

## Statement of pupil premium strategy Southfield School 2017-2018

1. Summary information					
School	Southfield School			Type of SEN (e.g. PMLD/SLD/MLD etc.)	Generic
Academic Year	2017-18	Total PP budget	£72,930	Date of most recent PP Review	N/A
Total number of pupils	175 (11-16)	Number of pupils eligible for PP	(77 FSM/ Ever6), 9 LAC)	Date for next internal review of this strategy	September 2018

2. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	Higher complex medical needs and a broader spectrum of learning ability
B.	Behaviour
C.	Attendance
<b>External barriers</b>	
D.	Cost of participation

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	i. To train more staff in necessary medical skills. ii. To train more staff in classroom intervention strategies.	Students will be able to engage in all learning opportunities through having trained staff present; students will make at least expected progress.
B.	All students working towards managing their own behaviours and self-regulation in a variety of environments as appropriate.	Fewer behaviour incidents recorded for identified students.
C.	i. To increase attendance amongst students from harder to engage families. ii. To continue to improve attendance amongst persistent absentees.	Increased attendance for identified students.
D.	To increase the number of Pupil Premium students taking up residential trip opportunities.	More PP students will attend residential trips.

4. Planned expenditure					
Academic year		£72,930 2017-2018			
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?
i. To train more staff in necessary medical skills.	Staff training	This links in with our School Plan Priority (SPP2) relating to Stability. Recently we have seen an increased number of students coming into school who have higher medical needs than before, which need to be competently met for that student to be able to attend and participate in all school activities.	Records of staff training are kept for both medical interventions and learning and behaviour strategy related skills and where a training requires refreshing after a certain period, such as first aid or Team Teach this is scheduled. Regular competency checks are done on practical skills such as Moving & Handling.	JAH & TAA	Annually
ii. To train more staff in classroom intervention strategies.		Alongside increased medical needs, student numbers with lower cognitive ability than previously are increasing. By upskilling staff to deliver a variety of classroom interventions, more students are able to benefit from small group work, or one to one intervention during lessons to help them make and maintain progress.			
<b>Total budgeted cost</b>					£10,000
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?

All students working towards managing their own behaviours and self-regulation in a variety of environments as appropriate.	Contribution towards salaries of Behaviour Mentors, and for additional LSAs in Y7 to help embed the Learning to Learn curriculum with the new Y7 cohort.	A large number of students working with our Behaviour Mentors in 2016/17 have displayed positive outcomes, using proven strategies, and we aim to build on this success, particularly with the PP students who have behaviour plans. We have extended this to additional staffing within Year 7 to assist with the challenges that some students have during the transition period from primary school, to assist with embedding our Learning to Learn curriculum across the year group before the PP students in Year 7 have been identified.	Entry/exit plans for time with the Behaviour Mentors are monitored by the Head of Pastoral Care; Year 7 impact monitored by Year 7 Lead Teacher.	TAA/ GAB	Ongoing
i. To increase attendance amongst students from harder to engage families	<ul style="list-style-type: none"> <li>Buy in time from the Educational Social Work team</li> </ul>	Whilst standard strategies have been proven to work with many students, and attendance has increased, there are a number of families who require further external support to enable their children to attend school regularly.	Monitored by Head of Pastoral Care	TAA	Ongoing during period of support with ESW
ii. To continue to improve attendance amongst persistent absentees	<ul style="list-style-type: none"> <li>Salary contribution for Head of Pastoral Care</li> </ul>	Existing strategies will continue with students and families needing a lower level of support than above.			HOPC will monitor progress on an ongoing basis with identified students.
<b>Total budgeted cost</b>					£57,930
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; 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>
To increase the number of Pupil Premium students taking up residential trip opportunities.	Additional subsidies for PP students to enable	As part of the Growth strand of our School Plan Priorities for 2017-2019, we are aiming to increase our residential trip provision this year, due to the increased	Group leaders are aware of PP students, and who may require additional financial support.	ZOM/ THG	Ongoing, to ensure consistency of awards and appropriateness of budgeted cost.

	attendance on residential trips.	confidence, resilience and independence these experiences have been shown to give those students who participate, and the positive effect it has on their personal, social and emotional wellbeing. Parents have identified cost as being a barrier to participation.			
<b>Total budgeted cost</b>					£5,000

5. Review of expenditure				
Previous Academic Year		£68,131 2016-2017		
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
To provide increased consistency in the quality of provision for students in the event of teacher absence and by enabling the movement of specialist support staff, thereby reducing a reliance on supply staff.	Staff Training	Cover supervisors reported that it was useful attending training sessions previously aimed solely at class teachers. This began to increase their confidence and wider understanding of various topics benefitting all students. The Cover Supervisors now meet regularly to share resources and positive strategies. Quality Assurance exercises for areas such as Moving & Handling had positive outcomes, and for the small number of staff who requested additional support in this area, further training was arranged.	As the needs of our students change, the areas of training will change, but staff training will continue to feature in the Pupil Premium Strategy. There is a current focus on consistent behaviour management amongst support staff and cover supervisors. Further training will benefit all students, but particularly those who have a behaviour support plan (38% of PP students compared to 30% generally).	£5,000
ii. Targeted support				

<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>
All students working towards managing their own behaviours and self-regulation in a variety of environments as appropriate.	Contribution towards salaries of Behaviour Mentors.	Amongst the 40 students who had direct intervention from the Behaviour Mentors, 19 of these exhibited a decrease in recorded behaviour incidents. 8 students exhibited an increase. An analysis of this however shows that where there was an increase in recorded incidents, there was another significant change in circumstances for that student, such as medical needs changing, or family circumstances.	Entry and exit plans for students working with the Behaviour Mentors are monitored, and strategies are amended as necessary. Behaviour mentoring will continue to feature in the Pupil Premium Strategy.	£60,500
To improve attendance amongst persistent absentees (as defined).	Contribution towards salaries of Head of Pastoral Care and HLTAs.	Persistent absence declined with the use of a number of strategies across Years 7-11, from 36.15% in 2015-16 to 32.56% in 2016-17. One persistent absentee who had been working on a bespoke home tuition plan was able to return to being educated at school as a result of the work done by the HLTA working with him.	Attendance will remain a focus of the pupil premium strategy in 2017-18.	
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</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>To enable students to attend school whilst school transport is being organised by the local authority following changes to the local authority transport policy. Identified students will be able to attend school consistently whilst local authority transport provision is arranged to enable their learning to be disrupted as little as possible at the start of the school year.</p>	<p>Provision of taxis/escorts in the short-term.</p>	<p>For a number of students, this did enable them to attend consistently whilst local authority transport provision was arranged. Provision was for selected students only, directly linked to needs of families by Head of Pastoral Care.</p>	<p>This was a short-term solution to a short-term problem following a change in the local authority policy. For the start of the 2017-18 academic year, we were able to be better prepared by spending time with parents of students who would be affected by the updated policy to explain the impact, and there was better communication between the local authority, PTS services and schools in general, meaning the problem did not occur to the same magnitude.</p>	<p>£3,000</p>
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## 6. Additional detail

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