

## New Park Academy Pupil Premium Grant Expenditure Plan September 2020/21

### 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. 115 boys and girls aged 7-16, with an EHCP for experiencing severe social, emotional and mental health difficulties, alongside with other related specific and/or moderate learning and/or communication difficulties. This is 15 pupils above the PAN.
- School population is mainly (98%) drawn from Salford, which is amongst the 5% of most deprived LAs in England.
- 2 pupils have EAL.
- Approx 15% (17) of all pupils are 'Looked After Children'
- A high proportion of pupils have been involved at various stages of their life in the criminal justice system (July2020: 34% i.e. 39 students). 5% (6 students) were in and out of youth custody in the year 2019/20
- Approx. 30% (35) are additionally on either CP, CIN or TAF.
- All 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.
- An above average number of pupils (other than LAC) are eligible for free schools meals (75% in KS2, 82% in KS3&4) and therefore eligible for support through pupil premium funding.

June 2020

(Based on sum19)	Out of	Cognitive diff	2+ years below	ADHD	ASC/traits	Anxiety	Attachment	ODD	Communication Difficulties	Pupils with 2+ add difficulties
<b>Whole School %</b>	<b>100 %</b>	<b>68%</b>	<b>88%</b>	<b>34%</b>	<b>32%</b>	<b>65%</b>	<b>21%</b>	<b>6%</b>	<b>29%</b>	<b>70%</b>
<b>KS2</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>13</b>	<b>14</b>	<b>10</b>	<b>4</b>	<b>1</b>	<b>11</b>	<b>15</b>
<b>KS3</b>	<b>39</b>	<b>32</b>	<b>31</b>	<b>12</b>	<b>10</b>	<b>32</b>	<b>11</b>	<b>3</b>	<b>18</b>	<b>37</b>
<b>KS4</b>	<b>42</b>	<b>17</b>	<b>38</b>	<b>15</b>	<b>11</b>	<b>21</b>	<b>7</b>	<b>2</b>	<b>4</b>	<b>21</b>
<b>EOTAS</b>	<b>26</b>	<b>18</b>	<b>23</b>	<b>2</b>	<b>5</b>	<b>18</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>15</b>
<b>Whole School</b>	<b>125</b>	<b>85</b>	<b>110</b>	<b>42</b>	<b>40</b>	<b>81</b>	<b>26</b>	<b>8</b>	<b>36</b>	<b>88</b>

## Number of pupils and pupil premium grant (PPG) received

PPG+ is top sliced for students in Salford to allow the Virtual Team for LAC to support specific interventions. For the academic year 2020/21, the Virtual Team has agreed that school can use PP+ funding to cover 1/3 of the cost of a TA deployed to specifically focus on LAC (approx. £7,000); also, they have granted school a further £7,000 to pay towards this post, with school covering the last third from their own resources.	The PP+ for individual LAC is paid termly based on a solid PEP which is quality approved by the Virtual Team for LAC. As the number varies from term to term, and the grant is paid for bespoke interventions for individual pupils, it is not accounted for in this report or in the school's budget.
---	---

Total number of pupils eligible for PPG	18 out of 19 KS2 (94%) (+ 1 LAC =100%) - <b>£24,210</b> (Key Objective 3&4) 77 out of 103 KS3&4 (74.8%) (+ 17 LAC = 91%) - <b>£ 73,535</b> (Key Objective 1,2,3)
Total PPG received	<b>£97,745</b>

### Evidence of school performance

Key statements from OFSTED Dec 16 and external review from May 17 to June 2020 relating to the performance of disadvantaged pupils

#### Quality of Education

- A new phonics programme has been introduced and timetabled to accommodate daily phonics sessions in KS2
- Pupils identified with low attainment levels in Maths in KS3/4 have been targeted for specific interventions. The impact of these interventions can be demonstrated clearly in achievements and pupils exceeding their targets
- Increasing pupil vocabulary has been a target of whole school policy and practice across the curriculum in all subject areas leading to engagement with Literacy for Learning Programme.
- Rigorous work scrutiny programme in place
- Increased training opportunities and peer observations for staff
- Assessment systems are robust including the marking system that was introduced last year.

