

Template for statement of pupil premium strategy – SEN schools

1. Summary information					
School	Castle Business and Enterprise College			Type of SEN	MLD
Academic Year	18/19	Total PP budget	£76,730	Date of most recent Governor PP Review	02/18
Total number of pupils	139	Number of pupils eligible for PP	72 (in addition there are 5 LAC)	Date for next internal review of this strategy	02/2019

2. Current attainment			
10 pupils were not with us for the whole of the academic year to judge progress/attainment across the year; therefore the figures below are based on 45 pupils.		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving UQ targets in communication	52% of the whole School of which -	48.9% (22 Pupils)	51.1% (23 Pupils)
% achieving UQ targets in maths	63.9% of the whole School of which -	60% (27 Pupils)	40% (18 Pupils)
% progress UQ Science	53% of the whole School of which -	55.5% (25 Pupils)	45.5% (20 Pupils)

3. 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.

4. Intended Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the level of achievement of PP pupils particularly in communication, literacy and language.	Our learners become confident communicators and readers who can make themselves understood in a variety of settings.
B.	Provide a range of creative opportunities for pupils to further their experiences in the arts by working with a wide range of external specialists.	Our learners have encountered a wider variety of artistic experiences.
C.	An improvement in pupil's self-confidence and ability to attempt independent work without fear of getting it wrong.	Our learners become confident in attempting independent work.
D.	Improve pupil's ability to self-regulate and manage behaviours so that learning time is not lost through behaviour crises.	Our learners become more self-aware and able to regulate their emotions when in crisis.

5. Planned expenditure					
Academic year	18/19				
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					
Action	Intended Outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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 pupil's expressive and receptive language skills and works with teaching staff to address the gaps.	Increase the level of achievement of PP pupils in comparison to mainstream pupils particularly in communication, literacy and language.	100% of pupils have an identified Speech and Language need on their EHC Plan.	Monitoring by SMT & Governors	JS AS	Summer 2019
To continue to employ a specialist teaching assistant to lead on the whole school reading strategy.	To increase the level of reading achievement of PP pupils.	100% of PP pupils require additional support to improve their reading score; this will benefit the pupils in all areas of the curriculum.	Monitoring by SMT & Governors	AS	Summer 2019
				Budgeted cost	£26,081
				Resources	£3,500
				Total budgeted cost	£29,581

Other Approaches including links to personal, social and emotional wellbeing

ii. Targeted support

Action	Intended Outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To continue to provide peripatetic music tuition, theatre visits and performing arts club.	Provide a range of creative opportunities for pupils to further their experiences in the arts by working with a wide range of external specialists.	As the most disadvantaged group, pupil premium pupils will benefit from experiencing artistic opportunities.	Monitoring by SMT & Governors	RD HF	Summer 2019
To run specialist Art workshops days	Provide a range of creative opportunities for pupils to further their experiences in the arts by working with a wide range of external specialists.	As the most disadvantaged group, pupil premium pupils will benefit from experiencing artistic opportunities.	Monitoring by SMT & Governors	RD HF	Summer 2019
				Budgeted cost Resources Total budgeted cost	£8,975 £4,000 12,975

Action	Intended Outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Individual mentoring provided by protection and welfare officers.</p> <p>Re-introduction of the peer mentoring programme.</p> <p>Increase the hours of the Protection and Welfare team.</p>	<p>An improvement in pupil's self-confidence and ability to attempt independent work without fear of getting it wrong.</p>	<p>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</p>	<p>Monitoring by SMT & Governors</p>	<p>PW Officers</p>	<p>Summer 2019</p>
<p>Individual mentoring provided by protection and welfare officers, SMT and the HLTA's within the zone</p> <p>Re-introduction of the peer mentoring programme.</p>	<p>Improve pupil's ability to self-regulate and manage behaviours so that learning time is not lost through behaviour crises.</p>	<p>Pupil's lack of self-regulation and ability to control their behaviours can be a barrier to higher levels of achievement.</p>	<p>Monitoring by SMT & Governors</p>	<p>AS</p>	<p>Summer 2019</p>
				<p>Budgeted cost Resources Total budgeted cost</p>	<p>£29,943 £4,300 £34,174</p>

6. Review of expenditure

Previous Academic Year

17/18

i. Quality of teaching for all

Action	Intended Outcome	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
Individual mentoring provided by protection and well-fare officers. Re-introduction of the peer mentoring programme	An improvement in pupil's self-confidence and ability to attempt independent work in lessons.	Pupil Premium Pupils have an improved their self-confidence and ability to attempt independent work in lessons. "Pupils thrive in the environment you have created" and are confident learners. OFSTED 2018	Strategies (including PWO and peer mentoring) used will continue as they have greatly impacted pupil's confidence.	£28,559
Individual mentoring provided by protection and well-fare officers, SMT and the HLTA's within the zone re-introduction of the peer mentoring programme.	Improve pupil's ability to self-regulate and manage behaviours within lessons so that learning time is not lost through behaviour crises.	"As a school you have responded well to the priority related to behaviour by putting in place a range of effective measures to help staff support the small number of pupils with the most challenging behaviours." OFSTED 2018 100% of parents agreed or strongly agreed that pupils were well behaved at school. Parent Questionnaire 2017/2018	Strategies (including PWO, team teach trainers, 1:1 support and the zone) used will continue as they have greatly impacted pupil's ability to self-regulate behaviour.	£31,328

Action	Intended Outcome	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
For 2 members of staff to be trained to local/regional.	Makaton trainers to be able to train new staff, parents and children in Makaton.	The school provides “effective support for pupils to help them develop their communication and language skills...this increases pupils opportunities to take part in learning in the classroom.” OFSTED 2018	Strategies (including communication targets and sign of the week.) used will continue as they have greatly impacted pupil’s ability to communicate independently.	£0

Action	Intended Outcome	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
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.	“Staff throughout the school teach pupils about the potential risks and dangers they might face. As a result you keep pupils safe in school and when online...pupils said they feel safe and well looked after at school”. OFSTED 2018	Strategies (including digital leaders, assemblies, PWO and peer mentors) used will continue as they have greatly impacted pupil’s ability to communicate independently.	£0

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.

A further £12,653 was spent on other initiatives that support and impact upon pupil premium pupils achievement and experiences.