



Pupil premium report and action plan for academic year 2020/21

Introduction

Pupil premium was introduced by the government in April 2011. The funding was allocated specifically for children from low-income families who were eligible for free school meals, looked after children and those from families with parents in the Armed Forces.

Each individual school decides how their Pupil Premium is best spent to raise achievement and improve outcomes for the target pupils identified. Schools are however held accountable for how the funding is used and are expected to report to parents and the Governing Body on Pupil Premium expenditure.

Pupil premium spending current academic year

SUMMARY INFORMATION			
Type of special educational needs and disability	All	Date of most recent pupil premium review:	September 2020
		Date of next review:	July 2021
Total number of pupils:	148	Total pupil premium budget:	£90,010
Number of pupils eligible for pupil premium:	86	Amount of pupil premium received per child:	£1,046.62
Number of LAC Pupils	4	Amount of LAC funding received per child:	£1800

STRATEGY STATEMENT

Include a brief overview of your pupil premium strategy so far:

The pupil premium strategy for the school is to allocate the pupil premium funding to key areas of Pastoral Support, Therapy and Academic intervention.

What has worked well in recent years has been the combined approach of these three areas in targeting the specific needs of the individuals and supporting them in every aspect of their learning. Despite challenges with COVID this strategy was able to be adapted and flexible in offering support to those still able to attend school and those that may have needed further support at home. The triangle of support that is offered to our pupils offers the right level of alternating needs that our pupils and families need to grow and thrive.

The challenges of COVID on remote learning and accessibility for some of our families have meant that the deployment of academic intervention did not fully run as it has in recent years. This will be a target for improvement this year and will run alongside a new assessment model.

Our pupils have poorer mental health and well-being than their non-disabled peers. This is made more pronounced for a disadvantaged pupils. For our pupils this can be seen in the lower rates of resilience and higher rates of challenging behavior. This is being addressed through the level of pastoral support we offer and the introduction of the enrichment program.

The overall aim of our pupil premium strategy is to raise the in-school attainment of both disadvantaged pupils and their peers.

Assessment information

CURRENT PROGRESS

	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in communication		
% making expected or better than expected progress in maths		
% progress specific to school setting		

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	All pupils eligible for the Pupil Premium have an Education, Health and Care Plan which is reviewed annually as part of the review process. The statutory assessment team work in collaboration with school to ensure individual pupils access the most appropriate provision.
B	The School meets the needs of children aged 3-16 who have a range of learning difficulties with associated physical, complex medical and or complex communication difficulties with an intake of children from throughout the Manchester area. The school is commissioned by Manchester to provide outreach support across the city in advising mainstream schools around meeting the needs of pupils with communication needs and physical disabilities.
C	Due to the diverse range of needs at Lancasterian; access, independence, confidence, resilience and the ability to problem solve in everyday situations requires support at every stage of the curriculum to ensure that pupils are prepared for adulthood. Pupil vulnerability when faced with complex social dilemmas, such as the use of social media, presents as a barrier to many of our pupils. The social and emotional well-being of pupils and families is of vital importance to the school and we work hard to ensure safety and engagement, as this is a barrier if issues are not addressed immediately.

ADDITIONAL BARRIERS

External

D	Attendance and punctuality are crucial for continued progress and presents as a barrier due to difficult family circumstances. Collaborative working is essential to ensure that all staff can fully address the individual need of each pupil, this is reliant on parental engagement throughout pupil's time at the school. Parents are encouraged to support the school and become involved with school life.
E	Our pupils experience more difficulty in accessing extra-curricular activities either after school or at weekends. This is both due to the lack of accessible activities and the difficulties in accessing any that are adapted for their needs. Our pupils from lower income families are disproportionately effected by this and so face further disadvantages in developing the skills of independence, confidence, resilience and the ability to problem solve in everyday situations.
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INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Targeted and general Speech & Language Therapy (SaLT) and Occupational Therapy (OT) Support.	
B	Support from our Early Help and Intervention Lead (EHIL) to improve for some pupils and maintain for others their attendance; when comparing pupil attendance data from 2018-19 (Covid 19 effected the 19 - 20 attendance).	
C	The EHIL to support with intervention work supporting the PSHE curriculum in developing emotional literacy, self esteem, building relationship and developing the inclusion of safeguarding within the curriculum.	
D	Literacy & Maths Curriculum Intervention Lead (CIL) Teaching Assistant; to deliver targeted interventions for pupils not achieving expected progress in English and Maths across the school. (inc Yr 7 catch up)	
E	The development of our enrichment program and linking this to the Skills for Life program will support pupils opportunities to mix with a wider range of pupils, experience a wider range of activities and develop the skills they need in preparation for adulthood including employability.	

