



Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information					
School	Mary Rose Academy			Type of SEN (eg.PMLD/SLD/MLD etc.)	PMLD, SLD, ASD
Academic Year	2018-2019	Total PP budget	£60,962.50	Date of most recent PP Review	Sept 2018
Total number of pupils	152 inc EYFS and 6 th Form	Number of pupils eligible for PP Primary and Secondary	59.5	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% working at expected standard in maths	94%	98%
% working at expected standard in reading	91%	98%
% working at expected standard in writing	93%	97%
% Annual Attendance	93%	93%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Cognition and Learning: How can we ensure that all pupils make excellent progress in their English and maths despite the disadvantage of their special educational needs?

B.	Communication: What do we need to do to ensure that all pupils are able to communicate effectively and with confidence?	
C.	Readiness for Learning: How can we create opportunities for pupils to develop resilience, so that pupils become as independent in their learning as possible?	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance: How can we promote high levels of attendance by all pupils?	
4. Intended outcomes		
	<i>Specific outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	That all pupils will make excellent progress in maths and English as indicated by their assessment data on B squared and Earwig Academic.	That across the school, 90% or more of all pupils will achieve their attainment target for the year in Maths and English. That there will be no gap between those pupils with a PP and those that do not have a PP.
B.	That all pupils will have their sensory needs met, that they are ready to learn and attend to every aspect of their school day.	That all lesson observations and learning walks will provide evidence of excellent teaching and that pupils are fully engaged with their learning. The number of behaviour incidences recorded on BehaviourWatch will decrease throughout the year. That all pupils will make progress in their learning as demonstrated by 90% or more pupils achieving their attainment targets.
C.	That the school will provide opportunities and the expertise, for every pupil to develop effective communication.	That 90% or more of all pupils will achieve their attainment target in speaking/listening and spoken language. That there will be no gap between those pupils with a PP and those that do not have a PP. That all pupils will have evidence of their personal progress in communication against their EHCP outcomes and the SAT values on Earwig Academic.
D.	To develop physical and sensory and social and emotional well-being of pupils so that they achieve the medium term outcomes on their EHC Plans.	Participating in outdoor learning, Forest School activities Participating in Creative Development Activities eg Rock Challenge Attendance to after-school clubs shows PP pupils take up the offer with positive feedback Attendance on residential visits shows PP pupils take advantage of the opportunity and that feedback and outcomes are positive

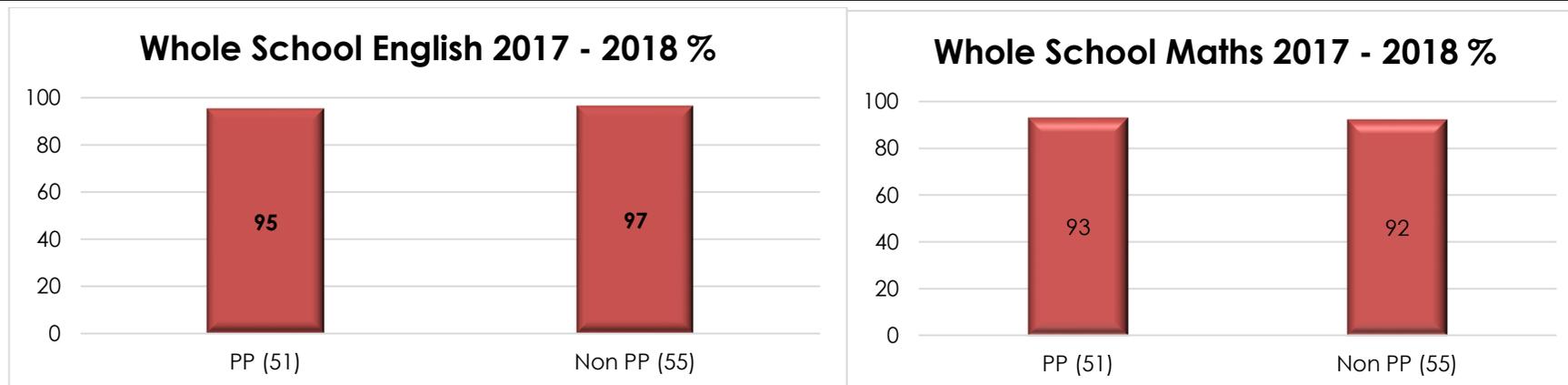
5. Planned expenditure					
Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
That the Earwig Academic system will create a rigorous monitoring framework ensuring assessment evidence is informing planning and the setting of challenging attainment targets for all pupils. That there will be no attainment gap between PP and Non-PP pupils	All teachers and TA's to evidence pupil outcomes on a weekly basis. Linking EHCP outcomes to pupil progress. Guidance, support and monitoring to be provided by SLT.	<p>Assessment – particularly teacher assessment - is a crucial skill which provides teachers with up-to-date and accurate information about the specifics of what pupils do and don't know. Effective assessment helps teachers identify pupils in need of additional support so they can catch up and keep on track (EEF: Attainment Gap Report 2017)</p> <p>The Earwig Academic system provides a framework to link the pupils EHCP outcomes and SAT values to their progress. Resulting in the tracking and monitoring of all aspects of pupil development and wellbeing. Ensuring that teachers have up to date and accurate information for every pupil.</p>	<p>Successful projects have clarity around their structure, objectives and target group, with high-quality training and materials that allow for adaptation and strong implementation. EEF (Attainment Gap Report 2017)</p> <p>School Strategic Plan Teacher and TA Meetings. SLT Monitoring and feedback. Learning Walks and Lesson Observations. Annual Reviews.</p>	JP	Half Termly
Total budgeted cost					£8,000
ii. 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 implementation?
That all pupils have access to sensory integration programs where necessary, all pupils are ready to learn, resulting in all pupils achieving their attainment targets. That there will be no attainment gap between PP and Non-PP pupils.	Providing teachers with access to an OT for the development of personalised sensory integration programs for all pupils that need them.	Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes. EEF (The impact of non-cognitive skills on outcomes for young people, 2013)	<p>That all staff, including new staff as part of their induction, receive training from the OT on sensory integration and its implementation. All new pupils to be assessed on entry by their teacher in conjunction with the OT.</p> <p>Reduced incidences of level 3 behaviours on BehaviourWatch. Earwig Evidence. Teacher and parent feedback.</p>	SR	Ongoing July 2018

