

New Park Academy Pupil Premium Grant Expenditure Plan September '18 to July '19

Background

- introduced in April 2011
- allocated to schools who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM')
- for children who have been looked after continuously for more than six months since 1st April 2011.

Purpose

- address the current underlying inequalities between children eligible for free school meals (FSM) and their peers
- ensure the funding reaches the pupils who need it most.

Accountability

- headteachers and school leaders decide how to use the Pupil Premium
- an evaluative report needs to be published for school governors and parents

Funding

- paid direct to schools, allocated to them for every pupil who receives free school meals
- For looked after children in mainstream provision in respect of children who have been looked after continuously for at least 6 months.
- *(In Salford, it has been agreed by all schools that the Virtual School Team for LAC 'top slices' the PP+ funding, with £700 per student going to their team to finance strategic approaches as well as LAC in crisis)*

Overview of the school

- Approx. 100 boys and girls aged 8-16, with a statement or an EHCP for experiencing severe social, emotional and mental health difficulties, mostly associated with other related specific and/or moderate learning and/or communication difficulties.

<i>(Jan 18 – out of 94 students)</i>	Cogni-tive diff.	ADHD	ASC/traits/Comm	Attachment	Other (medical, PTSD , ODD etc)	Pupils with more than 2 add diff.
Whole School %	84%	31%	26%	16%	15%	67%
KS2	8	4	5	6	1	12
KS3	34	12	11	4	5	25
KS4	25	8	7	4	4	17
EOTAS	13	5	2	1	4	10
All	80	29	25	15	14	64

- School population is mainly (98%) drawn from Salford, which is amongst the 5% of most deprived LAs in England.
- Approx 13% (13) of all pupils are 'Looked After Children' and/or living with carers other than parents
- A high proportion of pupils have been involved at various stages of their life in the criminal justice system 40% are on either CP, CIN or TAF
- Many students show signs of mental health difficulties with 65% of all pupils having diagnosed mental health needs but do not necessarily access CAMHS
- At point of admission, 100% of all pupils have significant associated learning difficulties and/or have significant gaps in their education and hence the attainment is not age appropriate.
- Approx 80% were either excluded from their previous schools or 'advised not to attend'
- At least 60 % have had a history of poor or non-attendance.
- Approx. 80% are registered for FSM

Number of pupils and pupil premium grant (PPG) received

Amount of PPG+ for LAC expected (i.e. not yet received) per pupil <i>(PP+ is spent on an individual basis and accounted for on a termly basis as part of the PEP review process)</i>	TBC (paid termly) <i>(this figure is likely to fluctuate as the year goes on related to admissions throughout the year)</i>
---	---

Total number of pupils eligible for PPG	79 (plus 8 LAC): 78% (85% incl LAC)
Amount of PPG received per pupil	£935
Total PPG received	£80,023

Evidence of school performance

Key statements from OFSTED Dec 16 and external review from May 17 to March 18 relating to the performance of disadvantaged pupils

Assessment

- Pupils are assessed when they start in the school.
- This information is used well to provide a reliable baseline for teachers to check if they are making rapid enough progress to make up for learning time lost due to exclusion or absence.
- Assessment is also used well by teachers who identify gaps in learning resulting from pupils missing work due to frequent exclusions or absences.
- There is no distinguishable difference in the achievements of disadvantaged pupils compared with others in the school.

Strengths seen in the lessons visited:

- good relationships between staff and students
- high expectations
- good planning that stages learning well and helps to maintain a brisk pace
- well-constructed questioning that builds on what students already know and helps them develop their thinking
- regular checks on students' understanding as the lesson moves on
- accurate use of subject-specific vocabulary
- guided discussions in preparation for written tasks, including gathering relevant vocabulary
- good modelling of social interactions by teachers engaging resources

EOTAS

- There are currently 16 students being educated out of school for a variety of reasons related to their physical and mental health, safety, and additional needs such as ASC.
- Staff use EHC plans/statements of special educational needs as a starting point for identifying students' needs. Each student has an individual programme tailored to these and adjusted, sometimes very frequently, to promote their engagement with education as successfully as possible.
- Many of these students have been out of education for sustained periods. Consequently, their programmes often begin with a small number of hours that may gradually be increased but often up to only 50% of full time.
- Components of these individual programmes include home tuition and alternative provision.
- The content of home tuition sessions is systematically recorded, as is the level of a student's engagement. Detailed individual progress reports are pulled together every half-term. Wherever possible, students complete external qualifications.
- Case studies show that EOTAS has considerable success with some, although not all, students.