#### Assessment

- Pupil data provides 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.
- There is no distinguishable difference in the achievements of disadvantaged pupils compared with others in the school.
- Academic progress in KS2 is strong with at least 85% of all children achieving or exceeding their targets in core subject areas – at least 45% exceed their individual targets

#### Strengths seen in the lessons visited:

- well-constructed questioning that builds on what students already know and helps them develop their thinking and 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
- The quality of teaching and learning in the lessons CEO saw demonstrated at least good but mostly outstanding practice.
- All staff know their pupils well and have formed good relationships which in turn has built trust between them and lends itself to clear understanding of ability, when to intervene, when to encourage and when to allow time for processing.
- Staff have high expectations for their pupils and the pupils respond well to that. Timely interventions offered were well accepted and diverted potential frustrations.

#### Personal Development and Behaviour and Attitudes

- All pupils at NP require therapeutic support and will benefit from therapeutic interventions.
- Programmes for therapeutic art sessions have been successful and helped pupils to improve self-esteem, reduce stress and give a safe space to reflect
- Each class has a detailed and clear 'portrait' sheet of all pupils a) attainment level range; b) lesson style delivery c) additional difficulties d) extra notes. This alerts everyone to the needs of the pupils in the class, the reasons for the type of learning styles used and any specific/bespoke parts of the lesson e.g. sensory breaks.
- Levels of support for all pupils is carefully planned and the flexible approach used throughout the school means that change in circumstances and demeanour can be addressed quickly and effectively.

**EOTAS**

- Staff use EHC plans 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.
- 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.

**Safeguarding**

- SCR up to date and staff files seen containing supporting documentation.
- Signing in and out book for pupils able to leave school at lunchtime is clear and evidence dates back to 2016. The pupils are monitored by staff during this time.
- Overall attendance is very carefully monitored and pupils visited and picked up on a daily basis as necessary. Attendance in comparison to pupils with similar needs remains low but clear action plans are in place.
- High levels of multi-agency involvement is managed exceptionally well by those involved in the high frequency and number of meetings associated.
- Creative use of external agencies and groups enhances the offer at New Park and engages those pupils that would otherwise be disaffected.
- The school works very hard to engage pupils and their families and support them through some of the most challenging circumstances.

**Leadership and Management**

- The SES has been revised/reviewed and highlights the most important aspects of the school's practice. It is a clear document with excellent evidence supporting the judgement the school has made that they are a good school.
- The three-year school development plan is a working document and is constantly used at SLT meetings and with whole staff as appropriate. It is focused and concentrates on four key areas. All objectives within the key areas are relevant to what the school is working on within the 3-year plan.
- The pupil premium-funding plan reflects the school's priorities well and in meeting students' needs. The rationale for spending is explained thoroughly.
- The focus on developing the middle leadership team is successful with staff completing NPQ's at various levels, creating a clear succession plan and supporting staff aspirations. This has also fed into the Trust plans in recognising staff strengths to 'grow our own' future leaders.
- English is being strongly led throughout the school in line with the SDP. Several strands have been managed well including the recognition that English is not an isolated subject area, that it permeates throughout all subject areas

## **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 (KS2-4)
2. Experience of Developmental Trauma and 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 2020/21**

### **A. In School Barriers**

1. Underdeveloped Literacy skills (KS2-KS4)
2. Underdeveloped Numeracy skills(KS2-KS4)
3. Underdeveloped social communication and receptive language skills (KS2-KS4)
4. Impact of Developmental Trauma (KS2-4)
5. *Attendance, specifically as a consequence of Covid 19 (to be addressed through additional grant linked to Covid 19 and accounted for separately)*

### **B. Possible External Barriers**

(Addressed through different funding streams where possible)

## **Key Objectives 2020/21**

1. Improve pupils' functional literacy skills that allows them to access the curriculum increasingly independently, particularly focussing on reading skills across all KSs
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. Improve pupils' readiness to learn in KS2 through structured use of therapeutic provisions

