

## Pupil Premium Strategy – Academic Year 2020-2021

### 1. Summary information

Total number of pupils:		Total pupil premium budget:	£33,720
Pupil eligible for pupil premium:	30	Per pupil amount received	Primary - £1,345.00 Secondary - £955.00

### 2. How we measure impact

Pupil attainment and progress meetings are held twice a year.

Teachers submit current attainment data to the Head Teacher and set targets for the end of the school year, the end of the key stage and the end of students' time at the school.

Teacher assessments are validated through regular book scrutiny, lesson observations and moderation of work with mainstream partner schools and the Haringey Special Schools Assessment Working Party.

#### Progress 2020 – 2021

Please note our cohorts are very small.

	No of PPG pupils	READING			WRITING			MATHS		
		BTE	EXP	BEL	BTE	EXP	BEL	BTE	EXP	BEL
Key Stage 1		0/5			0					
Key Stage 2		0			0					
Key Stage 3		0			0					
Key Stage 4		0			0					

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers 2020 /21

- A. Poor attendance
- B. Communication in BSL and English
- C. Well-being to include emotional resilience, self-esteem and reduced anxiety levels

#### External barriers 2020 /21 (issues which also require action outside school, such as low attendance rates)

- D. Lack of parental engagement

### 4. Desired outcomes 2020/21

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Improved Attendance	The attendance of all pupils in receipt of PPG will have improved There is little difference in the attendance figures of those in receipt of PPG and those not
<b>B</b>	Communication both signed and spoken will improve	Pupils' signed and spoken day to day vocabulary has increased Pupils' signed and spoken subject specific vocabulary has increased Pupils demonstrate a developing knowledge, understanding and use of formal and informal language Pupils demonstrate a growing understanding of the difference between BSL sentence structure and that of written English.
<b>C</b>	Pupils' well-being enables them to make good progress in their learning	Data evidences that pupils make at least good progress across the curriculum The number of persistent absentees falls The number of pupils with challenging behaviour reduces Pupils report that they are happy at school
<b>D</b>	Improved parental engagement	Fewer annual reviews of Educational Health Care plans need to be re-scheduled The number of hard to reach parents reduces Parents attend parent consultations (subject to COVID restrictions) Parents attend school functions (subject to COVID restrictions) Parental attendance at BSL lessons increases

### 5. Planned expenditure

Academic year	2020/21
The below demonstrates how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

Desired outcome linked to above	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>A</b> Improved Attendance	<ul style="list-style-type: none"> <li>Monthly analysis of attendance registers with reporting to parents/carers</li> <li>First Day Absence Calling</li> <li>School Comms.Software</li> <li>Appropriate information sharing e.g. Social Workers</li> </ul>		Monthly meetings HT, HSLO and Admin attendance. Attendance discussed at fortnightly MDT meetings	HT HSLO Admin Officer	
<b>B</b> Improved communication both signed and spoken	<ul style="list-style-type: none"> <li>1:1 support of EYFS children from specialist BSL tutor.</li> <li>Targeted BSL lessons for other identified pupils</li> <li>Communication policy reviewed and implemented</li> <li>Shape Coding used across the Curriculum to improve written communication</li> </ul>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. (This is a resource which has been independently evaluated and shown to be effective in other schools.)</p> <p>Developing language at the earliest opportunity is key to raising achievement.</p>	<p>BSL tutor timetabled to attend EYFS sessions.</p> <p>BSL tutors' timetables adjusted to support new pupils</p> <p>Shape Coding Training included in CPD programme</p> <p>Effective working relationships with Speech and Language Therapists</p>	<p>BSL tutor</p> <p>Senior staff with literacy lead</p>	
					<b>Cost: £7,177.79</b>
<b>A, B, C, D and J</b> Improved BSL / language skills at Secondary.		<p>As above</p> <p>Targeted 1:1 support for individual pupils.</p>	BSL Tutor Timetable Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Secondary BSL lead, literacy lead, senior staff, SaLT	Summer 2020
					<b>Cost: £4,846.24</b>
<b>E &amp; F</b> Writing and engagement	Use of Shape Coding to improve understanding of sentence structure and hence improve writing outcomes.	Designed by Speech and Language Therapist Susan Ebbels for use with young people with language disorders	On-going raining of all staff in Shape Coding. Internal CPD		On-going

	Integration opportunities where appropriate	but is used successful with deaf students  Structured opportunities for BN pupils to integrated with hearing peers. Primary with Highgate and Secondary with Fortismere	Monitored use through book scrutiny		
					<b>Cost: £1,193.22</b>
<b>G, H, I</b> Improving wellbeing	School visits programme  Home School Liaison Officer  My Concern software  After school clubs to include specialist yoga  Primary to Secondary transition	Enrichment approaches can directly improve pupils' attainment as identified by EEF.  HSLO provides vital link between school and families  Staff confident in using software to record concerns.  Compliance with and regular updates on all current legislation, standards and guidance  Provides clear and auditable evidence	Whole school staff refresher training.  All staff using My Concern consistently  Termly reports identify patterns  Professional Yoga teacher specialising in delivering Yoga to students with additional needs.  Observation by relevant staff of the Y6 pupil group as they transition into Year 7 with focus on PP pupils.	All staff DSL Senior staff  Primary and secondary teachers with responsibility for transition of Year 6 to Year 7.	Visits cancelled from March 2020 (Impact of COVID-19)  Evaluate summer 20 On-going
					<b>Cost: £2,750.75</b>
<b>K, L and M</b> Parental engagement					On-going
					<b>Cost: £380.00</b>
<b>Linked to all outcomes:</b> <ul style="list-style-type: none"> <li>Headteacher and teachers use of B squared to monitor small steps of progress and plan for specific support.</li> </ul>					

<ul style="list-style-type: none"> <li>• All staff use MyConcern software to record and track the emotional , physical and safeguarding of all our pupils including pupil premium pupils.</li> <li>• Admin support – updating record, providing reports</li> <li>• Communication Support Worker Support – signed support for PP students and families</li> <li>• Assistant Heads monitoring of PP well-being</li> <li>• UPS Teacher – EYFS and KS1 targeted support for PP pupils and families</li> <li>• Home School Liaison Officer (HSLO) – targeted support for PP pupils and families with housing, medical appointments etc</li> <li>• BSL instructor – 1:1 support for pupils arriving in-year</li> <li>• B-Squared progress tracking software</li> </ul>	
	<b>£15,617.51</b>
<b>Total</b>	<b>£31,965.52</b>

Totals from above

Desired outcome A, B, C, D and J at primary	<b>£7,177.79</b>
Desired outcome A, B, C, D and J at secondary	<b>£4,846.24</b>
Desired outcome E & F	<b>£1,193.22</b>
Desired outcome G, H & I	<b>£2,750.75</b>
Desired outcome K, L & M	<b>£380.00</b>
Linked to all outcomes	<b>£15,617.51</b>
<b>Total</b>	<b>£31,965.52</b>

