

# Statement of Pupil Premium Strategy

1. Summary information					
School	Littlegreen School			Type of SEN	SEMH
Academic Year	2017/2018	Total PP budget	£32,670	Date of most recent PP External Review	April 2018
Total number of pupils	64	Number of pupils eligible for PP	33	Date for next internal review of this strategy	July 2018
There are 33 pupils (51%) in receipt of pupil premium funding in total. FSM 22 (34%) CLA 8 (12%) SC 1 (1.5) AFC 2 (3%). FSM unit total = £935/£1,320. LAC unit total = £1,900. SC unit total= £300					

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% pupils that made expected progress in Writing KS2	57%	80%
% pupils that made expected progress in Reading KS2	42%	40%
% pupils that made expected progress in Maths KS2	43%	40%
% pupils that made expected progress in Writing KS3	100%	66%
% pupils that made expected progress in Reading KS3	100%	33%
% pupils that made expected progress in Maths KS3	100%	33%
% of pupils that have made progress through PIES assessment.	66%	73%
% achieving at least 4 nationally recognised qualifications KS4	100%	100%
% of pupils whose attendance has improved	67%	56%

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
<b>A.</b>	Low Prior Attainment (Working below age related expectation in Literacy and Numeracy) How can the gap be narrowed?
<b>B.</b>	Social, Emotional & Mental Health Difficulties How can the pupils be supported in overcoming their difficulties of SEMH and SpLD and meet the objectives set out in their EHCP?

<b>C.</b>	Independence and Resilience: How can we create opportunities for pupils to develop resilience, becoming independent learners?
<b>External barriers</b>	
<b>D.</b>	Attendance – Absence from school has a significant negative impact on pupil outcomes. How can we support pupils and their families to improve attendance so that it is in line with national standard?

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupil Premium pupils will progress at the same rate as Non-Pupil Premium pupils in reading and writing.	80% Pupil Premium pupils to achieve their reading and writing target from starting points or baseline.
<b>B.</b>	Pupils Premium pupils in English will progress at the same rate as Non-Pupil Premium pupils.	80% of KS4 pupil premium pupils achieve their English target from KS2 starting points or baseline. 100% of PP KS4 pupils will achieve either an entry level qualification or 9 -1 in English.
<b>C.</b>	Pupils Premium pupils in maths will progress at the same rate as Non-Pupil Premium pupils.	80% of KS4 pupil premium pupils achieve their maths target from KS2 starting points or baseline. 100% of PP KS4 pupils will achieve either an entry level qualification or 9 -1 in maths.
<b>D.</b>	Pupil Premium pupils' attendance data will be in line with whole school attendance figures.	PP attendance improvement in line with non pupil premium improvement attendance figures for pupils on attendance tracker.

5. Planned expenditure					
Academic year		2017/2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress and attainment in literacy and English, so that pupils narrow the gap on age related expectation.	Rapid Reading & Writing Interventions	<p>Rapid is the complete intervention solution for struggling learners working behind Age Related Expectations, and children with special educational needs.</p> <p>Based on proven pedagogies, Rapid has been shown over and over to hugely improve children's confidence and accelerate learning</p>	<p>CPD for staff on the effective use of Rapid resources.</p> <p>SENCO monitoring the impact of interventions.</p> <p>Summative assessment methods to measure termly impact on progress and attainment.</p> <p>Pupil Voice Survey</p>	JB	Weekly TA Review with SENCO Termly July 2018
Improved progress and attainment in numeracy and maths, so that pupils narrow the gap on age related expectation.	Rapid Maths Interventions	Rapid Maths is an intervention to help struggling learners catch up with their peers in maths. With lots of variety plus software and games, Rapid Maths makes catch-up fun and gives each pupil personalised support and repeated practice in the fundamentals of numeracy.	<p>CPD for staff on the effective use of Rapid resources.</p> <p>SENCO monitoring the impact of interventions.</p> <p>Summative assessment methods to measure termly impact on progress and attainment.</p> <p>Pupil Voice Survey</p>	JB	Weekly TA review with SENCO Termly July 2018

Funding will be available to support the school improvement plan with direct support for learners receiving pupil premium funding.	PPF will be available for targeted interventions, resources or CPD to support SIP targets	The SIP sets out future targets and areas of development for the school. By setting aside some PPF we can ensure that all pupils can benefit from the developments happening at a school wide level.  With particular regard to: Ensuring that the long term outcomes from the EHCP inform termly ILP's resulting in specialist provision meeting the needs of the individual pupils.	SEMH intervention reports show progress being made and re-referral's not happening at Pupil Progress meetings	PR SLT	Half Termly Review of the SIP with the IEB
Rapid English: Rapid Maths: SLE Deployment: <b>Total budgeted cost</b>					£671 £338 £350 <b>£1359</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
The positive mental health and wellbeing of PP pupils will increase by being provided with access to a counsellor.	Pupil premium funding to pay for a school counsellor.	Counselling is an essential intervention for many of the pupils, to enable them to maintain positive mental health.  To ensure that KS2 PP pupils have onsite access to a therapist who works directly with them on issues which are causing a lack of progress in learning or engagement with school.  To ensure KS3 and KS4 pupil premium pupils have onsite access to a qualified counsellor so that their emotional health needs could be addressed in order to help them to access learning and engage with school.	SLT to monitor referrals and caseload. Behaviour record analysis will track impact.  Therapy reports, PIEs and SDQ scores show targets being met and positive feedback gained from teachers and parents.  Use of SQD shows pupils receiving counselling is making progress towards agreed aims.	HD	Half Termly monitoring