## Quality of Teaching for All

<b>Desired Outcome</b>	<b>Chosen Action/ approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>How will we ensure it is implemented well</b>	<b>Evaluation July '21</b>
All teaching of the recovery curriculum within a blended-learning framework is consistently good, with evidence of outstanding practice in many areas	Regular access to CPD  Lesson observations and learning walks  Regular well-being checks and emotional support for staff	Since the Covid-19 crisis, new ways of working have had to be introduced, and it is important to maintain the consistency of the quality of teaching and learning in these new circumstances.	Lesson observations and learning walks, involving deputy and assistant head  Regular scrutiny of work Regular item on SLT meeting agenda Quality Assurance process for online learning put in place	All staff received training on delivering lessons remotely, and these were quality assured whilst the recovery curriculum was in place. Learning walks, and the scrutiny of pupils' work and progress, indicate the quality of teaching across the school continued to be consistently good, with clear evidence of outstanding practice in many areas.
Maths: consistency of formative and summative assessment by non-specialist teachers across the school as a means of enhancing pupil progress	All teachers of Maths conversant with and confident in the use of the White Rose assessment tools  Regular opportunities for Maths lead to meet with all other teachers of Maths  Regular work moderation and progress sessions by Maths lead with SLT support	White Rose schemes of work offer consistency of provision across the school, and it is therefore important that subsequent assessment tools are also used consistently across the school	Pupil progress in Maths across the KSs as evidenced by White Rose baseline and progress tests  Minutes of maths meetings  Regular scrutiny and moderation of pupils' workbooks/portfolios	Effective assessments by maths non-specialists, overseen and moderated by the maths lead, have ensured that pupil progress in maths remains good across the school
English: consistency of formative and summative assessment by non-specialist teachers across the school as a means of enhancing pupil progress	All teachers of English conversant with the cross curricular literacy plan  Regular opportunities for English lead to meet with all other teachers of English  Regular work moderation and progress sessions by English lead with SLT support	As part of the National Literacy Trust's two year training and implementation programme, we have a vision to see the reading and literacy levels of our pupils raised significantly, an end in its own right, but also to allow them to access other curriculum areas more effectively and confidently	Regular scrutiny and moderation of pupils' workbooks/portfolios  Minutes of English meetings  Regular review of progress against action points in National Literacy Trust plan	Effective assessments by English non-specialists, overseen and moderated by the English lead, have ensured that pupil progress in English remains good across the school

**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 across school
- 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 '20
- 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  A1	Chosen action/ approach	How will you know it is implemented well?	Success Criteria	Staff lead	Evaluation July '21 (linked to Success Criteria)
Pupils' functional literacy skills will increasingly allow them to access the curriculum independently (KS2-KS4)	<p>1:1 literacy intervention (HLTA led, supervised by SENCo)</p> <p>To develop the vocabulary of KS3 pupils using Tier 3 (subject specific vocabulary) words and opportunities for Oracy within all subjects.</p>	<p>Base line assessment and follow up assessment</p> <p>Having bi-annual reading assessments that cover a range of literacy skills enables teaching staff to see areas of need in individual pupils. Targeted packs are to be created and distributed for those pupils who have areas of difficulty that can be addressed during lesson time rather than in a directed intervention. Direct interventions will happen with specialist Literacy SEN TA for those students with areas of difficulty that cannot be addressed solely by work packs.</p> <p>Subject leaders to provide key words for their subject that will develop the vocabulary of pupils. The Tier 3 words are to be embedded and meaning of words and how they work in that subject to be discussed in lesson. Literacy lead is to compile all key words and issue to KS3 tutor teams for weekly spelling and definition work during identified sessions.</p>	<p>Pupils' literacy skills will increase at least by their individual set targets, leading to the expected progress throughout the curriculum</p> <p>Literacy data to be increasingly accurate due to moderation meetings, making it possible to also undertake gap analysis which in turn helps students advance in their learning)</p> <p>Pupils at KS3 will consistently use Tier 3 vocabulary within each subject field.</p> <p>Pupils will be able to provide definition for at least 3 key words in a chosen subject field.</p>	PP, NW	<p>Due to Covid, accelerated progress was not as hoped. Students with 80%+ attendance throughout demonstrated expected and in some cases exceeded individual targets in literacy.</p> <p>Due to a change in literacy head of department, new baseline assessments were undertaken in Sept '21. These were used as a benchmark to measure progress across the academic year.</p> <p>Head of department ensured an oversight of all testing for initial moderation purposes. Going forward, these will be conducted with all staff in half termly English development meetings.</p> <p>The literacy strategy has been implemented across the school and staff are showing evidence of key words in their planning. This will be embedded and monitored using learning walks over the next academic year.</p>

