



Isebrook SEN Cognition & Learning College

Where the impossible becomes possible

Pupil Premium strategy statement 2020/21

Summary Information					
School	Isebrook School				
Academic Year	2020/21	Total PP budget	£70,125	Date of most recent PP Review	15 th October 2020
Total Number of pupils	225	Number of pupils eligible for PP	75	Date for next PP Strategy Review	15 th October 2021

Current Attainment (end of year 2019-20)	
	Pupils eligible for PP (end of 2019/20)
% achieving above or expected levels of progress in English	+3% compared to non PP students
% making expected progress in reading	+4% compared to non PP students
% making expected progress in writing	-1% compared to non PP students
% making expected progress in maths	+1% compared to non PP students
% making expected progress in PSHE	+3% compared to non PP students

Attendance data (end of year 2019-20)		
	Pupils eligible for PP (end of 2019/20)	Pupils not eligible for PP (end of 2019-20)
Term 1	91.2	91.6
Term 2	89.4	91.6
Term 3	90.5	92.4
Term 4	86.1	89.5

Barriers to future attainment (for pupils eligible for PP)
In-school barriers (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. Poor mental Health for students
B. Communication limitations for students
C. Persistent absence for some students including medical and social barriers.
D. Lack of engagement in learning and lack of readiness to learn
External barriers (issues which also require action outside school, such as low attendance rates)
E. Parental engagement.
F. Low attendance rates for some – Including persistent absence

Outcomes (Desired outcomes and how they will be measured)	Success Criteria
A. Students will self-regulate and access learning	Reduced incidents recorded on BW, difference in progress diminished. Student will participate in improving the mental health and wellbeing of students around the school.
B. Students will be able to communicate their needs and wants and be able to make progress against their communication outcomes	Students make progress against their communication outcome on their EHCP. Staff have a range of communication aids in place to support communication to include CIP, SALT plans, visual resources and schedules. Communication interventions are accessed effectively.
C. Assessment of EHCP outcomes and reading shows individual progress with the effective use of interventions	Assessment in place and used by staff delivering, improved attendance, (all success criteria form A. and B.) In addition, the QA cycle for interventions will demonstrate the impact. Improved progress data in reading.
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 wellbeing.

Planned expenditure					
Academic year	20/21				
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					
Quality of teaching for all					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What are the desired outcomes?	Staff lead	When will you review the implementation?
1. To improve Phonic skills and improve literacy levels.	Teaching Assistants to support students with phonics, reading and comprehension. They will work on an individual or small group basis working under the supervision of the English lead and literacy coordinator. Individual learning goals will be set and targets will be assessed and reviewed.	Research has shown that children from low-income families have less developed language and comprehension skills than children from more affluent households. They also are less able to understand abstract language and have lower reading and writing skills. This may be due to less time and resources available to families struggling financially and being exposed to a less language rich environment	Improvement in Literacy assessment data. Improved phonics, reading and comprehension skills. Love for reading.	English and Literacy Intervention leads and AHT	Review the impact after every term using assessment data.
				Budgeted cost	£4,405
2. To develop communication in pupils	AAC training, Signalong training and interventions	To develop communication skills and inclusion. i.e Signalong, SALT, CIP, PECs, I pads.	Class monitoring of the SALT targets and progress towards them, as well the SALT team monitoring the expected progress against targets. Annual review completed on the targets and new targets set accordingly. Communication intervention to target students in P1 & P2	Communication Lead and AHT	Review impact at QA milestones and at Annual Review. Review SALT programmes every 6 weeks.

			classes. Communication intervention staff to target a whole school approach to communication.		
				Budgeted cost	£4,295
3. To develop a vocational offer at Isebrook	To develop the construction, horticulture, hair and beauty and small animal care offer to support students in vocational options after compulsory education. The LoTC Co-ordinator and Vocational teacher will work together to choose the most appropriate accreditation for Isebrook students to enable them to make appropriate progress into their chosen vocation.	The percentage of SEN students is significantly lower than the general population and this is further impacted for students that access pupil premium. A vocational offer will support students to develop work skills and be ready for their chosen vocation.	Regular meetings with AHT in order to monitor progress, refining the offer to match the needs of students		£6,656
				Budgeted cost	£4,295
				Total budgeted cost	£15,356
Targeted support					
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?
4. Family Support	There is a lack of engagement with school from some families. During	Family Support Worker who will draw up a profile of those families who need additional support and guidance with	Building relationships with families will ensure trust is built and a collaborative	Family Support Worker and AHT	Family and staff survey & feedback Case studies

	lockdown engagement improved and we used Class Dojo to enable families to stay in touch. Some, however, are not engaging with this and this impacts on the student in turn. Some families are in crisis and need signposting to external agencies for help and support.	communication and engagement. She will then arrange a series of workshops e.g. building better outcomes and creative workshops to improve resilience and health and wellbeing. Help with FSM and DLA applications. Signposting to other support networks and services	approach to supporting the students. Improved health and wellbeing and resilience in families will in turn impact on more resilient pupils and		
Budgeted cost					£6,475
To develop concentration, develop relaxation, body awareness; Develop self-regulation of behaviours.	Occupational Therapy programmes i.e. Lego Therapy, Learning Mentor intervention, Communication support to include drawing and talking.	Children in receipt of pupil premium will have equal access to therapy as and when this support is required. It is widely documented that children with additional needs and attachment difficulties will present with some sensory difficulties and challenges. Therapies will be essential for these children in order to encourage good learning behaviour. Children in receipt of pupil premium will make progress in their learning behaviour in line with their peers.	Therapies and interventions will be monitored by the class team in which the student is based. Access will be monitored on each session as well as for some pupils – monitoring of the behaviour records alongside. Pastoral Support Assistant to measure impact of interventions on behaviour incidence. SEND Officer to monitor and track all interventions for PP students	Intervention staff, SEND Officer and AHT	Review impact at QA milestones and at Annual Review. Review OT programmes every 6 weeks.
Budgeted cost					£8,738 Learning Mentors

