

Pupil premium strategy statement

1. Summary information					
School	Pinewood School Academy Trust				
Academic Year	2019/20	Total PP budget	£53000	Date of most recent PP Review	July 2017
Total number of pupils	173	Number of pupils eligible for PP	47	Date for next internal review of this strategy	September 2020

2. Current attainment		
	<i>Pupils eligible for PP (Pinewood)</i>	<i>Pupils eligible for PP (national average special schools)</i>
69% making expected progress in writing (60% in 2017/18)	27%	37.5%
65% making expected progress in maths (55% in 2017/18)	27%	37.5%
78% making expected progress in soc and emot dev (57% in 2017/18)	27%	37.5%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	All pupils have a range of additional needs. Their cognitive ability is that of a much younger child and many remain working within the p levels (School assessment system records p1-8 as levels 1-8) on entry.
B.	Vocabulary for many pupils similar to those of children in Key Stage 1
C.	Ability to understand abstract concepts and the tendency to compartmentalise learning. Transferable skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some issues of social deprivation amongst a number of pupils. A number of pupils in the low attendance bracket often due to medical issues.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For pupils to be able to generalise learning and transfer skills between areas of learning	Pupils learning across the curriculum is evident due to skills being consistently transferred
B.	Developing a resilience for learning	Attendance in school and preparedness to work through problems both in lessons and out of lesson
C.	Most able pupils achieving GCSE qualifications	GCSE qualifications taught in year 10 and 11 where appropriate.

D.	All pupils leave with appropriate internal or external qualification. All pupils progress on to a suitable college course.	
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5. Planned expenditure

Academic year	2019/20
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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?
To develop the school's culture of wellbeing and pupil readiness to learn	School counsellor (0.2) Behaviour Support Mentors (1.6)	Access to counselling and 1:1 support where needed to discuss worries and concerns has shown to help improve mental health	School pastoral and referral system will monitor need and also effectiveness. Analysis of attendance data.	TBa	Termly
All pupils will have access to a yearly residential opportunity to develop their independence and life skills and further enhance the curriculum offer.	Funded rolling program of faculty themed residentials	Residential opportunities are known to increase engagement in learning. Pupils from low economic backgrounds have struggled to access opportunities in the past. All SEN pupils need to develop their independence skills and residentials are a great way to do this.	Planning scrutiny Evaluation of each residential and the program as a whole. Pupil/Parent feedback	HOF	July 2019

Total budgeted cost £25000

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?
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Year 8 pupils are supported in class to make rapid and sustained progress in Literacy and Numeracy	Enhance staffing in Year 8 – 2 TAs per class	This led to improved outcomes across all groups last year and therefore seen as important to maintain.	Data Analysis Pupil progress meetings Lesson observations Review of pupil work.	Tba	May 2019
Total budgeted cost					£22000
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?
Dedicated time for DT CLA to undertake role	DT given blocked time on timetable to undertake role.	Statutory function	Termly feedback to SLT	DHT	Easter 2020 to inform next timetable
Total budgeted cost					£6000

6. Review of expenditure					
Previous Academic Year		2018/19			
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 develop a resilience for learning that enables them to 'stick at it' and develop a sense of independence	School counsellor (0.2) Behaviour Support Mentors (1.6) Modified Timetables where necessary	There was a significant increase in the percentage of students achieving expected progress or above in the 2018/19 academic year in comparison to the previous year.	Not all students in receipt of PPG received the counselling support.		10000

Pupils make rapid and sustained progress in Maths	External Advisory staff supporting Head of Faculty Staff Meeting and INSET time devoted to Mathematics teaching and learning including across the	Support from the numeracy advisory team began to impact on whole school teaching after Easter 2019. Previous support focussed on the strategic impact of planning for progression in maths. The is ongoing support to further develop numeracy within the school which is being drawn from the curriculum/CPD budgets for 2019/20 academic year	There was a variation seen in progress in mathematics over the summer term. Staff implemented new methods and these need to be evaluated over a longer period. With this in mind we are meeting our original service level agreement from a different funding pot.	2000
Curriculum provides opportunities for students to develop and sustain skills of risk assessment to ensure they can keep themselves safe in the wider world	Community Independence provides safety in and outside the home education, travel training. Pathways sessions on first aid.	Students are able to demonstrate, some in an emerging way, that they need to identify hazards and respond appropriately, sometimes with support.		

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
Year 8 pupils are supported in class to make rapid and sustained progress in Literacy and Numeracy	Enhance staffing in Year 8 – 2 TAs per class	There was a positive impact seen across all groups of students.		22000
DT CLA is able to focus time monitoring the individual progress of students	Specific timetabled time for DT. Wherever possible in blocks to ensure greatest impact.	Specified time is of great value and enables the DT to conduct the role effectively.	To continue	6000

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
Girls achievement raised in reading, writing and maths due to improved quality of teaching in these subjects	Analysis of girls starting points. Do girls start from a lower/higher/similar starting point to boys Demographic of girls – family	Over the course of the last year, the percentage of girl making expected progress or better rose from Writing 60% - 83% on the previous year. In maths the increase in girls making expected progress or better rose from 70% - 73%. These figures are overall and the progress for students with PPG are currently lower.	The impact of numeracy training has yet to be seen in full. A further evaluation to eliminate cohort variation will demonstrate the impact better. Further work needs to be completed to increase teachers skill. However, the evidence does not support continued use of PPG money to do this.	2000

Students gain broader experience and are able to generalise learning	Trips/Visits/LoTC opportunities and activities			
Dedicated time for DT CLA to undertake role	DT given blocked time on timetable to undertake role.	Specified time is of great value and enables the DT to conduct the role effectively.	To continue	6000

7. Additional detail

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