<p>That all Pupil Premium pupils will have full access to the school provision, all curricular and extra-curricular activities.</p>	<p>Funding for PP pupils to participate in the Duke of Edinburgh expedition.</p> <p>Contribution to the cost of school trips and offsite activities.</p> <p>Provision of sports equipment</p> <p>Provision of music tuition.</p> <p>Schools Daily Milk Offer</p>	<p>Guidance from the DfE**: Supporting the attainment of disadvantaged pupil's states that schools can respond to the complexity of disadvantaged pupils' needs by tackling the challenge by using strategies specifically targeted at supporting pupils from disadvantaged backgrounds.</p> <p>Therefore a small proportion of the Pupil Premium funding is allocated to the provision of specific needs such as equipment.</p>	<p>Attendance records for all activities.</p> <p>Positive impact on behaviour logs and PIES analysis of pupils.</p> <p>PP pupil progress in line with the progress of non-PP pupils.</p> <p>Positive outcomes by accreditation such as the Duke of Edinburgh Award.</p>	<p>JB</p>	<p>Weekly monitoring of attendance</p> <p>Termly analysis of PIES</p> <p>July 2018</p>
<p>Pupils have access to specialist therapy services resulting in an increase in positive mental health.</p>	<p>Funding of Educational Psychology Support Service.</p>	<p>Beacon House is an integrated mental health and occupational therapy service offering a range of assessments and therapies for children, families, and adults.</p> <p>The Therapeutic Educational Psychology clinic is able to provide bespoke assessment and intervention planning for children whose difficulties affect both school and home.</p> <p>Professional support in the form of supervision, consultation, training to SENCO's, Inclusion Managers, Head teachers, class teachers and teaching assistants.</p> <p>Interventions are being funded by Pupil Premium.</p>	<p>Tracking outcomes through the termly ILP.</p> <p>Termly summative assessment in classroom monitor and PIES</p>	<p>HD JB</p>	<p>Termly July 18</p>

<p>Pupil Premium pupils in KS4 will have good attendance rates resulting in nationally recognised accreditations.</p>	<p>College Hub, a Littlegreen school provision at Chichester College.</p>	<p>The transition between school and college can be an extremely difficult one for young people, so at Littlegreen School we focus on making the transition to college and adult life as successful and exciting as possible.</p> <p>Key Stage 4 pupils have the opportunity to spend two days in our Littlegreen provision at Chichester College and three days a week at Littlegreen School working towards formal qualifications. Those who have opted to be at College full-time also spend their working week studying formal qualifications in core subjects.</p>	<p>Attendance Data</p> <p>Monitoring of teaching and learning.</p> <p>Assessment data</p> <p>Accreditations awarded</p>	<p>DO</p>	<p>Weekly attendance data</p> <p>Termly teaching and learning monitor</p> <p>Termly assessment data</p> <p>July 2018</p>
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<p>Counsellor:</p> <p>Provision:</p> <p>Beacon House:</p> <p>College Hub:</p> <p><b>Total budgeted cost:</b></p>	<p>£5184</p> <p>£2284</p> <p>£1314</p> <p>£13,032</p> <p><b>£21,814</b></p>
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**iii. Other approaches (including links to personal, social and emotional wellbeing)**

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>The strategic use of PIES profile data for targeted support.</p>	<p>PIES profile is a tool for the assessment of pupils social, emotional and behavioural development. It identifies the level of skills they have got to access learning. It enables staff to develop their understanding of the pupils and</p>	<p>DfE Guidance* states that schools work with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary.</p>	<p>SLT to visit x2 other schools as part of a research project.</p> <p>SLT to author the PIES assessment tool.</p> <p>All staff INSET – 2 days</p> <p>Termly Progress Meetings</p>	<p>HD</p>	<p>Termly</p> <p>July 2018</p>

	their difficulties. It is also used to inform the setting of individual targets in the pupils ILP.				
Ensure that Pupil Premium pupils make the same social emotional progress through targeted behaviour support strategies as outlined in the Littlegreen SEN Interventions Provision Map.	<p>To provide a specific and targeted behavioural support programme for PP pupils.</p> <p>After school clubs.</p> <p>Equine Therapy.</p>	<p>More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time. They seek out strategies best suited to addressing individual needs. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs. – Sutton Trust**.</p> <p>DfE guidance * recommends schools teach social and emotional skills through a healthy school approach, promoting the health and wellbeing of all pupils in the school. Clubs contribute to the positive mental health of pupils and increase opportunities for them to take part in activities with their peers.</p> <p>Equine Therapy is provided to develop self-confidence, self-esteem and to build positive associations with school.</p>	<p>EHCP linked to ILP which will be evaluated termly by teachers and SLT.</p> <p>The strategic use of PIES profile data to target support to specific areas of need.</p> <p>Pupil progress meeting notes show pupils needs are being discussed and matched to SEMH provision.</p>	JB	July 2018
<p>PIES:  SEN Interventions:  Clubs:  Equine Therapy:</p>					<p>£2100  £5897  £780  £720</p>

<b>Total budgeted cost:</b>	<b>£9497</b>
<b>Combined Total:</b>	<b>£32,670</b>