



# Isebrook SEN Cognition & Learning College

Where the impossible becomes possible

## Pupil Premium strategy statement

Summary Information					
School	Isebrook SEN College				
Academic Year	2017-18	Total PP budget	£45,100 (+£9,500 PP+)	Date of most recent PP Review	May 2017
Total Number of pupils	168	Number of pupils eligible for PP	54 (incl 5 PP+)	Date for next PP Strategy Review	Dec 2017

Current Attainment (end of year 2016-17)		
	Pupils eligible for PP (end of 2016-17)	Pupils not eligible for PP (end of 2016-17)
% achieving expected levels of progress in English	83	74
% making expected progress in reading	86	76
% making expected progress in writing	73	74
% making expected progress in maths	60	67
% making expected progress in communication	81	77
% making expected progress in PSHE	69	79
% achieving end of KS4 accreditation appropriate to needs and starting points	63	57

This report will be reviewed in September 2018

<b>Barriers to future attainment (for pupils eligible for PP)</b>
<b>In-school barriers</b> (issues to be addressed in school, such as communication, behaviours for learning, slow physical development, attendance) NB use school data, school monitoring evidence, plus staff, parental, pupil consultation to identify these. Identify factors such as low parental engagement, poor home learning environment etc.
A. Mental health for students
B. Staff awareness and training
C. Engagement in learning
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)
D. Parental support

<b>Outcomes</b> (Desired outcomes and how they will be measured)	<b>Success Criteria</b>
A. Students will self-regulate and access learning	Reduced incidents recorded on BW, difference in progress diminished
B. Staff will be able to describe in depth the supports in place for students in receipt of PPG in their classes	Staff knowledge of students shows through reports, analysis of provision map shows access to supports for students, difference in progress diminished. Baseline assessment in place
C. Assessment of alternative curriculum shows an impact of provisions	Assessment in place and used by staff delivering, improved attendance, (all success criteria form A. and B.)
D. Parents feel better able to support their child	Engagement in school activities, increase in parent confidence (shown through parent survey), improved student attendance and well-being

<b>Planned expenditure</b>					
Academic year	2017-18				
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					
<b>Quality of teaching for all</b>					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
1. Students will self-regulate and access learning	Staff training – awareness of strategies and tools. Mindset, engagement with therapists (OT, Ed Psych, Clinical Psych, Learning Mentors etc)	Analysis of BW and My Concerns shows that students mental health is a barrier – issues in regards to mental health and well-being are recorded	School development planning, students’ progress meetings and learning walks appraisal target for teachers, regular monitoring through appraisal,	TH	December 2017 March 2018 July 2018
<b>Budgeted cost</b>					£4,000
2. Assessment of alternative curriculum shows an impact of provisions	Assessment scheme developed (SDQs), staff training	Comprehensive provision in place (alternative curriculum) and need to monitor impact of interventions	School Development planning, assessment lead given area as priority	JF / TH	Jan 2018 June 2018
<b>Budgeted cost</b>					£3,300
3. Students’ progress against EHCP outcomes are clearly assessed	Implementation of MAPP across the school	At present IEPs are not effective in supporting the monitoring of individual targets	SENDCo implementing across the school, annual reviews, student progress meetings, end of year reports	GL	December 2017 March 2018 July 2018
<b>Budgeted cost</b>					£50
<b>Total budgeted cost</b>					£4,050 (cost of alt curriculum in 1 and 2)
<b>Targeted support</b>					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Difference in progress diminished (maths and PSHE)	Staff training and awareness raising,	Students in receipt of PPG make less progress in maths and PSHE than their peers	Staff INSET, teacher meetings, focus for curriculum leads	Maths – TD / HI PSHE - JF	December 2017 March 2018 July 2018

	parental support / training				
<b>Budgeted cost</b>					£1,950
Staff will be able to describe in depth the supports in place for students in receipt of PPG in their classes	Teacher training (incl strategic role of form tutor), clear provision mapping, assessment system in place to support planning and reporting	Staff know who is in receipt of PPG but not what is in place to support	Student progress meetings hold form tutors to account, use data from BW and My Concern to focus training / support. Plan INSET time	TH	December 2017 March 2018 July 2018
<b>Budgeted cost</b>					0
Parents feel better able to support their child	Survey parents to tailor support, identify supports available (e.g. charge policy), parent learning / support activities	BW / My Concerns analysis shows that for students in receipt of PPG issues at home impact on school. Parents tell us that they need additional support	Family Support Worker supervision, parent forums and feedback, parent questionnaires	LT	Jan 2018 June 2018
<b>Budgeted cost</b>					£4,787
<b>Total budgeted cost</b>					£6,737
<b>Other approaches</b>					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Therapeutic interventions across the school support students to access learning	Therapy support disseminated in to classrooms Introduction of CogMed	Therapy timetable is not sustainable due to needs of students. Working memory identified as an area of deficit for students and a barrier to learning	Therapy lead to implement programmes and monitor implementation Pilot study, research fed back to leadership team	VL	December 2017 March 2018 July 2018
<b>Budgeted cost</b>					£6,375
Curriculum meets the needs of all groups of students in the school	LTM / MTP review, linked learning, transition pathways for 14 – 19, Develop and extend the curriculum offer of 'Learning Outside the Classroom'	Ongoing curriculum review is needed to meet changing needs of students	QA cycle led by leadership team	KL	Jan 2018 June 2018

