

Pupil Premium Strategy Statement 2019 - 2020

Pupil Premium is a government initiative aimed at providing additional support for looked after children (LAC) and those from low income families. The extra funding helps schools narrow the attainment gap that may exist with pupils from disadvantaged backgrounds.

Evaluation of Pupil Premium 2018 - 2019

During the first term of 2018 – 2019 a dedicated full-time forest school leader was assigned to deliver class interventions to students in receipt of pupil premium funding. Sessions were personalised to the assessed area of need for individual students, with most focused on interpersonal and social skills, emotional awareness and regulation and creative expression. Some sessions supported developing peer dynamic and managing identified individual needs within their 'my plans'. A progress tracking system was trialled to measure the impact of interventions; this focused on wellbeing, engagement and practical skills. This enabled us to identify wellbeing needs of students and provide further interventions where possible to suit their needs. Teachers were also able to create IEP targets that were focused around social interaction as opportunities to improve peer dynamics were given outside of the classroom. Nearly all students engaged well during sessions and sessions were differentiated as appropriate. Evidence from sessions was used to show progression within the autism specific curriculum which could be built upon during more nurture based interventions.

In the summer term, a pastoral family support worker was employed 3 days a week to provide additional support to families both in and out of school. The identified member of staff works alongside our pastoral lead and has formed positive professional relationships with the Esteem early help team.

Additional resources were purchased to support theme days that enabled individual students to access opportunities they would not usually have access to in the wider world as well as developing their social interactions with other peers. A car was purchased to give students further opportunities to develop their life and living skills. We aim to develop employability within our Holbrook curriculum. During the last terms, small groups and individual students from our post-14 site could access the community for work experience sessions. Having an additional mode of transport ensure that student opportunities were differentiated for appropriately.

Objectives of Pupil Premium spending

At Holbrook School for Autism we aim to make full and effective use of the funding by;

- Preparing students for adult life
- Improving personal development, engagement, self-esteem, confidence and well being
- Improving access to learning opportunities.

How we achieve the objectives of Pupil Premium spending	
<p>Outcomes for Pupils</p> <p>We demonstrate the impact of each of the interventions used and funded by the pupil premium funding</p> <p>We have termly pupil progress meetings with teachers and parents</p> <p>We use a rigorous data tracking management system to identify and focus on maximising outcomes</p>	<p>Personal Development, Behaviour and Welfare</p> <p>We ensure that, students (as far as possible) and parents are active partners in the learning process and in the management of behaviour</p> <p>We use a positive behaviour approach ensuring students are aware they are succeeding</p> <p>We collaboratively review individual student behaviour support plans half termly</p> <p>We work closely with other professionals involved with pupils and families</p>
<p>Effective Leadership & Management</p> <p>We have a clear strategy for spending the pupil premium published on the school website</p> <p>Designate the Senior Leadership Team to overview how the funding is being spent and the outcomes of interventions and spending</p> <p>Ensure all staff are highly trained in autism, curriculum differentiation and interventions, from induction onwards with ongoing training and CPD</p> <p>We have a robust performance management process, linked to pupil outcomes</p> <p>We have rigorous, moderated classroom observations and learning walks</p> <p>Research evidence from a variety of local, national and international studies</p>	<p>The Quality of Teaching, Learning and Assessment</p> <p>Ensure staff are consistently aware of pupil premium students in their classes</p> <p>Ensure staff are highly trained and understand the importance of specific targets for pupil premium students</p> <p>We analyse student data robustly and use a range of achievement and holistic data to track interventions and techniques</p> <p>Our staff use a 'small steps of progress' approach to tasks</p> <p>Targeted individualised interventions to ensure a narrowing of the attainment gap</p> <p>We secure active collaboration within school and working with other schools and professionals to ensure best practice and resources are available</p>

