

Pupil Premium Strategy Review 2018-19

Area of need and rationale	Identified Actions	Success Criteria	How is this monitored	% Spend
'Clear and responsive' leadership is identified within DfE publications as one of the building blocks to success for raising attainment in disadvantaged learners.	2 members of SLT allocated to formulate and monitor effective PPG strategy. External PPG Reviewer involvement in development of strategy and monitoring procedures	-Increased understanding of PPG for all staff-100% of staff to be trained on PPG by July 2019. -Effective PPG strategy in place and all initiatives have measurable impact -Explicit links to performance management at all levels are tracked by SLT -Consistent systems for identification of PPG learners are embedded within classes	-Measure impact of training through staff enquiry - SLT monitoring of all PPG initiatives. Termly collation of data presented to SLT and governors. -SLT/Staff performance management process	0%
End of Year Review				
<p>-Training Scheduled for Autumn Term 2019, in development with Darren Dickinson NLE.</p> <p>-Initial PM reviews taken place and targets for key staff set by DF and TC.</p> <p>-New PPG strategy developed and available on the school website. All Actions have clearly identified success criteria to measure impact. Strategy shared at Research School training as a model of good practice. TC attended 3 day training on 'Maximising the impact of PPG' to support further development. TC received SLE status to support other schools with PPG development. TC/DF completing Audit of PPG using research schools template.</p>				

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Quality first teaching is the most effective way to support progress of PPG pupils. Metacognition is identified as one of most effective ways to boost progress in the EEF teaching and learning toolkit.	Established 'Destination Outstanding' focus groups to develop research-based recommendations around these themes to drive whole school improvement.	<ul style="list-style-type: none"> - Groups to develop success criteria and monitor impact of implementation. -Recommendations from each group adopted into policy/practice 	<ul style="list-style-type: none"> -SLT members to oversee groups and ensure impact is measurable. -Teacher/HLTA performance management 	0%
End of Year review				
<ul style="list-style-type: none"> -Metacognition group have released recommendations and session incorporated into timetable- ongoing commitment to group to ensure sustainable results. -BfL group have trialled effectively the use of person centred PIPs and are now looking at using this more widely across school 				

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<p>High levels of social deprivation and neglect within the locality (Barnsley Safeguarding Children Board- Neglect Strategy, 2017). 148 learners at Greenacre are in receipt of PPG of these 53% are subject to multi-agency support at tier 2 or above..</p>	<p>Every pupil requiring Tier 2 support will continue to get timely intervention and measurable, time limited outcomes.</p> <p>Family team will continue to attend all CIN meetings and contribute to CIN plans.</p> <p>Continued collaboration with partner agencies.</p>	<p>-Low levels of child protection plans are sustained.</p> <p>-Timely early help intervention leading to a reduction in social care referrals.</p> <p>-No child will remain on a Greenacre early help assessment longer than 18 months.</p>	<p>Ongoing SLT overview of all CP plans, social care referrals and duration of EHA.</p>	<p>22%</p>
<p>End of Year Review</p>				
<p>-Child protection plans down 80% from 2015 and still <1% Greenacre pupils subject to CP Plans. -Social Care referrals have reduced since last year and have more than halved since 2013. -In July 10 EHAs were open and led by Greenacre, none of these had been open longer than the 18 month period outlined.</p>				

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<p>Nationally students in receipt of PPG attend 2.9% less than peers not in receipt of PPG. At Greenacre PPG learners attend better than peers.</p> <p>On Average attendance within Special schools was 90.3% last year, at Greenacre this was 92.92%. (DfE Pupil absence statistics)</p>	<p>Attendance officers to promote attendance through increasing family engagement, providing emergency transport and providing timely Children Missing in Education (CME) referrals.</p> <p>Appropriate promotion of Independent travel training for KS4/5.</p> <p>Creation of Personalised curriculums to support pupil engagement</p>	<p>-To maintain no attendance gap between students who receive PPG and those who do not.</p> <p>-To continue to improve overall attendance and maintain levels above national averages for specialist education settings.</p> <p>-50% of KS4 satellite students will be independent travel trained as identified through annual review process.</p>	<p>Termly reviews of attendance.</p> <p>Attendance reports to SLT.</p> <p>HLTA Performance Management</p> <p>SENDCo monitoring of travel training through EHCP outcomes</p>	<p>16%</p>
<p>End of Year Review</p>				
<p>-PPG Students attended better than peers with 93.4% compared to 92.5 (Non-PPG)</p> <p>-Whole school attendance is significantly above the national average for specialist setting at 93.3% compared to 89.8% nationally in 2017-18</p> <p>-20% of KS4 students at Carlton currently involved in travel training. Other students will be identified through annual reviews process</p>				

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37.5% of pupils at Greenacre have or are currently receiving support from Child and Adolescent Mental Health Services compared to 2.68% of all 0-17 year olds in the North of England.	<p>Formation of SEMH team to monitor and provide intervention to maintain positive Emotional Wellbeing.</p> <p>Continued collaboration with CAMHS to provide timely intervention as required</p>	<p>Measurable progress for students measuring below 'good' levels in Emotional Wellbeing.</p> <p>Sustained CAMHS referrals and monitoring of impact.</p>	<p>Termly Analysis of progress within Emotional Wellbeing Measures and analysis of intervention effectiveness.</p> <p>SEMH Team performance management.</p> <p>SEMH lead to track CAMHS referrals and impact.</p>	14%
End of Year Review				
<p>-72% of pupils were operating at 'good' EWB or making progress towards this.</p> <p>-CAMHS Nurse referrals increased from last term- SEMH team to use new format to monitor SEMH intervention effectiveness</p>				

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<p>'Individual approach to addressing barriers to learning and emotional support' is identified within DfE publications as one of the building blocks to success for raising attainment in disadvantaged learners.</p>	<p>Social conduct team to positively impact of pupil behaviour through:</p> <ul style="list-style-type: none"> -Providing staff training -Functional analysis of behaviour -Proactive support -promotion of self-regulation <p>Destination Outstanding group established to research how IRIS can be utilised to support pupil behaviour and self-regulation.</p>	<ul style="list-style-type: none"> -Reduction in the use of RPI for individuals and cohorts of learners across school. -Reduction in incidents during transition period (1st term) -DO group will implement recommended strategies for key pupils 	<ul style="list-style-type: none"> -Termly analysis of incidents and RPI. -Analysis of proactive work and individual action plans -Social Conduct Team/Teacher performance management -SLT monitoring of DO Focus groups 	<p>44%</p>
<p>End of Year Review</p>				
<ul style="list-style-type: none"> - In 76% of classes use of RPI reduced from Autumn to Summer term. See RPI monitoring overview for actions and next steps.- -Both new starters (Jan 2019) have had reduction in incidents from 1st to 2nd half term. -BfL group have effectively trialled the pupil centred PIP and are now focusing on embedding this whole school 				

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<p>Disabled children are 3.4 time more likely to suffer abuse than those without a disability. Those children with a communication or behavioural disorder are 5-7 times more likely to suffer abuse. NSPCC (October 2014)</p>	<p>Ensure Safeguarding remains effective. Including: -Half termly safeguarding training to all T&L staff -Dedicated family team support at Tier 2 and above -All Family team trained to use graded care profile -All SLT are designated safeguarding lead trained -Targeted Parent workshops -Priority access to out of school clubs</p>	<p>-low levels of child protection plans maintained -Any Cause for Concern raised during school holidays in received by a designated safeguarding lead within 24 hours. -Increased parental attendance at parenting workshops -Collation of parental feedback to demonstrate impact of workshops -Timely early help intervention leading to a reduction in social care referrals.</p>	<p>-Performance Management targets of Family Team staff -Out of hours Cause for Concern monitoring -SLT monitoring of support for students at Tier 2 or above -Termly review of parental attendance and feedback to inform future workshops presented to SLT</p>	4%
Summer Term Review				
<p>-Child protection plans down 80% from 2015 and still <1% Greenacre pupils subject to CP Plans. -100% of CFCs raised out of school hours received by a DSL within 24 hours. -Social Care referrals have reduced since last year and have more than halved since 2013.</p>				

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<p>The attainment gap is largest nationally for those from economically disadvantaged backgrounds and those assessed with special educational needs (EEF The Attainment Gap, 2017). At Greenacre there is currently no attainment gap between students in receipt of PPG and their peers.</p>	<p>Continued priority access to academic interventions to ensure achievement is maintained.</p>	<p>-Maintain no academic gap between PPG and Non-PPG learners</p>	<p>-Termly progress reports with analysis of PPG learner progress -PPG focus in progress tracking meetings at all levels</p>	<p>0%</p>
<p>End of Year Review</p>				
<p>-PPG focus now included in progress tracking processes and progress reports. -Overall there is no attainment gap between student receiving PPG and those who do not. In 73% of cases pupils in receipt of PPG perform as well/better than their peers. PPG Learners who are not making progress receive priority access to academic intervention.</p>				