	(LOtC), Map use of PP funding using Provision Mapping					
					<b>Budgeted cost</b>	Budgeted within areas above
					<b>Total budgeted costs</b>	£6,375
					<b>Overall budgeted costs</b>	£17,162

<b>Review of expenditure</b>				
Previous Academic Year		2016-17		
<b>Targeted Support</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 <i>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies</i>	<b>Lesson learned</b> (and whether you will continue with this approach) <i>Lessons learned may be about impact or implementation For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</i>	<b>Cost</b>
Ensure the curriculum reflects the needs of all students, including FBV embedded, with an assessment model that tracks progress through the curriculum	Curriculum review, timetable re-organisation, teacher / staff expectations, therapeutic interventions, literacy numeracy and communication interventions, dance and REAL project	Teachers better knowledge of individuals to meet needs, attainment data shows outcomes in English, Science and ICT similar for all cohorts. (only students to gain GCSE in maths in receipt of PPG)	Greater alignment of timetable required for PSHE and support for mental health and well-being, support for less able in maths	£9,334.45
Students' barriers to learning identified quickly and timely to support students to access learning	Introduction of online recording systems (Behaviour Watch and My Concern) to target interventions through learning mentors, clinical psychologist, drama therapy, family support, pastoral tea (celebrating success with parents), before / after school clubs to support attendance and welfare	Through year incidents of disengagement form learning reduced, support for individuals and families put in place	Online systems support quick analysis and identifying trends / issues. Highlight areas of difficulty for specific students i.e. PPG – mental health and well-being	£26,318.20
<b>Other approaches</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 <i>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies</i>	<b>Lesson learned</b> (and whether you will continue with this approach) <i>Lessons learned may be about impact or implementation</i> <i>For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</i>	<b>Cost</b>
Support for all students to access extended curriculum	Support for trips and residential			2525
Support for families to support their children	Parenting classes – 123 Magic			6
Staff training	Attachment aware conference			60
Individual resources identified through meetings with parents / professionals and student progress meetings	Music lessons, uniform, transport costs, ICT equipment, personal sundries	Individualised support given	Teachers need more awareness of provision available to identify what could be accessed	£115 per student

## Additional detail

Student PREMIUM EXPENDITURE 2016-17					
AREAS					
STAFFING SPECIFIC AREAS					
TOTAL SPEND					
				<b>Pupil Premium % (approx) funding based on uptake by eligible pupils</b>	47 students @£935 (£43,945), 3 Care Leavers @£1900 (£5,700), 4 LAC @£1900 (£7,600) = £57,245
<b>Provision for all students</b>					
	Family Support Worker		23,935	20	4787.00
	Learning Mentors x2		31,172	25	7793.00
	Breakfast Club		7,600	100	7600.00
	After School Clubs		14,630	20	2926.00
	Summer Scheme		6,851	20	1370.20
	Alternative Curriculum		21,563	15	3234.45
	Communication Interventions		13,000	15	1950.00
	Literacy / Numeracy Interventions		26,000	15	3900.00
	Trips and Residential		3,750	30	2625.00
	<b>Healthy Eating</b>		600	30	180.00
	Pastoral tea and rewards		270	20	13.50
	Staff training		2,000	33	60.00
	Bought in Activities i.e. Bowie, REAL		<b>5,000</b>	<b>5</b>	250.00
	Parenting Classes		300	2	6.00
	Drama Therapy		10,450	5	522.50
	Clinical Psychologist		13,000	10	1300.00
		Total	180,121		38517.65
					5427.35
<b>Provision for Individuals as needed</b>					
		£115 per student to spend on individual needs			
	Music				
	Uniform				
	Transport costs				
	ICT Equipment i.e. laptops / iPads				
	Personal Sundries i.e. hygiene consumables				

Student PREMIUM EXPENDITURE 2017-18				
AREAS		TOTAL SPEND		
STAFFING SPECIFIC AREAS		Pupil Premium % (approx) funding based on uptake by eligible pupil		48 students @£935 (£43,945) 1 @ £300 = £45,110. 2 Care Leavers + 3 LAC @£1900 (£9,500)
<b>Provision for all students</b>				£43,945
	Family Support Worker	23,935	20	4787.00
	Learning Mentors x2	31,172	25	7793.00
	Breakfast Club	7,600	90	6840.00
	After School Clubs	14,630	20	2926.00
	Summer Scheme	6,851	20	1370.20
	Alternative Curriculum	21,563	15	3234.45
	Communication Interventions	13,000	15	1950.00
	Literacy / Numeracy Interventions	26,000	15	3900.00
	Trips	3,000	50	1500.00
	Residentials (Yr7 £15x9, Yr8 £105x15, Yr10 £150x7)		50	2760.00
	<b>Healthy Eating</b>	600	30	180.00
	Pastoral tea and rewards	270	20	13.50
	Staff training	2,000	33	60.00
	Bought in Activities i.e. Bowie, REAL	5,000	5	250.00
	Parenting Classes	300	2	6.00
	Drama Therapy	10,450	5	522.50
	Clinical Psychologist	13,000	10	1300.00
	Therapy support	42,505	10	4250.00
	<b>Total</b>	<b>221,876</b>		<b>43642.65</b>
				302.35
<b>Provision for Individuals as needed</b>				
	Music			
	Uniform			
	Transport costs			
	ICT Equipment i.e. laptops / iPads			
	Personal Sundries i.e. hygiene consumables			