

Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information					
School	Farney Close School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH, SPLD MLD
Academic Year	2021-22	Total PP budget	£27,430	Date of most recent PP Review (Internal)	October 2021
Total number of pupils	54	Number of pupils eligible for PP NB Virtual Heads at LA retain CLA/PA funding towards school fees. [£23,450]	14 of which 10 are CLA or Post Adoption.	Date for next internal review of this strategy	April 2022
2. Current attainment					
Our pupils come to FCS after experiencing extended periods outside formal education, often without records of prior attainment in national testing. Each pupil has a baseline assessment upon entry to identify word reading, comprehension, spelling and writing speed. Current standardised assessments are used. This baseline is used as an indicator of progress with two whole school assessment points in each academic year.			Pupils eligible for PP (school)	Whole School	
% Achieving progress in English <i>(1 or more sub levels)</i>			All pupils (2020-21) 86% (2019-20) 79% (2018-19)	98% (2020-21) 62% (2019-20) 72% (2018-19)	
% Achieving progress in Maths <i>(1 or more sub levels)</i>			94% (2020-21) 89% (2019-20) 43% (2018-19)	93% (2020-21) 73% (2019-20) 60% (2018-19)	
3. Barriers to future attainment (for pupils eligible for PP)					
Disadvantaged pupils at Farney Close can have a multiple learning difficulties; pupils present with social, emotional and mental health difficulties. 56% of pupils have a specific diagnosis of a neuro-diverse spectrum condition and experience social communication difficulties. A significant proportion [71%] are CLA [formerly LAC] or post adoption and experience Attachment Disorders. Prior negative experiences of education have left individuals disengaged and at risk of social exclusion.					

In-school barriers	
A.	Numeracy, reading and comprehension levels at entry to Farney Close school.
B.	A large proportion of pupils require bespoke support to be able to access the curriculum because of severe and complex SEND. Additionally, some pupils need support management to regulate their behaviour for learning.
C.	Addressing individual needs relating to pupils' specific needs. Additional 1:1 specialist support and therapists to provide planned interventions on an individual basis.
External barriers	
D.	Historic social and emotional health issues and issues around environmental home or homelife.

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	To increase those PP pupils in making at least expected or more progress in English and Maths.	Evidence of progress in pupil's work will be clear. Formative and summative teacher assessment information including Pupil Passports. Three Data assessment collection points and against pupil entry baseline.
B.	To improve Pupil Premium engagement, concentration & behaviour for learning.	Pupil Passports identify individual pupils perceived blocks to learning and strategies to support. Decrease in number of incidents in behaviour logs and physical interventions. Impact of individual interventions evaluated in termly reviews of plans [graduated approach].
C.	To provide Pupil Premium pupils with life skills and experiences that enhances their understanding of local, national, and global cultures and learning.	Broadening and inspiring disadvantaged pupils' experiences so that they challenge themselves to further grow and develop.

5. Planned expenditure					
Academic year	2021/22				
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identify appropriate technology to support whole school reading and writing (£3020.00)	<p>Increased access and independence for all learners, especially disadvantaged pupils with reading and writing.</p> <p>Support pupils with specific needs in English [Dyslexia].</p> <p>Increased pupil confidence and attainment in reading and writing.</p>	<p>Digital support resources to provide curriculum coverage for reading and writing from KS2 to KS4. Assistive technology will enable pupils to work at their intellectual level or above.</p> <ul style="list-style-type: none"> • Claro software 	English, exam team and the SEND department to implement and track and evaluate pupils progress in the use of the digital resource of Claro software.	Cross Departmental (Heads of department)	July 2022
Total budgeted cost					£3020.00