**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 '21

**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.

Desired Outcomes  A2	Chosen action/approach	How will you know it is implemented well?	Success Criteria	Staff lead	Evaluation July '21 (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)	<p>Training for teaching staff. Training for class based TAS 1:1 and small group numeracy intervention (HLTA led, supervised by Subject Leader and SENCo)</p> <p>CPD led by Ed Psych/LSS as well as co-teaching focusing on group strategies for children with MLD</p>	<p>Subject pedagogy CPD</p> <p>Practical maths and dycalculia training</p> <p>Base line assessments and follow up assessment and assessment for Dyscalculia</p> <p>Pre and post topic assessments</p> <p>Staff evaluation: they feel more comfortable teaching students with MLD</p> <p>Pupil progress</p>	<p>Pupils' numeracy skills will increase by their individual set targets, leading to the expected progress linked to the new KPIs</p> <p>Staff feel comfortable setting more challenging targets for next round</p>	PP/JPe/NW/MH	<p><b>Subject pedagogy CPD</b> Modelling had been undertaken with HLTA support in year 8 and Junior setting. This was hoped to be rolled out further but due to Covid and lockdown restrictions, groups of staff self-isolating and other unforeseen circumstances it has not yet gone ahead. Contact has been made with LSS to undertake additional training with class based TAs and new teaching staff early in the next autumn term.</p> <p><b>Assessment</b> <b>Revised assessment procedures where implemented:</b></p> <ul style="list-style-type: none"> <li>• Baseline tests for all pupils by end of September 2020</li> <li>• Introduction of pre-tests and post-tests for each unit to provide ongoing formative data.</li> <li>• Summative progress tests in May Years 7 – 10</li> </ul> <p>Intervention staff have been working on identified gaps from baseline testing undertaken in September. Data indicates that 100% of pupils who accessed 1:1 interventions made progress.</p> <p>HOD has been seen to put all infrastructure in place for staff to implement pre and post topic assessments. This was revisited in the half termly staff meetings. Evidence of this being used has been seen inconsistently due to repeated bubble closures but is being re-enforced with staff following highlighting of issue with SLT. HOD modelled this process well with her group and it clearly demonstrated effectively the progress of students.</p>

**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 gather both quantitative and qualitative information from those working with SALT during the year.
- SALT will deliver SLT hours as specified on Education Health Care Plans and contribute to Annual Reviews.

**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.

<b>Desired Outcomes A3</b>	<b>Chosen action/ approach</b>	<b>How will you know it is implemented well?</b>	<b>Success Criteria</b>	<b>Staff lead</b>	<b>Evaluation July '21 (linked to Success Criteria)</b>
<p>Unmet speech, language and communication needs of the children and young people are identified</p> <p>Intervention to support and develop the communication skills of the children/young people will be provided.</p> <p>Staff knowledge and awareness of SLCN will be further developed.</p> <p>More staff successfully complete Elklan training course (e.g., S&amp;L support for 11-16s or S&amp;L support for VYP)</p> <p>School will continue to deliver refresher training to ensure all staff are aware of strategies to support SLCN (in line with requirements for maintaining Elklan Communication Friendly Settings status.</p>	<p>36 days of SALT input into High School</p> <p>18 days SALT input in KS2 resource.</p> <p>5 sessions 1:1 or small group work with TA4</p>	<p>Children and young people engage in assessment and intervention process</p> <p>Positive shift in qualitative and quantitative measures taken by SALT.</p> <p>Staff report increased confidence in identifying and supporting children and young people's communication skills.</p> <p>School can show that SLCN training is on staff training agenda and a log of staff who attend.</p> <p>Learning walks are completed by SENCO &amp; SLT to ensure strategies are in place within classrooms.</p>	<p>Children and young people engage in assessment and intervention process</p> <p>Positive shift in qualitative and quantitative measures taken by SALT.</p> <p>Staff report increased confidence in identifying and supporting children and young people's communication skills.</p> <p>Evidence of successful completion of Elklan training.</p>	<p>Amy Burton (SALT) – High School</p> <p>Fiona Taylor (SALT) - KS2</p> <p>Philippa Peplow (SENCo)</p>	<p>All students identified have had at least 1 session with the school based SALT. From this, students identified as needing further support have accessed this on a weekly basis.</p> <p>The SALT worker has gone into form rooms as well as attended homes to establish relationships with students, enabling this progress.</p> <p>During lockdown, virtual sessions were undertaken with students who had access to a digital platform.</p> <p>Staff have held conversations with the SALT worker following referrals which has increased understanding of needs in the classroom.</p> <p>Additional training sessions were held virtually in lockdown to refresh staff on blank questioning skills.</p> <p>Elkan will be undertaken in the next academic year. Postponed due to Covid.</p>