Barriers to future attainment
<p>By the very nature of the pupils at Holbrook School for Autism, pupils may have impairments in communication and social interaction, and sensory processing, as well as repetitive patterns of behaviour.</p> <p>To engage with learning students with Autism benefit from a reduced stimuli teaching environment</p> <p>Ensuring staff consistency of approach across a wide age and ability level</p>
External Barriers
<p>At Holbrook School for Autism pupil attainment continues to be predominantly influenced by special educational need rather than social deprivation</p>

Desired Outcomes	
Pupils outcomes are as good as pupils who don't qualify for the pupil premium funding	Additional teaching time for small groups or individual teaching
Individual to make good progress in identified area of need, such as, sensory need, social interaction, anger management, emotional awareness, emotional intelligence	Therapeutic interventions addressing areas of need in an enjoyable and creative way

Individuals to develop social interaction and raise self-esteem by having opportunities they may not ordinarily have access to	Organised trips, music and dance interaction, drama therapy, art therapy
--	--

Pupil Premium Attainment – 2018-2019 Cohort						
	Pupils eligible for PP			Pupils not eligible for PP		
	Number	Shape, Space, measure	Using and Applying	Number	Shape, Space, measure	Using and Applying
Pupils making outstanding progress in Maths	34%	38%	30%	34%	26%	29%
Pupils making expected progress in Maths	55%	63%	60%	50%	55%	53%
	Reading	Writing	Communication	Reading	Writing	Communication
Pupils making outstanding progress in Literacy	25%	28%	23%	26%	25%	28%
Pupils making expected progress in Literacy	58%	58%	58%	51%	59%	51%

Good Progress = % of pupils Representative of Median Quartile progress against National Progression Guidance and previous whole school data

Outstanding Progress = % of pupils Representative of Upper Quartile progress against National Progression Guidance and previous whole school data

Pupil Premium Funding Allocation 2019-2020	
FSM KS1 and KS2 (Reception – Year 6)	£1299.70 per student
FSM KS3 and KS4 (Year 7 – Year 11)	£914.70 per student
Left LAC following Spring 2017 census (Reception – Year 11)	£2300 per student leaving local-authority care
LAC (Reception – Year 11)	£2300 per student (Virtual School Head allocation)
Service Pupil Premium (SPP) (Reception – Year 11)	£300 per student

Holbrook School for Autism Context		
Total Pupils on Roll: 126 Under KS1, KS2, KS3 & KS4	Total primary pupils eligible for pupil premium: 38 (52.8%)	PP Primary Budget (Based on January 2019 census) £49,388.60
	Total secondary pupils eligible for pupil premium: 15 (36.8%)	PP Secondary Budget (Based on January 2019 census) £13720.50

	Total pupils eligible for pupil premium: 53	Total allocation for pupil premium (Based on January 2019 census) £63,110 (£0.90 enhanced from school budget)
	Total eligible for pupil premium plus: 12 Service Child: 1 Alternative Provision: 1 – funds managed separately	PPP Budget (updated termly with links to specific LAC children) £27,600

School Context Breakdown (as from April 2019 budget allocation – numbers can fluctuate through the year)

	KS	Boys	Girls	Looked after children	Residential	Parents serving in the armed forces
Total	KS1:	8				
	KS2:	26	4	6		
	KS3:	11		1		
	KS4:	4				
	KS5:	6			2	