ii. Targeted support					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>HLTA support mentoring and coaching teacher to work with and Pupil Premium pupils. (£5475.00)</p>	<p>Dedicated HLTA to support pupils identified for individual 1:1 academic and social support.</p>	<p>For some of our disadvantaged pupils, coaching and mentoring helps them to be motivated to succeed both academically and socially.</p>	<p>Head of Education will oversee the deployment of the HLTA support worker to engage with mentoring and support of our disadvantaged pupils.</p>	<p>Head of Education</p>	<p>July 2021</p>
<p>SEND staff support: particular focus given to whole school literacy.</p> <p>OT trainee (30% funded by PP) £ 6475.00</p> <p>Assistant to SENCO (30% funded by PP) £ 11,210.00</p>	<p>Improved self-regulation and support for Pupil Premium pupils.</p> <p>Specialist teaching time for 1:1 intervention for Pupil Premium pupils.</p>	<p>A large majority of pupils can experience difficulty in self-regulating which impacts on behaviour and access to the curriculum. To minimise the impact of this, support from a qualified OT trainee to help Pupil Premium pupils regulate and access the curriculum.</p> <p>Specialist individual support to attain basic literacy skills.</p>	<p>Evaluation of behaviour within the curriculum timetable.</p> <p>Evaluation of the impact of support in Single Word reading scores and comprehension.</p>	<p>SENCO</p>	<p>July 2021</p>
Total budgeted cost					£ 22,820.00

iii. Other approaches (including links to personal, social and emotional wellbeing)					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Enrichment activities £1250.00	To promote social and emotional well-being through enrichment activities and opportunities.	The focus of enrichment activities is to promote a growth mind-set with our young people. Additionally, pupils will access and engage with activities that they might not normally have access to, giving them the opportunities to try new experiences.	This will be led by the Activities Co-ordinator and supported by SLT, with pupil feedback used for analysis and impact.	by Activities Co-ordinator	July 2022
Total budgeted cost					£1250.00
Total forecasted Pupil Premium spend 2021-22					£ 27,430.00