Outcomes

- The school has adopted an assessment system that works back from end of KS4 accreditation criteria (often GCSE) and breaks learning down into graduated stages and component parts. These are framed as key performance indicators (KPIs).
- In consultation with staff, leaders have decided to introduce Classroom Monitor from September 2018 to record and analyse assessments. This will also be used at KS2, giving the school the benefits of a consistent system.
- In the light of changes to the specifications for GCSEs, leaders are considering which external accreditation would be most suitable for students in the future.

Barriers to future attainment (for pupils eligible for PP)

A. Possible In-School Barriers

1. Underdeveloped Literacy Skills and/or Numeracy Skills (KS2-4)
2. Underdeveloped social communication and receptive language skills (KS2-4)
3. Lack of aspirations and engagement (KS3&4)

B. Possible External Barriers

1. Low school attendance (KS3&4)
2. Lack of Family Support (KS2-4)
3. Involvement in anti social behaviour in community (KS2-4)
4. Misuse of illegal substances (KS3&4)

Focus of PP spend on following issues during 2018/19

A. In School Barriers

1. Underdeveloped Literacy skills
2. Underdeveloped Numeracy skills
3. Underdeveloped social communication and receptive language skills
4. Lack of aspirations and engagement of girls

B. Possible External Barriers

(Addressed through different funding streams where possible)

Key Objectives 2018/19

1. Improve pupils' functional literacy and numeracy skills that allows them to access the curriculum increasingly independently, particularly focussing on reading skills in KS3 and KS4 and the identification of pupils with Dyscalculia and those whose
2. Identify pupils who have dyscalculia and/or whose numeracy skills are well below the expected age-related attainment level and offer specialist support in and out of the classroom to help them close the gap
3. Identify unmet speech, language and communication needs, provide intervention to support and develop the communication skills and develop staff knowledge and awareness of SLCN so more children and young people can be reached consistently
4. Identify a group of extremely vulnerable KS3&4 girls who have a history of non-engagement in education, assess social, emotional and academic needs, supported by the Educational Psychology and the Youth Justice Service, and create a bespoke programme that will allow these girls to engage and make progress, using a range of other professionals to support this pilot project

Quality of Teaching for All

Desired Outcome	Chosen Action/ approach	What is the evidence and rationale for this choice	How will we ensure it is implemented well	Staff Lead	Review Date
All teaching is at least good and better	Regular access to CPD; moderation meetings within and outside of school	Quality of teaching has steadily improved since the last inspection, as evidenced by own lesson observations and external observations; progress of students is good	On-going lesson observations by Deputy as well as external advisors; regular scrutiny of work; Asst HTs to be increasingly involved	IT/PP/LC	Half termly
Maths: grading of student progress is continued to be moderated across school to ensure pupils make progress in line with ability and are challenged appropriately	Teacher with Maths TLR is given time: -to go into classes across school for spot checks -for maths meetings for non specialist teachers -for maths moderation lessons	Maths data has been more accurate since moderation meetings have been introduced, making it possible to also undertake gap analysis which in turn helps students advance in their learning (see evaluation July 2018)	Minutes of maths meetings Moderation marks Progress in Maths across the KSs	IT/JPe	termly
All students and their parents are aware of pupils' progress and know a pathway to their next learning steps	KPIs were introduced in September 17 in KS3&4 across the curriculum Classroom Monitor will be fully implemented in Sep 18	consultations took place with staff, supported by demonstrations from providers and visits to other schools; the conclusion was to introduce the Classroom Monitor as an electronic assessment tool with a proven record of user friendliness for staff, pupils and parents	The new process will be closely monitored re the user friendliness for staff; pupils and parents will be asked whether they understand what the next step to further success is in various subject areas (random samples)	PP/LC	termly

