



## Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information					
<b>School</b>	Mary Rose Academy			<b>Type of SEN (eg.PMLD/SLD/MLD etc.)</b>	PMLD, SLD, ASD
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	<b>59,860</b>	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	150 inc EYFS and 6 <sup>th</sup> Form	<b>Number of pupils eligible for PP Primary and Secondary</b>	59	<b>Date for next internal review of this strategy</b>	Jan 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>% working at expected standard in maths</b>	0%	0%
<b>% working at expected standard in reading</b>	0%	0%
<b>% working at expected standard in writing</b>	0%	0%
<b>% Annual Attendance</b>	93%	93%

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

- |           |   |
|-----------|---|
| <b>A.</b> | Cognition and Learning:<br>How can we ensure that all pupils make excellent progress in English and Maths despite the disadvantage of their highly complex special educational needs? |
| <b>B.</b> | Communication:<br>What do we need to do to ensure that all pupils are able to communicate effectively and with confidence when the vast majority of our pupils are non verbal?        |
| <b>C.</b> | Readiness for Learning:<br>How can we create opportunities for pupils to develop resilience, so that pupils become as independent in their learning as possible?                      |

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

- |           |  |
|-----------|--|
| <b>D.</b> | Attendance:<br>How can we promote high levels of attendance by all pupils considering the health challenges many face and the high levels of social deprivation? |
|-----------|--|

### 4. Intended outcomes

	<i>Specific outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	That all pupils will make excellent progress in cognition and learning, as indicated by personalised planning, target setting and their individual learning journey	That across the school, all pupils will make excellent progress against personalised targets linked to their EHCPs. That there will be no gap between those pupils with a PP and those that do not have a PP.
<b>B.</b>	That all pupils will have their sensory needs met, that they are ready to learn and engage with 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 Behaviour Watch 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.
<b>C.</b>	That the school will provide opportunities and the expertise, for every pupil to develop effective communication.	That all pupils will make excellent progress in communication, they will achieve targets linked to their EHCPs.. 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.

<b>D.</b>	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	<b>2019-2020</b>				
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>i. 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 implementation?
That the Earwig learning journey approach will become further embedded so that the learning links clearly to holistic pupil progress especially in the areas of SEMH and sensory/physical linked with EHCP and SAT values	All teachers and TA's to provide robust evidence of pupil outcomes on a weekly basis. Clearly linking EHCP outcomes to pupil progress. CPD to be provided to further develop TA skills to support this.	<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>School Strategic Plan Teacher and TA Meetings. SLT/WLT Monitoring and feedback. Peer review sessions Termly progress review meetings Learning Walks and Lesson Observations. Annual Reviews.</p>	JP	Half Termly
<b>Total budgeted cost</b>					£8,000
<b>ii. 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 implementation?
<p>That all pupils have access to appropriate and personalised readiness for learning sessions where necessary.eg sensory integration programs/multi-sensory approaches/Attention sessions</p> <p>All pupils are ready to engage with learning, resulting in all pupils achieving their attainment targets. That there will be no attainment gap between PP and Non-PP pupils.</p>	<p>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/WLT.</p> <p>Teachers have full access to SI specialist OT to write programmes and train staff teams to deliver specialised approaches</p>	<p>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>	<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 integrated into the curriculum and evidenced in learning journeys on Earwig showing progress against EHCP outcomes</p>	<p>Teachers to embed appropriate approaches into personalised curriculum planning eg message stories, multi-sensory programmes Attention Autism sessions</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 across the school has shown that AA has a positive impact on pupil engagement, communication and motivation. This approach is being trialled with a range of different classes including PMLD embedding this into personalised curriculum planning including all relevant approaches as appropriate to the needs of the pupils</p>	<p>Monitoring of planning. Learning walks and lesson observations. Earwig Academic assessments Teacher and parent feedback at Annual Review</p>	JP	Termly July 2019
<b>Total budgeted cost</b>					£28,000

iii. 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?
Develop outdoor learning including Forest School and Beach School throughout the curriculum to increase engagement	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	<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>  <i>Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported. EEF Toolkit</i>	Learning walks / lesson observations.  Take-up of lunch and after school clubs with regular attendance  Take-up of PP pupils on residential visits  Performance management.  Accreditation entries / Rock Challenge entries  SAT Values, EHCP outcomes met by pupils evidenced through Earwig Academic	KT/MW	Half Termly Review
<b>Total budgeted cost</b>					£24,000

6. Review of expenditure				
Previous Academic Year		2018-2019		
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 £8,000