### 3. Key Objective A4: Improve pupils' readiness to learn in KS2 through structured use of therapeutic provisions

#### **This objective will be met by:**

- Creating sensory profile for all students
- Baseline student 'skills for learning' Sept'20
- Setting criteria for access to therapeutic activities
- Ensuring intervention programme takes place as scheduled 90% of time
- Follow up assessment on skills for learning on termly basis
- Continuing to offer bespoke training to non-specialist staff to raise their confidence in identifying and supporting students' sensory needs

#### **Rationale: Based on findings from ACAMH**

Mental health problems in childhood are linked to educational failure, which in turn is associated with increased rates of psychiatric disorder (Trzesniewski et al, 2006). The most common mental health problems in school-age children are conduct and anxiety disorders (Fazel 2014), though attention deficit hyperactivity disorder (ADHD) and autism spectrum disorders can also cause significant difficulties, because children find hard to manage in the school environment (Fazel 2014).

#### How effective is it?

School based interventions are most effective if they are completely and accurately implemented (Weare & Nind, 2011). In statistical terms, the effect of most interventions is small to moderate, but when applied in real world settings, the effects are much larger (Weare & Nind, 2011). The characteristics of the most effective interventions include:

- focusing on positive mental health
  - delivering a mix of universal and targeted approaches
  - starting early with the youngest children
  - long term interventions which embed within the whole school's approach, including changes to the curriculum and teaching skills, and linking with academic learning,
  - working with and educating parents
  - community involvement and coordinated work with outside agencies
- (Weare and Nind, 2011).

There are academic benefits of mental health promotion in schools. Schools with social and emotional learning programmes show an increase in scores in standardised tests, compared with scores from non-intervention schools (Durlak et al, 2011).

At New Park, we continue to use the additional funding to support a variety of strategies to best meet the needs of each individual child for whom the grant funding is allocated. The priority is to use funding to meet emotional and mental health needs to enable children's wellbeing to flourish and impact positively on academic progress. All interventions are targeted for specific pupils depending on need and developmental age.

<b>Desired Outcomes</b>	<b>Chosen action/ approach</b>	<b>How will you know it is implemented well?</b>	<b>Success Criteria</b>	<b>Staff lead</b>	<b>Evaluation July '21 (linked to Success Criteria)</b>
<b>A4</b>					
Pupils' emotional, social and mental health needs being addressed through structured therapeutic interventions leads to narrowing of gaps between ability and attainment	A range of holistic and therapeutic activities offered at the Juniors provision. Students' emotional resilience and readiness to learn regularly monitored. Clear rational and guidance for students accessing individualised programmes through re-introduction of IBP. Progress rate measured against rate prior to introduction of interventions	Evidence in IBP of reflective practice and progression of targets.  Students will increase the time spent in class and accessing learning, leading to greater progress in attainment.  Learning walks will observe calm learning environments in the classrooms.	Reduction in incidents of dysregulation of behaviour as measured in PIFs  Improvements evident on emotional resilience monitoring.  Gaps between ability and attainment are narrowed	LC, NW, NL	Students who attended throughout the lockdown period have all shown improvement in their emotional resilience and a slight reduction in PIFs.  These students were also noted to have exceeded their targets in English and Maths, in turn narrowing the GAPS
	<b>Allocated PP</b>	<b>£97,745</b>			