Planned Spending 2018/2019

Key Objective A1: Improve pupils' functional literacy skills that allows them to access the curriculum increasingly independently (KS2-4)

This objective will be met by:

- Assessing every student's literacy skills to offer baseline
- Setting criteria for access to literacy intervention programme with particular focus on reading
- Ensuring intervention programme takes place as scheduled 90% of time
- Re-assessing by July '19
- Continuing to offer bespoke training to non-specialist staff to raise their confidence in teaching literacy cross the curriculum
- Purchasing additional resources for the class room to target reading skills in the classroom

Rationale: Based on findings from EEF

One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for example as part of extending school time or summer schools, or as a replacement for other lessons by withdrawing the pupil for extra teaching.

How effective is it?

Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately **five additional months' progress**.

Evidence indicates that one to one tuition can be effective

Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group size, emphasising the value of professional development for teachers.

Desired Outcomes	Chosen action/ approach	How will you know it is implemented well?	Success Criteria	Staff lead	Cost	Evaluation July '19 (linked to Success Criteria)
A1						
Pupils' functional literacy skills will increasingly allow them to access the curriculum independently (KS2-KS4)	1:1 literacy intervention (HLTA led, supervised by SENCo)	Base line assessment and follow up assessment	pupils' literacy skills will increase by their individual set targets, leading to the expected progress throughout the curriculum being met.	PDu	TA4@ £20/hr KS2: 10 hrs TA4 x38= £7,600 KS3: 20 hrs TA4 x 38= £15,200 KS4 5 hrs TA4 x 38= £3,800 Resources: £ 500 £27,100	

Key Objective A2: Identify pupils who have dyscalculia and/or whose numeracy skills are well below the expected age related attainment level and offer specialist support in and out of the classroom to help them close the gap.

This objective will be met by:

- Assessing every student's numeracy skills to offer baseline and test for dyscalculia
- Further train staff in being able to understand the criteria for access to numeracy intervention programme with particular focus on use of practical maths tools for less able students
- Ensure intervention programme takes place as scheduled 90% of time
- Re-assess by April '19

Rationale: Based on findings from previous OFSTED inspection

In the Ofsted inspection from Dec 2016, inspectors stated that standards in mathematics across the school were not as strong as in English. Whilst a wide range of topics was taught, they felt pupils had restricted opportunities to think more deeply about mathematics or to make sure concepts were fully grasped, or mastered.

Since then, with school continuously exploring and developing other maths teaching pedagogy (numicon, Cuisenaire and Bar Modelling Methods) across school, it is pleasing to note that maths results across the KSs have improved greatly over time. The evaluation 2018 demonstrates that the approach taken has been of benefit to the students and the Maths Department will continue with the interventions as outlined above.

It has also been decided to continue to offer bespoke internal training to non-specialist staff to raise their confidence in teaching maths.

Rationale: Based on findings from EEF

Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.

How effective is it?

Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.

How secure is the evidence?

The evidence is limited and mainly relates to low attaining pupils receiving additional support to catch up with their peers. In recent years a growing number of rigorous UK studies have been conducted. In a 2014 evaluation Year 6 and 7 pupils made an additional three months’ progress from Switch-on Reading, a structured programme involving small group tuition. In addition, an intensive coaching programme that involved one to one and small group tuition has an average impact of five additional months' progress.

A 2011 evaluation of Every Child Counts also found that the programme had a positive impact when delivered on a one to one basis, or with groups of two or three, with all group sizes making similar amounts of progress.

