

Pupil Premium strategy Statement

2019-2021: Fern House School

1. Summary information	
Academic Year: 2019-2020	Academic Year: 2020-2021
Total number of pupils: 49	Total number of pupils: 45
Total number of pupils eligible for PP: 25 (approx.)	Total number of pupils eligible for PP: 29
Total PP budget: £21,120	Total PP budget: £38,105
Date of review: July 2020	Date of review: July 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Social, emotional and mental health difficulties, which impacts on ability to access the curriculum (poor learning skills) and personal development (including low self-esteem, mental health and difficulty with self-regulation).
B.	Poor speech and language skills, including phonics, which impacts on reading, writing and vocabulary acquisition.
C.	Limited core skills, such as arithmetic skills, including the four basic operations. Limited standards of reading comprehension and reading motivation.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Poor attendance and punctuality prevents some disadvantaged pupils from successfully accessing learning at school
E.	Access to resources, such as books and life experiences and enrichment opportunities
F.	Parental engagement and lack of ability to support with learning and routines for some of our families.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Effective strategies in place to support pupils' social, emotional and mental health needs.	<ul style="list-style-type: none"> Pupils able to self-regulate more successfully and on more occasions. Pupils are able to access their learning more effectively as a result of their SEMH needs being met.

		<ul style="list-style-type: none"> • Decrease in serious incidents recorded for pupils • Decrease in fixed term and permanent exclusions for pupils • Pupils benefit from therapeutic intervention and wellbeing activities, enabling them to be more confident and have higher self-esteem. • Pupils make good progress in SEMH assessment (THRIVE).
B.	Strong speech and language skills, including phonics, which impacts on reading, writing and vocabulary acquisition.	<ul style="list-style-type: none"> • Pupils are able to use language rather than behaviour to communicate how they are feeling and what they need. • Pupils are able to use phonics and reading skills effectively in their learning. • Pupils are able to make good progress in reading and writing (and this is evident in the Birmingham Toolkit (BTK) assessments).
C.	Pupils to be making at least good progress in reading, writing and maths	<ul style="list-style-type: none"> • Nearly all pupils make good progress in their learning (BTK analysis) and in their SEMH (THRIVE). • Pupils consistently produce a high standard of work across all subjects • Pupils are able to complete work independently
D.	Improvement in attendance and punctuality	<ul style="list-style-type: none"> • Disadvantaged pupils' attendance to be closer in line with National and non-disadvantaged attendance (90%) • Disadvantaged pupils make good progress (see above measures).
E.	Pupils have opportunities to visit/experience a wide range of social/cultural/sporting events and use relevant resources	<ul style="list-style-type: none"> • Pupils visit places they would not usually be exposed to and can talk about their learning. • Pupils attend after school enrichment activities and engage in new experiences. • Pupils have access to learning resources at home and take advantage of these opportunities.
F.	Parental partnership work is strong with all families and this benefits pupils with regard to learning and routines.	<ul style="list-style-type: none"> • All parents are supportive of their role in setting routines and learning

		<ul style="list-style-type: none"> All parents support the school in its work to enhance SEMH skills and academic learning.
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4. Planned expenditure					
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?
B, C	<ul style="list-style-type: none"> Target setting to identify pupil targets and attainment and progress issues Data analysis carried out by teachers, AHTs and HoSs to analyse underperforming groups Termly progress meetings with DHTs to identify underachieving pupils and strategies identified Case studies in place for all pupils who haven't make good progress. 	<p>To ensure each teacher knows their pupils well is key to assessing where they are and what their next steps are. Support from leaders will encourage and enable teachers in assessing where gaps are and how these can be closed.</p> <p>As part of the school's SDP and on-going expectations for teaching and learning every teacher is accountable for the progress and attainment of their pupils with particular emphasis on vulnerable groups.</p>	<ul style="list-style-type: none"> Initial target setting meeting Termly progress meetings Gap task set for ALs Learning moderations Book looks and planning scrutiny Pupil voice 	DHT AHTs All staff	Termly

A, B, C	<ul style="list-style-type: none"> To use CPD to ensure teaching is of an excellent standard CPD delivered to staff on pupil premium to ensure everybody is aware of who children are and agenda to target these children in order to close the gap. Learning moderations and cross moderations. 	<p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership</p> <p>EEF research demonstrates that Quality First Teaching has the biggest impact on pupils' progress – it is vital therefore that our teaching staff have high quality CPD.</p>	<ul style="list-style-type: none"> Lesson observations/moderations Staff training timetable Pupil progress/assessment meetings 	Headteacher DHT AHT	Termly
Quality of teaching for all Total budget cost 2019-2020 £8,120			Quality of teaching for all Total budget cost 2020-2021 £ 8,350		

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?

