

Template for statement of pupil premium strategy – SEN schools

1. Summary information					
School	Castle Business and Enterprise College			Type of SEN	MLD
Academic Year	17/18	Total PP budget	£76,440	Date of most recent Governor PP Review	02/17
Total number of pupils	127	Number of pupils eligible for PP	57	Date for next internal review of this strategy	01/2018

2. Current attainment			
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving UQ targets in communication	54.2% of which-	50% (17 pupils)	50% (17 pupils)
% achieving UQ targets in maths	40.2% of which-	50% (19 pupils)	50% (19 pupils)
% progress UQ Science	32.6% of which-	65% (39 pupils)	35% (21 pupils)

3. Review of expenditure

Previous Academic Year

16/17

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>Increase the level of achievement of PP pupils in comparison to mainstream pupils particularly in communication, literacy and language.</p>	<p>To continue to employ an in school speech and language therapist. SLT does 1:1 speech and language therapy Small group therapy. Staff training Liaison with parents Speech and communication targets are set and evaluated. Writes reports to identify gaps in pupils expressive and receptive language skills and works with teaching staff to address the gaps.</p>	<p>Pupil Premium Pupils made progress in line with that of other pupils.</p> <p>54.2% of Pupils achieve UQ progress in communication of which 50% attracted pupil premium funding and 50% did not attract pupil premium funding.</p> <p>40.2% of Pupils achieve UQ progress in maths of which 50% attracted pupil premium funding and 50% did not attract pupil premium funding.</p> <p>32.6% of Pupils achieve UQ progress in Science of which 65% attracted pupil premium funding and 35% did not attract pupil premium funding.</p>	<p>It is expected that the employment of the speech and language therapist will continue.</p>	<p>£27,228</p>
<p>To sustain the achievement of ethnic minority pupils. A large majority of pupil premium children are also EAL and 100% are SEND pupils.</p>	<p>To continue to employ a Teaching Assistant to support and extend the achievement of pupils from ethnic minority backgrounds. .</p>	<p>Since the appointment of the additional TA support, ethnic minority background pupils made progress in line with that of other pupils. EMAG achieve at least as well as pupils from a non-ethnic minority background.</p> <p>For example in year 4 100% of EMAG pupils made above expected progress in English and Maths. (For further information on other year groups please see outcomes for pupils folder)</p>	<p>It is expected that the employment of the ethnic minority TA will continue.</p>	<p>£8,005</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
Provide a range of creative opportunities for the Gifted and Talented/Most able students to further their opportunities in this area.	To continue to provide peripatetic music tuition, theatre visits and performing arts club. To begin to run Art workshops with Artists.	Children have begun to gain confidence in their artistic skills since the art workshops have begun. Beautiful pieces of Artwork that have been completed by pupils can be seen around school. Children take part in whole school assemblies and productions showcasing their confident performance abilities.	These opportunities are hugely successful and enjoyed by pupils and are expected to continue and extend.	£6000

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
To provide additional emotional support to pupils' and their families'.	To maintain protection and welfare officer's hours to provide additional support for vulnerable pupils. Continue with the peer mentoring programme.	The amount of emotional support required decreases within an academic year. Pupils and families are happy with the work we do to support them within school. "When I feel scared staff help me to feel safe and overcome it" Pupil Quote Summer 2016 I feel George is safe and happy and is doing very well at school" Parent Quote Summer 2016	This strategy is highly useful and supportive to students and families and will continue into the future.	£10,418

4. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Pupil's self-confidence and self-esteem are barriers to attainment and achievement.
B.	Pupil's ability to communicate and make themselves understood.
C.	Pupil's ability to self-regulate and manage behaviours.
External barriers	
D.	Issues surrounding the understanding of dangers and use of social media in the home.

5. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	An improvement in pupil's self-confidence and ability to attempt work without fear of getting it wrong.	Confident learners and attitudes towards work.
B.	For 2 members of staff to be trained to local/regional Makaton level to be able to train new staff, parents and children in Makaton. All new staff to be trained to level 4 in Makaton.	Training of staff to be regional and local Makaton trainers. Training of new staff to Level 4 Makaton.
C.	Improve pupil's ability to self-regulate and manage behaviours so that learning time is not lost through behaviour crises.	Reduction in zone referrals and time spent out of class and out of the learning environment.
D.	A reduction in numbers of referrals to the E-safety Co-ordinators around issues relating to the use of social media in the home. This takes up valuable learning time when children are concerned with issues relating to social media within school and their lessons.	A reduction in numbers of referrals to the E-safety Co-ordinators around issues relating to the use of social media in the home.

6. Planned expenditure					
Academic year	17/18				
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?
An improvement in pupil's self-confidence and ability to attempt independent work without fear of getting it wrong.	Individual mentoring provided by protection and well-fare officers. Re-introduction of the peer mentoring programme.	Pupil's lack of self-esteem and confidence can make them reluctant to attempt work and independent learning (not working). This can be a barrier to higher levels of achievement.	Monitoring by SMT and Governors.	AS	Summer 18
Improve pupil's ability to self-regulate and manage behaviours so that learning time is not lost through behaviour crises.	Individual mentoring provided by protection and well-fare officers, SMT and the HLTA's within the zone Re-introduction of the peer mentoring programme.	Pupil's lack of self-regulation and ability to control their behaviours can be a barrier to higher levels of achievement.	Monitoring by SMT and Governors.	AS	Summer 18

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?
For 2 members of staff to be trained to local/regional Makaton level to be able to train new staff, parents and children in Makaton.	2 members of staff to attend Makaton regional and local trainer training.	100% of pupils have speech and language difficulties on their EHCP. The use of Makaton helps support communication even in pupils who do not use Makaton as their only form of communication.	Monitoring by SMT and Governors	RD	Summer 2018
Total budgeted cost					

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?
A reduction in numbers of referrals to the E-safety Co-ordinators around issues relating to the use of social media in the home. This takes up valuable learning time when children are concerned with issues relating to social media within school and their lessons.	Introduction of a digital leaders programme. Begin to offer E-safety coffee mornings to parents and a stall at parents evening. Flyers, text messages and letters home to warn parents of potentially harmful websites.	Pupil's often bring issues surrounding the use of social media and messaging into school. This can impact upon their learning if they are not focussed on their task and are instead concerned about an issue surround E-Safety.	Monitoring by E-Safety Co-ordinators, SMT and Governors	LB, EC HC	Summer 2018

7. Additional detail

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

See Ofsted Framework Evidence Folders.