(see also above: One to One Tuition)

Desired Outcomes A2	Chosen action/ap proach	How will you know it is implemented well?	Success Criteria	Staff lead	Cost	Evaluation July ‘19 (linked to Success Criteria)
Pupils’ numeracy skills will increase and interventions will allow pupils to fully grasp new concepts, gradually closing the gap between ability and attainment (KS2-KS4)	Training for staff; 1:1 and small group numeracy intervention (HLTA led, supervised by Subject Leader and SENCo)	Base line assessment and follow up assessment and assessment for Dyscalculia	Pupils’ numeracy skills will increase by their individual set targets, leading to the expected progress linked to the new KPIs	PDU/JPe	TA4@ £20/hr UPS @ £37/hr KS2: 10 hrs TA4 x38= £7,600 KS3: 11 hrs TA4 x 38= £8,360 KS4 5 hrs TA4 x 38= £3,800 Maths Lead (UPS): 6 hrs x38= £8,436 £28,196	

Key Objective A3: Identify unmet speech, language and communication needs, provide intervention to support and develop the communication skills and develop staff knowledge and awareness of SLCN so more children and young people can be reached consistently

This objective will be met by:

- Having a Service Level Agreement with SRFT (SALT Enhanced Service) in which school will have 1 day/week SALT input during the school year.
- SALT will support teaching staff in being able to identify potential Speech, Language and Communication needs through classroom observations, discussions, joint working and training.
- SALT will check whether any new pupils to school have had previous SALT input and ensure recommended strategies/interventions can be implemented within school.
- SALT will develop a screening tool for staff to use with new pupils to determine whether a SALT assessment is required.
- SALT will gather both quantitative and qualitative information from those working with SALT during the year.

Rationale:

(Information below has been provided by the Royal College of Speech and Language Therapists (RCSLT))

SLTherapists have a unique role in identifying communication difficulties (Pearce et al, 2014). By assessing and profiling a CYP's communication strengths and needs, SLTs can help others understand them better, thereby contributing to more positive outcomes.

All children and young people who have SEMH should be assessed for SLCN, ideally by a speech and language therapist. The Department for Education in England says “where there are concerns about behaviour there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.” (Department for Education, 2016, p.14). []

SLTs can contribute to differential diagnosis in CYP who have SEMH (Im-Bolter and Cohen, 2007). CYP with mental health diagnoses often present with unusual communication profiles that need careful analysis and a detailed case history in order to determine if behaviours are due to an unidentified SLCN or the mental health diagnosis.

A child's behaviour can influence others' judgments about their communication skills, for example in attention deficit hyperactivity disorder (ADHD) or autism spectrum disorder (ASD). It is therefore important to have a speech, language and communication assessment as part of the diagnosis of SEMH, especially in relation to ADHD (Gooch et al, 2017).

The CYP's views of their communication skills and how effectively others communicate with them should be an integral part of any assessment. An assessment may take time, as gaining the trust of the CYP and understanding their communication strengths and needs in different situations is vital for accuracy.

Department for Education statistics show that social, emotional and mental health (SEMH) is the most prevalent primary type of special educational need for Children in Need. However research shows that a high proportion of children and young people with SEMH are likely to have co-occurring SLCN, which may not have been identified or supported: in a meta-analysis of 22 studies, 81% of children with emotional and behavioural disorders were found to have communication needs that had not previously been identified. (1)

At secondary school, vocabulary skills at age 13 strongly predict both maths and English GCSE results. (2)

How effective is it?

By working collaboratively with school staff, young people and their parents/carers the SLTherapist can:

- Support and teach skills
 - enable CYP to integrate socially, learn functional skills, participate in life roles (in a range of education, work and social contexts) and access and benefit from verbally mediated interventions.
- Differentiate
 - Support staff to ensure materials, resources and meetings are accessible to young people.
- Advocate
 - Support the young person in having their views heard in education, health and social care decisions.
- Train and educate
 - Provide training through formal and informal ways to develop knowledge and skills of those people working with the CYP.

How secure is the evidence?