Review of expenditure																			
Previous Academic Year	2020-21 (£27,705.00)																		
i. Quality of teaching for all																			
Action	Intended outcome	Impact:	Cost																
Identify appropriate technology to support whole school numeracy. (£1680.00)	<p>Increased access and independence for all learners, especially disadvantaged pupils with numeracy.</p> <p>Identification of pupils with specific need in maths [Dyscalculia].</p> <p>Increased pupil confidence and attainment in maths.</p> <p>Support tool for KS4 GCSE Maths</p>	<p>Digital support resources (listed below) to provide curriculum coverage in Maths from KS2-KS4, in addition to challenging pupils to A-Level. These online resources include assignable homework and worksheets for individualised learning, interactive tutorials, and tracking of pupils' progress with supportive indicators. Furthermore, use of technology and specific assistive hardware/ software have enabled pupils to work more frequently without the support of an adult, increasing pupil independence, confidence, and learning. Additionally, assistive technology has enabled pupils to work at their intellectual level and above.</p> <ul style="list-style-type: none"> • My Maths • Maths Watch • White Rose Maths <p style="text-align: center;">GCSE Maths results for 2020-21</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Level Attained</th> <th>2020-21 % of Cohort (9 pupils)</th> </tr> </thead> <tbody> <tr> <td>Level 7</td> <td></td> </tr> <tr> <td>Level 6</td> <td style="text-align: center;">33%</td> </tr> <tr> <td>Level 5</td> <td></td> </tr> <tr> <td>Level 4</td> <td style="text-align: center;">33%</td> </tr> <tr> <td>Level 3</td> <td></td> </tr> <tr> <td>Level 2</td> <td style="text-align: center;">12%</td> </tr> <tr> <td>Level 1</td> <td style="text-align: center;">22%</td> </tr> </tbody> </table>	Level Attained	2020-21 % of Cohort (9 pupils)	Level 7		Level 6	33%	Level 5		Level 4	33%	Level 3		Level 2	12%	Level 1	22%	£1680.00
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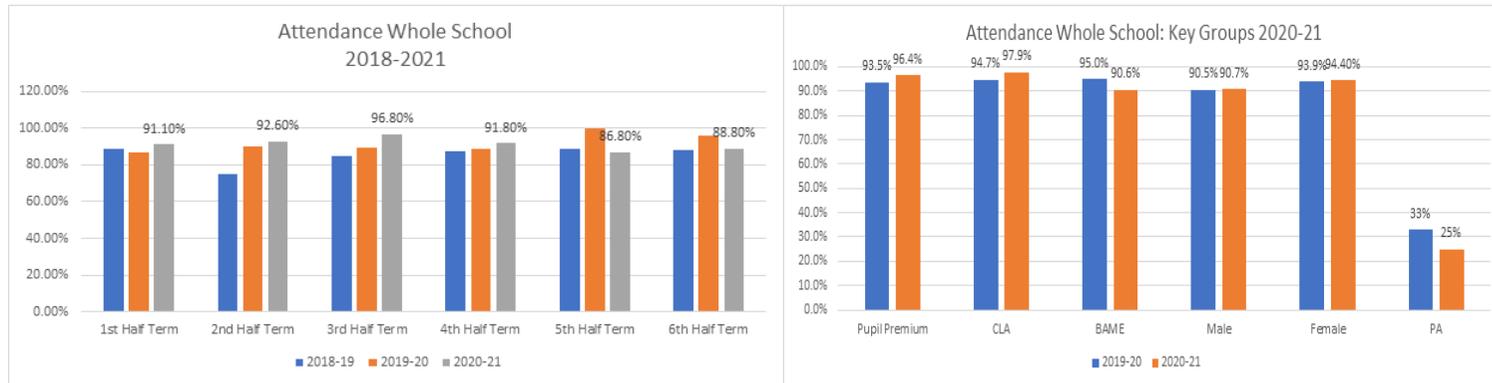
ii. Targeted support			
Action	Intended outcome	Impact:	Cost
Provision of 14 personal laptops	All disadvantaged pupils having access to remote learning	All disadvantaged pupils now have access to a laptop for remote learning at home (Pandemic support). Training for staff and pupils in the use of software to facilitate remote learning.	£5135.00
OT trainee (30% funded by PP) SEND staff support: particular focus given to whole school literacy Asst to SENCO (30% funded by PP)	Improved self-regulation Additional specialist teaching time for 1:1 intervention. Increased capacity to collate and distribute pupil information to staff.	A large majority of pupils can experience difficulty in self-regulating which impacts on behaviour and access to the curriculum. To support pupils with self-regulating a qualified OT was appointed. With EHCP identify OT targets, which are effectively delivered under the regular supervision of a qualified professional, and a graduated approach to individual OT targets a decrease of PI's by 39% from 2019 to 2021 was measured. Additional support time for communication between teaching staff, support staff, care staff and the SEND team. Weekly meetings to review pupil progress across the curriculum in Pupil Passports have ensured flow of information between staff. Number of pupils accessing specialist individual support to attain basic literacy skills increased from 23 to 31 from Sept to July with an additional 12 hours support time available compared to previous academic year. The impact of the additional resources supported by Pupil Premium is evidence below: Lower School single word reading and spelling (% of those pupils who have made progress) Single Word reading 86% Single Word reading (Age score) 86% Spelling 86% Spelling (Age score) 71% Upper School single word reading and spelling (% of those pupils who have made progress) Single Word reading 67% Single Word reading (Age score) 75% Spelling 69% Spelling (Age score) 69%	£17,685.00

Other approaches (including links to personal, social, and emotional wellbeing)

Action	Intended outcome	Estimated impact:	Cost
Enrichment activities	To promote social and emotional well-being	The focus of enrichment activities is to promote a growth mind-set with our young people. Additionally, pupils will access and engage with activities that they might not normally have access to, giving them the opportunities to try new experiences such as Archery, Forest School, Swimming and Mountain biking.	£3205.00

Additional detail
 Supporting our disadvantaged pupils through the various Farney close school provisions such as weekly targeted pupil support and parental calls home with a focus on attendance and welfare, has had a positive impact on overall school attendance, particularly for disadvantaged pupils.

Attendance Whole School
 91.32% (2020-21)
 91.77% (2019-20)
 85.57 (2018-19)



Total Cost £ 27,705.00