B.</b>	Social, Emotional and Behavioural (mental health) barriers to progress.

C.	Communication Difficulties i.e. pupils who are non-verbal, those with limited language and pupils with social communication difficulties.
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**External barriers** (*issues which also require action outside school, such as low attendance rates*)

D.	Home Learning engagement.
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**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils make expected or better progress in their end of year targets within the core subjects. Pupils make expected or better progress within their ECHP small steps in achieving their annual goals.	Pupils eligible for Pupil Premium make accelerated progress by the end of the year so that they reach or exceed their EHCP annual goals/end of year targets.
B.	Reduction in social, emotional and behavioural (mental health) barriers to progress.	Pupils equipped with the strategies to support them in managing challenging situations. Through professional development and training, teaching staff have the understanding and skills to support these additional needs. Pupils eligible for Pupil Premium reach or exceed their termly EHCP small steps/Annual goals and end of year targets.
C.	Pupils to make expected or better progress in communication and social interaction.	Pupils eligible for Pupil Premium make accelerated progress by the end of the year in their specific expressive and receptive communication targets and therefore reach or exceed their end of key stage targets.

<b>D.</b>	Increased engagement in home learning activities.	A measurable overall improvement in the engagement of home learning for pupils in receipt of the Pupil Premium Grant.
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**5. Planned expenditure**

<b>Academic year</b>	2020/21
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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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Pupils make expected or better progress in their end of year targets within the core subjects. Pupils make expected or better progress within their ECHP small steps in achieving their annual goals.	Focus groups for identified pupils.  Additional resources which support pupils in accessing learning or in lesson delivery.	Due to the pupils' complex needs intervention programmes need to be individualised to ensure targeted support is relevant and specific to the individual.  Specific resources in literacy, numeracy and science to support delivery (to include ICT resources and software).	Subject Co-ordinator reviews effectiveness of provision in their subject area.  Moderation  Termly data uploads and reviews.	Subject Coordinators  Teachers	Termly

<p>B. Social, emotion and mental health barriers to learning.</p>	<p>Development of the specialist teaching model, therapeutic curriculum and wellness facilities.</p> <p>1:1 sessions and focus groups.</p> <p>Purchase of specific resources to support the specialist teaching model and therapeutic curriculum.</p> <p>Training and curriculum meetings for staff professional development.</p>	<p>Increased engagement and progress for this cohort of pupil.</p> <p>To equip staff with the knowledge to support pupils who have social, emotional and behavioural (mental health) needs.</p> <p>Behaviour interventions has +3 months impact as evidenced by the Education Endowment Foundation (EEF).</p>	<p>Termly data uploads and reviews.</p> <p>Teacher updates</p> <p>Curriculum reviews</p> <p>Report analysis</p>	<p>Teachers and liaison with the Wellbeing (Psychology) team.</p>	<p>Termly</p>
<p>C. Pupils to make expected or better progress in communication and social interaction.</p>	<p>Focus groups for identified pupils.</p> <p>Staff training and curriculum meetings.</p> <p>Promotion of tactile, sensory and motivational resources.</p>	<p>This approach of targeted intervention has raised attainment.</p> <p>Due to the complex needs of the pupils this approach offers targeted support with appropriate resources.</p> <p>Small group tuition has 4+ months impact on attainment as evidenced by the Education Endowment Foundation (EEF).</p>	<p>Subject Co-ordinator reviews effectiveness of provision in their subject area.</p> <p>Moderation.</p> <p>Termly data uploads and reviews.</p>	<p>Literacy Coordinator</p> <p>Teacher in liaison SaLT</p>	<p>Termly</p>

<p>D. Increased engagement in home learning activities.</p>	<p>Home learning and education on the residential homes.</p> <p>Specific resources to transition to the home environment to support home learning.</p> <p>Liaison within the multi-disciplinary team to support pupils' medical needs.</p>	<p>Understanding by all stakeholders of the personalised curriculum to continue learning in the home environment.</p> <p>Home learning has 5+ months impact on attainment as evidenced by the Education Endowment Foundation (EEF).</p>	<p>Moderation.</p> <p>Pupil based multi-disciplinary reviews.</p> <p>Termly data uploads and reviews.</p>	<p>Teachers</p> <p>Home Learning coordinator</p>	<p>Termly</p>
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>To equip staff and pupils with the skills and physical resources to participate in sensory integration activities to support individual need.</p>	<p>Increase accessibility to sensory integration equipment.</p> <p>Staff training and support in sensory integration delivery.</p>	<p>Increased concentration levels, a greater understanding and participation in sensory integration to prepare for learning.</p>	<p>Lesson observations</p> <p>Class Reviews</p> <p>Termly data uploads and reviews.</p>	<p>Class teachers</p>	<p>Termly</p>