1. Hollo A, Wehby J.H, Oliver R.M. (2014) Unidentified Language Deficits in Children with Emotional and Behavioral Disorders: A Meta-Analysis. *Exceptional Children* 80(2): 169-186
2. Spencer, S., Clegg, J., Stackhouse, J. and Rush, R. (2017), Contribution of spoken language and socio-economic background to adolescents' educational achievement at age 16 years. *International Journal of Language & Communication Disorders*, 52: 184–196.

Desired Outcomes	Chosen action/ approach	How will you know it is implemented well?	Success Criteria	Staff lead	Cost	Evaluation July '19 (linked to Success Criteria)
A3 Unmet speech, language and communication needs of the children and young people are identified . Intervention to support and develop the communication skills of the children/young	<ul style="list-style-type: none"> • 36 days of SALT input into High School • Approx. 8 days SALT input in KS2 resource. 	<ul style="list-style-type: none"> • Children and young people engage in assessment and intervention process • Positive shift in qualitative and quantitative measures taken by SALT. • Staff report increased confidence in identifying and 	<ul style="list-style-type: none"> • Children and young people engage in assessment and intervention process • Positive shift in qualitative and quantitative measures taken by SALT. 	Fiona Taylor (SALT) – High School Jackie Lee (SALT) – KS2 Philippa Peploe	£310/day x 44 days = £13,640	

<p>people will be provided.</p> <p>Staff knowledge and awareness of SLCN will be developed.</p> <p>School will achieve Communication Friendly Settings status.</p>		<p>supporting children and young people's communication skills.</p> <ul style="list-style-type: none"> School successfully achieve Elklan CFS status 	<ul style="list-style-type: none"> Staff report increased confidence in identifying and supporting children and young people's communication skills. School successfully achieve Elklan CFS status 	<p>(SENCo)</p> <p>Beth Emery (Teacher)</p>		
--	--	---	--	--	--	--

Key Objective A4: Identify a group of extremely vulnerable KS3&4 girls who have a history of non-engagement in education, assess social, emotional and academic needs, supported by the Educational Psychology and Youth Justice Service, and create a bespoke programme that will allow these girls to engage and make progress, using a range of other professionals to support this pilot project

This objective will be met by

Putting the following procedures into place:

- Ed Psych Service supplies assessment materials:
 - Pearson's Resilience Scales
 - Beck Youth Inventory to evaluate children's and adolescents' emotional and social impairment
 - Boxall Profiles
- Decision has been made that assessments will be undertaken by school staff, on a 1:1 basis, with the ed psychologists offering guidance and advice and evaluating the assessments at the beginning of the project and later on to measure progress
- It has been agreed to take a topic based approach to learning across the curriculum: the class teacher will coordinate with subject specialists
- Two YJS Officers will lead girls sessions based on a programme they have developed for YJS: they will lead interactive sessions, hopefully supported by a female peer mentor, starting 26th September, once weekly from 10-12pm, including a cooking and eating together session, initially till 21st November with the option to extend the commitment
- School will support the peer mentor in gaining a peer mentoring qualification
- The YJS Officers will discuss with their CAMHS worker whether he can see a role in this project for himself
- School will try and set up a bespoke parents group just for the girls' mums – to be further discussed

Rationale:

Over the summer 2018, a number of female students were identified who had either already started, were due to start just before the summer or who would join New Park in September 18. At least half of these girls are known to the Youth Justice Service and most if not all to CAMHS, and most of them are/have been on CP or CIN plans.

Some of them are recognised by other professionals as being amongst the most challenging young women in Salford. As a group, they are likely to present with further challenges as they have stopped cooperating in formal education for considerable time, most of them know each other outside of school and 'cause havoc' in their respective community, often gathering together in changing locations.

The girls are considered extremely vulnerable to criminal exploitation, CSE and drug misuse issues.

The school team believes the only hope they have to reach them and make a difference to their lives, is to work with them on a multi-agency basis. Support has been sought both for practical elements in the delivery of a bespoke group and individualised programme, and also for support, guidance and suggestions 'outside of the box'.