<p>That all teachers extend their pedagogical knowledge to meet the needs of pupils with complex learning needs. That the Attention Autism approach will be fully imbedded into the curriculum.</p>	<p>Teachers to provide Attention Autism sessions as part of the curriculum.</p>	<p>It is advised that educators consider a specific social-communication intervention for the core features of autism in children and young people, that includes play-based strategies with parents, carers and teachers to increase joint attention, engagement and reciprocal communication in the child or young person. NICE (ASD in under 19s: support and management 2013).</p> <p>Evidence from initial pilots used across the school has shown that AA has a positive impact on pupil engagement and motivation.</p>	<p>Monitoring of planning. Learning walks and lesson observations. Earwig Academic assessments Teacher and parent feedback at Annual Review</p>	<p>JP</p>	<p>Termly July 2019</p>
Total budgeted cost					<p>£28,000</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Develop outdoor learning including Forest School and Beach School throughout the curriculum to increase engagement</p>	<p>Employ specialist team to deliver Horticulture, Forest School and Beach School within the main school timetable and through enrichment activities Develop the Horticulture/outdoor learning spaces to include specialist spaces through which to deliver the activities for learning</p> <p>Ensure PP pupils have access to the enrichment programme including Residential Activities</p>	<p><i>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</i></p> <p><i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i> EEF Toolkit</p>	<p>Learning walks / lesson observations.</p> <p>Take-up of lunch and after school clubs with regular attendance</p> <p>Take-up of PP pupils on residential visits</p> <p>Performance management.</p> <p>Accreditation entries / Rock Challenge entries</p> <p>SAT Values, EHCP outcomes met by pupils evidenced through Earwig Academic</p>	<p>KT/AW</p>	<p>Half Termly Review</p>
Total budgeted cost					<p>£25,000</p>

6. Review of expenditure				
Previous Academic Year		2017-2018		
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
Pupils on pupil premium to achieve targets in communication and to show personal progress through the evidence identified through the new SAT assessment criteria.	Providing focused input to increase progress in communication at KS1, KS2, KS3 and KS4 and evidenced through the newly developed assessment framework	100% of pupils on pupil premium to achieve targets in communication and to show personal progress through the evidence identified through the new assessment wheel. Staff receiving coaching from the identified middle leader and taking advantage of the resources available to support this Eg AAC	<p>Effective communication is a priority for all pupils at Mary Rose Academy. We will continue to provide pupils with highly personalised communication strategies. Ensuring that all pupils, including the most disadvantaged, have the very best outcomes.</p> <p>Having a middle leader that supports teachers and teaching assistants with their communication skills has had a positive impact on all pupils with ASD and complex learning needs. This role will continue.</p> <p>Earwig Academic has proved to be an effective tool for the collection of formative and summative assessment. This in turn has informed the planning of excellent opportunities for pupils to develop their communication. Earwig Academic will continue to be developed for the evidence of pupil progress.</p>	£28,000
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
Pupils on pupil premium in receipt of sensory integration to have improved concentration skills (readiness for learning) Pupils on pupil premium to achieve targets in English and maths	Providing sensory integration for individual pupils with autism or SLCN in KS1-4 twice daily in timetabled time	<p>100% of pupils on pupil premium in receipt of sensory integration to have improved concentration skills (readiness for learning)</p> <p>100 % of pupils on pupil premium to achieve targets in English and maths 100% of pupils on pupil premium in receipt of sensory integration to be more positively engaged during outdoor activity and have access to dedicated outdoor equipment</p>	Sensory Integration has had a positive impact on the pupil's behaviour, attention and focus, resulting in excellent outcomes. Therefore, the use of sensory integration will continue for all pupils that require it.	£44,000

iii. 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.	Lessons learned (and whether you will continue with this approach)	Cost
To use the techniques from the Attention Autism program to target the teaching of attention, communication and social interaction skills for all pupils on pupil premium including those with autism (the approach benefits all pupils with complex learning needs not just those with autism)	To skill school staff to use the Attention Autism approach to teaching pupils on pupil premium who need support to develop their attention, communication and interaction skills in order to make progress To create a resource bank to ensure activities are personalised and motivating	All teachers and teaching assistants have had either the full day or half day training in Attention Autism. Pupils have demonstrated an increase in attention, communication and focus as a result of the AA strategies. As evidenced in the case studies, Earwig Academic and outstanding rates of progress in maths and English.	Due to the positive impact of the Attention Autism approach this will continue to be provided as part of the curriculum. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress. EEF (Teaching and Learning Toolkit 2018)	£15,000
Total Cost:				£86,570

7. Additional detail



- There is a very small gap in the attainment of PP pupils and Non-PP pupils in English or Maths, however over 90% of all pupils achieved their attainment targets.