Planned Expenditure

Pupil Premium Funding Breakdown £63,110					
Desired Outcome	Action	Rationale for this choice	How will we ensure this is implemented well?	Staff Lead	Cost
Forest School	More sessions to take place in a naturally stress-reducing woodland environment, at their own pace can benefit individual students and their learning with limitless potential to encourage students imaginations, build's self-esteem and creates the desire to understand, learn and respect the natural world around them.	At Holbrook School for Autism the focus of Forest Schools is firstly, to develop a student's collaborative working skills, self-esteem, confidence and practical skills, which can then be transferred to the classroom. Secondly, to make learning practical, fun and enjoyable so that students develop an enjoyable attitude towards school and learning.	Staff surveys to gain feedback of how effective this is being Behaviour monitoring records checked Increase forest school capacity by an additional 2 days with capacity by training another leader	Deputy Headteacher	£34,535 Salaries £2,500 Resources =£37,035 Of which £2996 comes from whole school budget
Music sessions in whole class context delivered by a Music Practitioner	Each class with Pupil Premium students will receive 20 half-hour music sessions During the Autumn Term	Whole class interventions support classroom staff to generalise approaches to creative engagement, musical expression, turn-taking, sharing and building rapport and respect for each other	Baseline observations and questionnaires will be completed Evaluation process and impact study upon completion	Deputy Headteacher	2 days per week for 15 weeks £3600
Weekly music workshops	Each class with Pupil Premium students to receive sessions with 'Rocksteady Music School' in the Spring and Summer Term	At Holbrook School for Autism the focus of music workshops is firstly, develop a student's collaborative working skills, self-esteem, confidence and practical skills, which can then be transferred to the classroom. Secondly, to make learning practical, fun and enjoyable so that students	Staff surveys to gain feedback of how effective this is being Behaviour monitoring records checked Baseline observations. Evaluation process and impact study upon completion	Deputy Headteacher	1 day per week 15 weeks £5,600

		develop an enjoyable attitude towards school and learning.			
Pastoral Family Support worker	<p>Signposting event to be organised to provide support and information to parents in a relaxed and informal atmosphere</p> <p>Parent support group in place for every half-term</p> <p>Early help collaboration</p>	<p>Parents value the opportunity to meet each other and receive support and information on topical issues</p> <p>An identified member of staff supports students both in and out of school, providing additional support or tailored support programmes as required. Attended allocation meetings, CIN reviews and multi-agency working</p>	Parents to fill in questionnaires to determine needs. Evaluation forms to be completed after every event.	<p>Deputy Headteacher</p> <p>Head of Pastoral and Safeguarding</p>	<p>£21,871</p> <p>Of which £2000 comes from whole school budget</p>

Evaluation of Pupil Premium 2019-2020

During academic year 2019-20 pupil premium plus (PP+) interventions focused on providing individualised interventions to support the specific needs of students alongside a bespoke curriculum.

During the first term of 2019-20 a dedicated full-time forest school leader was assigned to deliver class interventions to students in receipt of pupil premium funding 3 full days a week. Sessions were personalised to the assessed area of need for individual students, with most focused on interpersonal and social skills, emotional awareness and regulation and creative expression. Some sessions supported developing peer dynamic and managing identified individual needs within their 'my plans'. The leader has developed the woodland itself into an outstanding learning environment for students and consequently 2 days a week this has supported a pilot group of post 14 students in accessing volunteer and work experience opportunities which we hope to increase next academic year. Nurture groups were trialled as part of the forest schools' timetable to support physical, mental and emotional wellbeing of identified students. The progress tracking system to measure the impact of interventions is now embedded alongside individual wellbeing and engagement scores. The forest school leader is actively working with class teachers and residential staff to personalise individual students' current provision and next steps.

Our school family support worker was increased to working 4 days a week to provide additional support to families both in and out of school. The identified member of staff works alongside our pastoral lead and has formed positive professional relationships with the Esteem early help team and other external agencies (therapists, social

care etc.) At the end of the summer term our family support worker began additional training in mental health and wellbeing to support students and their families with more specific needs going forwards.

Additional resources were purchased to support theme days that enabled individual students to access opportunities they would not usually have access to in the wider world as well as developing their social interactions with other peers. Weekly music workshops were introduced through sessions with 'Rocksteady music school'. Weekly music workshops were introduced through sessions with Rocksteady music school. The workshops were aimed at building confidence, team work skills, self-esteem and empowering students to learn a musical instrument. Five bands were formed consisting of students across key stages and classes with the ultimate aim of performing in an end of year concert.