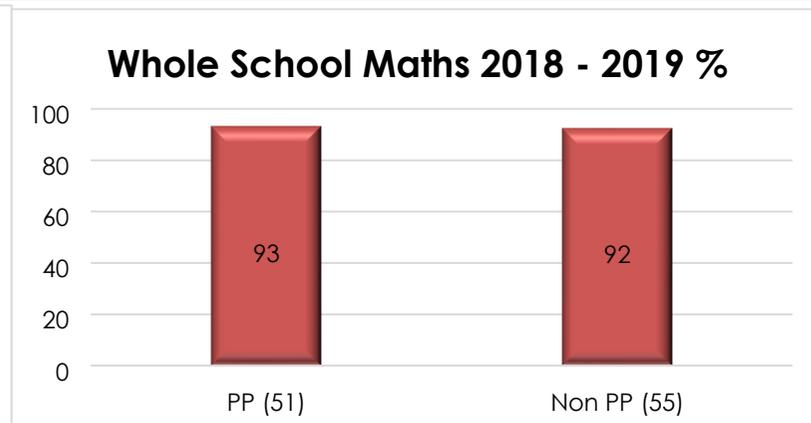
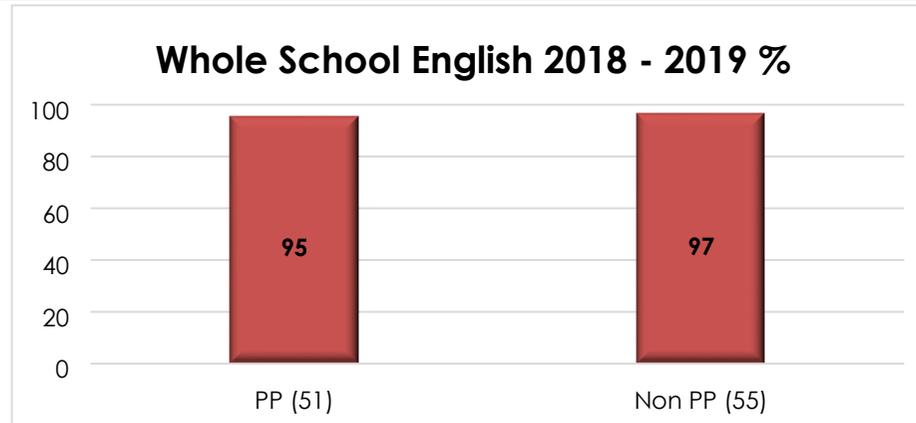
<p>That the Earwig Academic system will create a rigorous monitoring framework ensuring assessment evidence is informing planning and the setting of challenging attainment targets for all pupils. That there will be no attainment gap between PP and Non-PP pupils</p>	<p>All teachers and TA's to evidence pupil outcomes on a weekly basis. Linking EHCP outcomes to pupil progress. Guidance, support and monitoring to be provided by SLT.</p>	<p>Successful embedding of the software tool to evidence progress projects have clarity around their structure, objectives have been clear and pupils are making progress All teachers and TA's are successfully evidencing pupil outcomes on a weekly basis. EHCP outcomes are clearly linked to pupil progress. Guidance, support and monitoring was provided by SLT.</p>	<p>To continue with this approach further embedding the approaches and linking clearly to holistic pupil progress especially in the areas of SEMH and sensory/physical linked with EHCP and SAT values Effective communication for all pupils is a high priority across the school. Pupils need to continue to receive highly personalised approaches to support their developing communication. A middle leader with a focus on communication has a positive impact on all pupils, this role will continue Earwig will continue to be developed and embedded to support evidence of communication progress.</p>	
---	---	---	--	--

**ii. Targeted support**

<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.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> £28,000
<p>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.</p>	<p>Providing teachers with access to an OT for the development of personalised sensory integration programs for all pupils that need them</p>	<p><b>Pupils make exceptional progress in all areas and there are no gaps between PP and no PP pupils.</b></p>	<p>That this had a significant impact on pupils ability to learn and pupils. As pupils change classrooms or class groups/staff this programmes need to be further personalised and re-assessment is ongoing and cyclical. For the impact to continue it is vital that the SI OT and associated programmes and staff training continues to receive investment and prioritisation</p>	

<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 embedded into the curriculum.</p>	<p>Teachers to provide Attention Autism sessions as part of the curriculum</p>	<p><b>Learning walks, drop ins and observations evidence that pupils' levels of engagement is high. Resilience and readiness for learning is high (see case studies)</b>  <b>There are no achievement gaps between PP and non PP pupils</b></p>	<p>This has clearly been a valuable approach for all pupils in receipt of pp. In order to extend it and move it forwards we need to focus on developing opportunities for independence through stages 3 and 4 of the programme for all groups of pupils who may benefit</p>	
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></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>Staff and pupils will develop skills and understanding of learning in a range of environments  Pupils made excellent personal achievements in areas such as resilience (SAT value)  Pupils were able to apply skills to real life learning experiences.  Pupils demonstrated an increase in personal confidence, resilience for learning, and communication and engagement through attending forest school activities</p>	<p>All pupils have benefitted from these approaches. Two staff need to complete the final stage of qualification in Forest School therefore this approach should be continued and embedded across the curriculum for all pupils over the coming year</p>	<p>£25,000</p>
<p style="text-align: right;"><b>Total Cost:</b></p>				<p><b>£61,000</b>  <b>Sch cont</b>  <b>£637.50</b></p>

## 7. Additional detail



Over 90% of pupil on pupil premium met or exceeded their targets in English and maths. There is no significant gap. Outcomes meet SAT criteria for outstanding