					£,7733 OT
Total budgeted cost					£31,646
Other approaches					
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?
Children have access to school uniform	School uniform budget available for parents to access.	Children may be reluctant to come to school if they do not have or cannot afford pieces of uniform. We want to ensure that these children are happy to come to school.	Provide information to parents about the new scheme. Attendance monitoring.	Family Support Worker AHT	£,1000
Children will be ready for their learning at the start of each school day.	Provision of Breakfast and after school Club – where parents struggling to drop/pick up after school	To ensure children are attending school and ready to learn and make progress, we provide the opportunity for children to come in from 8.00am and have breakfast. Also, to have a safe place before and after school	Club activities are planned to engage children so they are ready to learn. Range of healthy food options are available.	Outdoor Learning Coordinator	£8,000
Children to be able to take part in a residential visit.	Enable pupils to attend a residential when run in their academic year.	Some children have been unable to attend residential visits due to a lack of financial support from home. We aim to enable all children have access to at least one residential during their primary school years.	Our residential visits and venues are selected to meet our children’s needs. Evaluate the visit and obtain pupil feedback.	Key Stage Leaders	£3,000 Inclusion Coordinator £6, 300
Attendance to be in line with non-PP children	Continue to provide attendance initiatives, rewards and incentives.	To ensure that children make the most of their learning opportunities, we have a high profile whole-school attendance focus	Attendance rates are closely monitored weekly whole school communication meetings are held where levels dip. End-of-term attendance prizes are high-profile and desirable.	AHT	FSW work as stated above – included in above budget.

Healthy Eating	Fruit in place for students every day	To ensure children have access to healthy snacks at break times.	Provide information to class teams, encourage students to collect fruit at break times.	Finance	£200
Budgeted cost					£18,500
Total budgeted costs					
Overall budgeted costs					£65,502

Review of expenditure				
Previous Academic Year		2019/20		
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 <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>	Lesson learned (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>	Cost £47,672
Students will self-regulate and access learning	Staff training –awareness of strategies and tools. Mindset, engagement with therapists (OT, Ed Psych, Learning Mentors etc)	A significant amount of work has gone into providing a different approach to supporting students with self-regulation. All therapies are in place and we have developed a ‘Connected Provision’ so that if we cannot meet a child’s needs due to SEMH needs they have an opportunity to learn in a bespoke provision. Training has taken place regarding protective behaviours, team teach de-escalation,	Lessons learned are that students require bespoke and personalised support programmes. This takes a team of staff to enable the student to succeed. We have a cohort in KS3 currently who continue to need this intervention and wrap around support and therefore this outcome is continuing this year. We have had success with flexible approaches and so this will continue into 2021.	
Assessment of alternative curriculum shows an impact of provisions	Assessment scheme developed (SDQs), staff training	The alternative curriculum had an impact on behaviour incidences, giving students opportunity to learn in a non-classroom-based setting with a different peer	The alternative curriculum was beneficial in terms supporting in the short term but it did not enable students to transfer back to class after the intervention.	

		group. The SDQ data was inconsistent but behaviour watch data demonstrates that this approach supported students with self-regulation.	Students found it difficult to transition back to their timetabled curriculum once the piece of work was completed. Going forward we are going advertising for a Outdoor Learning Coordinator to develop and deliver off-site / on-site programmes for identified individuals and groups of individuals. To work within the pastoral team and in collaboration with the leadership team to further develop, coordinate and assess the impact of, the extended curriculum provision across the school.	
Students' progress against EHCP outcomes are clearly assessed	Implementation of MAPP across the school	MAPP has not been implemented but as part of one of the AHT's NPQH, we have developed a system whereby outcomes are closely monitored and individual progress is evident for every student. We are working towards using Evidence for Learning to capture this evidence so that it is consistent across the school.	Evidence for Learning is now essential for us to enable this to be consistent across the school and for parents to have regular, documented input into their child's progress.	
Difference in progress diminished (maths and PSHE)	Staff training and awareness raising, parental support / training	The progress data above is not a complete academic year due to school closure between March and July.		

		However, the gap has diminished between PP and non-PP students in maths and PSHE.		
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 now have access to a provision map and know who their PP students are. There is a system in place to report concerns and we have had staff training in respect of tracking PP progress.		
Parents feel better able to support their child	Survey parents to tailor support, identify supports available (e.g. charge policy), parent learning / support activities	During school closure parents had communication through welfare calls twice weekly, interventions still took place and communication with social care and external services continued. Parents identified in the survey and during welfare calls that they benefitted from the support during this time.	Due to school closure, there is still a lot of work to do around this area. Parent support groups will be set up via Teams and intervention staff will support parents with interventions at home.	
Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: 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>	Lesson learned (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>	Cost £7,893

Therapeutic interventions across the school support students to access learning	Therapy support disseminated in to classrooms Introduction of CogMed	Cogmed had great success with positive data to show impact in students' working memory. This intervention will continue for the coming years.	The impact was evident in the data for progress with regard to working memory. Next steps are to use the progress in application of working memory in class.	
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' (LOtC), Map use of PP funding using Provision Mapping	Curriculum is developing continuously. 0 – 25 assessment framework is now in place and we have developed pathways for learning to enable all students to achieve their end outcome preparing for adulthood.	In order for this to have full impact with evidence Evidence for Learning needs to be in place and so this will continue n development.	