Planned expenditure for current academic year

ACADEMIC YEAR 2020/21

Quality of teaching for all

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>CIL to work with SLT to monitor progress data and identify intervention groups literacy and numeracy at each data window. Identify intervention groups from progress data CIL to plan and deliver targeted literacy and numeracy interventions to improve pupil progress.</p>	<p>Lesson observations and assessment data shows that pupils that have received targeted intervention are making good or better progress in literacy and numeracy.</p>			<p>J B (CIL) TB (Assessment)Class Teachers SLT</p>	<p>Termly</p>
<p>Use baseline and assessment data to closely monitor the impact of the interventions and ensure clear exit dates and criteria that includes the class teacher at the end of each intervention</p>					
Total budgeted cost:					£22,000
Therapy Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>SaLT to work with the leadership team to identify priority communication groups and 1-1 pupils SaLT priority caseload is compiled, reviewed and shared with SLT. Impact case studies to be compiled throughout the year and shared at the end of the academic</p> <p>SaLT to assess individual pupils and provide guidance, support, strategies and programs where needed. SaLT to provide all staff training in using Total communication to support all learners</p>	<p>Pupils that have SLCN who are prioritized on the caseload will make expected or better progress in Speaking and Listening.</p> <p>When lessons are observed, staff are confidently delivering strategies and programs to pupils with SLCN. Classrooms are providing a language friendly environment with a range of symbols, sign and speech used.</p>		<p>Termly review of caseload End of year reports and case studies.</p> <p>Termly INSET scheduled</p>	<p>AG (SaLT) SLT</p>	<p>Autumn 2 Spring 2 Summer 2</p>
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<p>OT to work with the leadership team to identify priority communication groups and 1-1 pupils OT priority caseload is compiled, reviewed and shared with SLT. Impact case studies to be compiled throughout the year and shared at the end of the academic year for impact.</p>	<p>Pupils that have been identified or referred for OT who are prioritized on the caseload will achieve their targets set through referral/EHCP. They will make expected or better progress in the key areas of the curriculum that are effected by the barriers to learning that they were referred for e.g. mobility and fine motor in PSHE and PE.</p>		<p>Termly review of caseload</p>	<p>V P (OT) SLT</p>	
<p>OT to assess individual pupils and provide guidance, support, strategies and programs where needed. OT to provide all staff training in all staff training in understanding sensory needs of learners. OT to support families to ensure the child has a consistent approach to managing their needs across both home and school</p>	<p>When lessons are observed, staff are confidently delivering strategies and programs to pupils with sensory, fine motor and physical needs. Sensory circuit group regularly attended by identified pupils from across the school. Workshops are well attended by parents and feedback is positive regarding the strategies and delivery.</p>		<p>Termly INSET scheduled Weekly Annual Review Meetings</p>	<p>V P (OT) SLT</p>	

OT to manage all specialist budgets, equipment for access to the curriculum, feeding and swallowing, personal care and individual needs	Pupils have the correct equipment that support their needs. The school have an up to date inventory system.		Throughout the year and end of Financial year reporting.	V P (OT) R K (Admin – Therapy Link)	
				Total budgeted cost:	£40,000
Pastoral Targeted Support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Use EHCP, CIN and any other meetings/referrals to ensure those most in need are in attendance to Summer School and extended schools for PP and LAC pupils. EHIL supports pastoral needs of identified pupils both through small group interventions and 1:1 targeted support work.</p> <p>Establish a referral and program of support for pupils that are need of 1-1 and group pastoral intervention.</p>	<p>Case studies and data of interventions/support clearly show a positive impact at the end of the year.</p> <p>Staff and parents are confident that there are clear referral pathways for pupils in need of 1-1 and small group work. Termly case studies demonstrate that the pastoral interventions have successfully supported the pupils needs and developed their understanding.</p>		<p>Iris data, CPOMs, Case Studies and line management meetings.</p> <p>Throughout the year and reviewed half termly. Termly case studies created and shared annually.</p>	<p>HB (EHIL) SLT</p> <p>HB (EHIL)</p>	<p>Monitored Termly</p> <p>Monitored Half Termly</p>
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<p>Ensure good attendance through weekly parenting support group and workshops. Monitor attendance register for patterns and prioritise parents.</p> <p>Parents are well informed about the support and advice available to them from the school and the LA. Workshops and groups are well attended by parents and feedback is positive regarding the strategies and delivery.</p> <p>A quality enrichment program that includes a wide range of different experiences suitable for all our pupils.</p> <p>The enrichment program is linked to the 'Skills for Life' program. Each activity has identified how it can address the skills within the 'skills for life' program.</p>	<p>Pupils experience a wide range of experiences and develop their confidence and resilience to try new things.</p> <p>Staff are confident in the 'skills for life' their activities are addressing.</p>		<p>Half Termly attendance monitoring Termly monitoring of impact</p>	<p>HB (EHIL) JW (Attendance) SLT</p> <p>SLT TA3's TA4's</p>	<p>Monitored Half Termly</p>
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Total budgeted cost: £30,000

ADDITIONAL INFORMATION

- Parents and carers alongside the school identify that OT and SaLT are a priority for our pupils.

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR - 2020/21

Total amount:

Quality of teaching for all

Action	Intended outcome	Impact	Evaluation	Cost

Targeted support

Action	Intended outcome	Impact	Evaluation	Cost
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Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost