

The Pinetree School Pupil Premium Strategy Statement 2017-2018

1. Summary information					
School	The Pinetree School				
Academic Year	2017-18	Total PP budget	£18,532	Date of most recent PP Review	July 2017
Total number of pupils	21	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Feb 2018

2. Current attainment		
Summer 2017	Pupils eligible for PP (your school)	All Pupils in our School
% of pupils leaving The Pinetree School with a GCSE	67% (2 out of 3)	67% (6 pupils)
% of pupils leaving The Pinetree School with some GCSE A*-C/9-4	0%	33%
% of pupils leaving The Pinetree School with 3 or more GCSE	67%	50%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Pupils have a wide range of individual significant SEMH issues which impacts on their daily attitude and ability to fully engage in learning on-site
B.	Low levels of prior attainment and progress before entering The Pinetree School mean that the gap to age related expectation is much larger than with mainstream pupils
C.	Poor literacy skills (in Reading, Writing and Comprehension) have an impact on their progress made across most subjects
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	High absence rates – and certainly below the 92% expected attendance the school desires. Some pupils are open to Social Services or YOT support
4. Outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Improved academic attainment for all KS3 and KS4 Pupil Premium pupils
	100% of Pupil Premium pupils make better or expected progress than non-PP pupils from their starting points. The difference is diminished between disadvantaged and advantaged pupils

B.	Support for Mental Health issues through weekly therapeutic sessions	Regular weekly sessions with Systemic Family Therapist involving parents that put in place strategies to support pupils well-being in and out of school Extended Social Skills sessions e.g. Anger Management
C.	Pupils attendance improves to at or above 90%	100% of Pupil Premium pupils to reach 90% or better across the school year

5. Planned expenditure

Academic year	2017/18
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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?
Quality First Teaching is evident in all lessons	Targeted weekly CPD sessions; Coaching and Mentoring by Senior Leaders; Established Monitoring, Evaluation and Review cycle	Internal Learning Walks, Book Scrutiny, Moderation and Lesson Observations To meet the individual needs of pupils through the Assess, Plan, Do and Review cycle	SLT monitoring schedule; lesson observations; Learning Walks; Governor monitoring Feedback and discussions in SLT/XLT meetings. Budgeted cost: £1000	DHT (T&L) and Governors	Monthly within school Termly by Governors
Individualised Learning/Differentiated planning/AfL is evident in all lessons	EP assessment for EHCP application. Inset sessions/CPD targeting individual pupils' needs for learning Extended learning sessions – reading, writing and spelling	To diminish the differences in attainment between advantaged and disadvantaged pupils in attainment, reading and spelling ages Evidence in books [work/book scrutiny] Observations and progress checks [Pupil Progress Meetings and Learning Ladders]	SLT monitoring; Pupil Progress Meetings Half Termly Data checks Reports to Governors/Standards Committee Extended learning reviews Budgeted cost: £1625	DHT (T&L)	Half Termly within school Termly by Governors

Total budgeted cost					£2,625
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?
Support for 100% of pupils with SEMH needs, including those undergoing assessment for Statements/EHCP and those under the auspices of external agencies	Working with Systemic Family Therapist in school and at home with parents to support pupils and their families with strategies to help. Withdrawal for Social Skills sessions	All pupils have, amongst others, an SEMH need. The allocation of appropriate and personalised therapy sessions are aimed at providing support for all of them with the view to use the strategies discussed to support the individual pupil to overcome barriers to learning thus promoting progress in their learning.	Complete detailed referral forms for pupils and their families to access SFT sessions Weekly meetings monitored and fed back to Pastoral Leads. Fortnightly meetings with SFT therapist. Sessions recorded and strategies for pupil, families and staff identified. Budgeted cost: £5000	JC/JR	Weekly within school Termly by Governors
Reduction of Significant Incidents and Fixed Term Exclusions through the rewards system	Incremental rewards, activities and reward trips based on positive behaviour choices Lunchtime activities revised	The need to improve certain behaviours linked to making positive choices Lunchtime choices need better structure to manage behaviour	Monitoring through 'Tick Sheets' and 'Credit Card' system Pupils offered a carousel of activities – monitoring through Credit Cards to note impact Budgeted cost: £2500	JC/JR	Daily/Weekly within school Termly by Governors

Improve attendance for all pupils to be at or above the school expectation of 90%	Daily monitoring and phone contact with parents/carers. Reward system for regular attendance [Certificates & reward trips] Fast tracking and clear communication for pupils who need support	The need to improve attendance for all PP pupils to the at or above expected percentage in school	Weekly attendance checks; Half termly meetings with NCC Attendance Improvement Officer Regular weekly discussion at SLT/ XLT meetings Budgeted cost: £1000	JC	Weekly within school Termly by Governors
EP referral for pupils with SEMH needs who are undergoing assessment for Statements/EHCP	Employment of Educational Psychologist	Professionals report needed for EHCP applications	Successful EHCP applications supported by an EP report Budgeted cost: £1500		
Total budgeted cost					£10 000
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?
100% of Year 11 pupils, including pupils attending AP, achieve at least a Functional Skills level in English, Maths, Science and ICT	Subject leaders to plan tests into curriculum map. To monitor and track progress and attainment and make entries as soon as pupils are ready to sit the exams.	All Year 11 pupils, including pupils attending AP, meet minimum expectations for Post 16 education	English and Maths Leads oversee delivery and content, including for those pupils attending AP. DHT monitors and quality assures work, as well as overseeing SAM Learning aspect of delivery [on-line learning] Budgeted cost: £6000	JR/SH/MC	Monthly within school Termly by Governors

	Specialist tutor to deliver off-site lessons in Maths and English				
A settled start to pupils' day and with a readiness to learn	Provide early morning sustenance for pupils. Developing social skills	A high percentage of pupils arrive for school not having had any breakfast Social games for general participation	Reduction of Fixed term exclusions. Reductions of Significant Incident reports. Budgeted cost: £1300	JC/JR	Daily
Total budgeted cost					£7300
Total Committed					£19,925

6. Review of expenditure				
Previous Academic Year		2016 – 2017 Pupil Premium Allocation 2016-17 £18532		
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
Quality First Teaching	Inset; Mentoring; Learning Walks	Quality of teaching rose from 63% good or better to 85% good or better 64% of pupils were identified as PP Of the PP pupils, 29% made above expected progress; 43% made expected progress; and 29% made below expected progress over the year	The standard of teaching and learning rose gradually over the year. This led to more effective engagement and progress in the classroom However, it became clear that now the emphasis had to shift towards more Individualised learning in the classroom for pupils to be able to make more accelerated progress	£1,350
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
Priority support for pupils with SEMH needs who are undergoing assessment for Statements/EHCP	Employment of Educational Psychologist	Three Pupil Premium pupils were seen by an educational Psychologist; For two pupils the information was used to update their EHCP and for the other it led to an EHCP being put in place	Approach will be continued to support EHCP applications	£2,000
Improve behaviour for learning and social behaviours through enrichment activities	Incremental rewards, activities and reward trips based on positive behaviour choices	Reduction in Fixed Term Exclusions: FTE reduced from 31 days in September to October 2016; November to December 2016 was 22 days; January to February 2017 was 3 days; March to April 2017 was 4 days; May to July 2017 was 8.5 days	Consistent approach for behaviour necessary as well as a clear understanding of the boundaries. Good quality reward trips and enrichment activities encourage pupils to participate and 'buy-in' to the system. We will therefore continue with this approach	£4,325

<p>Diminish the difference between the chronological age and the reading age of pupils</p>	<p>Implement the Catch Up intervention programme for Literacy</p>	<p>100% of the pupils involved have increased by a minimum of 2 years in both their reading and by 18 months in their spelling ages over the year</p>	<p>Some pupils were reticent to engage which affected the rate of their individual progress.</p> <p>We will continue with the approach but will include participation in the 'rewards' programme.</p>	<p>£1,675</p>
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iii. Other approaches

<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

Improve academic progress of KS4 PP pupils who attend off-site provision	Appointment of English/maths Instructor to work specifically with this cohort both at alternative providers and 1:1 in their homes	All Alternative Placements were quality assured by the SLT. Some were not found to be of a standard suitable for our AP Pupils to learn at and as a result they were withdrawn. AP Pupils [100%] now have a better standard of provision at the placements selected; they have a range of On-line Learning to participate in [this is monitored daily by the DHT – 75% of AP pupils have this built in]; and pupils also access Maths and English tutoring working towards a range of accreditations [50% of pupils access this]	Half termly visits to all Alternative Providers to QA for pupils' needs. To ensure work covered by Tutors is overseen by English and Maths Leads at School. Approach will be continued	£6,750
Breakfast Club	Provide Early morning sustenance for pupils	Sustenance/breakfast gives pupils a positive start to the day with a regular routine with which to start the day. It also allows Tutors to start the day successfully with their tutees and socialise and model right choices at the start of the school day	Provision of fresh milk to be added for pupils A raft of games are also available for pupils Approach will be continued	£1,250
Employment of an NHS Systemic Family Therapist	NHS Systemic Family Therapist employed to provide therapeutic support for pupils and their families	Replacement of School Counsellor to provide a different level of SEMH support for pupils and their families. All pupils have access to regular weekly sessions. Some pupils do not wish to attend sessions regularly, but will do so when ready	Feedback is needed in a school friendly format to be able to support strategies and families. Approach will be continued	£4,500
Total Spent to date				£20,050

7. Additional detail