## 6. Review of expenditure

Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Pupils make expected or better progress in the core subjects (Literacy, Numeracy and Science).	Focus groups for identified pupils.  Additional resources which support pupils in accessing learning or delivery of learning.	Due to the pupil's complex needs intervention programmes need to be personalised to ensure targeted support is relevant and specific to the individual.  Specific resources in literacy, numeracy and science to support delivery.	This has been a successful approach and will be ongoing during 19/20 with targeted support for individual pupils to increase attainment.  <u>Increased engagement and achievement:</u>  - Purchase new resources for specific areas of literacy, numeracy and science  - Outdoor Learning / Forest School Programme investment / Sensory / Active Maths	£600
Identify and reduce social, emotional and behavioural barriers to progress.	Therapeutic curriculum  Purchase of resources for the Wellness room and yoga.	Access to a designated space for individual or group sessions.  Development and promotion of pupil's emotional wellbeing.  To equip all staff with the knowledge to support pupils at a phonics or reading level for pupils to make expected or better	Readiness to learn.  Accessible safe space.	£1,200

<p>Pupils to make expected or better progress in communication and social interaction.</p>	<p>Focus groups for identified pupils.</p> <p>Promotion of tactile and sensory numeracy resources.</p>	<p>Previous approach has raised attainment.</p> <p>Due to the complex needs of the pupils this approach offers targeted support with appropriate resources.</p>	<p>The use of tactile and sensory resources have been key in lesson delivery at an early level and in focus groups to support progress.</p>	<p>£1000</p>
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Increased engagement in home learning activities.	Home learning and education on the residential homes.  Introduction of Earwig Academic for school, residential staff and parents/carers to contribute to evidence recording.	Pupils need to be in education to be able to improve attainment.	Home learning continues to be a successful intervention with a focus on literacy, numeracy and science. Improved understanding of the pupils' level of work and outcomes.  Increased home learning resources for pupils to access.	£500
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Pupils to make expected or better progress in the core subjects.</p>	<p>Development of pupil specific resources in phonics, early reading and writing.</p> <p>Extended learning opportunities in literacy.</p> <p>Purchase of sensory and tactile resources.</p>	<p>Individualised learning is enhanced through engaging and interactive opportunities. Pupil's attainment increases following targeted intervention.</p> <p>The EEF evidences that individualised learning improves attainment by 3+ months in a mainstream setting.</p>	<p>This has had a positive impact and will be continuing in the same form with targeted support in literacy.</p> <p>All pupils in receipt of Pupil Premium are on or above target in literacy and numeracy.</p>	<p>£630</p>
<p>Pupils to have access to targeted support in key areas of mathematics to enhance engagement and learning.</p>	<p>Promotion of tactile and sensory numeracy resources – outdoor learning.</p>	<p>Individualised learning is enhanced through engaging and interactive opportunities. Pupil's attainment increases following targeted intervention.</p>	<p>This has had a positive impact on engagement and progress with access to targeted intervention and access to tactile and sensory resources.</p>	<p>£1,500</p>

<p>Pupil access to specific and specialised equipment to develop independence.</p>	<p>Pupil specific trikes.</p>	<p>Increased independence and confidence.</p> <p>Increased accessibility to learning.</p>	<p>The pupil has been successful in increasing their independence in cycling around site without relying on staff. This has led to an increased confidence and accessibility to different areas of the campus</p>	<p>£1,450</p>
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Facilitating pupils to access the curriculum through specific and individual ICT equipment.	Purchase of an iPad, protective case and communication App. Purchase of a laptop with case and stand.	Increased access to ICT within the curriculum.  Enhancement of engagement and communication through interactive literacy, numeracy, science and PSHE resources.	This has been a positive intervention where pupils have had their own ICT equipment to access the specific software or teaching resources with 1:1 support.  Increase in communication, independence and engagement by accessing a communication programme.	£600
Specific staff training and resources to support identify and support pupil's needs and learning.	Staff training  Specific resources to support this pupil.	Greater understanding of pupil's needs.  Increase staff skills in support strategies to maximise learning.	This training has increased the skills of the staff team and have enabled them to develop teaching and learning strategies to support this individual pupil.  Increased engagement within the classroom.	£300

### 7. Additional detail

The pupil premium strategy will be reviewed on a case by case basis as pupils receive this additional funding.  
The amount of pupil premium Plus grants will increase throughout the year, as and when this additional funding is requested through Personal Education Plan (PEP).