B, C	<p>Additional adults (WM, STA) and class teachers to support disadvantaged pupils</p> <p>Additional adults for targeted individual support for reading, phonics, maths.</p> <p>Additional adults for 1:1 speech and language</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into: pupils having clear goals/objectives; teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them</p> <p>Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.</p>	<p>Identify pupils in progress meetings</p> <p>Review in each progress meeting</p> <p>Intervention tracker for all pupils monitored and analysed by HoS.</p>	<p>SENDCo</p> <p>AHT</p> <p>DHT</p> <p>Wellbeing Lead</p>	Termly
A	Provide pupils with access to music therapy, art therapy and animal therapy	<p>Therapy supports children to explore and express thoughts and feelings, nurture social interaction and communication skills, boost self-esteem and build resilience and increase awareness of themselves and others.</p>	<p>Weekly meeting with therapists</p> <p>Monitoring session attendance and impact through ongoing dialog with staff and parents</p> <p>Weekly meetings with class teachers regarding pupils emotional regulation</p>	<p>DHT</p> <p>Therapy Lead</p>	Termly

A, B, C	Staff at all levels to attend attachment training and THRIVE training.	<p>“The attachment theory highlights the importance of the relationship between children and their primary caregiver.” Louise Michelle Bombèr</p> <p>Understanding of attachment and THRIVE will support with meeting SEMH needs within the classroom through planning, teaching approaches and responses.</p>	<p>Lesson observations</p> <p>Pupil progress/ assessment meetings</p> <p>Monitor serious incidents recorded for pupils</p> <p>Monitor exclusions (internal and external) recorded for pupils</p>	Headteacher AHT	Termly
A, B	<p>Wellbeing mentors to run social skills groups and 1:1 interventions for pupils</p> <p>Wellbeing lead to run Wellbeing Clinic</p>	<p>Positive mental wellbeing is essential if children and young people are to flourish and lead rich and fulfilling lives. It helps an individual’s ability to recover more quickly from physical illness, increases life expectancy and reduces the likelihood that they will engage in behaviours which may put their health at risk. The opportunities to improve mental wellbeing through effective prevention and early intervention are clear and this should be reflected in local health and wellbeing strategy and action.</p> <p><i>Public Health England</i></p>	<p>Lesson observations</p> <p>Monitor serious incidents recorded for pupils</p> <p>Monitor exclusions (internal and external) recorded for pupils</p>	DHT Wellbeing Lead Wellbeing mentors	Termly

A, B, C.	To ensure disadvantaged pupils have books to take home to read during the holidays	Research summaries in America (David M. Quinn and Morgan Polikoff) found that disadvantaged pupils' tended to read less and 'advantaged' pupils more in the school holidays. As a result of this, disadvantaged pupils' reading scores dip lower than their 'advantaged' peers after a holiday. This creates further ground for disadvantaged pupils to make up in their learning over time. The study also found that both groups made broadly the same progress within school, so this additional holiday input creates an accumulated benefit for the 'advantaged' children over time.		AHT English coordinator	Termly
Targeted support Total budget cost 2019-2020 £6,000			Targeted support Total budget cost 2020-2021 £ 14,000 (thrive, Louise plus salaries)		

iii. Enrichment and experiences					
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?

A, B	Subsidise education visits and visitors (including residential)	Pupils' horizons will be broadened and they will learn more about culture, history and geography.	Track pupils to ensure disadvantaged pupils have had the opportunity to attend visits	EVC Coordinator	Termly
A, B, C	Plan and implement whole school initiatives e.g. Careers fair, When I grow up? Enterprise Week	"We believe enterprise is vital to prepare children for the real world." Enabling Enterprise	SLT to monitor the effectiveness of initiatives e.g. pupil interviews	AHT	After each event
A, B	Subsidise wellbeing activities - Barnfields Riding Stables & The Elms Sports In School	Physical activity has been shown to have a strong and positive influence on mental wellbeing.	Pupil voice Engagement of pupils to be monitored.	HoS	Termly.
Enrichment and experiences Total budget cost 2019-2020 £3,000			Enrichment and experiences Total budget cost 2020-2021 £ 15,460.		

iv. 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?
D	AHT in charge of attendance to liaise with EWO, transport and Social Services and support families in to overcome barriers to attendance through targeted family work	“Regular attendance at school gives you the best possible start in life and prepares you for the future.” DFE	Attendance clinics HUB report to LGB	AHT Headteacher	Termly
F	Organise coffee mornings for parents with a range of focuses and invite key members of the community	<p>To build relationships with pupils/families. To provide/locate support. To liaise with relevant services.</p> <p>Research (and common sense) tells us that families and parents are critical to pupils’ attainment. Feinstein and Symons (1999) found that parental interest in their child’s education was the single greatest predictor of age 16 achievement.</p> <p>PEN report (22 November 2017) by the Sutton Trust states “relaxed, informal, hands-on workshops helped to build good relationships among parents, as well as between parents and staff, leading to some parents supporting each other to do the activities.</p>	Track attendance of disadvantaged families for events such as parent consultations, coffee mornings, Showcases...	AHT	Termly

A B C D	Offer breakfast for all pupils.	Research carried out by the School's Food Trust found that average KS2 results were higher by 0.72 points in the year after the introduction of a breakfast club in 13 primary schools in deprived areas of London, compared with a less significant 0.27 point increase in nine control schools. Their findings also support the evidence that such clubs improve academic performance and punctuality at school (Stevens, L et al, 2008).	Track attendance and performance of pupils	Headteacher	Termly
Other approaches Total budget cost: 2019-2020 £4,000			Other approaches Total budget cost: 2020-2021 £17,480		