The suggested plan for the first 3-5 months is to focus on the development of social skills, emotional wellbeing and learning behaviours rather than necessarily academic progress (although clearly, there is still the expectation that the girls will undertake academic assessments and begin the journey on their individual learning paths. Long-term aim is to re-engage the young women in education, engage them in the pursuit of positive activities outside of school, increase their resilience and develop their self-esteem whilst addressing their anxieties and often distorted self-image.

Response from other professionals has been positive, with the YJS, the Ed Psych Service taking a lead jointly with school, and Salford Foundation, Careers Connect, School Nurse and a member from the School Advisory Board volunteering to take part in this odyssey.

How effective is it?

This is a pilot project supported on a multi-disciplinary level; an evaluative report will be written by the Assistant Psychologist attached to the project.

How secure is the evidence?

"British culture is very moralistic about violent children, it shows no curiosity – the minute you decide the child has 'chosen' to be violent, you go down the punishment route." *Batmanghelidjh (Youth Worker, London)*

"Sense of belonging" is a key reason for women joining gangs, although it's usually a complex mix of the this and "fear, the desire to access protection, disengagement from education and a lack of positive alternatives, poverty and social exclusion, family and or peer involvement and social norms within their social networks". (Beckett, H. et al (2014) *Tackling Child Sexual Exploitation: A Study of Current Practice in London*.

Beckett, H. et al (2013) *'It's wrong...but you get used to it' A qualitative study of gang-associated sexual violence and exploitation*)

Dennis Piper (2017, *The Piper Model*), states that many childhood anxiety disorders cause a child significant distress and interfere with academic and social functioning. The Children and Families Act 2014 acknowledges that "certain individuals are more at risk of developing mental health problems than others...and that the role that schools play in promoting the resilience of their pupils is important...(and) that schools should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust openly adults about their problems".

Piper suggests that personalised interventions, promoting emotional resilience (PIPER Model), allow the child/young person to develop their emotional intelligence, leading to increased self-confidence which enables them to access education. The conclusion has to be, supported by Dr Janet Muscutt, Educational Psychologist (2018), that school needs to provide safety, a sense of belonging, a sense of pride and a means of achievement

Desired Outcomes A4	Chosen action/ approach	How will you know it is implemented well?	Success Criteria	Staff lead	Cost	Evaluation July '19 (linked to Success Criteria)
Individual girls who meet the criteria for this group have been identified, ready for Sep 18	Screening of referrals and EHCPs; Discussion with Ed Psych and YJ Service	The students start to identify with the group and spend more time in class over time	The students show an increased level of school and in-class attendance over the course of the school year	PP ABW	None to PP (covered as part of SEN placement funding)	
All students are assessed re their academic and emotional resilience at beginning and end of project	Ed Psych provides assessment materials; school staff undertake assessments	Students cooperate with assessments	Profiles are available for all students at beginning and updated profiles are available at end of project	PP/Ed Psych	Ed Psych Support: Ed Psych 41 hrs @£80 ph=£3,289 Asst Ed Psych 21 hrs @£50ph=£1,250	
A programme of study/ individualised programmes are in place	Discussion in prof project group/ involvement of students	Students engage	Students make progress in line with their academic and emotional regulation skills and aspirations are raised through additional input from Careers Service	PP/Ed Psych/ ABW	School counsellor £25 ph x 3 x 38= £2,850 £400: activity fund	
Students show a more informed understanding of how to keep safe, have developed further life skills and show increased levels of resilience	targeted group work led by YJS; resilience training programmes supported by Ed Psych and school counsellor	Girls attend sessions and show engagement	There are less incidents reported about MFH and/or criminalised behaviour in community; assessments show increased levels of resilience; increased life skills are observed	PP/Ed Psych YJS and other agencies as identified	£600 specialist support for parents TA2 add support £15/h x 5x 38= £2850 £11, 239	

TOTAL	£80,175 (with £152 excess being paid through High Needs Funds)
--------------	--

